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1914.

Legislative Council.
FIJI.

COUNCIL PAPER No. 22.

EDUCATION

(CORRESPONDENCE RELATING TO—IN CONTINUATION OF COUNCIL PAPER NO. 30 OF 1910).

Laid on the Table, 3 April, 1914.

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No. 1.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 163.
Sir,Downing Street,
27th August, 1910.

I have had under my consideration the Report of the Committee on Emigration from India to the Crown Colonies and Protectorates, a copy of which has already been communicated to you in my circular despatch of the 4th of July.

* * * * *

7. Early consideration should be given to the recommendations of the Committee in paragraph 427 of their Report on the subject of the limitation of the hours of work for children and the care of their education. Sir E. im Thurn referred in his evidence before the Committee (question 2242) to the Commission which he had appointed to consider the question of education in Fiji. I hope that this question of the education of the children of indentured labourers may have been dealt with in the report which has not yet reached me.

I have, &c.,
CREWE.

No. 2.

THE ACTING GOVERNOR TO THE SECRETARY OF STATE.

No. 261.
Sir,

25th November, 1910.

I have the honour to forward herewith six copies of the report of the Commission appointed to inquire into the existing methods of, and facilities provided for, education in Fiji, and to advise as to the steps to be taken to bring about improvement therein. I regret that pressure of work in the Government Printing Office has delayed the publication of the full report.

2. I understand that Sir Everard im Thurn proposed to submit his views in a despatch on this subject to you while in England on leave.

3. In forwarding the report for your consideration I desire to record my opinion that, before any policy in regard to education involving any considerable change in existing conditions or increased expenditure from public funds is adopted, it appears desirable that an officer possessing experience in educational matters in some other Colony, where the conditions are somewhat similar to those prevailing here, should visit Fiji and advise as to the best methods to be adopted. The officer selected might possibly be one who would be prepared to accept the post of Director of Public Education, should it be decided to make that appointment, although my personal opinion is that Mr. J. V. Thompson, if he makes himself thoroughly acquainted with the Fijian language, may well be considered for the post when it is being filled.

4. I desire to record my entire disagreement with the opinion of the Commission as expressed in the report that education should be entirely secular, holding that religious instruction of one denominational kind or another at the hands of its particular teacher is an essential part of a child's education, for which a place and time should be found in the curriculum of his or her school and not encouraged to be regarded as something outside and secondary to the objects of attendance thereat.

I have, &c.,
C. MAJOR.

No. 3.

THE ACTING GOVERNOR TO THE SECRETARY OF STATE.

No. 277.
Sir,

Suva, 23rd December, 1910.

I have the honour to acknowledge the receipt of Lord Crewe's despatch No. 163 of the 27th August last, on the subject of the Report of the Committee on Emigration from India, and with special reference to the emigration to this Colony.

2. Lord Crewe intimated that he concurred in the view expressed by the Committee to the effect that in some respects the operation of the Fiji Immigration Law appears to be open to improvement; and he directed that consideration be given to the following proposals for the amendment of the Ordinances in force relating to Indian Immigration:—

* * * * *

(c) The enactment of provisions on the subject of the limitations of the hours of work for children and the care of their education and to provide that a certain amount of time should be given to instruction and laying down rules for the provision to be made by Employers or by State aid for the purpose of Education.

* * * * *

9. As to point (c) it seems necessary that I should explain the provisions of the law in force at the present date on the subject of the employment of children of indentured labourers. The Committee in paragraph 352 of their report state that the law relating to Indian Immigration is contained in Ordinance I of 1891. I am not aware whether the Committee had before them the Indian Immigration Amendment Ordinance 1908 (No. IV) and particularly section 4 thereof which enacts that immigrants introduced after the 31st of December, 1908, shall not be deemed to be adults unless they have

reached the age of fifteen years. Under this enactment, therefore, a child is not liable to be required to work under indenture until he has reached the age of 15 years; and shall not be indentured on his arrival to serve on a plantation to which his parent is indentured unless, at the date of his arrival in the Colony, he is over ten years of age. For the purposes of considering the recommendation of the Committee under reference it is necessary therefore to adopt the interpretation of a child as one under fifteen years of age whose parent is indentured to serve on a plantation, *i.e.* so far as prescribing the limitation of the hours of work for children is concerned. In this connection I have to point out that the law in Fiji does not permit the employment of children at all, and the Agent-General of Immigration informs me that so far as he is aware, it is not the practice to employ children on plantation work, *i.e.* children under fifteen years of age. It appears to me therefore unnecessary that the amending Ordinance should confer on the Governor in Council the power to make regulations to prescribe the limitations of hours of work for children. I consider that it will be only necessary to make adequate provision in the schools Ordinance or Regulations made thereunder for the instruction of Indian children on plantations within the school age. I however recommend that provision be inserted in the amending Immigration Ordinance giving the Governor in Council power to prescribe by regulations what provision is to be made by employers for the purpose of education of Indian children whose parents are under indenture to them.

10. The question of East Indian education has been dealt with by the Education Commission. Copies of the Report of the Commission, with evidence and appendices, have been forwarded to you. I refer you to paragraphs 65 to 70 of the Report. In paragraph 67 the Commission recommends the introduction of legislation to require the employer of indentured labour at certain centres to provide such school buildings and equipment as the Government may consider necessary for the children of indentured Indians. The Commission recommends further that the State aid to these schools should take the form of providing teachers and the salaries to be paid to them. Under paragraph 72 of the Report, the Commission has proposed that the annual grant in aid to these schools should be £500.

* * * * *

I have, &c.,
C. MAJOR.

No. 4.

THE SECRETARY OF STATE TO THE ACTING GOVERNOR.

No. 37.
Sir,

Downing Street,
8th February, 1911.

I have the honour to acknowledge the receipt of your despatch No. 202 of the 2nd September* last relative to the question of granting pension rights to the staff of the two existing Public Schools in Suva and Levuka.

I approve both in principle and in particular the grant of pensions to schoolmasters on the permanent establishment, but I consider that if the salaries continue to be paid by the School Board the pensions should also be paid by the same authority. In any case, I am of opinion that a final decision in the matter must stand over until the proposals of the Education Commission (as to which a separate despatch will be sent) have been disposed of.

I have, &c.,
L. HARCOURT.

No. 5.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 70.
Sir,

Downing Street,
30th March, 1911.

I have the honour to acknowledge the receipt of Mr. Major's despatch No. 261 of the 25th of November, 1910, forwarding copies of the report of the Commission of Inquiry into the subject of Education in Fiji.

2. I have read this report with interest, and I have been favoured by Sir Everard in Thurn with an expression of his views upon the subject. I am of opinion that the time has come for the Government to undertake the task of improving and increasing the educational facilities in the Colony, but I do not feel able with the information at present before me to lay down with any precision the lines upon which the work of reform should proceed.

3. I agree with Mr. Major that the first step to be taken is the selection of a special educational officer to study the question upon the spot, and advise the local Government and myself as to the action to be taken. For this purpose I should wish if possible to obtain the services of an officer who would be competent and willing himself to take up the appointment of Director of Education and carry into effect the scheme which he may recommend. Such an arrangement would have the advantage of minimizing the inevitable delay, and avoiding the risk of a disagreement in policy between the author of proposals and the officer to whom their execution is entrusted. It must, however, be dependent upon the possibility of securing a suitably qualified officer, and as to this I shall communicate with you later, when I have made further inquiries.

4. It may, however, be convenient if I set out at this stage certain conclusions at which I have provisionally arrived as to the principles by which the Government should be guided in the matter of educational work.

5. From the information contained in the report it appears that a system of education which, though admittedly imperfect, is both extensive and long-established, has been set up entirely by voluntary agencies in connection with religious organisation. The ground having been to so large an extent already covered I am disposed to consider that the Government should, so far as it can, avoid entering into direct competition with them in the same field, and should endeavour to improve the facilities for ordinary primary education by granting subsidies to these agencies, which should be conditional upon their attaining a certain standard of educational efficiency, to be determined by Government inspection.

6. I am the more disposed to suggest this limitation of Government action, because it is clear from the report that, apart from the field of primary education for natives of Fiji, there is plenty of scope for direct Government enterprise in educational matters.

7. I consider that the Government may reasonably be expected to provide institutions for the training of native teachers, special schools for industrial and agricultural teaching, and schools for East Indian children. Provision for the latter is clearly much needed. I am glad to note that contributions to their support may be expected from the East Indian population, and I consider that a part of the cost may equitably fall upon the employers of Indian labour.

8. If steps are taken to provide these requirements and to establish primary schools in districts untouched by existing agencies, I am of opinion that for some time to come there will be sufficient work to occupy the proposed new Department of Education.

9. I shall be glad to receive your comments on these suggestions in order that instructions may be drawn up for the guidance of the officer selected as the Commissioner for, or Director of, Education.

I have, &c.,
L. HARCOURT.

No. 6.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 90.

Sir,

Downing Street,
4th May, 1911.

I have the honour to acknowledge the receipt of Mr. Major's despatch No. 277 of 23rd December last on the subject of the report of the Committee on Emigration from India to the Crown Colonies and Protectorates, and of Mr. Hutson's despatch No. 17 of 17th January * forwarding the reports on Polynesian and Indian Immigration for the year 1909.

* * * * *

5. I approve the proposal that the Governor should be empowered to prescribe by regulation what provision employers should make for the education of the children of their indentured coolies; but whether such provision should take the form of a money contribution, or of buildings and equipment, may be left over for consideration by the new Director of Education whose appointment is proposed in my despatch No. 70 of the 30th of March.

* * * * *

I have, &c.,
L. HARCOURT.

No. 7.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 95.

Sir,

Government House,
Suva, 6th June, 1911.

In accordance with the request contained in the last paragraph of your despatch No. 70 of the 30th of March, I have the honour to submit my comments on the report of the Commission which recently inquired into education in Fiji.

* * * * *

3. I will first state the points in which I find myself in disagreement with the majority of the Commission. I am not in favour of making primary education compulsory for all classes, for the reason that the Government has not the means to defray the cost involved. It is desirable to point out that under section 51 of Ordinance III of 1890 compulsory attendance at school does not apply to persons not of European descent, and that as regards persons of European descent compulsory attendance at school in Suva and Levuka (see section 3 of the Ordinance) has never been enforced. Nor has the Native Regulation making school attendance compulsory for Fijians ever been enforced. With the abolition of so-called compulsory education in Fiji I would abolish all free education. This may be effected in Suva and Levuka by abolishing the school rates and substituting school fees. The rates in Suva in 1910 amounted to £425 and in Levuka to £429. The average attendance in each school is about 120. A fee of only 1s. 6d. a week would more than cover the loss of rates. If you prefer to retain the rates a small fee, in addition, of say 6d. a week, might still be imposed. I am most strongly opposed to Government making grants in aid to private schools. My views on this subject are generally in accord with those expressed by the Bishop of Polynesia. The Government cannot afford to make grants involving a present, and a continually increasing expenditure of £4,500 per annum, and if it could afford it I am convinced that the money would be wasted. Education in the

Colony will be much more effectively assisted by the Government devoting the money, when it succeeds in procuring it, on schools of its own. The schools that would get the proposed grants in aid are for the most part village schools for Fijians managed by the Wesleyan and Roman Catholic Missions. I would like to see the Government take over the management of as many of these schools as possible, and it may be possible to do so in the course of time. I am given to understand that the Wesleyan Mission, at any rate, would welcome the change. In the meantime, these schools cost the Wesleyan Mission nothing. As stated in paragraph 15 of the report the school buildings and the salaries of the teachers are provided by the voluntary contributions of the villagers. In these circumstances the grant would simply go into the pockets of the Mission whose work in Fiji costs them, I believe, only some £2,000 a year out of a total expenditure of £7,000 per annum, so generous are the Fijians where church matters are concerned. In Hong Kong the grant in aid system prevailed. There is no one, so far as I am aware, who had any experience of educational matters in that Colony who did not regret the existence of the system, which, once instituted, is very difficult to get rid of. None regretted it more than Sir Matthew Nathan who is a skilled educationist. I beg leave to suggest that before you commit this Colony to a policy which my experience teaches me would be a wrong one you will consult Sir Matthew Nathan in the matter. His opinion on the subject would, I venture to think, be of great value. There is no need, in my opinion, for a Board of Education. Whenever the Government of this Colony is faced with a difficult situation it seems in the past to have sought refuge in the appointment of a Board. I do not think the system has proved successful. I am sure it is not likely to succeed where education is concerned. Education is a matter in which in a mixed community, the members of which have no expert knowledge of the subject and are divided by differences of opinion born of different religious creeds, it is useless to expect united and harmonious effort. The report under criticism is evidence of the truth of this statement. The Anglican and Roman Catholic Bishops have each signed a separate report. It will be better for the Government to take the matter in hand itself and create in due course an Education Department controlled by the Governor and his constituted advisers, and subject as to its expenditure to the useful scrutiny of the Legislative Council. On the subject of religious instruction in public schools I go further than the Bishop of Polynesia, holding as I do that religion is essential to the formation of national character and that it is therefore the duty of the State to have it taught in its schools. I am, however, willing to accept the compromise suggested by Bishop Twitchell and I trust that you will see your way to adopt his suggestion. I do not agree that money should be spent in providing scholarships for the prosecution of studies outside the Colony. The money will be better spent in improving educational facilities within the Colony itself.

4. Having stated my objections to recommendations made I will briefly set out the directions in which I consider the most useful efforts for the improvement of education in the Colony may be made, and I will deal separately with the three races principally affected :—

- (a) *Europeans*.—The majority of the Committee have recommended that in order to improve educational facilities for the children of parents of European descent the existing public schools should be improved by providing for the teaching of more advanced subjects. The Committee are supported by the evidence of 11 out of the 17 witnesses examined by them who gave opinions on the subject. It is, however, worthy of note that among these 11 witnesses were ranged the Head Master of the Suva Public School, the Chairman of the Suva School Board, two Roman Catholic Missionaries, and two Wesleyan Missionaries. All these witnesses are likely to have been prejudiced as parties interested in existing schools against the institution of a new and powerful rival. On the other hand the Bishop of Polynesia, urged thereto by strong appeals made to him by parents in various parts of the Colony, moved a resolution to the effect that a separate higher grade school should be established, at which moderate fees for day scholars and a charge for boarders not exceeding £40 per annum should be made. From what I have been able to learn I think I am right in saying that there is a very strong desire on the part of European parents for a properly equipped secondary school. This impression is confirmed by the evidence given by Mr. J. V. Thompson, Head Master of the Queen Victoria Memorial School. I consider the provision of such a school to be of vital importance to this Colony which depends for its prosperity on its agricultural development. The Europeans who suffer from the want of educational facilities are largely planters who are scattered throughout the group. These men are as a rule not in affluent circumstances, and I can well understand that they cannot afford to send their children out of the Colony for their education, but I cannot see my way to recommend the establishment of a separate high school, partly on the ground of expense, and partly because the recommendation I wish to make will serve a larger section of the community. I consider that the recommendation of the Commission and the wishes of the witnesses examined by them may be met by the addition of an upper school for secondary education to the existing Suva Public School together with a boarding-house for boys, with quarters for two masters, close enough to the school for the boys to attend the school daily. There is room on the site of the existing Public School to build the necessary additional class-rooms, and I would permit day scholars of both sexes to attend the new upper school on payment of fees. An additional English master should at the same time be added to Levuka School to take an upper class in secondary subjects. Finally, I strongly recommend that the Suva Public School be reserved for children of European descent. * * * * * The principle of some separate provision for European children has been accepted in Hong Kong. It is even more necessary in this Colony and it will be well to recognise it once and for all. Half-caste children are admitted to the Levuka Public School principally for the reason that settlers in the earlier days of the Colony married coloured women. It is their

offspring who use the school. The school kept by the Marist Brothers, which has accommodation for about 16 boarders, provides means of education for half-castes in Suva.

(b) *Fijians.*—In answer to the question what education is considered most suitable for Fijian boys, the Honourable Ratu Madraiwiwi, probably the most intelligent Fijian in the Colony, answered "agriculture." The majority of the witnesses examined by the Commission expressed themselves in favour of technical and industrial education for Fijians, and the Commission have recommended in paragraph 50 of the report that the Government should "consider the question of again establishing a Government technical school where technical instruction would be imparted of a character suited to the needs of the Colony." I am thoroughly in accord with the views above expressed, and as this is an agricultural Colony and the Fijians are the largest landowners therein I consider that the technical instruction should take the form principally of instruction in the methods of agriculture suitable to local conditions, with instruction in the rearing and care of stock combined with instruction in carpentering, bricklaying, and concreting. I am of opinion that the desired object can be obtained by extending the syllabus at the Queen Victoria Memorial School by including instruction in the principles of agriculture, and by instituting provincial schools as funds may become available to which boys should be admitted by competitive examination from the village schools and in which instruction in the three "Rs" in Fijian may be continued with instruction in English, together with instruction by properly qualified teachers in the technical subjects mentioned above. The cost of the buildings may be shared between the natives of the province and the Government and Government should contribute, say £300 per annum, towards the maintenance of each school. I estimate that in order to give the instruction indicated above two European masters will ultimately be required at each school. It will be observed that the Fijians are willing to set aside large blocks of land for use in connection with these schools. Their spirited effort is wholly worthy of support and if the schools are well managed they should be a valuable asset in the education of the people. I am of opinion that instead of general contributions from the provinces concerned it would be preferable to impose moderate fees. This is, however, a matter for further consideration. I see no reason why the education at the Queen Victoria Memorial School should be free. I suggest that fees of £2 a year may well be charged. I would make admission by competitive examination from the provincial schools. The Wesleyan Mission charge fees of £1 per annum for scholars admitted by examination and of £3 per annum without examination at their school at Davuilevu concerning which I attach some interesting particulars. The school is largely self-supporting. I am of opinion that an endeavour should be made to get the Fijians to agree in consideration of the Government contribution to allow Indian boys nominated by the Government to attend these provincial schools. Such boys would be drawn from the Indian vernacular schools and might continue their education in Fijian (a language they soon pick up), English, and the technical subjects.

Indians.—For the present I think all that is necessary is to establish Government vernacular schools at various centres. I do not consider that the cost of educating the children of indentured Indians should be cast upon the employers of Indian indentured labour. It would be a heavy tax on a class which, with the exception of the Colonial Sugar Refining Company, are not well off. The Company referred to already does more than its share in providing schools for its European employees which fill a much-felt want in rural districts. I deprecate most strongly casting ever-increasing burdens on the employers of indentured labour. Such action will only tend to keep settlers out of the country, and the only hope for the development of this Colony is to fill it with an adequate population. I suggest that small fees of, say 3d. a week, be charged for each child belonging to free parents, and as indentured labourers are not in position to pay fees the charges for their children might be made payable by their employers. It is possible that when these vernacular schools have been established that Indian population may come forward with offers of contribution towards the cost of establishing other schools.

5. There remains for consideration the question of the appointment of a Director of Education. In the present state of the finances I cannot see my way to recommend the appointment. It may well be deferred until the new schools suggested in this despatch are established. Then an Inspector of Schools may be necessary, and I hold that by law he should be given the right of entry to and inspection of all private schools in the Colony. * * * * *

I submit that as long as the Government permits the Missions to engage in the important and not unremunerative function of educating large sections of the population it is justified in inspecting their work and satisfying itself that the population gets reasonable value for its contributions. The Wesleyan Mission would, I believe, readily consent to such inspection as tending to standardising their village schools. But additional Inspectors would be required to undertake such a large number of inspections, as the Mission has over 1,000 village schools in the Colony. I am further of opinion that as soon as an Inspector of Schools is appointed the School Boards of Levuka and Suva should be abolished and Ordinance IV of 1890 amended so as to place the entire control of education directly in the hands of the Government. * * * * *

7. I append an estimate of the cost of the proposals made above and I shall be glad to learn by telegraph whether you approve generally of the proposals made in order that I may take steps

to provide in the Estimates for 1912 for some portion, at any rate, of the necessary expenditure. I can suggest no other means of providing for the capital expenditure than by charging it to a small loan which I consider absolutely necessary in order to provide for certain roads and other works urgently required for the development of the country. I shall address you at a later date on the subject. The selection of Masters is a matter that will require careful consideration. When I know whether you approve of the proposals I shall make detailed recommendations on the subject.

I have, &c.,
F. H. MAY.

ENCLOSURE No. 1.

PROVINCIAL SCHOOLS—PROVINCES WHICH HAVE DECIDED TO HAVE SCHOOLS SOMETHING ON THE LINES OF THAT AT LAU.

Province.	N.D.D. A/c. Amount collected.	Approximate sum aimed at.	Remarks.
Bua	£ s. d. 260 11 0	£ s. d. 572 0 0	School in conjunction with Macuata. Natives are to give a block of land also.
Macuata	390 7 6	624 0 0	School in conjunction with Bua. Natives are to give a block of land also.
Ra .....	.....	650 0 0	Agricultural school. Natives also offer 1,000 acres of land for the purpose.
Tailevu	1,039 13 9	2,000 0 0	
Cakaudrove.....	349 7 0	1,000 0 0	
	2,039 19 3	4,846 0 0	

Lau School (commenced 1908)—	
Cost of Buildings to end of 1909	£590 5 7
Cost of Furniture to end of 1909	90 6 0
	<u>£680 11 7</u>

ENCLOSURE No. 2.

ESTIMATE OF COST.

Capital expenditure, extension of Suva and Levuka Public Schools, including	
Boarding-house at former	£5,000
Equipment	1,000
Provincial Schools (Government contribution)—	
Three at £250	750
Two at £500	1,000
Indian Schools—Five at £200	1,000
Equipment	250
	<u>£9,000</u>

Additional Recurrent Expenditure.

Subsidy to Suva High School (see Mr. Thompson's estimate, page 45 of the Report)	£1,000
Extra Master for Levuka School	350
Contribution to Staff for Provincial Schools—Five at £300	1,500
Indian Vernacular Masters—Five at £50	250
	<u>£3,100</u>

No. 8.

TELEGRAM FROM THE SECRETARY OF STATE TO THE GOVERNOR, DATED 25TH JULY, 1911.

WITH reference to your despatch No. 95 of the 6th June, I approve extension of Suva and Levuka High Schools and consequent expenditure, and also levying of fees of sixpence per week in those schools but maintaining the rate. As regards other proposals I defer decision until you have had longer experience of Fijian circumstances. Despatch follows by mail.

HARCOURT.

No. 9.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 141.
Sir,

Downing Street,
26th July, 1911.

I have the honour to acknowledge the receipt of your despatch No. 95 of the 6th of June, on the subject of Education in Fiji.

2. I have felt some difficulty in arriving at a decision on this subject, in view of the considerable divergence of opinion which appears to exist, and I have therefore felt unable to do more at present

than approve your proposals for the extension of the High Schools at Suva and Levuka. I informed you of this decision in my telegram of the 25th of July, and you will no doubt make provision in the Estimates for 1912 accordingly, and will advise me whether it is necessary to select a teacher or teachers here.

3. I am not prepared as at present advised to approve the abolition of school rates, but I approve the levying of a fee of 6d. a week for each pupil at the public schools of Suva and Levuka.

4. I see no reason to take exception to the practice of the School Board of Suva under which the public school is reserved for children of European descent.

5. I will postpone for the present at least the appointment of a Director of Education, waiting until you have had longer experience of the conditions of Fiji, and of its finances, for a further expression of your views upon the various points relating to education which have been raised in your despatch.

6. If the scheme outlined in my despatch No. 103 of the 31st May last is carried out, it will be possible to apply to the education of the natives some of the revenue derived from the leases of native lands. I should in any case deprecate charging to a loan, as suggested in the last paragraph of your despatch, any expenditure, even capital expenditure on education.

I have, &c.,

L. HARCOURT.

No. 10.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 231.

Sir,

Government House,

Suva, 12th October, 1911.

With reference to your despatch No. 141 of 26th July last, I have the honour to report that before making provision in the Estimates for 1912 for secondary education, I invited an expression of opinion on the subject from the Suva and Levuka School Boards. I enclose a copy of a letter addressed to each body.

2. The Suva School Board advised that, in the first instance, and on the understanding to which they agreed, provision should only be made for pupils of European descent, accommodation should only be provided in the proposed boarding establishment for twenty boarders, and that the number of pupils expected to attend the secondary school was thirty. The Levuka School Board urged the advisability of making some provision for technical education in the Levuka school in preference to establishing secondary classes in view of the fact that a large proportion of the children attending the school are half-castes to whom the former training would be of more advantage. They also represented the necessity of providing some further assistance to enable them to engage an additional teacher for primary education.

3. In view of the foregoing, I have deemed it advisable to modify the proposals submitted in my despatch No. 95 of 6th June last, and I have accordingly made provision in the Estimates for 1912 as follows:—

Grant in aid of Secondary Education, Suva	£600
Secondary Education, Suva Public School equipment	300
Grant in aid of additional Teacher, Levuka Public School	150
Equipment of Workshop, Levuka Public School	150
Boarding Establishment, Suva Public School—Quarters for Head Master, and Class-rooms for Secondary Education	3,800
Workshop, Levuka Public School	200

4. The amendments necessary in the Public Education Ordinance to provide for the levying of fees for pupils attending public schools, and to legalise the practice under which the Suva Public School is reserved for children of European descent, are receiving attention.

5. I will address you further as to the steps to be taken to obtain the additional teachers required.

I have, &c.,

F. H. MAY.

ENCLOSURE.

THE COLONIAL SECRETARY TO CHAIRMAN, SUVA SCHOOL BOARD.

7624/11.

Sir,

Colonial Secretary's Office,

Suva, 30th September, 1911.

I am directed to inform you that it is proposed to grant power under the public Education Ordinance to School Boards to levy fees, and to legalise the practice under which the Suva Public School is reserved for children of European descent.

2. To give effect to these proposals the following amendments in the Public Education Ordinance will be necessary:—

(1) The imposition of fees will involve the repeal of section 33 (5) and the enactment that—

- Every Board shall charge such fee for each child attending school, not exceeding sixpence per week, as it, with the approval of the Governor in Council, may determine;
- Such fee shall be payable by the parent or guardian of every child in advance;
- If default is made in the payment of such fee, the principal teacher of the school may forbid the attendance of the child in respect of whom the default is made and every parent or guardian in default shall be liable to a penalty not exceeding forty shillings.

(2) With regard to half-caste children it will be necessary to add to the Ordinance some such provision as follows :—

Every Board may make such provision as to the admission of native children into its schools as it may deem proper.

3. The Government will only make a grant for the new class rooms and boardinghouse on the distinct understanding that the latter is reserved for boys of European descent only (that is to say, both his parents must be of European race).

4. It will be observed that the above provision as to the admission of native children leaves the matter at the discretion of the Board. I am to inquire whether your Board would prefer that the exclusion of native children should be made compulsory.

5. I am to ask that the above proposals may be considered by your Board, and I shall be glad to be furnished with their views thereon as soon as possible.

I have, &c.,

A. MONTGOMERIE,
for Colonial Secretary

No. 11.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 4.
Sir,

Downing Street,
4th January, 1912.

I have the honour to acknowledge the receipt of your despatch No. 231 of the 12th October, and to express my approval of the arrangements which, after consulting the Suva and Levuka School Boards you have made with regard to Secondary Education at Suva and Technical Instruction at Levuka, and of the provision which you have made in the Estimates for 1912 for carrying them into effect.

* * * * *

I have, &c.,

L. HARCOURT.

No. 12.

THE GOVERNOR TO THE SECRETARY OF STATE.

Sir,

Government House,
Suva, 16th February, 1912.

With reference to paragraph 4 (b) of my despatch No. 95 of the 6th of June last, I have the honour to inform you that after very careful consideration I have come to the conclusion, in which my Executive Council concur, that it is not desirable to proceed with the establishment of a number of provincial schools in accordance with resolutions of Provincial Councils referred to in Sir Everard im Thurn's Despatch of the 8th of August, 1910.* The undertaking to provide so many schools would involve too much expense if the teaching is to be of a standard and of a nature which will be really effective. Moreover, the establishment of some of the proposed schools would clash with existing Mission schools with which they would compete. For instance, a provincial school in Tailevu would compete with the Wesleyan Mission school at Davuilevu, in the neighbouring province of Rewa, while a provincial school in Cakaudrove would compete with the Roman Catholic school at Wairiki and with the Wesleyan Mission school at Niusawa, near Somosomo, in the island of Taviuni. Again, the establishment of provincial undenominational schools—and the Fijians wish them to be undenominational—supported by provincial taxation is, as explained in my predecessor's despatch above referred to, strongly opposed by the Roman Catholic Mission.

2. In these circumstances I desire to make the following recommendations in which the Executive Council concur :

- (a) That the moneys subscribed in the provinces mentioned in enclosure I hereto be returned to the subscribers ;
- (b) That instead of separate schools in each province there be gradually established Government central schools in convenient situations not served by Mission schools ;
- (c) That the capital cost of the central schools be defrayed by Government out of general revenue ;
- (d) That the native tax be increased by an amount which will cover at least half the annual recurrent cost of the schools ; but that this addition be not ear-marked as for educational purposes ;
- (e) That admission be open to any Fijians, within age limits to be prescribed, except natives of the province of Lau which has its provincial school with which I do not desire to interfere ; and to Indian boys within the prescribed age limits and that the Indian population be taxed by the imposition of an educational rate. It is considered that the bringing of Indian boys into competition with Fijians will stimulate the latter. It is in any case necessary to begin to make provision for the education of Indian youths ;
- (f) That admission to the schools be by competitive examination ;
- (g) That fees not exceeding 1s. per scholar per week be charged. In this connection I may mention that I recently inspected the provincial school at Lau and suggested to the Roko of the province that fees should be charged in order to raise funds for the payment in part at any rate of an additional English Technical Master and that he concurred in the proposal ;
- (h) That in the first instance two schools only be established—one in Vanualevu to serve Macuata, Bua, and parts of Cakaudrove, and the second in Vitilevu, in the province of Ra.

3. I attach estimate drawn up by the Commissioner of Works (enclosure No. 2) of the capital cost of each school. I am in hopes that the estimate may be reduced, but on the other hand some expenditure will be required for purchase of land and of live stock and for fencing. This may amount to £500 for each school. The capital cost, therefore, cannot safely be placed lower than £4,500 for each school. I also enclose an estimate (enclosure No. 3) of the recurrent expenditure. The salaries are low, but I understand that men may be obtained for such remuneration from some of the Agricultural Colleges in Australia. On this subject I will make inquiry. I attach a third estimate (enclosure No. 4) of the additional taxation involved in order to cover half the cost of the recurrent expenditure. The fees would be paid into general revenue. It is proposed to provide for about 120 boys at each school.

4. I shall be glad to learn whether you concur in these proposals in order that, in the event of your concurrence, I may place them before the great Council of Chiefs and provide in the Estimates for 1913 for one of the two schools.

5. I shall endeavour at the same time to provide for the vernacular Indian school as a beginning of provision for Indian vernacular education.

I have, &c.,
F. H. MAY.

ENCLOSURE No. 1.

STATEMENT.

Province.	Taxpayers.	Levy.	Amount to date.	Full amount expected by 31st December, 1911.
		s.	£ s. d.	£
Tailevu	3,043	10	1,039 13 9	Say 1,500
Macuata	1,238	10	422 9 6	" 600
Bua.....	1,132	10	274 11 0	" 500
Cakaudrove ..	1,950	10	349 7 0	" 950
Ra	2,169	6	.....	" 600

ENCLOSURE No. 2.

ESTIMATE FOR CENTRAL SCHOOL BUILDINGS.

1. Head Master's Quarters with kitchen and closet, mosquito-proofed and venetianed	£592
2. Assistant Master's quarters with kitchen and closet, mosquito-proofed and venetianed	410
3. Three houses for native masters, 24 feet by 16 feet, wood framed and thatched, earth floor	150
4. House for Turaga ni koro, 24 feet by 16 feet, wood framed and thatched, earth floor	50
5. House for labour, 36 feet by 16 feet, wood framed and thatched, earth floor ..	76
6. Hospital (2 buildings) wood floor, ceiling and iron roof, mosquito-proofed ..	150
7. Storehouse with concrete floor, bins, shelving, &c.	75
8. Dormitories (4 buildings, each for 36 boys with reed walls, wood floor and iron roof and shower baths	2000
9. School House for 100 boys (as above)	330
10. Workshop, wood framed and thatched, earth floor (add not mentioned by Native Commissioner.)	106
11. Kitchen, with 6 coppers	300
12. 12 latrines	60
	£4208
Add provided by Native Commissioner, but not properly buildings :—	
Furniture	£200
Tools	60
Sundries	40
	£4,598

A total of £4,598 (say £4,600) for heading buildings.

ENCLOSURE No. 3.

COST OF MAINTENANCE ANNUALLY.

Staff Masters :—

1. Headmaster, European (£250 to £300)	£250
2. Technical and Agricultural Instructor (£150 to £200)	150
3. Native Masters (3) —one at £40 to £60 ; one at £30 to £40 ; one at £24 to £36	94

Others :—

4. Turaga ni Koro (native)	24
5. Cooks and labourers (native)	84

Food :—

First year, £250 ; subsequent years £150 (for flour, rice and meat chiefly) ..	250
Sundry (including painting, repairs, &c.)	148

£1,000

NOTE.—The lesser allowance for food after the first year would balance the incremental increase in salaries, but in any case sundry or contingent expenditure would vary, and the annual cost can be taken at £1,000.

ENCLOSURE No. 4.
PROPOSED INCREASE IN NATIVE TAX ASSESSMENT.

Province.	Number of Taxpayers.	Native Tax Assessment, 1912.		Proposed increase.		Total.	
		£	s. d.	£	s. d.	£	s. d.
Ba and Yasawa	2,304	1,352	2 6	115	4 0	1,467	6 6
Bua	1,132	961	0 0	56	12 0	1,017	12 0
Cakaudrove	1,950	1,944	0 0	97	10 0	2,041	10 0
Colo East	1,002	398	10 3	50	2 0	448	12 3
Colo North	385	241	1 1	19	5 0	260	6 1
Colo West	998	364	13 8	49	18 0	414	11 8
Kadavu	1,773	1,404	10 0	88	13 0	1,493	3 0
Lau	1,668	1,540	5 6	.....	.....	1,540	5 6
Lomaiviti	1,619	1,486	0 0	80	19 0	1,566	19 0
Macuata	1,238	1,082	0 0	61	18 0	1,143	18 0
Nadroga	914	584	16 0	45	14 0	630	10 0
Naitasiri	767	497	3 6	38	7 0	535	10 6
Namosi	312	159	7 6	15	12 0	174	19 6
Ra	2,101	744	2 9	105	1 0	849	3 9
Rewa	1,216	976	12 6	60	16 0	1,037	8 6
Serua	488	228	10 0	24	8 0	252	18 0
Tailevu	3,043	1,741	2 3	152	3 0	1,893	5 3
Total	22,910	15,705	17 6	1,062	2 0	16,767	19 6

No. 13.

THE SECRETARY OF STATE TO THE GOVERNOR.

Downing Street,
3rd April, 1912.

Sir,

I have the honour to acknowledge the receipt of your despatch of the 16th February, submitting recommendations for the establishment of Government central schools in substitution for the system of provincial schools previously contemplated.

2. I have read your despatch with interest. You will, however, doubtless agree that your successor should have an opportunity of examining the question of native education before a final conclusion is reached. I propose, therefore, to defer expressing an opinion on your recommendations for the present.

I have, &c.,
L. HARCOURT.

No. 14.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 179.

Government House,
Suva, 29th May, 1912.

Sir,

With reference to my despatch No. 141 of the 10th instant,* I have the honour to report on the arrangements made regarding the boarding establishment which it is proposed to erect in connection with the Suva Public School.

2. The vote of £3,800 on the Estimates for the current year has been allocated as follows:—

Boarding Establishment	£2,090
Quarters for Head Master	600
Septic Tank	125
Furniture for Boarding Establishment	225
Additional Class-rooms, Suva Public School	760

£3,800

Provision was originally made in the estimate of £3,800 for the purchase of a site at a cost of about £1,000 and the erection thereon of a wooden building for a boarding establishment. After careful inquiry and consultation with the School Board it was found that no suitable site could be obtained for the amount available. The most suitable site available was found to be a section of Crown land situated on the Domain Road. I enclose a plan showing the position of the block in question. The Commissioner of Lands estimates the present value of the land at £637. I recommend that this site be granted by Government for the proposed boarding establishment and for the erection of quarters for the Head Master.

3. As I am strongly averse to the erection of wooden buildings on the score of the expense involved in upkeep, I consider it advisable to apply the amount intended for the acquisition of a site to meeting the additional cost of constructing the boarding establishment in ferro-concrete. In order that the building may be completed before the end of the year I have sanctioned the work of erection being commenced at once, and I shall be glad to receive your covering authority for my action.

I have, &c.,
F. H. MAY.

No. 15.

THE SECRETARY OF STATE TO THE ACTING GOVERNOR.

No. 210.

Downing Street,
23rd July, 1912.

Sir,

I have the honour to acknowledge the receipt of Sir F. H. May's despatch No. 179 of the 29th of May, and to inform you that I approve the arrangement whereby the amount set apart for the acquisition of a site will be utilised to meet the additional cost of constructing the boarding establishment in ferro-concrete. I further approve of the work of erection having been begun in order that the building may be completed before the end of the year.

I have, &c.,

L. HARCOURT.

No. 16.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 54.

Government House,
4th February, 1913.

Sir,

In the second paragraph of your despatch No. 294 of the 7th November* last you instructed me to submit to you, in draft form, with appropriate explanations, before its introduction into the Legislative Council, a Bill to amend the existing Education Ordinance which Mr. Ehrhardt, the Attorney-General, had drafted in accordance with my instructions.

2. I now have the honour to enclose, for your consideration, copies of the Bill as published in the Gazette¹ and as introduced and read a first time in the Legislative Council at the meeting held on the 18th October last, together with a copy of an explanatory memorandum by Mr. Ehrhardt, and of the Bill with the alterations shown in red ink which I was prepared to accept with the object of meeting the wishes of the elected members of Council and the views of the representatives of the Methodist Mission.

3. In order that you may have before you in as complete a form as possible all the information that I can furnish, I enclose the following documents :—

- (a) Extract from Governor's Address to the Legislative Council of the 19th October, 1912² ;
- (b) Extract from the Reply of the Legislative Council of the 24th October, 1912, to the Governor's Address³ ;
- (c) Extract from the debate in the Legislative Council of the 25th October, 1912, on the second reading of the Bill, when, in accordance with the wishes of a majority of the elected members, further consideration of the Bill was postponed⁴ ;
- (d) Extract from the debate in the Legislative Council of the 16th December, 1912, when, in order to carry out your instructions, the Bill was withdrawn⁵ ;
- (e) Copy of letter of the 9th November, 1912, from the Chairman of the Methodist Mission, suggesting two alterations in the Bill ;
- (f) Copy of letter of the 5th December, 1912, from the Rev. T. Fox, on behalf of the Roman Catholic Bishop, suggesting one alteration in the Bill ;
- (g) Copy of letter of the 4th December, 1912, from Mr. Thompson, the Head Master of the Queen Victoria Memorial School, suggesting alterations in two clauses of the Bill ;
- (h) Copy of letter of the 9th December, 1912, from the Colonial Secretary to the Head Master of Queen Victoria Memorial School, notifying that one of the two amendments suggested would be adopted ;
- (j) Copy of letter of the 30th December, 1912, from the Colonial Secretary to the Honourable H. M. Scott, stating that copies of the Education Bill as proposed to be amended, had been sent to each elected member of the Legislative Council, and asking that any memorandum which the elected members might desire transmitted to the Secretary of State should be ready by the 15th January ;
- (k) Copy of letter of the 15th January, 1912, from the three elected members of Council resident in Suva.

4. The Bill, as pointed out by Mr. Ehrhardt, the Attorney-General, in his memorandum (see enclosure No. 2) has been drafted almost entirely on the lines of Trinidad Ordinance No. 147, and the Bill was, in his opinion as in mine, sufficient for its purpose, as it gave full power for creating a Board of Education, for appointing such officers as might be required, for making rules and regulations governing both grant in aid and Government schools, and for dealing with all other matters which should find a place in an Education Ordinance. The amendments which are shown in red ink on the copy of the Bill that forms enclosure No. 3 in this despatch give effect to the alterations that were desired by the denominations which have hitherto played the most important part in establishing schools of primary education throughout the Colony, and, as I understood, by the elected members of Council. It will be seen, moreover, from the letter signed by Mr. Turner, Mr. Hedstrom, and Mr. Scott, which forms the last enclosure in this despatch, that they and the other elected members of the Council will not be satisfied unless separate schools are established for the children of separate races. I agree with the elected members in the view that elementary education up to and including the fourth standard should be free and, wherever practicable, compulsory, and that, so far as the Government is concerned, it should also be secular, but I am doubtful whether any further concessions

¹ See Gazette No. 72 of 8th October, 1912. ² See Council Debates, Second Session, 1912. ³ See Council Debates, Second Session, 1912. ⁴ See Council Debates, Second Session, 1912. ⁵ See Council Debates, Third Session.

should be granted than those which are shown in red ink in the margin of clauses 8 and 12 of the Bill (enclosure No. 3). On that point I desire to receive your special instructions.

5. If the Education Bill should become law, I propose that the Public Schools in Suva and Levuka should be placed under the direct control of the Government; that in Suva there should be a High School for girls and a Grammar School for boys; that the High School should continue to occupy the buildings of the present Public School; and that new buildings, with a boarding establishment for 30 boys, should be erected at the upper end of the Albert Park, in accordance with the recommendation of the Suva School Board. A similar change in the matter of separating boys and girls may become necessary later on in the case of the Levuka Public School, but need not be insisted on at the present time. I have had plans prepared for the new school and boarding establishment for boys in Suva, and I will transmit them to you shortly for your approval.

6. In the cases of the Girls' High School and Grammar School for boys in Suva and of the Public School in Levuka fees should, I think, be charged, and the curriculum should be so arranged that boys and girls can be prepared for all the Oxford and Cambridge Local Examinations.

7. I do not anticipate any difficulties arising on the colour question in regard to the Suva and Levuka Public Schools, as they will be treated as schools of secondary education, and the exaction of school fees will ensure the attendance only of children whose parents can afford to pay fees and who value, for their children's sake, the advantages which a good education gives, but, unless the Methodist, Roman Catholic, and Anglican Missions are able to make provision for the exclusive primary education of children in the country districts of European descent, it will be difficult for the Government to provide separate primary schools for European children only. I am prepared, however, if you decide to defer to the views of the elected members of the Legislative Council to do whatever is practicable to give effect to those views.

8. The question of providing education for the children of indentured Indian immigrants and of free Indians will receive special consideration, and at present I am disposed to think that the establishment by the Government of purely vernacular schools may meet all immediate requirements.

9. It is probable that another session of the Legislative Council will be held in April next, and, if time admits of your communicating your instructions to me regarding the Education Bill before the end of April, I should be able to have the Bill passed during next session.

I have, &c.,

BICKHAM ESCOTT,

Governor.

ENCLOSURE No. 2.

THE EDUCATION ORDINANCE 1912.

THIS Bill is intended to supply machinery through which education in the Colony can be treated systematically and as a whole. It repeals and replaces the Public Education Ordinance 1890, the operation of which has been practically confined to the towns of Suva and Levuka.

For the wording of the provisions of the Bill the Elementary Education Ordinance of Trinidad (No. 174) has formed a useful precedent. On the draft of the Bill will be found noted in the margin the references to the Trinidad Ordinance which have been adopted or consulted in the corresponding provisions of the Bill. Certain provisions of the Public Education Ordinance 1890 have been re-enacted. Reference to such provisions will be found noted in the margin. The Bill establishes a Board of Education consisting of the Governor in Council and such other members not exceeding five as the Governor may appoint (section 3). Power is given to the Governor to appoint Inspectors and other officers (section 4). The powers of the Board are defined in section 6. It may establish and maintain Government schools; it may sanction the grant of aid to assisted schools; and generally it is to manage and control the education given in Government schools and prescribe regulations to be observed by assisted schools.

Section 8 lays down conditions which are to be observed by all schools to which the Bill is intended to apply. It prescribes that no applicant is to be refused admission in them on account of his race, religion, or language; that a specified quantity of secular instruction is to be given; that the ordinary course of education is to be conducted in English; and that Government schools are not to be established where adequate provision for education is made otherwise.

Sections 9 and 10 provide for the establishment of educational districts and the appointment in them of Advisory School Committees. Section 12 is important as laying down the conditions on which private schools may qualify for State aid. They are such as obtain in nearly every enlightened and progressive community. Section 13 makes the existing public schools of Suva and Levuka Government schools within the meaning of the Bill and vests the property of the School Boards at present controlling them in the Board of Education. Section 14 provides for the appointment of teachers. Section 15 makes attendance of children of the prescribed age compulsory where a suitable Government school is available. Owing to the fact that there is at present no adequate and proper provision by the Government for the education of non-European children, this provision is declared not to be applicable to such children until the Governor proclaims that it shall be applicable. Provision is made in sections 16 and 17 for the enforcement of the compulsory attendance.

A. EHRHARDT,

Attorney-General.

ENCLOSURE No. 3.

A
BILL

INTITULED

AN ORDINANCE RELATING TO EDUCATION.

BE it enacted by the Governor, with the advice and consent of the Legislative Council, as follows :—

Short title. **1.** This Ordinance may be cited for all purposes as the Education Ordinance 1912 and shall come into operation on such date as the Governor may by proclamation published in the Gazette direct and appoint.

Repeal of Ordinance III of 1890. **2.** The Public Education Ordinance 1890 is hereby repealed.

Constitution of Board of Education. **3.** For the purposes of this Ordinance there shall be established in the Colony an authority called the Board of Education (hereinafter referred to as "the Board") consisting of the Governor the members of the Executive Council of the Colony and such other members not exceeding five as the Governor may from time to time appoint. Every member of the Board appointed by the Governor shall hold office for the term of two years from the date of his appointment. Provided that any such member

may at any time resign office by writing under his hand addressed to the Governor. Provided also that any such member who has not on the thirty-first of December in each year attended at least one-third of the meetings of the Board during the preceding twelve months or during his tenure of office in such months shall be considered to have vacated his seat at the Board except as hereinafter provided but shall be eligible for reappointment. Provided further that it shall be competent to the Governor if he shall so think fit to appoint a person to act at the Board in place of any member thereof during the temporary absence from the Colony or inability of such member to act and in such case such member shall not be deemed to have vacated his seat at the Board by reason of such absence or inability to act as aforesaid.

4. It shall be lawful for the Governor to appoint a secretary to the Board an inspector and such assistant inspectors and other officers as may in his opinion be necessary for carrying into effect the provisions of this Ordinance and such secretary inspector assistant inspector and other officers shall receive from public funds such salaries or remuneration as the Governor with the advice and consent of the Legislative Council shall determine.

Appointment
of officers.

5. The Board shall meet at such times as the Governor may from time to time direct and if at the time appointed for holding any meeting the Governor shall be absent the senior member present shall be chairman of such meeting. Any five members shall form a quorum and shall be competent to transact business at any meeting and every question shall be determined by a majority of votes of the members present and voting on that question and in case of an equal division of votes the Governor or the chairman of the meeting shall have a second or casting-vote. The Board shall also keep a minute book in which all their proceedings shall be recorded.

Meetings of
Board.

6. The Board shall have power subject to and in accordance with the provisions of this Ordinance—

Powers of
Board.

- (1) To establish and maintain or discontinue Government schools ;
- (2) To sanction the establishment of and to grant or discontinue aid from public funds to assisted schools.
- (3) To control regulate and direct—
 - (a) the management of all Government schools within the meaning of this Ordinance ;
 - (b) the fees to be paid by the parents or guardians of pupils attending such schools and the exemption from payment of such fees ;
 - (c) the instruction to be given and the books and apparatus to be used in such schools ;
 - (d) the routine and discipline to be enforced therein ;
 - (e) the definition of standards of education ;
 - (f) the qualification certificates of competency to be required from all teachers in such schools and the training examining and classification of such teachers ;
 - (g) the grant of aid from public funds to assisted schools within the meaning of this Ordinance ; and

(h) all such matters as may be necessary for the government and regulation of Government schools and for carrying out the purposes of this Ordinance.

Rules and regulations.

7. In exercise of the powers conferred by section six of this Ordinance and of all other powers hereinafter given to the Board the Board may make and from time to time revoke and vary rules and regulations. Such rules and regulations and any revocation or variation thereof shall be laid before the Legislative Council at its next meeting after the making of the same and be published in the Gazette and on such publication shall have the force of law.

Rules for schools.

8. The following provisions shall be observed with respect to all schools to which this Ordinance applies:—

Religion, race, and language.

(1) No applicant shall be refused admission into any school on account of the religious persuasion nationality race or language of such applicant or of either of his parents or guardians *provided that this subsection shall not apply to the Public Schools in Suva or Levuka or to the Queen Victoria Memorial School at Nasinu or to any district in which in the opinion of the Board adequate provision exists for the education of scholars of different races in separate schools.*

Secular instruction—hours for.

(2) In every school not less than four hours during every school-day shall be devoted to secular instruction exclusively.

English language.

(3) In every school when the ordinary course of secular education cannot be conducted in English by reason of the scholars speaking a foreign language the scholars shall be specially taught to speak English.

Establishment of schools to be in discretion of Board.

(4) The establishment of a Government school in any locality shall be in the discretion of the Board regard being had to the sufficiency of school accommodation already existing in the locality. Provided that a school hereafter established by private persons shall not be entitled to receive aid from public funds unless the Board shall have decided previous to its establishment that such school is a necessary school.

Notice of proposed new schools and grants.

(5) Notices of all proposals to establish schools and of all applications for education grants under this Ordinance shall be given to the Board and such notices and applications shall be published three times in the Gazette previous to the final decision thereon by the Board.

Establishment of educational districts.

9. The Governor may for the purposes of this Ordinance from time to time by proclamation establish and constitute educational districts in the Colony and declare the boundaries thereof and may from time to time abolish such districts or alter such boundaries. Provided that the towns of Suva and Levuka having been constituted educational districts by the Public Education Ordinance 1890 shall be deemed to be educational districts constituted under this Ordinance.

Advisory committees.

10. The Governor may appoint in any educational district a School Committee consisting of such members not exceeding six in number as the Governor may from time to time appoint. Every member of a school committee shall hold office for the term of two years from the

date of his appointment. Provided that any such member may at any time resign office by writing under his hand addressed to the Governor. Provided also that any such member who has not on the thirty-first December in each year attended at least one-third of the meetings of the committee during the preceding twelve months or during his tenure of office in such months shall be considered to have vacated his seat on the committee except as hereinafter provided but shall be eligible for reappointment. Provided further that it shall be competent to the Governor if he shall so think fit to appoint a person to act on the committee in place of any member thereof during the temporary absence from the Colony or inability of such member to act and in such case such member shall not be deemed to have vacated his seat on the committee by reason of such absence or inability to act as aforesaid. The chairman of each committee shall be appointed by the Governor.

11. The duties of a school committee shall be—

Duties of
educational
committees.

- (a) to visit regularly and inspect the Government school or schools and report upon the same to the Board ;
- (b) to inspect and verify all records and registers required to be kept by the teachers and more especially to test the accuracy of the register of school attendance ;
- (c) to inspect and report upon the sanitary and structural condition of each school under their charge ;
- (d) to furnish all returns that may be required by the Board ;
- (e) to give advice on any educational matter concerning their district which may be submitted to them by the Board.

12.—(1) Schools established or proposed to be established by private persons wishing to receive aid from public funds shall make application therefor to the Board in accordance with the rules and regulations made in that behalf. Permission to receive such aid shall be granted by the Board in accordance with the rules and regulations of the Board and on the following conditions but not otherwise :—

Conditions of
State aid.

- (a) That the school be open to all children without distinction of religion or race or nationality or language *unless the school is situated in a district in which in the opinion of the Board adequate provision exists for the education of scholars of different races in separate schools ;*
- (b) that it shall not be required as a condition of any child being admitted into or continuing in such school that he shall attend or abstain from attending any Sunday school or any place of religious worship or that he shall attend any religious observance or any religious instruction in religious subjects in the school or elsewhere from which observance or instruction he may be withdrawn by his parent or guardian or that he shall attend the school on any day exclusively set apart for religious observance by the religious body to which the parent or guardian belongs ;
- (c) that the school at all times be open to inspection and examination ;

Religion,
race,
nationality
and language.

Conscience
clause.

Inspection
and examina-
tion.

Instruction to be prescribed by Board.

(d) that the secular instruction to be given and the books of secular instruction and apparatus to be used in such school and the routine and discipline to be enforced therein shall be in conformity with the rules to be prescribed by the Board for adoption in assisted schools.

Grants from public funds.

(2) Schools that have received from the Board permission to receive such aid from public funds shall be deemed assisted schools for the purposes and within the meaning of this Ordinance and shall be entitled to grants of money from public funds in accordance with the rules and regulations relating thereto that may from time to time be made by the Board.

Times for religious instruction.

(3) The time or times during which any religious observance is practised or religious instruction is given at any meeting of an assisted school shall be either at the beginning or the end or at the beginning and the end of such meeting and shall be inserted in a time-table to be approved by the Board and to be kept permanently and conspicuously affixed in every school-room and any scholar may be withdrawn by his parent or guardian from such observance or instruction without forfeiting any of the other benefits of the school.

Disallowance of assisted schools.

(4) It shall be competent for the Board to disallow and remove from the list of assisted schools any school which fails to comply with the provisions of this Ordinance or with any rules made under this Ordinance or for any of the following reasons:—

- (a) The average daily attendance of scholars falling below such number as may be fixed by the Board;
- (b) the dilapidated or unhealthy or unfit condition of the school buildings;
- (c) when the Inspector of Schools after examination has reported to the Board that the educational standard in such school is not sufficiently satisfactory and the Board adopts such report and the proprietor having been notified by the Board neglects to dismiss the teacher or take the necessary steps to raise the educational standard of such school;
- (d) when any teacher in or any proprietor of such a school *attempts to influence* the religion of any scholar; or
- (e) when for any other reason the school is not conducted to the satisfaction of the Board.

Upon such disallowance by the Board such school shall cease to be entitled to any grant from public funds.

Public schools of Suva and Levuka.

13. The public schools heretofore established at Suva and Levuka in pursuance of the Public Education Ordinance 1890 shall be deemed to be Government schools established under the provisions of this Ordinance and all real and personal property which may at the commencement of this Ordinance be vested in belong to or be under the control of the school boards controlling and managing the said schools shall vest in the Board of Education hereby constituted.

Teachers.

14. *Teachers in Government schools shall be appointed suspended or removed* by the Governor. Teachers shall receive such salaries or remuneration as the Governor with the advice and consent of the Legislative Council shall determine.

15. The parent or guardian of every child of not less than six nor more than *fourteen* years of age living in an educational district within the distance of two miles measured according to the nearest road from a Government school shall send such children to such school unless—

- (1) the child is under efficient instruction elsewhere ;
- (2) the child is prevented from attending school by sickness or other unavoidable cause ;
- (3) the road between the child's residence and the school is not sufficiently passable for such child ;
- (4) the child holds a certificate from an inspector or principal teacher of having attained to a standard prescribed by any regulation made by the Board exempting from further attendance.

Provided that this section shall not apply to children of non-European descent in any educational district until the Governor shall by proclamation order and direct that it shall apply to such children in such district.

16. The parent or guardian of every child living in an educational district and within two miles of a Government school and not coming under any one of the subsections of the last preceding section proof of which shall lie upon such parent or guardian who shall after notice from the secretary or other person authorised in that behalf by the Board refuse or neglect to send such child to school may upon the information of such secretary or other person be ordered by the stipendiary magistrate to send such child to school. Every parent or guardian who neglects to obey such order or who having for a time obeyed such order without sufficient cause ceases to do so shall be liable on conviction in a summary way on the information of such secretary or other person to a penalty not exceeding forty shillings and the same proceeding may be taken week by week in the case of the failure of such parent or guardian to comply with such order.

17. In any information under this Ordinance the allegation that a child is between the age of six and *fourteen* years shall be deemed sufficient prima facie evidence of the fact until the contrary is proved and in every case the father mother or guardian of the child may be a witness.

18. Any person who shall wilfully disturb any school or who shall upbraid insult or abuse any teacher in the presence or hearing of the children assembled in school shall on conviction in a summary way be liable to a penalty not exceeding five pounds and in default of payment to imprisonment for any term not exceeding one month.

ENCLOSURE No. 8.

THE CHAIRMAN, METHODIST MISSION, TO THE COLONIAL SECRETARY.

Mission House,
Suva, 9th November, 1912.

Sir,

Referring to the new Educational Bill now under consideration, I have the honour to lay before His Excellency the Governor through you two amendments which if adopted would enable our Mission to more fully avail itself of the aid proposed to be given to assisted schools than would be possible if the measure be left as it now stands. I confidently submit that neither of the two amendments affects in the slightest degree the principles underlying the Bill, so am hopeful that there will be no difficulty in the way of accepting and incorporating them. The amendments suggested are set forth on a separate sheet enclosed herewith.

I have, &c.,
ARTHUR J. SMALL,
Chairman Methodist Mission.

Suggested amendments.

1. Section 8, clause 2.—Delete the words: "and of such four hours two shall be in the morning and two in the afternoon." Or so alter the phraseology as to leave the divisions of the hours optional.
2. Section 12, clause (a).—Add the following: "Always provided that where there are schools established for more than one nationality in the same vicinity, children shall be required to attend the school in which the instruction is given in the language with which they are most familiar."

ENCLOSURE No. 9.

THE REV. FATHER FOX TO THE COLONIAL SECRETARY.

Bishopscourt,
Suva, 5th December, 1912.

Sir,

With reference to the interview I had with His Excellency the Governor concerning the Education Bill yesterday, the 4th instant, His Lordship Bishop Vidal begs to suggest that in section 16 of that Bill, after the words "Government school," the words "or assisted school" be added. Thus the regular attendance of children not only at the Government schools but also at the assisted schools would be ensured.

One of the great difficulties of educating children, and a matter of which all teachers in the Colony complain, is the irregularity of the attendance of the school children. The Education Bill, the object of which is to help education generally in the Colony, should, it would seem, do something to remedy this state of affairs, by rendering attendance at school obligatory. Section 16 makes attendance at Government schools obligatory, and makes parents liable to a penalty for not sending their children to school. Unless this clause applies also to assisted schools these latter will still continue to suffer from the irregular attendance of the pupils.

This is the reason for which Bishop Vidal begs to suggest that the words "assisted schools" be added after the words "Government schools" in section 16 of the Education Bill.

I have, &c.,
THOMAS FOX, S.M.

ENCLOSURE No. 10.

THE HEAD MASTER, QUEEN VICTORIA SCHOOL, TO THE COLONIAL SECRETARY.

4th December, 1912.

Sir,

I have the honour to acknowledge the receipt of your letter (781/1912) of the 3rd instant, enclosing a copy of a Bill relating to Education, and asking for my observations.

2. While thoroughly agreeing with most of the provisions of the Bill, there are two clauses in it which I, personally, should prefer to see amended.

3. Clause 3 provides for the establishment of a Board of Education, the personnel of which is to be the members of the Executive Council, and not more than five other members nominated by the Governor. If His Excellency nominates five members, there will be thirteen members of the Board. I should prefer to see a Board of ten members *all nominated* by the Governor. I think by nominating the whole Board His Excellency would obtain more valuable assistance.

4. To clause 8, section 1, over which there is sure to be much controversy, I have given a great deal of thought, and I should prefer to see separate schools for Fijians, Indians, and Europeans.

5. If attendance at school is eventually made compulsory for children of non-European descent, many schools which will be entitled to a grant will be schools attended by children of one nationality only, although open to all. There are 5,254 Indian children in Fiji between the ages of 5 and 15, and I imagine schools will eventually be established to admit a large proportion of these children. If a Government school were established at Lautoka there might be 200 Indian children who would wish to be admitted to it.

6. For many reasons I do not think it is desirable to have European, Indian, and Fijian children in the same school. Their educational requirements are not identical; their moral standards are not the same; and the teachers in the schools would have to neglect the European children in their endeavour to teach English to the Indian and Fijian children.

7. Fijians and Indians do not associate with each other to any extent, and I feel sure that the Fijians would resent the admission of Indians to their schools.

8. Some of the provinces have already started provincial schools, and Tailevu and Cakaudrove wish to establish schools under European masters. If these schools were unable to obtain Government assistance without admitting any Indian children living in the neighbourhood who wished to come to the school, I am afraid that the natives would withdraw their proposals to bear a substantial part of the cost of establishing and maintaining these schools. The people of Tailevu have, I believe, actually collected part of the money for building their school.

9. I am sure that these provincial schools would greatly benefit the natives, and I think it would be a pity if they were not assisted in their wish to start them.

10. Owing to the fact that it is rare to find Indians and Fijians living together (when the census was taken only 107 Indians were living in native towns) there are very few places in Fiji where two schools would be required.

11. In Cyprus there were Government and assisted schools for Moslems, Greek Christians, Armenians, and Maronites. The children of parents belonging to one religious community were not admitted to the school of another community.

12. I feel quite sure that the Indians would generously respond to any invitation to provide money for establishing and maintaining schools which would receive Government assistance and be under Government supervision.

13. During the time I have been in Fiji, I have thought out schemes for educating the European, Fijian, and Indian children in the group, but I imagine schemes are not asked for at this juncture.

I have, &c.,
JOHN V. THOMPSON.

ENCLOSURE No. 11.

THE COLONIAL SECRETARY TO THE HEAD MASTER, QUEEN VICTORIA SCHOOL.

936/12.

Colonial Secretary's Office,
Suva, 9th December, 1912.

Sir,

I am directed by the Governor to acknowledge with thanks the receipt of your letter of the 4th instant, and to inform you that His Excellency regrets being unable to accept at present the alteration suggested in clause 3 of the Bill, although he will be prepared to consider later on any reasons for altering the constitution of the Board of Education.

2. It is proposed to add a proviso to clause 8 (1) of the Bill which will carry out the other recommendation made in your letter.

I have, &c.,

A. MONTGOMERIE,
; for the Colonial Secretary.

ENCLOSURE No. 12.

THE COLONIAL SECRETARY TO H. M. SCOTT, ESQUIRE, K.C.

1021/12.

Colonial Secretary's Office,
Suva, 30th December, 1912.

Sir,

Referring to an interview which you had with His Excellency the Governor on the 28th instant I am directed to inform you that copies of the Education Bill, as proposed to be amended, have been sent to each elected member of the Legislative Council and that if you desire to submit a memorandum for transmission to the Secretary of State with the Governor's despatch, His Excellency would be glad if the memorandum could reach him not later than the 15th January next.

I have, &c.,

A. MONTGOMERIE,
for the Colonial Secretary.

ENCLOSURE No. 13.

MESSRS. J. B. TURNER, J. M. HEDSTROM, AND H. M. SCOTT TO THE COLONIAL SECRETARY.

Eldon Chambers,
Suva, 15th January, 1913.

Sir,

Understanding that the Education Bill is to be submitted to the Right Honourable the Secretary of State for the Colonies before being re-introduced in the Legislative Council, we desire to submit a brief statement of our views on one or two of the most important features of the Bill.

2. In considering the question of elementary education in Fiji, we are faced by the fact that there are three different races to be dealt with—

- (a) Europeans (with whom may be included half-castes);
- (b) Fijians (with whom may be included other Polynesians and Melanesians residing in the Colony);
- (c) East Indians.

Our opinion which we hold most strongly and which is based on a long and intimate knowledge of the ways, manners, and customs of the coloured races in this Colony, is that no scheme of elementary education, which provides for the three races above referred to in the same schools will work successfully.

3. We are confident that this opinion is held by practically the whole European population of the Colony, and any Bill embodying such a provision will meet with the strongest opposition from the elected members and their constituents. We are of opinion—

- (a) That where possible either Government or assisted schools should be provided for each of the three races;
- (b) That under no circumstances should a child of one race be compelled to attend a school established for children of either of the other races;
- (c) That no child of one race should be permitted to attend a school established for children of either of the other races except with the special permission of the Education Board;
- (d) That elementary education up to a certain standard should be free, secular, and compulsory. }

We have only touched the broad principles in which lie the most contentious features of the Bill.

4. Certain minor amendments will probably receive consideration in due course. For example, in clause 8 (4) we suggest that the last proviso should be altered so as to permit of the approval of the Board of Education being granted *after* the establishment of a school claiming assistance.

5. We are confident that if the principles we have laid down herein be accepted a Bill calculated to provide a satisfactory scheme of elementary education in this Colony will be evolved.

6. We have had no opportunity of submitting this memorandum to our colleagues, but we know that we are expressing the views of Messrs. Coubrough, Marks, and Thomas.

We have, &c.,

JAMES B. TURNER,
J. M. HEDSTROM,
HENRY M. SCOTT.

No. 17.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 65.

Government House,
10th February, 1913.

Sir,

In the fifth paragraph of my despatch No. 54 of the 4th instant I stated that I would transmit to you shortly plans for the new school in Suva which it is proposed should be built as a Grammar School for boys at the upper end of the Albert Park.

2. I now enclose, for your information, a tracing showing the site for the school, and a copy of the Proclamation which, on the recommendation of the Albert Park Board, constituted under Ordinance No. III of 1908, I have issued to alter the boundaries of Albert Park so as to provide suitable accommodation for the school buildings. The reservation of the site does not impair in any way the usefulness of Albert Park as a general recreation ground, for the site is on rising ground at the upper end of the Park where sheep are at present depastured.

3. I enclose also a drawing of the new buildings as they will appear when completed and, ground-floor and first floor plans. An examination of the plans, which were approved by the School Board at Government House on the 8th instant, will show that provision has been made, not only for a school building but for a Head Master's house, an Assistant Master's house, and for quarters on the upper floor for a resident Master and a Matron. The estimated cost of the buildings, which will be in concrete, is £9,500, and for £500 more the necessary equipment for a school can, I hope, be supplied. I ask your authority to invite the Legislative Council to authorise the expenditure from surplus balances of a sum not exceeding £10,000 to be devoted to the erection of the proposed buildings for the Suva Boys' School, which I venture to hope His Majesty will be graciously pleased to allow to be called after him—"King George's School." The surplus balances of the Colony amounted on the 30th November last to £127,884

4. The staff of the school should, I consider, consist, in the first instance, of a Head Master, with salary at the rate of £450 a year rising by two increments of £20 each and one increment of £10 to £500 a year, and with free unfurnished quarters; of a senior Assistant Master with salary at the rate of £350 a year rising by two increments of £20 each and by one increment of £10 to £400 a year, and with free unfurnished quarters; and of a second Assistant Master with salary at the rate of £250 a year, rising by annual increments of £10 to £300 a year, and with free furnished quarters which will consist of a sittingroom, a bedroom, and a bathroom. In addition to the resident staff there should be, I think, two, or possibly three, lady teachers, who would teach the junior classes of the school containing boys from seven to ten years of age. I do not know at present what salaries it would be necessary to offer to the lady teachers.

5. The fees for day boys might be fixed at £12 a year, with a reduction in the case of brothers, whilst the fees for boarders might be a total inclusive one of £50. The Head Master would be responsible for the general control of boarders as well as day boys, but, in the supervision of the boarders, he would be assisted principally by the Second Assistant Master and by the Matron, although he would receive, of course, such help as he might require from the First Assistant Master.

6. The curriculum of the school would have to be laid down to suit the requirements of people in the Colony, but every boy should be required, in due course, to sit for the Oxford or Cambridge Local Examinations, whilst eventually I hope it will be possible to have the school affiliated to the University of London, and for boys to be examined in Suva at examinations conducted by that University. In time there should be established a scholarship of sufficient value to enable the holder to complete his education outside the Colony, whilst I should be glad to see created in course of time exhibitions which would enable deserving children to be educated at the school without payment of school fees.

7. Great care should be taken in the selection of the first Head Master of the school, and a gentleman with previous experience of Colonial schools would be preferable to one whose experience is limited only to schools in England. The new school would be fortunate if it could secure as its first Head Master Mr. G. Mackay, an M.A. in Honours of the University of Aberdeen, who is now the Principal of King's College in Seychelles. Assuming that you are prepared to approve of the proposals made in this despatch and that they will receive the sanction of the Legislative Council, it would be desirable, probably, that a Head Master should be appointed shortly before the completion of the buildings, so that he might be consulted in regard to the fittings for the school and might draw up the necessary curriculum and list of books to be used in the school.

8. I have thought it desirable in this despatch to place before you proposals beyond merely the erection of school buildings, but further details will be drawn up when I have received your approval of the initial outlay and when the necessary vote has been obtained from the Legislative Council.

9. I shall be much obliged if the drawing of the school buildings which forms the third enclosure in this despatch, may be returned with your reply.

I have, &c.,

BICKHAM ESCOTT,
Governor.

No. 18.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 174.

Sir,

Downing Street,
28th May, 1913.

I had the honour to instruct you by my telegram of 16th instant* that the Education Bill, draft of which was submitted in your despatch No. 54 of 4th February last, should not be proceeded with at present.

2. The machinery proposed to be set up by the Bill appears to have been carefully considered, but I think it would be premature to establish an elaborate educational organisation until the financial responsibilities involved in the policy have been more carefully elaborated, and I am disposed to think that it would be more desirable to proceed gradually to introduce practical measures for dealing with the subject rather than to set up a constructive machinery under which the Government is liable to be involved in a policy of which it cannot at present foresee the full effect.

3. I regret that in your despatch under acknowledgment you should have made no reference to the proposals put forward by your predecessor and myself in earlier despatches which will be mentioned below.

S. of S. No. 103, 27/8/10.
O.A.G. No. 277,
23/12/10.
S. of S. No. 90, 4/5/11.
Gov. No. 28, 17/1/12.
S. of S. No. 84, 15/3/12.

4. I am clearly of opinion that the first and most urgent demand on the Government is to do something for the education of the Indian population. The lines upon which this should be carried out have already been settled in the correspondence quoted in the margin, and I have to instruct you to proceed as soon as possible to give effect to the provisions of section 17 of Ordinance II of 1912 by considering where plantation schools are to be provided and by drawing up Regulations under that section for the provision and conduct of these schools. These Regulations should include provisions in regard to fees and I approve the proposal in paragraph 4 of Sir. H. May's despatch No. 95 of 6th June, 1911, that small fees of, say, 3d. a week should be charged for each child in the case of children of free Indians and that the charges for the children of indentured Indians should be borne by their employers. I request you to forward to me draft Regulations as early as possible with an estimate of the cost of the proposals in order that a decision may be reached in time for the necessary provision to be made in next year's Estimates.

5. As regards the education of Fijians, I am very doubtful, for the reasons given in the above mentioned despatch from your predecessor, whether it is possible or desirable to introduce a general system of grants in aid to the Mission schools. I think that the better method of assisting the education of the natives is that laid down in Sir H. May's despatch of 16th February, 1912 (which need no longer be regarded as confidential), viz., to establish as a stepping-stone between the Mission schools and the Queen Victoria Memorial School a few Government central schools to which Indians also might be admitted, and which should include in their curriculum instruction in agriculture and the other technical subjects mentioned in paragraph 4 (b) of Sir H. May's despatch of 6th June, 1911.

6. I am inclined to approve the other details of the scheme embodied in Sir H. May's despatch of 16th February, 1912, including the proposal that the capital cost of these schools should be defrayed from general revenue, but that the native taxes should be increased so as to cover at least one half if not the whole of the annual cost of maintenance of the schools, and I shall be glad if you will place the scheme before the great Council of Chiefs, and submit definite proposals to me in due course, with detailed estimates of the capital and annual cost, if you desire in any way to revise the Estimates submitted by your predecessor in his despatch of 16th February, 1912.

7. In connection with the education of the natives, the desirability of ultimately providing for some system of training native teachers, as suggested in my despatch No. 70 of 30th March, 1911, should not be lost sight of.

8. Before expressing any final opinion upon your proposals in connection with the education of Europeans as set forth in paragraph 5 of your despatch No. 54, and in your despatches No. 65 of 10th February, and No. 72 of 13th February last,* I desire to be informed of the probable financial results of the scheme and I request that you will furnish me with a statement showing not only the capital expenditure involved, but also the annual recurrent expenditure which the establishment of the Grammar School for boys and the High School for girls will entail, and the amount which it is expected to receive from fees in the two schools.

9. You do not state what fees you propose to charge at the girls' school, and I shall be glad to learn whether you are satisfied that an attendance sufficient to justify the creation of the separate boys' school is likely to be secured and maintained at the somewhat high fees recommended by you, viz., £12 a year for day boys and £50 for boarders.

10. Your predecessor proposed fees of only 6d. a week, if the school rate was retained, or 1s. 6d. a week if the school rate was abolished, and in my despatch No. 141 of 26th July, 1911, I approved the former alternative.

11. I am now inclined to approve Sir. H. May's recommendation in which you also concur, in favour of the abolition of the School Boards, which would carry with it the abolition of school rates, in which event higher fees could be charged than were contemplated in my despatch of 26th July, 1911, but you should satisfy yourself as to whether the parents generally would be willing to pay as much as £12 a year, even though it be for a better education than that provided in the existing school, and you should also inform me how you propose to provide for the children of those parents who cannot afford to pay more than a nominal fee.

12. With reference to the seventh paragraph of your despatch No. 54 I adhere to the view expressed in my despatch No. 4 of 4th January, 1912, that the exclusion of Fijians from the Suva school had better continue to be secured by executive rather than by legislative action. This exclusion of Fijians makes it somewhat unfair to continue levying a general school rate, which falls on non-Europeans as well as Europeans, and forms an additional reason in favour of the abolition of the School Boards.

13. The drawing of the school building enclosed in your despatch of the 10th February is herewith returned as requested.

I have, &c.,
L. HARCOURT.

No. 19.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 341.

Government House,
Suva, 5th August, 1913.

Sir,

I have the honour to acknowledge the receipt of your despatch No. 174 of the 28th May last, in the 4th paragraph of which you have instructed me to proceed so soon as possible to give effect to the provisions of section 17 of Ordinance No. II of 1912, by considering where plantation schools for the education of the children of the Indian population are to be provided, and by drawing up Regulations under that section for the provision and conduct of those schools.

2. I enclose, for your information, a copy of a memorandum by Mr. Hutson, the Colonial Secretary, showing the steps that have been taken, prior to the receipt of your instructions, to give effect to the provisions of section 17 of Ordinance No. II of 1912, and I regret that it was only after my despatch No. 65 of the 10th February last had been forwarded to you that my attention was drawn to the section of the Ordinance in question which deals with the education of children on any plantation, not less than six nor more than thirteen years old, being the children of immigrants indentured to that plantation. You will observe, however, that, in the 8th paragraph of my despatch No. 54 of the 4th February last, I stated that the question of providing education for the children of indentured Indian immigrants and of free Indians would receive special consideration.

3. In the 4th paragraph of your despatch No. 174 of the 28th May last you have directed that the Regulations to be drawn up under section 17 of Ordinance No. II of 1912 should include provisions in regard to fees, and you have approved the proposal made in the 4th paragraph of my predecessor's despatch No. 95 of the 6th June, 1911, that small fees of, say, 3d. a week should be charged for each child in the case of children of free Indians, and that the charges for the children of indentured Indians should be borne by their employers. I am advised, however, that, if action is taken under subsections 1 and 2 of section 17 of Ordinance No. II of 1912, it is not competent to impose fees for the education of children of free Indians or to require payment from employers for the education of children of indentured Indians, and that such fees can only be levied in the case of the Government establishing a school in the vicinity of a plantation under the provisions of subsection 3 of section 17 of the Ordinance.

4. As will be seen from annexure No. 4 to the Colonial Secretary's memorandum of the 28th ultimo, the estimated cost to the Government of establishing five schools under subsections 1 and 2 of section 17 of Ordinance No. II of 1912 is £300 increasing to £350 a year, whilst the estimated cost of establishing five Government schools under subsection 3 of the same section and Ordinance is £3,300 for the first year, including the cost of the necessary school buildings, which is estimated at £2,943. The cost of the five schools in subsequent years will be represented by the amount paid as salaries to the teachers, but after the third year at all events some addition should be made to the estimate of cost for the maintenance of the school buildings. I beg to recommend either that subsection 2 of section 17 of Ordinance No. II of 1912 should be amended so as to give power to the Governor in Council to make Regulations for the imposition and collection of school fees, or that you should re-consider the decision conveyed to me in the 4th paragraph of your despatch No. 174 of the 28th May last that fees should be charged for the education of children attending the plantation schools, whether those fees are paid by free Indians or by the employers of indentured Indians.

5. So soon as I have had printed the correspondence on the subject of education that has passed between my predecessors, myself, and the Secretary of State, I propose addressing you further on the subject of the other points dealt with in your despatch No. 174 of the 28th May last, but, unless you are prepared to consider favourably the recommendation made in my despatch No. 174 of the 17th March* last, to which you have replied by your despatch No. 177 of the 31st May* last, that an Inspector of Schools or, as perhaps he might be styled, Superintendent of Schools, should be appointed, it will be difficult, if not impossible, for me to devote sufficient time to place on a proper footing arrangements for supplying the educational needs of the Colony even on the lines which, so far, you are prepared to approve.

I have, &c.,

BICKHAM ESCOTT,
Governor.

ENCLOSURE.

THE COLONIAL SECRETARY TO THE GOVERNOR.

His Excellency,

Suva, 28th July, 1913.

Following the receipt of the Secretary of State's despatch No. 174 on the subject of the draft Education Bill and with particular reference to paragraph 4 of that despatch, I have the honour to report at your request that the following action had been taken under clause 17 of Ordinance II of 1912 which enables provision to be made for the education of Indian children being the children of immigrants indentured on plantations.

2. In paragraph 4 of Sir H. May's despatch No. 95 of 6th June, 1911, which is referred to in paragraph 4 of the Secretary of State's despatch (No. 174) quoted above, a recommendation was made in regard to provision to be made for the education of Indians as follows :—

" (c) *Indians*.—For the present I think all that is necessary is to establish Government vernacular schools " at various centres. I do not consider that the cost of educating the children of indentured Indians should be " cast upon the employers of Indian indentured labour. It would be a heavy tax on a class which with the excep- " tion of the Colonial Sugar Refining Company are not well off. The Company referred to already does more than " its share in providing schools for its European employees which fill a much-felt want in rural districts. I " deprecate most strongly casting ever increasing burdens on the employers of indentured labour. Such action " will only tend to keep settlers out of the country, and the only hope for the development of this Colony is to " fill it with an adequate population. I suggest that small fees of say 3d. a week be charged for each child belonging " to free parents, and as indentured labourers are not in a position to pay fees the charges for their children might " be made payable by their employers. It is possible that when these vernacular schools have been established " that Indian population may come forward with offers of contribution towards the cost of establishing other " schools."

3. The Secretary of State in reply by telegram dated 25th July, 1911, approved of the recommendations made by Sir H. May with regard to Suva and Levuka schools, and concluded as follows :—

" As regards other proposals, I defer decision until you have had longer experience of Fijian circumstances. " Despatch follows by mail."

The despatch that followed was No. 141 of 26th July, 1911. The Secretary of State stated therein that he had felt some difficulty in arriving at a decision on the subject of education in Fiji, in view of the considerable divergence of opinion which appears to exist, and he had therefore felt unable to do more, at present, than approve of Sir. H. May's proposals for the extension of the High Schools at Suva and Levuka,

4. No further reference was made to the question of steps to be taken to provide schools for Indians until the 17th January, 1912, when Sir H. May in his despatch No. 23* of that date forwarded to the Secretary of State a copy of the draft Bill to amend the Indian Immigration Ordinance 1891. This Bill contained clause 17 of Ordinance II of 1912, which was subsequently amended to meet the Secretary of State's criticism on that clause as stated in paragraph 7 of his despatch No. 64 of 15th March, 1912.*

5. I may here point out that Sir. H May had apparently on 17th January, 1912, modified his recommendation that the Indian vernacular schools should be Government schools, at any rate, an alternative was provided for in subsections (1) and (2) in clause 17 of Ordinance II of 1912, and the Bill was approved by the Secretary of State.

6. On the 6th March last the question of framing Regulations under subsection (2) of section 17 of Ordinance II of 1912 was proceeded with. Regulations had been drafted and were to have been considered in Executive Council on the 30th June, but the matter was deferred in consequence of the receipt of the Secretary of State's despatch No. 174 of 28th May, 1913. I enclose a copy of the draft Regulations referred to. It was proposed that these Regulations should be made to apply to plantations on which there were at least 20 children of indentured immigrants between the ages of 6 and 13—and that schools should be established at five centres, viz., at Penang, province of Ra, Vitilevu; Lautoka, province of Ba, Vitilevu; Rarawai, province of Ba, Vitilevu; Navua, province of Serua, Vitilevu; Labasa, province of Macuata, Vanualevu.

7. Inquiry was made as to the possibility of securing locally the services of Indians as teachers in the proposed schools. Some applications were received for employment, but you considered it desirable that teachers should be obtained from India or possibly from Mauritius. I attach copies of letters on this subject addressed to the Secretary to the Government of India and to the Colonial Secretary of Mauritius on the 21st April last. Advice was also invited as to the text books to be used in the vernacular schools. No replies have yet been received to these letters.

8. I enclose a statement showing the rough estimated cost to the Government were the schools established under subsections (1) and (2) of section 17 of Ordinance II of 1912, on the principle that the employers of indentured labour should provide school buildings and equipment, and that the Government should provide the salaries of the teachers as recommended in paragraph 67 of the Education Commission's Report.

9. It is not clear from paragraph 4 of the Secretary of State's despatch No. 174 of 28th May, 1913, that the instruction therein given is intended to cover approval of the recommendation made by Sir H. May in his despatch No. 95 of 6th June, 1911, in its entirety, viz., that the Government should establish schools; but as the Acting Attorney-General has advised you that fees in his opinion may not be charged in connection with schools established under subsections (1) and (2) of section 17 of Ordinance II of 1912, it appears that the Secretary of State intends that schools should be established under subsection (3) of the section quoted.

10. I have found it difficult to arrive at any definite estimate of the cost of establishing the proposed schools on the basis of Government schools; but I enclose a statement which gives, as far as one is able to judge at the present date, an estimate of the capital expenditure to be incurred and the annual recurrent expenditure. The estimated cost of buildings has been furnished by the Commissioner of Works. I have not provided buildings merely for the minimum present number of children of indentured immigrants at the centres named; but I have made provision for the future increase in that number, and also for a limited number of children of time-expired immigrants at the centres named. At Penang there are approximately 28 children of school age of indentured Indians, and provision is proposed for 40 children; at Lautoka there are 49 children—provision is proposed for 60 children; at Rarawai there are 33 children—provision is proposed for 60 children; at Navua there are 39 children—provision is proposed for 60 children; at Labasa there are 18 children—provision is proposed for 40 children.

11. If it be decided to establish schools on that basis, the enclosed draft Regulations may be adopted for the purpose with slight modification as to payment of fees. In clause 9 the words "the owner of a plantation" should be omitted. Clause 13 would have to be recast to make it compulsory on the owner of a plantation to pay fees for the children of indentured Indians of school age 6 to 13 employed on his plantation. A new clause should be added making it compulsory on the parents of indentured Indians and of time-expired Indians being within a radius of, say, two miles of the school to send their children to the school established, penalties being provided in each case.

EYRE HUTSON,
Colonial Secretary.

ANNEXURE No. 1.

DRAFT REGULATIONS RELATING TO THE EDUCATION OF INDENTURED INDIAN IMMIGRANTS MADE BY THE GOVERNOR IN COUNCIL UNDER SECTION 17 (2) OF ORDINANCE NO. II OF 1912.

1. *Building site.*—Any building to be used for a school for the children of indentured immigrants shall be situated outside the lines of the plantation to which such immigrants are indentured, and on a site to be approved by the Agent-General, the District Medical Officer, and any Inspector of Schools who may hereafter be appointed under the provisions of any Ordinance.

2. *Materials.*—The school shall be built of wood or of concrete or of brick with an iron or tile, or shingle roof which shall be ceiled.

3. *Verandah.*—There shall be a verandah on all the four sides of the building sufficiently wide to exclude the rays of the sun from the interior of the school-room during school hours.

4. *Drainage and ventilation.*—The school shall be drained, ventilated, and fly-proof to the satisfaction of the Agent-General of Immigration. The upper half of the walls shall be made of perforated zinc or wire gauze.

5. *Space.*—The school-room shall have an internal space of not less than eight superficial feet for each child attending the school with a minimum floor space of 160 superficial feet.

6. *Latrines.*—Latrines shall be provided with separate accommodation for boys and girls within the school compound. Not less than one receptacle shall be provided for every 20 or lesser number of children.

7. *Water.*—An adequate supply of water shall be provided within the school compound.

8. *Accommodation for school teacher.*—A small wooden house with an iron roof and a suitable kitchen and latrine shall be provided for the school teacher.

9. *Fencing, sanitation, &c.*—An area around the school buildings not less than one acre in extent shall be fenced securely. The provisions of the Regulations under the Immigration Ordinance respecting the weeding of the area; the trespass of animals; latrines and general sanitation shall be deemed to apply to such area as if it were situated within the lines.

10. *Equipment.*—The following articles shall be provided for the equipment of the school:—

- (1) Desks or tables affording 2 feet in length and 15 inches in width desk space for each child;
- (2) Forms at least 8 inches wide affording 2 feet in length for each child and sufficiently low to allow pupils when seated to rest their feet upon the floor or upon a foot-board; due regard being had to the age, size, and physical comfort of the pupils;
- (3) A teacher's chair and table;
- (4) A blackboard, 48 inches by 36 inches;
- (5) A blackboard easel;
- (6) A cupboard with lock;
- (7) A clock;
- (8) A sufficient supply of books in Hindustani and English as may from time to time be necessary.

11. *Syllabus*.—The instruction, which shall be entirely secular, shall be in both Hindi and Urdu, and shall include the following subjects:—reading, writing, arithmetic, and the rudiments of geography. English may be taught to children as soon as they can read and write their own language accurately.

12. *Register*.—A register shall be provided in which the teacher shall enter daily the number of children attending the school, the hours of instruction, and the nature of the lessons given. Such register shall be produced by the teacher whenever called upon to do so by the owner of the plantation, the Agent-General, an Inspector of Immigrants, or any Inspector of Schools who may be appointed under the provisions of any Ordinance.

13. *Penalties*.—Any employer who shall fail to comply with the provisions of the foregoing Regulations shall be liable, on conviction for breach thereof, to a penalty not exceeding ten pounds; and any immigrant who shall refuse to allow his or her child being not less than six, or more than thirteen years of age to attend the plantation school; or who shall hinder or obstruct the school teacher in the discharge of his duties, shall be liable, on conviction, to a fine not exceeding ten shillings.

ANNEXURE No. 4.

ESTIMATE OF THE COST TO THE GOVERNMENT OF ESTABLISHING FIVE SCHOOLS UNDER SUBSECTIONS (1) AND (2) OF SECTION 17 OF ORDINANCE II OF 1912.

Five Teachers:—

Salary (£50 by £5 to £60)	£250 to £300
Passages from India at £10	50
Return-passage or Bonus at expiration of term of three years	50
	<hr/>
	£300 £350

It was proposed in addition to have made arrangements for giving a grant in aid to these schools to provide equipment in books and in other school requirements.

NOTE.—If teachers are married men passages will have to be provided for their wives.

ESTIMATE OF THE COST OF ESTABLISHING FIVE GOVERNMENT SCHOOLS FOR INDIANS UNDER SUBSECTION (3) OF SECTION 17 OF ORDINANCE II OF 1912.

School Buildings:—

Three (one each at Navua, £340; Rarawai, £362; and Lautoka, £355; to accommodate 60 children)	£1,057
Two (one each at Penang and Labasa to accommodate 40 children, at £288)	576
Five houses for Teachers at £162	810
Fencing for five Schools at £25	125
Furniture and equipment for each School, five at £50	250
Purchase of 5 blocks of land (1 acre for each School) at £20 per acre	100
Survey Fees, &c.	25
	<hr/>
	£2,943

Say £3,000.

Annual Recurrent Expenditure:—

Five Teachers (salary, £50 by £5 to £60)	£250 to £300
Passages from India, 5 at £10	50
Total provision to be made in 1914 Estimates	£3,300

No. 20.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 392.

Sir,

Government House,
Suva, 16th September, 1913.

* * * * *

3. I enclose, for your consideration, a copy of a minute by Mr. J. V. Thompson, the Head Master of Queen Victoria School, who has been good enough to prepare the statement called for in the eighth paragraph of your despatch No. 174 of the 28th May last. I concur in the figures given by Mr. Thompson, and I agree with him that there would be no hardship in maintaining the school rates which are now levied in Suva. In that case, they should continue to be levied in Levuka also. The cases of the children of parents who cannot afford to pay more than nominal fees might be met, as Mr. Thompson has suggested, by power being given to the Governor, or to the Governor in Council, to remit fees in whole or in part, or, as seems to me to be preferable, by the establishment of a system of exhibitions or scholarships entitling the holders to free education in the upper classes of the school.

4. Unless my proposals for establishing in Suva separate schools for boys and girls are approved and an inspector, or superintendent, of schools is appointed, the existing Suva and Levuka School Boards should not be abolished as otherwise there will be no provision for executive machinery. It is essential that the Governor should have at his disposal a competent educational officer to undertake all the detail work of educational administration, and the selection of Mr. J. V. Thompson, the Head Master of Queen Victoria Memorial School, Nasinu, would be justified, I believe, by results. Mr. Thompson would require to be given the services of a clerk.

5. There appears to be some misconception as to the object of establishing a grant-aided system of primary schools in Fiji and as to the financial results of such a system. Before I left England in May of last year I discussed the matter with Mr. Johnson and Mr. Davis at the Colonial Office, and I understood that proposals to give grants to primary schools established already by the Methodist and Roman Catholic Missions would not be viewed with disfavour. It is not surprising that I should have arrived at that conclusion seeing that in the fifth paragraph of your despatch No. 70 of the 30th March, 1911, you had written as follows :

“ From the information contained in the report (of the Education Commission) it appears
 “ that a system of education which, though admittedly imperfect, is both extensive and
 “ long-established, has been set up entirely by voluntary agencies in connection with
 “ religious organisation. The ground having been to so large an extent already covered,
 “ I am disposed to consider that the Government should, so far as it can, avoid entering
 “ into direct competition with them in the same field, and should endeavour to improve the
 “ facilities for advancing primary education by granting subsidies to these agencies, which
 “ should be conditional upon their attaining a certain standard of educational efficiency,
 “ to be determined by Government inspection.”

The views expressed in the paragraph which I have just quoted accord with mine, and, if you will refer to the last sentence of the twenty-seventh paragraph of my address to the Legislative Council of the 19th October, 1912, copies of which were enclosed in my despatch No. 286 of the 28th October last,* you will find that I acknowledged gratefully the excellent work that had been done by the Methodist and Roman Catholic Churches, and that I expressed the opinion that “ the Government’s line of advance should be in sympathy with, and not in opposition to, the work of “ those two great bodies.” The majority of the schools established by the two Missions are for the education of natives, and the Government should not, I think, establish any primary school of its own until it has been ascertained that none of the Missions, including that of the Church of England, is prepared, even if given a grant, to provide for the educational requirements of any district or centre.

6. The great advantage of the grant-in-aid system is that the extent of the Government’s financial liability is well defined, as the amount to be provided in the annual estimates need not exceed a sum which the Colony can afford to pay. Assuming that £5,000 were voted for grants to schools, no grant would be paid to a school which was not prepared to conform to the regulations to be prescribed by the Government as regards buildings, equipment, teaching staff, and curriculum. If the number of schools which might be recognised as grant aided schools would, if grants were paid in full, cause the vote of £5,000 to be exceeded, the amount to be paid for grants could be kept within the limits of the £5,000 by reducing *pro rata* the grants to be allotted to each school. Such an arrangement was in force in Mauritius, Seychelles, and British Honduras when I served in those Colonies, and is in force at the present time in the Leeward Islands.

7. In the sixth paragraph of your despatch No. 174 of the 28th May last you have instructed me to place before the Great Council of Chiefs the scheme embodied in Sir H. May’s despatch of the 16th May, 1912,* including the proposal that the native taxes should be increased so as to cover at least half, if not the whole, of the annual cost of the maintenance of the schools which it is proposed should be established. You have already approved of the increase next year in the contribution from the natives for medical services, and I should be sorry to see, at present, the amount of direct taxation to be paid by them increased still further. On the other hand I am confident that the elected members of the Legislative Council would oppose strenuously so large a capital expenditure as, say, £4,600 for the establishment of another school for the exclusive use of Fijians, even though Indians were to be admitted to it, whilst nothing has, so far, been done by the Government for providing a school of secondary education for Europeans in Suva, and schools of primary instructions for Europeans in the country districts.

8. The question of enlarging the Queen Victoria Memorial School at Nasinu and of adding technical instruction to the present curriculum has been for some time under consideration, and, if the Missions are unwilling or unable to establish primary schools for Fijians in districts where no such schools exist, some provision for their education should, I agree, be made by the Government, but it should be on more modest lines than were contemplated by my predecessors, although instruction in agriculture might well be made a part of the school routine.

9. My final recommendations, which I submit for your consideration, are (a) that I shall be allowed to proceed with the Bill entitled “ An Ordinance relating to Education,” a copy of which was enclosed in my despatch No. 54 of the 4th February last, with such amendments as you may direct ; (b) that the Board of Education to be appointed under clause 3 of the Bill should consist at first of the Governor and Members of the Executive Council only ; (c) that Mr. J. V. Thompson, the Head Master of the Queen Victoria Memorial School, should be appointed inspector or superintendent of schools, and be given the services of a clerk ; (d) that arrangements should be made to carry out the scheme on the lines which I have already proposed of separate schools in Suva for boys and girls who are Europeans or of European descent ; (e) that, at first, the amount to be provided for grants-in-aid to schools should be limited to £3,000 in any year ; (f) that primary Government schools should only be established in districts where the Mission bodies are unable to provide schools even though assisted by Government grants ; and (g) that the Mission bodies should be consulted respecting arrangements to provide a workable system of training native teachers.

10. I have had 32 years’ experience of education in tropical colonies, and I am satisfied that, in the case of schools of primary instruction, the grant-in-aid system is more efficient, and more economical than the system under which such schools are supported solely from public funds and are under the control of the Government only. If, however, after reading this despatch you are unable to accept my views, I will endeavour to carry out your wishes to the best of my power.

* Not printed.

11. I have not referred in this despatch to special schools for the children of indentured Indian immigrants, as that matter has been dealt with in my despatch No. 341 of the 5th ultimo.

I have, &c.,
BICKHAM ESCOTT,
Governor.

ENCLOSURE.

THE HEAD MASTER, QUEEN VICTORIA MEMORIAL SCHOOL, to THE COLONIAL SECRETARY.

The Secretary of State in despatch No. 174 of May 28th, 1913, is in favour of the abolition of the School Boards "which would carry with it the abolition of school rates." I understand that elementary education, that is to say, education up to and including the Fourth Standard, is to be free, and that being so, it appears that the people of Suva will have an advantage that will not be enjoyed by those living elsewhere in the Colony, and I cannot see that it would be an injustice if they were asked to continue paying an education rate as a contribution towards the expense of providing free elementary education in the town.

2. In the Suva Public School there are 52 girls below the Fifth Standard and 27 in the higher Standards. If the present Public School is converted into a combined elementary and secondary school, these 27 girls would be called upon to pay fees. I suggest that the fee might be fixed at £6 per annum, and the revenue from this source would amount to £162. For the sake of convenience I will assume that the amount derived from rates is paid into General Revenue and entirely devoted to the girls' school. The amount derived from rates in 1912 was £430 and the total amount available for the girls' school would therefore be £592. In addition to this there would be a small amount paid by children living outside the district of Suva and receiving elementary education. I suggest that the revenue and expenditure would be as follows:—

REVENUE.			EXPENDITURE.		
	£	s. d.		£	s. d.
Fees from 27 girls in the High School at £6 per annum	162	0 0	Head Mistress	300	0 0
Fees from alien children	16	10 0	First Assistant	175	0 0
Rates	430	0 0	Second Assistant	150	0 0
Grant in aid	250	0 0	Two Pupil Teachers	100	0 0
			Servant	36	0 0
			Stationery	45	0 0
			Collection of rates	12	10 0
			Incidentals	40	0 0
	£858	10 0		£858	10 0

3. In 1912 the fees collected from children living outside Suva and attending the Public School amounted to £65 3s. 6d., and as the fee is only 1s. per week per child there were apparently about 30 children whose parents lived outside Suva and who were not entitled to free education. Taking it that in the free elementary branch of the girls' school there will still be a proportionate number of children whose parents reside outside Suva, I have added £16 10s. to the receipts.

4. I consider that there is every likelihood of the number of fee-paying girls attending the higher branch of the school being in excess of 27.

5. With regard to the proposed boys' school on the Albert Park my estimate of revenue and expenditure is as follows:—

REVENUE.		EXPENDITURE.	
	£		£
Thirty boarders at £50	1,500	Head Master	500
Forty day-boys above Fourth Standard	480	First Assistant	400
Fees of alien children not entitled to free education	24	Second Assistant	250
		Additional lady teachers for junior classes	300
		Matron	75
		Cook	60
		Servants—Two at £30 and three at £24	132
		Food for 40 individuals for 40 weeks at 15s.	1,200
		Food for 12 weeks of holidays for staff and servants	60
		Stationery	75
		Lighting	40
		Firing	15
		Replacing worn-out articles and breakages	50
		Games—material	25
Grant in aid	1,203	Incidentals	25
	£3,207		£3,207

6. In preparing the above I endeavoured to estimate the maximum expenditure and the minimum revenue. His Excellency suggested that the Second Assistant should be paid £250, rising by £10 to £300. I respectfully suggest £200 by £10 to £250 with board and residence. No kitchen is provided for the Matron and Second Assistant Master, and it is desirable that they should have their meals with the boys.

7. In estimating the cost of feeding the staff and boys and servants I calculated, at contract prices, the cost of a diet somewhat similar to that provided for the staff and European patients at the Colonial Hospital. I am confident that the boys can be very well fed for 15s. a head a week.

8. I have every reason to believe that there will be no difficulty in obtaining the 30 boarders for whom accommodation is to be provided.

9. At present at the Suva Public School there are 76 boys below the Fifth Standard, and 42 boys above it.

10. I have at different times sounded the fathers of boys in Suva about the fee for day-boys, and not one of them has considered that £12 per annum would be too high a fee for a really good school. Up to the present it has been necessary to send boys away to New Zealand or Australia for anything beyond elementary education, and the minimum cost of doing so amounts to from £75 to £100 per annum. I was told by one father that although his son won a free three-years' course at a technical school, and although he lived with relations in New Zealand, he cost him £75 a year. On my asking if he considered £12 a year would be too high a fee for day-boys he replied: "Not a bit. I would stand up to it to-morrow with pleasure if the school were a really good one"; and there are dozens of fathers in Suva who would do the same.

11. With regard to the query made by the Secretary of State at the end of paragraph 11 of despatch No. 174, I respectfully suggest that the Governor in Council should have power to remit part or the whole of the fees

3. In the fourth paragraph of your despatch you have pointed out that the instructions contained in my despatch No. 174 of the 28th of May cannot well be carried out without an amendment of section 17 of Ordinance No. 2 of 1912. On reconsideration, I have come to the conclusion that it will be better to make the education of Indian children free, and I do not therefore now propose that school fees should be collected either from employers in respect of the children of their indentured immigrants, or from the parents, in the case of the children of free Indians.

4. I fear, however, that section 17 of the Ordinance will still stand in need of amendment. It was not my intention, as the Colonial Secretary assumes in the 9th paragraph of his memorandum, that these schools should be constructed and equipped at the expense of Government. My desire was that the cost of the buildings and of their equipment should be borne by the employers of indentured labour. I am, however, advised that the power to make regulations for the compulsory attendance of children, &c., under section 17 (3), would not exist in the case of schools so constructed and equipped, and this is clearly a defect in the Ordinance which it will be necessary to remedy.

5. It appears to me that the scheme for the establishment of these schools should be upon the following lines :—

- (1) The employers of indentured labour to provide, to the satisfaction of the Government, such school buildings and equipment as may be sufficient to accommodate the children of indentured immigrants employed by them.
- (2) The Government to bear the cost of any addition to such school buildings or equipment, or of new buildings elsewhere which may be necessary to provide accommodation for the children of free Indians.
- (3) The cost of maintaining the buildings and equipment to fall upon the employers and the Government in the same proportion as the original cost of providing them.
- (4) All other charges incidental to maintaining the schools, including the salaries of teachers, to be borne by the Government.
- (5) The schools to be Government schools, and to be in all respects under the sole control of the Government.
- (6) The Government to have power to make regulations for the compulsory attendance of Indian children between the ages of six and thirteen, whether they be the children of indentured or free Indians, and generally for the management of the schools.

6. I shall be glad if you will take steps to introduce an amending Ordinance upon these lines, but I do not consider that it will be necessary to delay proceeding with the scheme until the new legislation has been passed.

7. The draft regulations enclosed in your despatch appear to me to be generally well conceived, but the type of building proposed does not seem to be altogether suitable. A building with a "double roof" will be found more satisfactory in the climate of Fiji than one with a ceiling, and I have therefore suggested in my telegram of the 8th instant that before any buildings are actually erected, you should obtain plans of vernacular school buildings from the Governments of the Straits Settlements and Ceylon.

8. With reference to the last paragraph of your despatch, I regret that I do not feel able to depart from my previous decision not to appoint an inspector or Superintendent of Schools for Fiji.

I have, &c.,

L. HARCOURT.

No. 22.

THE SECRETARY OF STATE TO THE GOVERNOR.

Fiji.
No. 37.

Downing Street,
4th February, 1914.

Sir,

I have the honour to acknowledge the receipt of your despatch No. 392 of the 16th September last, on the subject of education in Fiji. * * * * *

2. As regards the education of the Fijians, I had not forgotten, when writing my despatch of 28th May last, that in my earlier despatch of 30th March, 1911, I had suggested the introduction of a general system of grants-in-aid to Mission schools, but that suggestion contemplated that grants-in-aid should only be made if the standard of efficiency of the schools could be considerably raised above that existing at present. On further consideration I came to the conclusion, to which I still adhere, that better results would be likely to accrue from subsidising a small number of higher grade schools, which might be established in the manner proposed in my despatch of 28th May last, than by giving very small subsidies to a large number of elementary schools. I have accordingly to instruct you to bring those proposals before the Great Council of Chiefs at its next meeting in accordance with paragraph 6 of that despatch.

3. With reference to the higher educational facilities proposed to be provided for European children, I am disposed to think that in making your proposals you have taken too little account of the fact that Fiji is a tropical Colony, and that European children should not be kept there after seven or eight years of age, if it can possibly be avoided. Probably parents who wish to give their children a good secondary education, and can afford to do so, will in the future as heretofore desire to send them to Australia or New Zealand for the purpose. Moreover, it appears from the report of the Education Commission that many parents have no wish to keep their children at school after the age of 14 or 15, when they may be apprenticed or begin work as clerks.

4. Instead therefore of trying to retain children in Fiji for secondary education the better policy, if funds permitted, would be to assist those who wish their children to have such education to obtain it for them in a temperate climate, such as Australia or New Zealand, provided that the children have given proof that they would really benefit by such education. From the facts before me at present, the number of such children would be small, and the necessary assistance could be given by offering two or three scholarships annually to be competed for by the children of parents, who establish to the satisfaction of the authorities that they cannot afford the whole cost of sending their children to a temperate climate for secondary education. The scholarships might be for three or four years, but subject to withdrawal at the end of any year on a report from the school that the scholar was not taking proper advantage of his or her opportunities.

5. Whether or not such a scheme can be adopted in the immediate future, I am not satisfied that there is a sufficient demand for the establishment at Suva of separate schools for boys and girls, nor do I think that the present financial position of the Colony, as shown by the Estimates of Revenue and Expenditure for the present year, justifies the expenditure which would be involved.

6. I consider therefore that the scheme originally proposed by Sir H. May, and approved by the Legislative Council two years ago, namely the extension of the existing school by the addition of rooms for an Upper School, and by the erection of a boarding-house for boys, should be carried out without further delay. If necessary, of course, separate play-grounds for boys and girls might be provided.

7. As regards the question of fees, I am inclined to think that the suggested charge of £50 for boarders at the Suva School would appear too high to clerks and others, whose incomes are not large. I observe that the fees for the Levuka boarding-house are only £25 a year, and I should prefer the fee at Suva to be reduced to £40, the amount recommended by the Education Commission. It is not clear whether the proposed boarding-house fee includes the cost of tuition, but I presume it does.

8. As to the fees of day-pupils I understand from your telegram of the 23rd ultimo, that at present children between 6 and 14 in the school area, whose parents pay rates, are free, and that in the case of other children the fee is 1s. a week, or £2 a year. Sir H. May proposed to make a uniform charge of 1s. 6d. a week (or £3 a year) if the rates were abolished, as is now proposed to be done. I gather that you contemplate a similar charge for young children, but that you propose that on attaining a certain standard boys should be charged £12 a year and girls £6 a year. I am, however, of opinion that very few parents in Suva would keep their children long at school, if such high fees were charged, after they have been accustomed so long to practically free education. I think, therefore, that the charge should be limited to a maximum of £8 a year for boys and £5 a year for girls; and that a graduated scale according to the ages of the children, might be adopted—say, £3 a year for boys up to 13, £4 between 13 and 14, £6 between 14 and 15, and £8 over 15; and in the case of girls, £3 a year up to 13, £4 for those between 13 and 15, and £5 for those over 15.

9. With regard to the fourth paragraph of your despatch I adhere to the opinion that the existing School Boards should be abolished, and the Education Ordinance 1890 repealed. It will only be necessary to create Advisory Boards, nominated by the Governor, to supervise the administration of the two Government schools at Suva and Levuka respectively; and there would be no need to appoint a Superintendent of Schools for this purpose. Mr. Thompson could, if you think it desirable, be appointed Chairman of the Suva Advisory Board; the work involved would take very little time from his other duties.

I have, &c.,

L. HARCOURT.

1914.

Legislative Council.

FIJI.

COUNCIL PAPER, No. 82.

Education

(IN CONTINUATION OF COUNCIL PAPER No. 68 OF 1914).

Laid on the Table, 31 August, 1914.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 199.

Downing Street,
3rd July, 1914.

Sir,

I have the honour to acknowledge the receipt of your despatch No. 157 of the 29th April on the subject of providing educational facilities for East Indian children in Fiji.

2. I concur in the opinion expressed in the 12th paragraph of your despatch that the best method of providing for the education of Indian children is to utilise existing Mission schools, and to assist the Mission authorities to establish additional schools to which boarding establishments can be attached.

3. I leave it to your discretion to work out the details of the scheme, and shall be glad to receive a report in due course as to the action taken to give effect to this proposal.

I have, &c.,

L. HARCOURT.

1914.

Legislative Council.

FIJI.

COUNCIL PAPER, No. 68.

MESSAGE

(No. 13 of 1914).

Laid on the Table, 24 August, 1914.

ON the 3rd April last correspondence with the Secretary of State on the important question of education was laid on the Table of the Legislative Council so that Honourable Members might be given the opportunity of making themselves familiar with the contents of the papers before they were invited to give their decision regarding the arrangements to be made for providing greater facilities than now exist for the education of the European, Fijian, and Indian sections of the population.

2. In accordance with the instructions of the Secretary of State, the Governor invited the Council of Chiefs on the 20th May last to consider proposals made by his predecessor for establishing in convenient places, which were not served by Mission Schools, Central Schools which would be open to Fijian children, except those belonging to the Province of Lau which has its own Provincial School, and to Indian boys. The conditions to be laid down in the case of those schools and the estimated cost of their establishment and maintenance were set out in the Governor's address to the Council of Chiefs, an extract from which on the subject will be found on page 7 of the further papers relating to education which the Governor now has the honour to submit for the information and consideration of the Legislative Council.

3. The Legislative Council will observe that the Council of Chiefs has expressed the view that the education of the Fijians should be left in the hands of the Missions; that the Council agrees to the payment of a grant in aid of schools and to admission to such schools of Indian children; and that it desires that the Queen Victoria Memorial School at Nasinu should be made a College, to which only those boys who have reached a certain standard should be admitted.

4. In the further papers on education, which are now laid before the Council, is included a despatch from the Governor to the Secretary of State, pointing out the difficulties connected with the proposed establishment of Government Schools for the education of children of the Indian population, and the Governor will be glad if the Legislative Council will give its special consideration to the correspondence relating to that branch of the general question.

5. The Governor invites the attention of the Council to the remarks made in the 7th paragraph of the Secretary of State's despatch No. 70 of the 30th March, 1911, and in the 7th paragraph of the Secretary of State's despatch No. 104 of the 28th May, 1913, in regard to the desirability of providing institutions for the training of native teachers. The success of Primary Schools depends mainly on the efficiency of the teaching staff, and, unless adequate arrangements can be made for the training of teachers, a constant supply of competent teachers to be employed in Primary Schools cannot be secured.

BICKHAM ESCOTT,
Governor.

Government House,
Suva, Fiji, 22nd July, 1914.

ANNEXURE.

SCHEDULE.

SERIAL No.	FROM.	DATE.	SUBJECT.	PAGE.
1	The Governor	16 Feb., 1914	Proposals for improving Primary and Secondary Education in Fiji on lines of Trinidad and Tobago scheme.	2
2	The Secretary of State ..	1 April, 1914	Acknowledges receipt of despatch on subject of Education in Fiji.	2
3	The Chairman, Suva School Board.	13 May, 1914	Encloses Memorandum by Suva School Board and letters from the Rev. R. T. Mathews and the Rev. J. Nicholls on the subject of Education in Fiji.	3
4	The Chairman, Suva School Board.	9 June, 1914	Encloses letter from Mr. J. B. Wishart, member of Suva School Board, endorsing Memorandum of the Board dated the 13th May, 1914.	4
5	The Governor	19 May, 1914	Pension rights to Teaching Staff, Levuka Public School (11 enclosures).	4
6	The Governor	20 May, 1914	Extract from Governor's Opening Address to Council of Chiefs.	7
7	.....	.....	Resolution X by the Council of Chiefs and reply thereto by His Excellency the Governor.	7
8	The Governor	29 April, 1914	Education of Indian Children in Fiji	7
9	The Secretary, Planters' Association of Fiji.	15 April, 1914	Views of Members of Branches of Planters' Association on Education of Indian Children in Fiji.	13
10	The Manager for Fiji, C.S.R. Co. Ltd.	19 May, 1914	Offer of Areas of Land for School Purposes	13
11	The Manager for Fiji, C.S.R. Co. Ltd.	20 July, 1914.	Appointment of Teachers	14

No. 1.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 77.

Government House,
Suva, 16th February, 1914.

Sir,

S.S. Tel.—20/1/14.
Gov. Tel.—23/1/14.

With reference to my despatch No. 392 of the 16th September last and to the telegrams of the dates noted in the margin, I have the honour to invite your attention to the publication, a copy of which I have received from the Director of Special Inquiries and Reports, Board of Education, London, bearing on the cover the following title:—"Imperial Education Conference Papers. III. Educational. "Systems of the Chief Colonies not possessing responsible Governments. Trinidad and Tobago."

2. I have read the publication with great care, and I am satisfied that the system of primary and secondary education which is now established in the Colony of Trinidad and Tobago would be found, subject to modifications to suit local idiosyncrasies and requirements, to be well adapted to the present needs of Fiji.

3. It will not be long now, I trust, before I receive your sanction for the introduction into the Legislative Council, with such amendments as you may direct, of the Bill referred to in the 9th paragraph of my despatch No. 392 of the 16th September last, and I earnestly hope that you will not withhold your approval of the appointment of an officer to be called Inspector or Superintendent of Schools. It will be impossible for me to undertake, with any prospect of success, the establishment in the Colony of Government or grant-aided primary schools or the improvement of so-called secondary schools, unless I have placed at my disposal the services of a competent educational officer. If, however, the recommendations which I have made already are approved, and the office of Inspector or Superintendent of Schools is created there will be no difficulty in initiating a system of education which I am confident, will prove acceptable to all classes of the population.

4. In considering the claims of the European section of the population of Fiji for the establishment of schools to which, with a few exceptions, Europeans only would be admitted, it is only right that I should point out that of the total estimated population of the Colony on the 31st December, 1912, amounting to 148,891 persons, no less than 4,090 are estimated to be Europeans. In British Guiana out of a total population in 1911 of 296,041 there were only 3,937 Europeans, not including the Portuguese, whilst in Jamaica in 1911 out of a total population of 831,383 only 15,605 were Europeans. The European population in Fiji is proportionately larger, I believe, than the European population of any other British Tropical Colony.

I have, &c.,
BICKHAM ESCOTT,
Governor.

No. 2.

THE SECRETARY OF STATE TO THE GOVERNOR.

No. 97.

Downing Street,
1st April, 1914.

Sir,

I have the honour to acknowledge the receipt of your despatch No. 77 of the 16th February on the subject of education in Fiji.

2. In reply I would refer you to my despatch No. 37 of the 4th of February.

I have, &c.,
L. HARCOURT.

No. 3.

THE CHAIRMAN, SUVA SCHOOL BOARD, TO THE ACTING COLONIAL SECRETARY.

Sir,

Suva, 13th May, 1914.

I have the honour to acknowledge the receipt of your letters Nos. 1120 and 1207 of the 8th and 20th ultimo, forwarding copies of the Council Paper on Education, which have been distributed among the members.

2. At a meeting of the Board held on the 8th instant it was unanimously resolved that the enclosed memorandum should be forwarded for transmission to His Excellency the Governor.

3. Copies of letters received from the Rev. R. T. Mathews, Vicar of Suva, and the Rev. John Nicholls, Presbyterian Minister, are also submitted, which will be found to support the opinion of the Board as expressed in the memorandum referred to above.

I have, &c.,

ARTHUR H. OGILVIE,
Chairman.

ENCLOSURE No. 1.

MEMORANDUM TO HIS EXCELLENCY THE GOVERNOR FROM THE SUVA SCHOOL BOARD.

The Suva School Board has specially and carefully studied those parts of the Council Papers relating to education recently laid on the table of the Legislative Council, which relate to the education of European children and more particularly the efforts that have been made to secure means for their higher education.

2. The Board is pleased to note that the Secretary of State has approved generally of the principle that higher education than that at present obtainable is necessary for white children.

3. The Board understands that most other Crown Colonies have establishments for higher education subsidised by or entirely supported by the Government and can see no reason why the educational needs of Fiji should not be similarly provided for.

4. There is a strong feeling in the Colony that the children of colonists should be given at least equal opportunities to those from elsewhere when positions in the Civil Service are vacant.

5. At the present time means are not available for children to reach a sufficiently high standard in Fiji to enable them to compete successfully with those whose educational facilities have been greater. A very small percentage of the parents, perhaps 5 per cent., give their children the advantage of going to one of the Australian States or New Zealand to school and this practice has the grave disadvantage of severing the proper family connection which is so desirable in growing boys and girls for not only are they away from home for years at a most impressionable age but the advantage is denied them of being at home for the holidays because of the distance of their schools from Fiji and the expenditure of time and money which would be necessary if they returned.

6. Although Fiji is a tropical Colony it enjoys a climate which is by no means inimical to the health of boys and girls, indeed visitors from abroad are surprised to find that children reared in Fiji are physically equal to those of the more temperate zones, and many of the minor ailments which often are very troublesome—particularly to boarding schools—in England and elsewhere are almost entirely unknown in Fiji, the general results showing that the health of children who have been sent to Australian schools is not superior to those who have remained in Fiji.

7. The Board would particularly welcome a change which would permit boys and girls being educated apart. The present system has been adversely criticised by parents of pupils and Ministers of religion and the Board recognises its serious disadvantages which in the tropics are perhaps more striking than in colder climates.

8. Having a considerable knowledge of the feelings of the colonists of Fiji we are of opinion that the fees suggested to be paid for both boys and girls at the secondary schools are well within the amounts which could easily and would cheerfully be paid by their parents. Small private preparatory schools for young children charge fees at practically the same ratio.

9. If any large number of scholarships, such as is suggested, was granted for the purpose of sending approved scholars away the total could reach that suggested to be used in grants to two substantial schools and the results might be that a limited number would get a good education, of whom it may be supposed that a reasonable percentage would prefer to remain in the place where they completed their education and thus be a loss to Fiji and the remainder would not be so useful as similarly educated children in Fiji.

10. It is perhaps a small matter but the Board is convinced that local feeling would be strongly against expending such a large amount outside the Colony. The generally-expressed opinion is that revenue should be expended in the Colony if possible.

11. A white labouring class is practically non-existent in Fiji and every white parent looks forward to fitting his children to take a better average position than he would naturally expect were this not a country where nearly all manual labour is done by coloured races. The best way to effect this is to give his children a superior education. There are practically no married white men in Fiji with an income of less than £150 per annum, but the number of those able to send their children away to be educated is distinctly limited. We believe that all our white children should have the chance of a higher education than that at present provided and the members of the Board trust that a way may be found to provide the Colony with two schools which will be able to give the education which is so much desired.

12. In a letter dated 7th October, 1912, to the Colonial Secretary the Board expressed their unanimous opinion that the most suitable site then available was the one in the Albert Park where it is suggested to build a boarding school for boys leaving the present school building available for girls. The Board was never in favour of the site originally proposed by Sir Henry May referred in paragraph 6 of the Secretary of State's despatch No. 37 of February 4th 1914.

ARTHUR H. OGILVIE,
Chairman, Suva School Board.

ENCLOSURE No. 2.

THE VICAR OF SUVA TO THE CHAIRMAN, SUVA SCHOOL BOARD.

The Vicarage,
Suva, April 28th 1914.

Dear Mr. Ogilvie,

I am glad to learn that the Suva School Board contemplates the provision of separate buildings and organisations for the children of both sexes now massed together as a "mixed" school. I have had wide experience in educational matters and I have never found the co-education of the sexes to be desirable but I have known it to be morally dangerous. Especially would this be the case here where development takes place exceptionally early and where the age of puberty is reached long before the maximum school age is attained.

2. I may add that quite recently I have had cases of immorality amongst very young girls brought to my notice. It is high time in my opinion that the Board take the important step which I have referred to at the head of this letter.

I have, &c.,

RICHD. T. MATHEWS,
Vicar of Suva.

ENCLOSURE No. 3.

THE REVEREND JOHN NICHOLLS TO THE CHAIRMAN, SUVA SCHOOL BOARD.

Dear Sir,

The Manse,
Suva, April 28th, 1914.

I understand that there is a movement on foot to separate the sexes at the local public school.

2. I should like to say that I heartily concur in this. Without a doubt, the fact that boys and girls in their "teens" are thrown together, as at a public school, is harmful in many ways.

3. I have had one experience in my own life, and teachers in Australia have borne out my opinion as to the advisableness of a separation of the sexes in school life.

I have, &c.,

JOHN NICHOLLS.

No. 4.

THE CHAIRMAN, SUVA SCHOOL BOARD, TO THE ACTING COLONIAL SECRETARY.

Sir,

Suva, 9th June, 1914.

Referring to my letter of the 13th ultimo, I have the honour to inform you that a letter has this day been received from Mr. James B. Wishart, a member of the School Board absent from Fiji on leave, and I beg to submit for the information of His Excellency the Governor an excerpt from the communication in question.

"I am in receipt of correspondence and copy of memorandum to His Excellency the Governor from the Suva School Board. Having carefully noted contents of same I beg to fully endorse the sentiments as expressed in the memorandum."

I have, &c.,

ARTHUR H. OGILVIE,
Chairman.

No. 5.

THE GOVERNOR TO THE SECRETARY OF STATE.

No. 201.

Government House,
Suva, 19th May, 1914.

Sir,

With reference to the despatches noted in the margin, I have the honour to forward a copy of correspondence with the Levuka School Board on the subject of the proposal that pension rights should be granted to the teaching staff of the Levuka Public School.

2. So long as the salaries of Mr. Garner-Jones, the Head Master, and Mrs. Hathaway, the First Assistant Teacher of the Levuka Public School are paid partly out of school rates and partly out of the annual Government grant to the Levuka School Board, their offices cannot be declared to be pensionable under Regulation 1 of the Schedule to the Pensions Ordinance 1907. If, however, the Legislative Council approves of the abolition of the Levuka and Suva School Boards and of the repeal of the Education Ordinance 1890, and is prepared to give effect to the views expressed in the ninth paragraph of your despatch No. 37 of the 4th February last, the position will be altered, and provision for the salaries of the teachers in the two schools should be made under Head XVI "Education," "Personal Emoluments," and not under "Other Charges." There will be no reason then why the offices of all teachers in the two schools, provided they have not been appointed under an agreement for a fixed term of years, should not be declared to be pensionable in the usual way.

3. I propose to submit the matter for the consideration of the new Legislative Council when I invite the Council to consider the printed papers of which copies were enclosed in my despatch No. 157 of the 29th ultimo.

I have, &c.,

BICKHAM ESCOTT,
Governor.

ENCLOSURE No. 1.

THE COLONIAL SECRETARY TO THE CHAIRMAN, LEVUKA SCHOOL BOARD.

Sir,

Colonial Secretary's Office,
Suva, 17th March, 1911.

Referring to the question of granting pension rights to the staff of the Levuka Public School, I am directed to inform you that the Secretary of State for the Colonies approves both in principle and in particular the grant of pensions to schoolmasters on the permanent establishment; but it is considered that if the salaries continue to be paid by the School Board the pensions should also be paid by the same authority.

2. The final decision of the Secretary of State in the matter stands over until the proposals of the Education Commission have been disposed of.

I have, &c.,

E. L. BAKER,
for Colonial Secretary.

O.A.G. 202—2/9/10.
S.S. 37—6/2/11.
Enclosure No. 1—Col.
Sec.—17/3/11.
Enclosure No. 2—
Chairman, Levuka
School Board—6/11/11.
Enclosure No. 3—Col.
Sec.—24/11/11.
Enclosure No. 4—
Chairman, Levuka
School Board—3/12/11.
Enclosure No. 5—Col.
Sec. 316—12/1/12.
Enclosure No. 6—Col.
Sec. 21—17/9/12.
Enclosure No. 7—
Chairman, Levuka
School Board—1/11/12.
Enclosure No. 8—Col.
Sec. 591—11/11/12.
Enclosure No. 9—
Chairman, Levuka
School Board—18/3/14.
Enclosure No. 10—Col.
Sec. 1040—31/3/14.
Enclosure No. 11—
Chairman, Levuka
School Board—20/4/14.

ENCLOSURE No. 2.

THE CHAIRMAN, LEVUKA SCHOOL BOARD, TO THE COLONIAL SECRETARY.

Sir,

Levuka School Board,
Levuka, 6th November, 1911.

Would the Government kindly supply this Board with some definite information relative to the pensions promised to the Headmaster, Mr. D. Garner-Jones, and First Assistant, Mrs. A. Hathaway, a little while back?

I have, &c.,

DAVID ROBBIE,
Chairman.

ENCLOSURE No. 3.

THE COLONIAL SECRETARY TO THE CHAIRMAN, LEVUKA SCHOOL BOARD.

[No. 9028/1911]

Sir,

Colonial Secretary's Office,
Suva, 24th November, 1911.

I am directed to acknowledge the receipt of your letter of 6th instant, regarding the grant of pensions to the staff of the Levuka Public School, and in reply to inform you that the question is still under consideration, and that no decision has yet been arrived at in the matter.

I have, &c.,

A. MONTGOMERIE,
for Colonial Secretary.

ENCLOSURE No. 4.

THE CHAIRMAN, LEVUKA SCHOOL BOARD, TO THE COLONIAL SECRETARY.

Sir,

Levuka School Board,
Levuka, 8th December, 1911.

I have the honour to acknowledge the receipt of your communication (9028/11) dated 24th November, regarding the pensions to the staff of the Levuka Public School, which was laid before the Board at a meeting held last evening when it was resolved that a letter be sent to you pointing out the full facts of the case, which are as follows:—

2. Some months back when the question of pensions was raised both the Head Teacher and Mrs. Hathaway were informed that if the pensions were not granted, their salaries would be increased.

3. The Board would, therefore, owing to the obligation it is under to Mr. Jones and Mrs. Hathaway, like to have some definite information at an early date with regard to the above, as if the pensions are not forthcoming, the increases will have to be made.

4. Hoping to hear that the question has been settled.

I have, &c.,

T. SLATTER,
for Chairman.

ENCLOSURE No. 5.

THE COLONIAL SECRETARY TO THE CHAIRMAN, LEVUKA SCHOOL BOARD.

[No. 316/12.]

Sir,

Colonial Secretary's Office,
Suva, 12th January, 1912.

I am directed to acknowledge the receipt of your letter of 8th December last, with reference to the question of the payment of pensions to the staff of the Levuka Public School.

2. In reply I am to inform you that as the Government has not the control or management of the School, and as the School Board raise revenue for the expenses and pay the teachers' salaries, His Excellency the Governor considers that it is for the Board and not for the Government to defray the pensions, if any.

3. I am to suggest as an alternative to the grant of pension rights that the question of increasing the salaries of the staff might be considered.

I have, &c.,

EYRE HUTSON,
Colonial Secretary.

ENCLOSURE No. 6.

THE COLONIAL SECRETARY TO THE CHAIRMAN, LEVUKA SCHOOL BOARD.

[No. 21/12.]

Sir,

Colonial Secretary's Office,
Suva, 17th September, 1912.

I am directed to inform you that, in reference to the representations made by your Board to His Excellency the Governor while at Levuka recently, His Excellency understood that your Board would write further on the subject of the payment of pensions to the staff of the Levuka Public School and I am to ask whether you propose doing so.

I am, &c.,

A. MONTGOMERIE,
for Colonial Secretary.

ENCLOSURE No. 7.

THE CHAIRMAN, LEVUKA SCHOOL BOARD, to THE COLONIAL SECRETARY.

Levuka School Board,
Levuka, 1st November, 1912.

Sir,

Referring to your communication No. 21/12, regarding the pension to the staff of the Levuka Public School, I now have the honour to place before you the facts as viewed by the members of the School Board.

2. The Head Master and the First Assistant have severally served in this school continuously, the former for over nineteen and the latter for over twelve years.

3. These teachers in coming to Fiji forfeited their claim on the superannuation funds instituted by the New Zealand Government.

4. No provision has been made for them in any shape of a superannuation or a substitute for same.

5. The Head Master gave up the first-class mastership of the second largest Auckland city school. He was especially selected by the Chief Inspector of the Auckland Board of Education acting as agent for the educational authorities in Fiji. His appointment was endorsed by His Excellency the late Sir J. B. Thurston.

6. The First Assistant was similarly selected from the Auckland province.

7. Both teachers have loyally served the interests of education of the Colony and have raised the standard of education to a high state of efficiency. Their late pupils occupy responsible positions in the Government Service and in leading commercial positions throughout the group.

I have, &c.,

ALFRED KIENZLE,
Chairman.

ENCLOSURE No. 8.

THE COLONIAL SECRETARY TO THE CHAIRMAN LEVUKA SCHOOL BOARD.

[No. 591/12.]

Colonial Secretary's Office,
Suva, 11th November, 1912.

Sir,

I am directed by His Excellency the Governor to inform you with reference to your letter of the 1st instant, that if and when the Education Bill, which is now before the Legislative Council, becomes law, he will be glad to submit again, for the favourable consideration of the Secretary of State a recommendation in favour of the Head Master and the First Assistant of the Levuka Public School being placed on the list of officers eligible for pensions.

I am, &c.,

A. MONTGOMERIE,
for Colonial Secretary.

ENCLOSURE No. 9.

THE CHAIRMAN, LEVUKA SCHOOL BOARD, to THE COLONIAL SECRETARY.

Levuka School Board,
Levuka, 18th March, 1914.

Sir,

In submitting the undermentioned resolution of my Board for His Excellency's kind consideration, I would ask that, in the opinion of the members, these teachers have honestly earned the recognition sought for them.

2. The successful work of this school is recognised and appreciated throughout the Colony, its pupils being in all parts and spheres of activity.

3. The success is entirely due to the indefatigable efforts of Mr. Garner-Jones, Head Master, and his Assistant, Mrs. A. Hathaway, for whom the Board make this earnest appeal to His Excellency as being a matter of justice to loyal servants:—

RESOLUTION.—"In view of the services of Mr. Garner-Jones and Mrs. A. Hathaway rendered to education in Fiji and in view of the fact that both teachers have by such lengthy service forfeited all superannuation which obtains in their previous employment, the Board would respectfully request that His Excellency the Governor would again approach the Secretary of State for the Colonies to consider the advisability of placing these teachers on the pension list."

I have, &c.,

ALFRED KIENZLE,
Chairman.

ENCLOSURE No. 10.

THE ACTING COLONIAL SECRETARY TO THE CHAIRMAN, LEVUKA SCHOOL BOARD.

[No. 1040/14.]

Colonial Secretary's Office,
Suva, 31st March, 1914.

Sir,

With reference to your letter of the 18th instant, I am directed by the Governor to request that you will be so good as to inform me of the dates of the original appointments of Mr. Garner-Jones and Mrs. Hathaway to the Levuka Public School, whether their services have been continuous, what their present scale of salary is, and at what rate and from what source they are respectively now paid.

I am, &c.,

D. R. STEWART,
for Acting Colonial Secretary.

ENCLOSURE No. 11.

THE CHAIRMAN, LEVUKA SCHOOL BOARD, to THE ACTING COLONIAL SECRETARY.

Levuka School Board,
Levuka, 20th April, 1914.

Sir,

I have the honour to acknowledge the receipt of your communication No. 1040 of 31st March, and in reply to inform you that :—

- (1) D. Garner-Jones, Head Teacher, was originally appointed on 1st January, 1894, and has had continuous uninterrupted service since ;
- (2) Kate Hathaway (Mrs.), First Assistant, was originally appointed on 1st July, 1897. She resigned in July, 1898, but resumed duty on 13th May, 1901, and has had continuous service since ;
- (3) The salaries of these teachers are paid out of ordinary revenue (School Rates and Government Capitation Grant), and the present rates are as follows :—D. Garner-Jones, £400 per annum ; Kate Hathaway, £165 per annum.

I have, &c.,

ALFRED KIENZLE,
Chairman.

No. 6.

EXTRACT FROM OPENING ADDRESS BY HIS EXCELLENCY THE GOVERNOR AT THE
COUNCIL OF CHIEFS ON THE 20TH MAY, 1914.

The desirability of making further provision than now exists for the education of your children has been the subject of earnest thought on the part of, and of correspondence between, your late Governor, Sir Henry May, and the Secretary of State, and myself and the Secretary of State, and the Secretary of State has directed that I should lay before you a scheme which was suggested by Sir Henry May. The scheme is briefly that there should be established in convenient places which are not served by Mission schools, central schools ; that the capital cost of the central schools should be defrayed out of general revenue ; that the native tax should be increased by an amount which would cover at least half of the annually recurring cost of the schools ; that admission to the schools should be open to Fijian children, except those who belong to the Province of Lau which has its own Provincial School, and to Indian boys, the Indian population being taxed by an education rate ; that admission to the schools should be by competitive examination ; that fees not exceeding 1s. per scholar per week should be charged ; and that, in the first instance, two schools should be established, one in Vanualevu to serve the provinces of Macuata, Bua, and Cakaudrove, and the other in the province of Ra in Vitilevu.

The estimated capital cost of each school, including all buildings, furniture, tools, &c., is £4,600, so that, if two schools were established, the expenditure from general revenue would be £9,200, whilst the annual cost of each school, which would be borne in equal parts by the Government and by the natives, is estimated at £1,000, or £2,000 for two schools. Your annual contribution on account of the two schools would not be less, therefore, than £1,000. I ask you to give the above proposals your most careful consideration and to tell me whether they meet with your approval. It is only right, however, that I should point out that I have not yet ascertained whether the Legislative Council will vote the money required for the establishment of two central schools.

No. 7.

RESOLUTION X OF THE COUNCIL OF CHIEFS AND REPLY THERETO BY HIS EXCELLENCY
THE GOVERNOR.

RESOLUTION.	REPLY.
<p>That the report of the Committee appointed to consider the part of the Governor's speech dealing with education should be adopted.</p> <p>Report of the Committee :—We are of opinion that education should be left in the hands of the Missions on lines to be determined by the Governor and similar to those laid down by the Government for the Public School. We agree to the payment of a grant in aid of the amount mentioned by His Excellency. We think the standard of education at Nasinu should be raised and that school should be made a College to which only those who have reached a certain standard should be admitted.</p> <p>2. We are agreeable that Indian children should be admitted to those schools which receive a grant in aid.</p>	<p>The resolution of the Council will be communicated to the Secretary of State.</p>

No. 8.

THE GOVERNOR to THE SECRETARY OF STATE.

No. 157.

Government House,
Suva, 29th April, 1914.

Sir,

On the 14th November last I had the honour to receive your despatch No. 334 of the 14th October, 1913, on the subject of the steps to be taken to provide educational facilities for East Indian children in Fiji.

2. You directed me in your despatch to introduce an Ordinance amending, on certain lines which you laid down, Ordinance No. II of 1912, but stated that you did not consider that it would

be necessary to delay proceeding with the scheme until the new legislation had been passed. You expressed the view that the regulations which were enclosed in my despatch No. 341 of the 5th August last were generally well conceived, and, after giving instructions regarding the proposed school buildings, added that you did not feel able to depart from your previous decision not to appoint an Inspector or Superintendent of Schools for Fiji.

3. I have given further careful consideration to the contents of your despatch and the whole question of the education of Indian children, and I have consulted in the matter the Executive Council, the available Members of the Legislative Council, the Managers of the Colonial Sugar Refining Company Limited and the Vancouver-Fiji Sugar Company, who are the largest employers in Fiji of East Indians, and the representatives of the Methodist and Roman Catholic Missions. Difficulties, which were not foreseen when I wrote my despatch No. 341 of the 5th August, have arisen in connection with the arrangements of which you have approved, and it has become necessary that I should lay the position before you again before taking further action.

4. I now beg to transmit, for your consideration, copies of a letter from the Colonial Sugar Refining Company, enclosing a memorandum on the subject of the draft regulations, of a letter from the Manager of the Vancouver-Fiji Sugar Company, and of a letter from the Planters' Association of Fiji.

5. When Ordinance No. II of 1912 was passed, it was contemplated, so I understand, that, under section 17, subsection (1), the Agent-General of Immigration should only require employers, on whose plantations there were at least twenty children of indentured immigrants between the ages of six and thirteen, to provide plantation schools. The interpretation of "plantation" is given in Ordinance No. I of 1891 as "Any piece of land including all buildings on such land and any buildings to or on which any immigrant is or may hereafter be indentured to serve or on which any immigrant is or may hereafter be employed."

6. At each sugar centre in Fiji, viz., at Nausori, Lautoka, Ba, Sigatoka, Labasa, Navua, and Penang, there are many plantations scattered through the district. At none of those plantations are there as many as twenty children, between the ages of six and thirteen, of indentured parents. As will be seen from the communications received from the Colonial Sugar Refining Company Limited and the Vancouver-Fiji Sugar Company the number of children between those ages on plantations in Fiji is from four to nine, while the number varies from year to year.

7. If, therefore, the Government were to adhere to its original intention only to call on employers to provide schools when the number of the children was at least twenty, no plantation schools would be established. As an alternative employers who are owners of plantations in any particular district the total number of children on which was at least twenty, might be required to provide a central plantation school. But the plantations are so widely scattered that the distance which the children would be compelled to travel in order to attend such a central school would be too great. The adoption of this alternative would result, moreover, in the establishment only of very few schools.

8. Another arrangement would be for the Government to establish central schools which would be attended by children of indentured immigrants on plantations in the locality and by children of free parents. The distance which children could be reasonably expected to travel in order to attend such schools should not exceed two miles. Owing to the scattered nature of the plantations and free Indian settlements, so many central day schools would be required that the cost of the necessary buildings, equipment, and teachers would be prohibitive.

9. Instead of adopting either of the above alternatives, the Government might establish Central Boarding Schools, at which education would be free, but employers of labourers would be called upon to pay the whole or part of the cost of the board and lodging of the children of indentured parents, the parents paying the balance if employers paid part only, whilst the parents of free Indians would pay the entire cost of the board and lodging of their children. If such schools were established, the boarding establishments would require careful and constant supervision by competent Government Inspectors.

10. The inquiries that have been made, at the request of this Government, by the Government of India as to the possibility of suitable teachers being obtained for Indian schools in Fiji have resulted in two applications being received by the Government of the Punjab, none by the Government of the Central Provinces, two by the Government of Behar and Orissa, and two by the Government of the United Provinces. It is doubtful whether any of the applicants would prove satisfactory, whilst it is more than probable that, if they were appointed, and sent to plantation or Government schools in isolated districts, they would soon become dissatisfied with the conditions attaching to those posts. If they were left, as they would necessarily be, more or less to their own devices without any supervision or inspection beyond that which could be given by a District Commissioner or an Inspector of Immigrants, the results of their labours would be unlikely to prove satisfactory.

11. It will be observed from the correspondence that accompanies this despatch that the missionary bodies have established, in some cases, schools for the education of Indian children at which children both of indentured and free Indians are being taught, that boarders are received at those schools, and that plantation owners contribute to their support. So far as I am aware, Indian parents do not object to send their children to mission schools. I may mention also that I received lately an application from Indians, who reside in the Ba district, for a site for a school which they wish to establish at their own cost.

12. I laid all the papers relating to the establishment of Indian Schools before the Executive Council at a meeting held on the 18th instant, when the Council advised that I should address you again on the subject as I have done in this despatch. The members are strongly of the opinion, which, it will be seen, is shared by the Colonial Sugar Refining Company and the Manager of the Vancouver-Fiji Sugar Company, that the only satisfactory method, under existing conditions, of providing for the education of Indian children is to utilise existing Mission Schools and to assist the Mission authorities to establish additional schools, to which boarding establishments can be attached. The Mission authorities are in a position to obtain suitable teachers, who would be subject to European

supervision, and they are prepared, if given assistance to a limited extent by employers of labourers and by the Government, to erect and maintain schools and boarding establishments and to conform to such requirements as the Government may think it necessary to impose.

13. I enclose, for your information, copies of the printed correspondence regarding education in Fiji, which, in accordance with the authority given in the first paragraph of your despatch No. 37, of the 4th February last, was laid on the table of the Legislative Council at a meeting held on the 3rd instant, when the Council was adjourned prior to its being dissolved on the following day. The scheme of which you have approved for the establishment of two additional schools for natives at an estimated capital cost of £9,200 and at an annual cost for maintenance of £2,000 according to the estimates given by my predecessor in his despatch of the 16th February, 1912, will be laid next month before the Great Council of Chiefs in compliance with your instructions, and the new Legislative Council, when it meets in July next, will be asked to consider your proposals in connection with the Suva Public School and the establishment of two or three scholarships tenable for three or four years each. I recommend that the Legislative Council should be asked to consider at the same time the question as to what provision should be made for the education of the children of the Indian population.

I have, &c.,

BICKHAM ESCOTT,
Governor.

ENCLOSURE No. 1.

THE COLONIAL SUGAR REFINING COMPANY TO THE ACTING COLONIAL SECRETARY.

Sir,

Nausori Mill, 23rd February, 1914.

With reference to my interview with you on the 26th ultimo, on the subject of the education of Indian children, at which you expressed a wish that I should officially send in a copy of my memorandum *re* draft regulations under section 17 of the Indian Immigration Amendment Ordinance of 1912, I now have pleasure in enclosing a copy of the said memorandum, and to add that, whilst my Company cannot accept any responsibility in the way of providing the teachers, we are quite willing, whether the school is managed by the Government or the Mission, to subsidise the funds to the extent of 6d. per head per week for each child of an indentured parent in our employ.

I have, &c.,

E. WM. FENNER,
For the C.S.R. Co. Ltd.

[Enclosure.]

MEMORANDUM *RE* DRAFT REGULATIONS UNDER SECTION 17 OF INDIAN IMMIGRATION AMENDMENT ORDINANCE OF 1912.

1. In section 17 it is provided that every employer shall, if required by the Agent-General of Immigration, provide at his own expense on the plantation such school buildings and equipment as the Governor in Council may consider necessary for the education of Indian children not less than 6 nor more than 13 years of age, being children of immigrants indentured to that plantation.

2. The school buildings referred to are dealt with in the proposed regulations Nos. 1 to 7, and the equipment under regulation No. 10.

3. It is not considered to be a reasonable interpretation of the Ordinance for the employers of Indian immigrants to be called upon to provide the accommodation for the teachers it is proposed to impose under regulation No. 8. Such accommodation must be regarded as a part of the teacher's salary, the cost of which the employer is not required to defray. In no sense of the word could the teachers' houses be included under the head of "equipment." Since the Government have undertaken to provide the teachers, they should surely likewise provide their quarters.

4. There are at Nausori 172 Indian immigrants with six children between the ages of 6 and 13 years, or say 4 children to 100 immigrants. This is a larger number of immigrants than will be found indentured to most plantations, which, on the Rewa, average from 60 to 100 people. It is, therefore, unlikely that, even on the larger plantations, there will be more than 4 children to attend school, and in some cases probably only one, and yet an acre of land is to be set apart to contain a building intended to accommodate 20 children as a minimum. The buildings described in the regulations could not be built, including teacher's accommodation, for less than £250, and it is manifestly unfair to demand this expenditure on behalf of, say, one, two, or three children. In the interests of the children, the maximum distance from plantation to school should be fixed. It is not clear from the regulations whether children of free parents are to be allowed to attend the schools provided by the employers of indentured labour; if they are, it is manifestly unfair that the planters should be bound to provide for free Indian children, and the coming of such children on the planters' estates will cause trouble and annoyance. Regulation 13 uses the words, "any immigrant," and any immigrant may be a free Indian. If they are not to be educated on planters' estates, it might well be questioned why such elaborate provision should be made for the indentured Indian and the free man be entirely neglected, as such neglect would be likely to cause dissatisfaction. A child may receive tuition for a year or two whilst indentured and then passed out into a free village, where the work of its education might not be continued, and thus all that had been done would be so much time and money wasted. The number of children on any one plantation is such a variable quantity that the plant put down to-day may be absolutely useless to-morrow as the Government is hardly likely to pay the salaries of teachers to stay on plantations to teach one child. Where there might be 20 children belonging to one ship, there may be none belonging to another. The term, "owner of the plantation," should be defined; does this refer to the "lessor" or "lessee"?

5. Any proposals for a number of planters to combine in providing school premises for the attendance of children from several plantations must prove impracticable on the grounds of divided ownership.

6. If a schoolhouse is to serve a group of plantations, this, it is submitted, should either be erected by the Government in a central situation or by some religious body subsidised by the Government. In the case of a grant in aid being decided upon, the employers of Indian immigrants should pay the same rate per caput as the Government.

7. Attached hereto will be found copy of a letter received from the Rev. Bavin, of the Wesleyan Mission Society, which I have that gentleman's permission to make such use of as I desire. For children beyond the one and a half mile limit, the Wesleyan Mission is prepared to accept these as weekly boarders at the rate of 2s.

8. The proposal contained in that letter meets the present necessity for providing schools for the children of indentured immigrants until such time as State schools can be provided for Indian children, whether of indentured or free parents. State or subsidised schools on the lines indicated must ultimately be the only logical solution of the question of educating Indian children.

9. As the Colonial Sugar Refining Company are now only comparatively minor employers of indentured immigrants, it is suggested that a copy of the proposed regulations be supplied for comment to each of the Planters' Associations and to the denominational bodies who have so far interested themselves in the education of Indian children.

10. Referring to the regulations :—

No. 1.—Should not the word "and" after District Medical Officer read "or"; otherwise there would be three officers at least to satisfy?

The reading of the last clause of this section also makes it possible for planters to be called upon to satisfy 20 or 30 inspectors who may hereafter be appointed, and this without any right of appeal against extravagant demands.

Nos. 2 and 4.—It would be advisable to submit the plan to be used as a school building for the opinion of educationalists.

No. 8.—It is not stated whether the house to be provided for the teacher should be for a single or married man.

No. 9.—An acre of land is an excessive demand; one-quarter of an acre gives ample room for a playground for 20 or 30 children which is the maximum that would be likely to attend one school.

No. 11.—The instruction to be given is not a matter that the employer will control, and he should have no liability in regard thereto.

Nausori, 26th January, 1914.

E. WM. FENNER.

[Sub-enclosure to Enclosure No. 1.]

COPY OF LETTER FROM REV. C. BAVIN TO THE MANAGER, NAUSORI MILL.

Sir,

23rd January, 1914.

Adverting to our conversation of yesterday with regard to the establishment of a school for Indian children, both free and indentured, at Nausori. I have pleasure in now informing you what we are prepared to do in the matter.

2. As you are aware, we have already built a school-church on a site situated opposite the Post Office, and one which is central and convenient to all Indian residents in Nausori. This building we propose to use as the school, as it is admirably adapted for the purpose.

3. We are prepared to open the school on the 2nd February, and until such time as we secure a suitable teacher, to supply a thoroughly capable one from our own school on this station.

4. We will charge fees, to free Indians :—3d per week, and would suggest, in accordance with our conversation, that the Company subsidise the school at the rate of 2s. per caput per mensem for all children of indentured immigrants in the employ of your Company, who attend the school.

5. The reason for the higher fee is obvious, inasmuch as we are providing the building, and thus freeing the Company from that requirement, and also because 3d. per week all round would not nearly pay the teacher's salary. It is our hope that the Government will subsidise us on behalf of the free Indian, just as we are asking you to do on behalf of the indentured Indian.

6. We would suggest that you approach His Excellency the Governor with the suggestion that a regulation be passed by the Immigration Department giving you authority to compel the children of your indentured labour to attend the schools provided for them. Otherwise, your efforts on their behalf may not meet with the success they deserve.

7. I am prepared, whenever the Government is ready to bring into force its educational policy, to follow the curriculum laid down and submit the school to examination by Government inspectors, with necessary safeguards, but in the meantime will follow the curriculum at present in use in all our own Mission schools.

8. I will give personal oversight to the school, and a half-yearly report will be sent you, with reference to the progress made by the children of your indentured labour.

9. Finally, may I again request you that, on behalf of this school you assist us by securing the transfer of one Joseph, an educated Indian at present in the employ of your Company at Lautoka, who would make a suitable appointment to the position of teacher at this school. The advantages of this appointment I pointed out to you in conversation yesterday, and they need not be included in this letter.

10. Awaiting your favourable reply.

C. BAVIN.

ENCLOSURE No. 2.

THE MANAGER, VANCOUVER-FIJI SUGAR COMPANY TO THE ACTING COLONIAL SECRETARY.

Sir,

Tamanua, 31st March, 1914.

In response to the request of His Excellency the Governor, I have now the honour to submit opinion and notes on the question of the education of the Indian children in this Colony.

2. Notes on the Education of Indian children and the Regulations and Ordinances under which it is proposed to carry out such education :—

3. On the general question of the necessity to educate the Indian community in Fiji there is scarcely room for two opinions. I consider it a disgrace to the Colony that some compulsory system of primary education for all Indian children has not already been provided.

4. As to the extent or degree of education advisable or required, and the means and methods of its attainment, wide differences of opinion may and do actually exist. In Indian educational matter I think we should be largely guided by the results attained in and experiences of India herself, modifying these only to meet the conditions obtaining in Fiji, the class of Indians immigrating to and resident and required in this Colony.

5. We most emphatically do not require an Indian community of highly educated labourers, with the attendant troubles which the "baboo" class has brought to the Indian Government teaching and preaching sedition and looking generally for immediate treatment on a parity with educated Europeans accustomed to self government for many centuries. We require agriculturalists only and the education provided by the Colony (or planter) should for that reason be but elementary, and in as far as possible, technical on these lines. If Indians desire higher education for their children they should have to pay its full cost, as do all Europeans in the Colony at present.

6. The education of the children, on the lines indicated above—or for that matter on any lines whatever—should for obvious reasons be as nearly as possible continuous for at least a sufficient period to ensure its completion—say 5 years. It might then reasonably be expected that the scholars would all reach what is (or in my school days was) known as the fifth standard. Under the proposals of the Government in respect to the indentured children such continuity would be impossible for the average period during which the planters would be responsible for each scholar could scarcely exceed 3 years, the children then becoming free and leaving the plantations with their parents. In such case the children should still be kept track of and compelled to attend school—but obviously not at the expense of the planter.

7. Without some continuation system the 2 to 4 years' schooling proposed for the indentured children would simply be wasted—yet the Ordinance and proposed Regulations make no provisions for such contingency

8. The provisions of the Ordinance for the appointment and control of the teachers by the Government are I submit likely to be extremely dangerous to the welfare and good government of the Colony. Such teachers must in the course of events be selected in India by a deputy of our Government—possibly the Indian Government—from perhaps plucked “baboo” or rejected Indian Civil Servants, or at all events, since presumably they will not have had sufficient inducement offering to retain them in their own country and may have been educated at native colleges—many, if not most of which latter are notoriously seditious—they may be expected to leave India and land here with the stereotyped grievances against the British Raj. Their proximity here to Australasia and the relatively numerous Australasian artisan class in Fiji, can but tend to increase their socialistic if not seditious leanings, over none of which under present proposals will it be possible for our Government—due to the scattered and isolated locations of the schools on the numerous plantations to say nothing of the archipelagic nature of the Colony and its absence of sufficient means of communication by land and sea—to exercise the needful control.

9. Personally I see no necessity either for the Government or the planters to shoulder much direct responsibility in the education of the Indians in Fiji—any more than they have done, till quite recently, in that of the natives of these islands. We now have in the Colony educational bodies—the Methodist and Roman Catholic Missions—with schools already established in most districts, and who have for many years been the chief educationalists of the natives. The Methodist Mission is prepared and anxious to extend to meet all reasonable requirements of the Indians, has in fact started the education of these people.

10. In this connection please peruse enclosed letter to me from the head of the Methodist Mission in Fiji. In this particular district this Mission has two schools in operation—one of them a combined boarding and day school. All that is now needed for the education of the Indian children, free and indentured, in this district is the fixing of school fees and boarding charges, to be paid in respect of indentured children by the planters, and for free Indians by the parents and Government—latter by way of subsidy from the public revenue or special tax on the free Indian—and compulsory attendance of the children. It may be objected that these educational bodies are of a religious nature. They at present give either secular or denominational teaching at the option of the parent. I am assured as regards the Methodists that they are quite prepared to give secular education entirely, and abide by whatever curriculum the Government may lay down so long as Roman characters are adhered to—a proviso entailing no disability or hardship, for the Indian Government itself has, I understand, recently taken steps in that direction.

11. If the missions were responsible for the selection of the teachers and the conduct of the schools all fear of seditious or socialistic propaganda—which I for one greatly dread—would at once be removed. Through their own or affiliated missions in India these bodies would be able to secure the right class of natives for teachers and in the Colony their European missionaries and lay sisters and teachers, specially trained for the Indian work, would do the bulk of the teaching and be in a position as well to so closely watch the native teachers that it would be extremely difficult if not impossible for the latter to undermine authority or preach or teach discontent or sedition. That at least is my experience of their schools in this district—which have now been established for some years. It would certainly be necessary for the Government to appoint and maintain a properly qualified inspector or examiner for these Indian schools whose duty it should be to visit and report on each school several times yearly.

12. I have already indicated that in my opinion all such education should be merely primary, and would add that up to the third standard it should in as far as possible be in the language of the parents—Hindi, Urdu, Tamil, Telegu, or Malayahin—if such is their wish; but thereafter all instruction should be in English without option. The compulsion to attend school should apply to and penalise the children as well as the parents, for it is notorious that Indians have and exercise but little control over their children, while indentured parents would of course be at work in the fields when their children should leave for and be in school.

13. The foregoing embraces in a general way my opinions on and suggestions for the education of the Indian community in Fiji. On the question of the legislation extant on this subject and the draft regulations proposed for carrying out that legislation I have to say:—

- (1) The provision of a school on each plantation is unnecessary and unreasonable. Where roads or foot-paths exist schools need not be provided at closer intervals than every four miles—thus entailing a maximum walk of two miles to school—which is well within similar distances in the country districts of Scotland;
 - (2) On many estates though from time to time there may be the minimum number of children entailing a school it will as often happen, when one ship becomes free and a new one takes its place, that there are 2 to 4 children of school age on a plantation and the school will have to be closed down. In such circumstances the school building will be useless—though under the Regulations it cannot have cost less than £250. A system of central and boarding schools such as are now in vogue at Navua would be a much better plan;
 - (3) It is not considered to be a reasonable or fair interpretation of the Ordinance that the planters should have to provide dwellings for the teachers and I should appeal to the law courts if asked to do so. The salaries of teachers are to be paid by the Government and the house is part and parcel of the salary;
 - (4) Who is the “owner” of a plantation—the landlord or the tenant?;
 - (5) Please note enclosure from Rev. Bavin, and that the existing Mission schools in my opinion meet all requirements at Navua, as far as indentured labourers’ children are concerned. I do not favour State schools. Such schools as referred to above, subsidised by the Government, would, I believe, far better meet all present, and for many years prospective, needs of the Colony;
 - (6) Any proposals on the basis of combination between a number of adjacent planters for the erection of a central school would be unworkable in practice by reason of divided control, petty differences, and financial standing of the various constituents;
 - (7) The minimum-sized school has to be fit to accommodate 20 children. Children of school age average about 5 per hundred adults. A majority of the plantations in the Colony employ from 50 to 150 adults, and will have from 6 to 9 scholars only. I cannot see any logic in erecting schools for 20 scholars on such plantations and thus entail on the planting community useless expenditure running to many thousands of pounds sterling, for each such school, exclusive of the land, will cost approximately £250;
 - (8) The question arises—is it the intention of the Government to compel planters’ schools to admit the children of free Indians? If it is, it is manifestly unfair that the planter should have to provide for them, and the coming of numbers of free Indian children on his estate daily will cause trouble and annoyance. Regulation No. 13 uses the words “any immigrant,” and an “immigrant” may be a free Indian. If it is not, then why should such elaborate provision be made for the indentured Indian, and the free man be entirely neglected? The former has no greater claim than the latter. More than this, it will cause disaffection and dissatisfaction. A child may be under tuition for a year or two while “indentured” and then pass out into a free village where the work of its education is not continued, and so all that has been done is so much waste time and money;
- Again:—If the Government intend to provide schools in free Indian settlements, then what is the necessity for two schools; why cannot the children of indentured immigrants be sent to the Government schools, and the planter pay accordingly?

- (9) School hours should be fixed;
 - (10) “Adequate water supply” is too vague; better define number of gallons per scholar;
 - (11) Penal clause for non-attendance should apply as well to the children as parents;
 - (12) The Regulations should make it plain whose duty it shall (not may) be to see that this law is carried out;
14. Then with regard to the Regulations themselves:—
Section 1.—Should not the word “and” after “District Medical Officer” read “or”; otherwise we have three officers at least to satisfy, and is this necessary? Also, the reading of the last clause of this section makes it possible that we may have to satisfy 20 or 30 inspectors who may “hereafter” be appointed;

- Sections 2-4.—The plan laid down for the school building is not a good one from an educationalist's viewpoint, as the question of the light striking the pupil's eye has not been given sufficient consideration ;
- Section 8.—If the injustice of having to provide the teacher's house was forced upon the planter, he would need to know whether he had to provide for a man with a large family, or only for the man himself. This section makes no provision for the size of the house, and there would be great discontent amongst the teachers if suitable quarters were not provided ;
- Section 9.—An acre of land is an excessive demand. A quarter of an acre gives ample room for playgrounds, as the very nature of the case makes it impossible for more than 20 or 30 indentured children to attend any one school, and in my opinion it will be found that even this number will not be obtainable in any one centre ;
- Section 10.—Two feet is more than is required for an Indian child. The Methodist Mission seat 5 children to a seven-foot desk comfortably ;
- Why should *books* be included under the heading of " equipment " ? In all schools the children provide their own books, and where they don't, those who run the school do. As these schools are to be run by the Government, and the teacher is not under the control of the planter, the Government should provide the books ;
- Section 11.—That the instruction should only be in Hindi and Urdu is a grave mistake, and altogether unworkable. Why should the great number of Madras Indians be neglected ? Have they not as much right to be taught in their own language as the north-India men ? By following this course, the Government will perpetuate the great nuisance and inconvenience that the Government of India has to contend with, viz., the dual character. Then again, this section will offend the religious principles of some Indians, as many Hindus object to their children being taught Urdu, and some Mohammedans have a similar objection to their children being taught Hindi. A common character should be adopted, namely, Roman.

I have, &c.,

E. DUNCAN,
Manager, Vancouver-Fiji Sugar Company Limited.

[Sub-enclosure to Enclosure No. 2.]

COPY OF LETTER FROM REV. C. BAVIN TO THE MANAGER, VANCOUVER-FIJI SUGAR COMPANY LIMITED.

Dear Sir,

Dilkusha, Rewa, 26th March, 1914.

With reference to the education of the indentured children under your control, permit me to lay before you the following offer on behalf of the above Mission :—

2. In consideration of the subsidy of £50 per annum now being granted to our Mission by you, an amount which may be altered as circumstances warrant, we are prepared to undertake the education of all your children along the following lines :—

- (1) All children who are within a two-mile radius of our school at Navua, or our school at Nakaulevu, may attend free of charge to the Indian immigrant (indentured), you to undertake the ferrying across the river ;
- (2) Children to the number of six, who may be living on plantations outside this radius, may attend as weekly boarders, from Mondays to Fridays (inclusive) without cost to the indentured Indian immigrant, and we will give them suitable board and lodging ;
- (3) Any number of children over and above the six abovementioned, may become weekly boarders exactly on the same lines as those in section (2), with the exception that an additional fee of 2s. per week for board must be paid on their account ;

3. Considering the needs of Navua, and the number of children of school age at present on the plantation, it appears that this scheme will provide for the education of the entire population of that district. Free Indian children are allowed to attend the same school for a fee of 3d. per week, or become boarders for the same fee of 2s. per week.

4. If the Government at any time agree to the policy of assisted schools, we are prepared to bring these into line with their requirements.

I have, &c.,

C. BAVIN.

ENCLOSURE No. 3.

THE PLANTERS' ASSOCIATION OF FIJI TO THE ACTING COLONIAL SECRETARY.

Sir,

Suva, 6th March, 1914.

For some time past the matter of Indian education both for the children of free and indentured immigrants has been under the consideration of this Association and I have now been instructed to submit the following observations relative to this matter for your consideration.

2. My Association considers it desirable that the children of Indian immigrants, whether their parents are free or indentured, be educated to a reasonable extent, and as the matter is one involved in many difficulties it was thought that the following observations might be useful to the Government when framing the Ordinances.

3. It is well known that many parents of free children are ready to pay for education.
4. All school-buildings and teachers' houses should be exempted from the hut tax.
5. All schools should be erected on neutral ground, and a certain distance limit defined within which it should be compulsory for all Indian children, whether free or indentured, to attend.
6. Schools should only be established where the minimum average of the number of attendants may reasonably be calculated as not below thirty :—

(a) If a smaller average is insisted upon, cases will occur where an employer has, say, eight children on his plantation to-day all of whom may become free within a twelvemonth, when there will be no children on his place ;

(b) It would be evidently unfair to compel a planter to put up school-building costing, say, £250, and grant perhaps a quarter of an acre of land to the school and teacher, when after a twelvemonth the school as far as his estate was concerned was not required any longer.

7. The schools should be under the supervision of a Government Inspector and the District Medical Officer.

8. The Government to provide teachers and pay their salaries.

9. In the opinion of this Association there will be no difficulty in obtaining regular and reasonable financial contributions from the free Indians for the education of their children, and in the future such a clause might be inserted in the lease of any land granted to them as will insure the refund of any expenses the Government may have incurred on behalf of the lessee under the heading of education.

10. Some other important questions arise which must be considered, such as :—
- (a) The trouble which may be expected in teaching the free and indentured children together ;
 - (b) The difficulties in connection with languages. A great many Madrassis are now in Fiji and more are being regularly introduced. A Hindu would be practically useless in teaching them, and a Madrassi could not teach Hindu children. We think that no matter what language is taught only Roman characters should be used throughout, as is now the case in the Methodist Mission schools. The kind of teacher required would probably have to be decided upon in each locality according to the religious and linguistic character of the majority of the children to be taught.
11. The employers or great majority of them would prefer the expense of paying pro rata for the actual benefit the children of their labour derived from the schools to the expense of putting up suitable buildings which may not be required at all in the near future should a plantation be closed or used for other purposes.
12. In the opinion of my Association the most reasonable and helpful solution of the question is :—
- (a) That the Government should establish schools in all central districts where Indian immigrants reside, and all children both of free and indentured parents within a defined radius must be compelled to attend. The employers of parents of indentured Indian immigrants' children to pay a certain amount weekly or monthly for the education of each such child. The parents of free children to be charged likewise. Education to be under the entire control of the Government ;
 - (b) In centres where the Government is unable to establish Government schools they should assist schools to be erected where same are required ; such schools to be under Government inspection.
13. My Association understands that rules and laws will in the near future be framed covering this education question, and as the same vitally affects the interests of all planters and introducers of labour we trust that in framing the Ordinance our views and recommendations will have careful consideration.
14. These views we are submitting now ; but, as the subject is one of widespread interest throughout the Colony, we desire to know if His Excellency the Governor wishes us to address him further on the subject.

I have, &c.,
H. H. THIELE,
Secretary.

No. 9.

THE PLANTERS' ASSOCIATION OF FIJI TO THE ACTING COLONIAL SECRETARY.

Sir,

Suva, 15th April, 1914.

Referring to my letter of 6th ultimo on Indian Schools and your reply of 19th ultimo, I have the honour to ask you to consider the following views expressed by members of our branches.

2. As in other countries education is regarded as a national question it is considered that schools should be established, maintained, and controlled by the Government here.
3. There should be a certain fixed fee per week for each pupil, the employer to pay for the children of his own indentured labour only.
4. The minimum limit of thirty children for a school as mentioned in my previous letter should include " free " children. It would not be right to make the planters share in the expense of educating these, the number being over 11,730 " free " to a little over 2,200 indentured.
5. The Ordinance of 1910 relating to the education of children refers to indentured immigrants only, whereas at present the far greater number of " free " children have to be considered.
6. It is again specially urged : That employers pay a regular fixed fee for the education of the indentured children on their own estate only, that " free " Indians pay for their children, and that the Government establish, provide teachers, and control all the schools.

I have, &c.,
H. H. THIELE,
Secretary.

No. 10.

THE MANAGER, COLONIAL SUGAR REFINING COMPANY, TO THE ACTING COLONIAL SECRETARY.

Sir,

Nausori Mill, 19th May, 1914.

I have the honour to inform you that we have heard from Mr. Hughes, one of our officers who has recently been in India, that the Commissioners from India, who visited Fiji last year, evidently attached great weight to the provision of additional facilities for education in Fiji, and, in order to assist the Government in the matter, we now offer to provide, in the vicinity of each of our mill sites, sufficient areas of land suitably situated for school purposes. We will fence the plots and erect upon each a school building, also a residence for an Indian teacher ; and we will vest them in the Government at an annual peppercorn rental for such purposes, provided the authorities will supply the teachers required.

I have, &c.,
E. WM. FENNER,
for the C.S.R. Co. Ltd.

No. 11.

THE MANAGER, COLONIAL SUGAR REFINING COMPANY, to THE ACTING COLONIAL SECRETARY.

Sir,

Nausori Mill, 20th July, 1914.

With reference to my letter of 19th May last, on the subject of school buildings for the education of Indian children, I am instructed to inform you that, should the Government accept the offer we have submitted, we do not propose making any stipulations in regard to the teachers to be employed, leaving the Government at liberty to make whatever arrangements they may choose in regard to the teaching staff.

2. Should our proposals be accepted, we will submit, for the approval of His Excellency the Governor, the plans of the buildings it is suggested should be erected on approved sites.

I have, &c.,

E. WM. FENNER,
for the C.S.R. Co. Ltd.

1927.

LEGISLATIVE COUNCIL
FIJI.

COUNCIL PAPER, No. 93.

W.P. 3975/27.

Message

(No. 9 OF 1927.)

Laid on the Table, 20 October, 1927.

THE Governor has the honour to invite the Council to approve of the expenditure from the Immigration Fund of a sum not exceeding ten thousand pounds (£10,000) for the purpose of arranging for the re-immigration to and settlement in Fiji of a number of returned Indian immigrants who are now stranded in Calcutta.

2. It will be remembered that this question was raised in the sessions of June, 1926, when the honourable member for the Southern Division, the Hon. T. W. A. Barker, moved the following resolution:—

“ That, in the opinion of this Council, it is desirable that steps be taken to arrange for the transport of Indians who have returned to India and desire to come back to Fiji.”

3. During the course of the debate the honourable member quoted extracts from the Indian press as to the condition of these repatriates in Calcutta and their eagerness to return, and urged that a portion of the interest accumulations to the Immigration Fund might be utilised in assisting them to get back to the Colony both in their own interests and those of the Colony and in order to spread news among settlers in Fiji of the actual conditions which confront repatriates on arrival in India. He urged that this might tend to reduce the number applying for repatriation. The resolution received general support from the elected members and was adopted as an expression of opinion from the elected side of the House. A copy of the debate on the resolution was sent by the Governor to the Secretary of State for the Colonies.

4. In January, 1927, a telegram was received from the Government of India in which it was stated that under the terms of the Indian Emigration Act there was nothing to prevent repatriates, who had been in Fiji not less than five years, availing themselves of any facilities which the Government of Fiji might offer them for re-emigration to the Colony. It was also stated that it was believed there were considerable numbers of Indians from Fiji in Calcutta anxious to avail themselves of any opportunity to return. The purport of this telegram was communicated to Council in February last.

5. As the result of further correspondence the Governor decided to appoint a Committee consisting of the Secretaries for Native and Indian Affairs and the Honourables Sir Maynard Hedstrom and T. W. A. Barker to consider the question of granting assistance to the repatriates desirous of returning and to report on the conditions under which assistance could be granted.

6. Upon the suggestion of the Committee and with the advice of the Executive Council the Governor communicated to the Viceroy of India the outline of a scheme for the return of some of these Indians to Fiji, and the telegraphic correspondence between the respective Governments, which is annexed hereto, has ensued on the subject.

7. It is difficult at present to estimate the number of repatriates likely to avail themselves of the offer and of the cost of giving effect to the scheme outlined. In 1921, 1,132 Indian repatriates were returned to the Colony from Calcutta at a cost of £16,200. The present scheme would involve the additional expenditure of a sum to cover the cost of sending an officer to Calcutta, the medical inspection of applicants for return and their dependents, the necessary clothing and equipment for the voyage, transport from Suva to districts in which the returned immigrants desire to settle and temporary advances upon arrival in Fiji. The Governor, however, is advised that the sum of £10,000, the expenditure of which the Council is invited to approve from the Immigration Fund, will be sufficient to cover the whole cost of the scheme and should allow an ample margin for contingencies.

EYRE HUTSON,
Governor.

Government House,
17th October, 1927.

At a meeting of the Legislative Council held on the 21st October, 1927, the Council approved of the expenditure from the Immigration Fund of a sum not exceeding £10,000 for the purposes set out in the Governor's Message No. 9 of 1927.

C. W. T. JOHNSON,
Acting Clerk, Legislative Council.

ANNEXURE.

TELEGRAM FROM GOVERNOR OF FIJI TO VICEROY, DELHI, INDIA.

8th September, 1927.

With reference to my despatch of 22nd February, 1927, on the subject of Fiji repatriates stranded in Calcutta a Committee appointed by me to consider and report on the question as to how far this Government would be justified in offering assistance has put forward a scheme for utilising accommodation not required by paying passengers on voyage to Fiji of repatriation steamer due to leave Calcutta some time during February or March, 1928, for the purpose of conveying to Fiji some of the repatriates desirous of returning and who are discontented with conditions in India. The proposals put forward are as follows:—In order to avoid encouraging the idea that immigrants in Fiji entitled to repatriation may in future enjoy privilege of return passages from India at the expense of the Government present offer to be restricted to—

- (a) those repatriates who have been in India not less than two years and their families and who are unable to meet the cost of passage;
- (b) those considered suitable for re-emigration from India and physically fit. Rejection of families would not be made on the ground of unfitness of one or two members. Other things being equal preference would be given to those whom Indian settlers in Fiji have notified their willingness to assist.

Government of Fiji to depute an officer of Fiji service to proceed to India to verify *bona fides* of applicants and their suitability for re-emigration and to allot passages to them. This is considered most satisfactory way of dealing with situation and utilising limited funds available to best advantage. Government of Fiji would if scheme be approved by Secretary of State welcome co-operation of such agency as Government of India considers it advisable to depute for the purpose.

It is proposed that Government of Fiji offer following terms:—

- (1) Free passages to Fiji on repatriation vessel, with necessary clothing and equipment for voyage;
- (2) free conveyance to districts of Fiji in which re-emigrants desire to settle;
- (3) re-emigrants to be encouraged to settle on the land and assistance will be given to obtain suitable employment;
- (4) small cash advances without interest recoverable on easy terms will be made where necessary to facilitate settlement;
- (5) on arrival of re-emigrants all arrangements to be supervised by the Secretary for Indian Affairs assisted by a small Committee of non-official Indian residents in Fiji.

These proposals have not yet been placed before Legislation Council of Fiji and before taking that step I shall be glad to learn whether scheme outlined above would meet with the approval of Government of India. I should welcome any suggestions Your Excellency may be pleased to make on the proposals.

TELEGRAM FROM GOVERNMENT OF INDIA TO GOVERNOR OF FIJI.

15th September, 1927.

Your telegram dated 8th September scheme for return of Indian emigrants to Fiji. Kindly telegraph for how many emigrants accommodation will be available repatriation steamer and whether it is desired if proposals prove acceptable number of emigrants returning to Fiji should be limited to any figure.

TELEGRAM FROM GOVERNOR OF FIJI TO VICEROY, SIMLA.

23rd September, 1927.

Your telegram 15th September, 1927, scheme for return Indian emigrants to Fiji. Amount of accommodation likely to be available not yet known. Total accommodation repatriation vessel about 850 statutory adults. Average paying passengers from India during the past five years 288. Estimated available accommodation 400 to 500. It is only intended to charter one repatriation vessel for 1927-28 repatriates. Number of emigrants will be limited only by available accommodation on this vessel.

TELEGRAM FROM SECRETARY TO THE GOVERNMENT OF INDIA (DEPARTMENT OF EDUCATION, HEALTH AND LANDS), SIMLA, TO GOVERNOR OF FIJI.

10th October, 1927.

Your telegram 23rd September Government of India approves generally of scheme for Indian repatriates to Fiji outlined in your telegram 8th September. They consider that, if possible, names and addresses of persons whom local Indians are prepared to assist and for whom accommodation will be available may be furnished to them. Endeavour will then be made to make terms of re-emigration known to them and they can go down to Calcutta and interview officer whom Fiji Government propose sending with steamer. They do not favour general advertisement of scheme as if number of applicants exceed accommodation available both task of Fiji officer and position of Government of India will be embarrassing. Government of India hope that 250 Fiji repatriates now at Matiaburz in Calcutta who are particularly anxious to go back will be given opportunity to share in scheme.

a portion of the interest of the Fund is conceded, the Governor invites the Council to approve of the appointment of an Inspecting Medical Officer to organise an improved sanitation and health campaign and to develop and supervise the Native Infant Welfare Campaign.

22. There is attached as Annexure 3 to this Message a minute dated 20th July, 1928, by the Secretary for Native Affairs, setting out the recent origin of the suggestion, which came from Dr. Heiser, of the Rockefeller Foundation, in the course of his recent visit to the Colony. It has the support of the Chief Medical Officer and it is a proposal which he has advocated from time to time, but which he has refrained from pressing forward for approval owing to other and more important requirements of the Medical Department due to the radical decrease in the staff of District Medical Officers in recent years, owing to financial stringency.

23. It will be noted that it is recommended that there should be appointed to the post of Medical Inspector an officer to be selected from the present medical staff and one possessing local knowledge and experience, and a knowledge of the Fijian language.

24. It is proposed to attach to this post a salary of £900 per annum, and that the officer appointed would not be allowed the privilege of private practice.

25. The total estimated expenditure entailed by this appointment is approximately £1,155 per annum, to which no doubt it would be necessary to add certain expenditure which it is impossible to foresee at this stage, and which cannot be estimated until the details of the proposals are settled.

26. The figure of £1,155 is arrived at as follows:—

(a) Initial salary of District Medical Officer to replace officer appointed £500—£725	£500
(b) Difference between salary drawn by District Medical Officer at date of appointment and £900, say	350
(c) Allowance in lieu of quarters	75
(d) Fares while travelling	100
(e) Subsistence allowance	130

£1,155

This is exclusive of the fare to Fiji and the passage expenses of the District Medical Officer to replace the officer appointed to be the Inspecting Medical Officer.

27. It is not proposed within the limits of this Message to refer, in detail, to the existing arrangements in operation in respect of Fijian Infant Welfare Work, which will form the subject of a separate report. The results already achieved by Nurse Suckling in Tailevu, in the face of many difficulties, are however highly encouraging. The work voluntarily undertaken by Dr. R. K. Roberts in the neighbourhood of Suva and in the Rewa district is already bearing fruit. Valuable assistance in this Child Welfare Movement has also been given by Mrs. A. W. Seymour, by the Secretary for Native Affairs, and by Sir J. M. Hedstrom. The Governor will communicate to the Council, at its next Session in October, a Council Paper on this subject: and on the advice of the Secretary of State he intends to propose to the Council, in the Estimates for 1929, the allocation of a substantial sum from Head of Revenue Head V, subhead 18—"Contributions to Hospitals and Native Medical Service" to be devoted to the extension of Fijian Infant Welfare Work. The campaign has been extended to the Ba district under the auspices of the Wesleyan Methodist Mission and the Roman Catholic Mission has expressed its intention of appointing two sisters to undertake similar work in Nadroga.

28. The Central Medical School is expected to be opened in November next.

29. The moment is thus a timely one for the appointment of an officer of local experience to assist under the direction of the Chief Medical Officer in promoting an improved sanitation and health campaign, and to supervise by means of personal visits and inspections the work of the Native Medical Practitioners and the Native Obstetric Nurses in the out-districts, and thus to lay the foundations of this new movement to preserve and increase the Fijian race.

30. The Governor intends, if this proposal is approved, that the Council be invited to decide what portion of the income of the Immigration Fund should be devoted to this purpose, when the Estimates for 1929 are under consideration, and when it is known what amount it is estimated should be provided for the same purpose from General Revenue.

31. As regards the proposal to transfer £100,000 at present invested locally to England for investment in that country at a higher rate of interest, there are attached as Annexures 4 and 5 to this Message, a Statement of the Immigration Fund showing the dates upon which fixed deposits mature and the interest obtained, and also a copy of a minute by the Colonial Treasurer dated the 27th July last, advocating and explaining this proposal.

32. The Governor has the honour to invite the Council accordingly to approve, for recommendation to the Secretary of State, the principle of utilising a portion of the interest of the Immigration Fund in the manner suggested, of the appointment of an Inspecting Medical Officer for the purpose indicated, and of the reinvestment of the Fund in accordance with the recommendation of the Colonial Treasurer. The Governor has been advised that it will be necessary to introduce into the Council a Bill to give effect to the foregoing recommendations should they be approved by the Council.

EYRE HUTSON,
Governor.

Government House,
Suva, 18th August, 1928.

At a meeting of the Legislative Council held on the 28th August, 1928, the recommendation contained in paragraph 1, sub-paragraph (c), of the Governor's Message No. 10 was approved by the Council. The recommendations contained in paragraph 1, sub-paragraphs (a) and (b), were referred to a Select Committee of the Council for consideration and report.

C. R. HARLEY NOTT,
Clerk, Legislative Council.

ANNEXURE I.

EXTRACT FROM ANNUAL REPORT ON THE COLONY OF FIJI FOR THE YEAR 1927.

" The employment of Fijians falls mainly into the following five classes: agricultural labourers, casual labourers, artisans, seamen, and domestic servants.

" Agricultural labourers are usually employed under a contract of service for a period of twelve months. The average wage is £24 a year on copra plantations and in the majority of cases for those who sign agreement with the Sugar Company £18 a year and a bonus of £5 at the conclusion of the contract, and in addition the employer provides food, lodging, medical attention, and a certain amount of clothing. The hours of labour are nine per day from Monday to Friday, and five on Saturday, making a working week of fifty hours. When additional hours are worked by the labourers they are either paid overtime or given time off to compensate for their additional work. Most of the agricultural labourers are employed on the copra and sugar cane estates. In many instances the labourers take their wives and families with them and quarters are provided for them by the employers. The cost of bringing labourers to an estate and of returning them to their villages on completion of their term of service is borne by the employers. A large proportion of the labourers elect to receive house-building material to the value of their wages instead of cash, and they take back this material for the erection of European style houses in their villages. The taxes of all labourers are paid by the employer for the period of their service as labourers. No native may enter into a contract of service as an agricultural labourer for a period exceeding twelve months. Every contract of service for a period exceeding one month must be made before a District Commissioner who may withhold his consent to the contract if it appears to him to be unreasonable or inequitable. Apart from the comprehensive safeguards provided by law for the proper treatment and care of agricultural labourers the limitation of the period of service under contract and the constant changing of the personnel of the labourers effectively prevents any ill-treatment by the employer. As all recruiting of labourers is entirely voluntary, any employer who earns a bad reputation amongst the Fijians finds very great difficulty in getting any labourers to work under agreement on his estate.

" The employment of natives as casual labourers is practically confined to the ports of Suva and Levuka and Lautoka. They are employed chiefly for the loading and unloading of foreign-going ships and they return to their villages after the loading of each ship is completed. The average wage paid for this class of labour is 4s. a day. A limited number are employed by the week by the commercial houses for the distribution of merchandise, and are paid £1 a week. Most of the labourers thus employed come from the native villages in the vicinity of the ports, and as their personnel is constantly changing they do not form a class of casual labourers. The number of Fijians employed as artisans is comparatively small but is slowly increasing as the facilities for training are extended. They are mostly employed as carpenters, boatbuilders, marine engineers and firemen. The wages of carpenters and boatbuilders vary from 7s. to 12s. a day according to the skill of the worker. Marine engineers who are employed to drive the auxiliary power units in small interinsular vessels are paid from £6 to £10 a month according to the size of the vessel in which they are employed. In addition to their wages they are supplied with food by the employer. As most of their time is spent at sea their wages are ample for the support of their dependents. A few natives are employed as firemen on interinsular vessels and are paid an average wage of £5 a month.

" Most of the small interinsular boats are manned entirely by Fijians under the charge of a certificated native master. The wages paid to a Fijian master of a vessel vary from £6 to £16 a month according to the size of the vessel. The wages of the crew vary from £3 to £8 a month for a mate and from £2 to £4 a month for ordinary seamen. In all cases food is supplied by the owner of the vessel. Practically all native seamen are employed by the month and very few contracts are made for service over an extended period.

" Very few Fijians are employed as domestic servants. Native cooks are paid from £4 to £6 a month and house-boys and waiters from £2 to £4 a month. Food and quarters are provided by the employer and the employment can generally be terminated by either party at one month's notice.

" The employment of Fijians for skilled and unskilled work is in all cases a matter of agreement between the employer and the worker. No scale of wages is laid down by law, but where agreements are entered into for any period over one month the District Commissioner may disallow the agreement if the terms offered are unreasonable. The constant changes amongst the individual labourers do not impose upon the natives a prolonged absence from their villages. Thus the social system under which the Fijians live is not seriously impaired by the employment of natives as labourers, nor is there any sensible weakening of tribal and customary control.

" The number of Fijians who signed in 1927 agreements to work for employers in nearly all cases for one year was approximately 2,300. About 1,000 of these were employed on the plantations of the Colonial Sugar Refining Company, and the majority of the remainder on copra plantations.

" The number of Indians who signed in 1927 agreements to work for employers, in the majority of cases for the Colonial Sugar Refining Company and for six months or the period of the sugar crushing season, was approximately 1,300.

" About 3,000 Indians were employed as labourers by the Colonial Sugar Refining Company, the majority without written agreements and on conditions allowing of a week's notice on either side, during the cane planting season. The number during the crushing season increased to about 4,200, including those who worked under written agreement."

ANNEXURE 2.

FROM THE SECRETARY FOR NATIVE AFFAIRS TO THE COLONIAL SECRETARY.

10th May, 1928.

Hon. the Colonial Secretary,—

The causes of the decrease of the native population were inquired into in the year 1894 by a Commission consisting of the Colonial Secretary, the Chief Medical Officer, and the Native Commissioner and a very full and exhaustive report was submitted.

2. Many of the recommendations of the Commission were given effect to including the establishment of Provincial Hospitals, the improvement of water supplies, the appointment of Commissioners whose sole duty was the welfare of the native population, &c. The result was that in a year or two the decrease of the race was arrested and there has been a small annual increase in the native population ever since with the exception of the year 1918 in which 5,000 Fijians succumbed in the pneumonic influenza epidemic.

The high death-rate amongst children up to the age of ten years has, however, continued and little has been done to prevent it.

3. The cause of this infantile mortality is well known, viz., the ignorance and the indifference, amounting almost to a lack of the maternal instinct, amongst Fijian women.

4. Except in those Provinces such as Lau and Cakaudrove where there is a good deal of the Polynesian strain, the women of Fiji are to a great extent common drudges. They are the hewers of wood and the drawers of water. The incentive to rear strong healthy male children as the future protectors of the tribe was lost at Cession. The transitional stage from barbarism to civilisation and from polygamy to monogamy imposed upon the women the burden of rearing children in quick succession without any substitute for mother's milk. The use of cow's milk, goat's milk or infant food is practically unknown amongst the Fijians.

Improper feeding, ignorance of the proper method of treating child ailments and utter indifference on the part of parents to the welfare of their children are the principal causes.

5. The remedy is a mission from European women to Fijian women. It was recommended strongly by the Commission and is one of the few recommendations that have not been given effect to until last year and then only on a very small scale.

6. The economic loss to the Colony by this loss of life is enormous and as a sound financial investment, child welfare work amongst the Fijians claims the serious attention of the Government.

7. We have recently spent a sum of £6,000 to bring back to the Colony 300 Indians, yet we permit this loss of life to occur without spending more than £500 per annum in an effort to prevent it.

8. The latest figures show that Fijian villages are becoming the principal sources of labour supply for our principal industries. The Fijians have been substantial contributors to the accumulated Immigration Funds as producers of approximately 50 per cent. of the copra exported from the Colony upon which an export tax was levied and earmarked for this particular Fund. Might not some of this Fund be expended in an effort to increase the labour supply of the Colony by preserving the Fijian race?

My own belief is that the primary producers of the Colony if asked would willingly agree to such a proposal.

9. Whatever may be done in the direction indicated, I hope it may be possible to do quickly for the need is vital.

I. McOWAN,
Secretary for Native Affairs.

ANNEXURE 3.

FROM THE SECRETARY FOR NATIVE AFFAIRS TO THE COLONIAL SECRETARY.

20th July, 1928.

Hon. the Colonial Secretary,—

The suggestion to appoint a Travelling Medical Officer to supervise the work of the Native Medical Staff in the Provinces is not new but in this, as in other directions, the difficulty has been the lack of funds coupled with the difficulty of obtaining the services of medical men.

2. With a faculty of quick observation, Dr. Heiser did not take long to see the weakness of an otherwise admirable scheme of training a native medical staff of practitioners and nurses for work amongst the native and Indian population. Our Native Medical Staff is steadily increasing in numbers and in value and we can no longer afford to expend money in the education and training of this staff and then leave them to their own resources to contend with the prejudices, the superstitions and the inertia of their race.

3. I agree with the Chief Medical Officer that the officer, if appointed, must be one with considerable local experience and knowledge.

I. McOWAN,
Secretary for Native Affairs.

ANNEXURE 4.
IMMIGRATION FUND.

Date due.	Period.	Amount on Fixed Deposit.	Interest at four per cent.
		£ s. d.	£ s. d.
11th January, 1929	12 months..	8,857 3 10	354 5 7
11th January, 1929	12 months..	8,857 3 10	354 5 7
19th January, 1929	12 months..	12,348 19 11	493 19 2
19th January, 1929	12 months..	12,348 19 11	493 19 2
26th January, 1929	12 months..	12,820 18 9	512 16 9
26th January, 1929	12 months..	12,820 19 7	512 16 9
10th February, 1929.. .. .	12 months..	11,114 2 4	444 11 0
25th February, 1929.. .. .	12 months..	3,795 18 4	151 17 0
25th February, 1929.. .. .	12 months..	3,795 19 8	151 17 0
25th February, 1929.. .. .	12 months..	1,817 2 1	72 13 6
2nd April, 1929	12 months..	7,842 0 0	313 13 0
1st June, 1929	12 months..	7,841 2 3	313 13 0
1st June, 1929	12 months..	7,841 2 3	313 13 0
Total .. .. .	....	104,260 10 6	4,170 7 6

Six months interest allowed at 3 per cent. if Fixed Deposit broken between six and twelve months.

ANNEXURE 5.

FROM THE COLONIAL TREASURER TO THE COLONIAL SECRETARY.

27th July, 1928.

The Hon. the Colonial Secretary,—

I attach a statement of the Immigration Fund, showing the dates upon which fixed deposits mature and the interest obtained (see Appendix 4). It will be observed that the fixed deposits mature at various dates between the 11th January and 1st June next.

2. The rate of interest obtained locally is 4 per cent. Recent investments made by the Crown Agents on our behalf yield 5.3 per cent. If, therefore, we invested £100,000 in England, the interest would probably be increased from £4,000 to £5,300. It would, however, cost us at the present time about £1,000 to remit £100,000 to England.

3. There are on fixed deposit in local Banks at the present time £110,000 of General Funds of the Colony. This amount is on fixed deposit for six months, and matures between early September and the end of January next. As these mature, we could transfer £100,000 to London for investment and transfer £100,000 of the local Immigration investments to the General Fund next year, as they mature. This would avoid breaking deposits and losing interest, *vide* note at the foot of statement.

4. I think it is well worth while making these changes, for while we should obtain no additional interest the first year, we should thereafter obtain £1,300 additional income from the Immigration Fund, which would materially assist the object in view.

H. H. RUSHTON,
Colonial Treasurer.

1929.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No 27.

M.P. 418/29.

Message

(No. 5 OF 1929.)

Laid on the Table, 15 March, 1929.

THE Governor has the honour to address the Legislative Council, in continuation of his Message No. 13 of 1928, on the subject of the proposed legislation relating to Education.

2. In the third paragraph of the Message quoted above the Governor referred to the Bill which was read a first time during the last Session of the Council, and which was referred to a Special Committee for report. That report forms the subject of a Council Paper to be laid on the Table of the Council on the 15th instant. There is annexed to the Committee's Report a revised Bill. The Governor hopes that, during the forthcoming Session, the Council will be able to pass the revised Bill, subject to any amendments thereto which may be proposed and adopted. That action, if taken, will enable the Board of Education to proceed to revise the Regulations under the Ordinance and to submit them for the approval of the Governor in Council.

3. In the same paragraph of the Message quoted above the Governor stated that a separate Bill would be introduced into the Council to make provision for taxation to augment annual appropriation from General Revenue to meet the cost of Education. A copy of the correspondence with the Secretary of State on the subject of proposals to levy Education Rates generally in the Colony and as may be required is contained in Council Paper No. 89 of 1928, laid on the Table of the Council on the 9th November last. The Governor particularly desires to refer honourable members to his despatch No. 187 of the 16th July, 1928 and to the Secretary of State's despatch No. 163 of the 19th September, 1928, appearing in the Council Paper quoted above.

4. The Council will note that the proposals are that two Bills should be introduced into the Council, viz., (i) to provide means for raising Education Rates on persons in the community other than Fijians, (ii) to give legal authority and sanction for the maintenance of the existing method of obtaining funds for meeting, either wholly or partly, the expenditure on the Education of Fijians from the proceeds of the several provincial rates adopted by Provincial Councils annually. The Governor has interpreted the recommendations of the Education Commission, endorsed by the Secretary of State, to mean that the proposed enactment shall prescribe that it shall be the duty of Fijians assembled in Provincial Council to assess rates to meet, in part, the requirements for education in the several provinces to the extent that the Governor considers advisable and necessary in order to augment appropriation from General Revenue in any year for the maintenance of primary rural assisted village or grouped schools in each province, and of provincial schools.

5. The Governor has the honour to inform the Council in reference to the question of preparing draft legislation to meet the object of the levy of Education Rates on persons in the community other than Fijians, that he lost no time in preparing a draft Bill for consideration in the first instance by the Governor in Council. Consideration thereof in Executive Council followed on the 17th of December last and continued intermittently until the 16th January, 1929, when the Governor was advised by a majority of the Council that the Bill on the lines proposed by him should not be proceeded with. On the 20th February the Governor caused to be recorded in the minutes of the Executive Council that he accepted the advice of the majority of the Council to the extent that the Bill under reference should not be introduced into the Legislative Council at the forthcoming Session and that, while he was unable to approve the main grounds on which the Council had based its advice, he would place the matter before the Legislative Council, by Message and at the same time forward, as annexure to his Message, copy of the draft Bill to which reference is made, amended by him to meet some of the views held by a majority of the Council and also by advice tendered to him otherwise. The Governor has appreciated the interest shown by the members of the Executive Council, to whom he has made reference, on this difficult and important question, and their desire evinced to assist him in arriving at its satisfactory solution. The Governor regrets that he has been unable, before the conclusion of his term of office, to bring

the matter to a successful issue. He desires to record that while he offers no objection to certain amendments to the Bill, which he has adopted, he regrets that he is unable to change his view as expressed to the Secretary of State against proposals for racial taxation for educational purposes, except as regards the racial taxation of Fijians by native provincial rates for Fijian assisted schools. He maintains his opinion that the Education Rate (if it be considered essential that General Revenue should be augmented by special taxation towards the cost of education) should be a general one levied on all races, other than Fijian, in any district of the Colony in which the Government considers it necessary to maintain schools, either as Government schools or as assisted schools. The Governor foresees that, if that decision were taken, the Government would be requested to take over and conduct as Government schools, many private schools now established throughout the Colony. If so requested, the Governor considers that it would be in the general interest of the Colony that such requests should be acceded to, except perhaps in those cases in which the Board of Education considers that the maintenance of any particular school is not necessary. In the case of the Government Schools in Suva and Levuka, there would be no special rate levied in those educational districts towards the maintenance of those schools: but the rates levied in those educational districts would be such as to contribute to General Revenue fifty per centum of the cost of the maintenance of all Government or assisted schools in those districts. It would consequently be necessary for the Government to establish or assist all schools which the Board of Education considers necessary should be maintained in those districts to provide education for children of all races.

6. This is the last Session of the Legislative Council over which the Governor will have the honour of presiding. He regrets that, in the circumstances, no alternative is open to him, but to surrender to his successor in office the duty of securing a definite decision of the Legislative Council in the matter under reference. The Governor considers that benefit should be derived from a consideration of his Message and of the draft Bill forming an Annexure thereto by a Select Committee of the Council, and subject to the wishes of honourable members, he is prepared to appoint a Select Committee who may be able to submit their report before the date for the forthcoming dissolution of the Council, possibly in August next.

7. The Governor does not anticipate that the interests of education will be prejudicially affected by the procedure which he proposes. The appropriation of funds towards expenditure on education is definitely fixed for the current financial year, subject to possible small variation. He maintains his view, expressed in his Message No. 13 of 1928, to the effect that any very material improvement in conditions relating to educational facilities can only be secured gradually, to be achieved by measures to be adopted extending over a period of years.

Government House,
5th March, 1929.

EYRE HUTSON,
Governor.

At a meeting of the Legislative Council held on the 20th March, 1929, the Governor's Message No. 5 was referred for consideration and report to a Select Committee consisting of:—

The Hon. Colonial Secretary (Chairman),
The Colonial Treasurer,
The Chief Medical Officer,
The Secretary for Native Affairs,
The Secretary for Indian Affairs,
and all the Elected Members;

five to form a quorum.

C. R. HARLEY NOTT,
Clerk, Legislative Council.

ANNEXURE.

A BILL

INTITULED AN ORDINANCE

TO RAISE REVENUE TO BE APPLIED TOWARDS
THE COST OF EDUCATION.

1. This Ordinance may be cited for all purposes as the SHORT TITLE.
Education District Taxation Ordinance.

2. In this Ordinance—

DEFINITION.

“Board” means the Board of Education established under the provisions of the Education Ordinance 1929;

“rate” means the education rate levied under this Ordinance;

“rating office” means any officer appointed by the Governor to assess education rates under this Ordinance;

“education district” means the education districts of Suva and Levuka and any other education districts established and constituted under the provisions of the Education Ordinance 1929;

“building” means any house or erection intended for human habitation or partly used for habitation and partly for business purposes erected in an education district except buildings the property of His Majesty not being let for profit or any building used exclusively for religious charitable or educational purposes. Where a building is erected to be used in connection with or as appurtenant to another building within the same curtilage the two buildings shall be deemed to be one.

3. This Ordinance shall not apply to any buildings belonging to native Fijians which forms part of a native town or village. LIMITATION OF ORDINANCE.

4. The revenue to be derived from this Ordinance shall be appropriated into general revenue and shall subject to the last proviso in clause six hereof be applied towards the cost of the conduct and maintenance of Government schools established in any education district and of any school in such district in receipt of a grant-in-aid under the provisions of the Education Ordinance 1929. PURPOSE OF EDUCATION RATE.

5. On a date to be notified by the Governor by proclamation in the Gazette and on the corresponding date in each succeeding year there shall subject to the provisions of this Ordinance be leviable and payable to the credit of General Revenue of the Colony the following rate in every education district duly established. On every building a rate of such an amount as the Governor in Council may determine not exceeding two shillings in the pound of the annual value thereof as ascertained in accordance with this Ordinance. Provided that for the purposes of this Ordinance the minimum annual value of any building shall be two pounds ten shillings. RATE ON BUILDING.

6. The rate to be levied in any education district may be varied annually according to the requirements estimated by the Board in respect to each education district in any financial VARIATION OF RATE.

year as may be approved by the Governor in Council. Provided that the amount to be raised by the rate to be levied in respect to any financial year shall not exceed in the whole one-half of the total expenses estimated to be incurred by the Government in that financial year in respect to the conduct and maintenance of Government schools and grants-in-aid to assisted schools in any education district. Provided further that there shall be excluded from the estimate of any such expenses the estimated cost of the conduct and maintenance of any Government teachers' training institution or of any subsidy or grant estimated to be provided for any private teachers' training institution assisted by grants-in-aid from the Board.

VALUERS TO BE APPOINTED.

7. For the purpose of ascertaining the annual value of buildings to which this Ordinance applies the Governor shall appoint for each education district of the Colony one or more valuers as he may deem expedient. The valuers shall receive such remuneration as the Governor subject to the approval of the Legislative Council may determine.

DECLARATION BY VALUERS.

8. Every valuer before acting as such shall before a Commissioner of the Supreme Court subscribe a solemn declaration to make such valuation impartially and truly according to the best of his judgment and shall give or transmit such declaration to the Colonial Secretary.

PENALTY ON WILFUL INCORRECT VALUATION.

9. Any valuer who wilfully makes or returns a valuation not impartial or not true according to the best of his judgment or not according to the provisions of this Ordinance shall be liable on summary conviction to a penalty not exceeding one hundred pounds and in default to imprisonment for a term not exceeding six months.

POWER OF VALUERS TO ENTER.

10. Every valuer shall for the purpose of making such valuation as aforesaid have power to enter at all reasonable hours in the day-time into and upon any building or land on which there is any building.

AND TO PUT QUESTIONS.

11. It shall be lawful for any valuer to put to any person in occupation or charge or being the owner of any building which such valuer shall have been authorised under the provisions of this Ordinance to value questions upon such matters and to call upon such persons to produce such rent rolls and other documents whether of the same kind as rent rolls or not as shall be necessary for the purpose of ascertaining the particulars required by this Ordinance to be transcribed in this valuation book with regard to the said building and if after being informed by such valuer of his purpose in putting such questions or calling for such rent roll or other document and of his authority under this Ordinance to put the same any such person in occupation or charge or any such owner shall refuse or wilfully omit to answer the same to the best of his knowledge and belief or shall wilfully make any false answer or statement in reply to any such questions or shall wilfully refuse to produce such rent roll or document such person shall on summary conviction be liable to a fine not exceeding ten pounds and in default to imprisonment for a term not exceeding two months.

RULES IN VALUATION.

12. In the valuation of any building the following rules shall be observed:—

- (1) the annual value of any building shall be deemed to be a sum equal to the full fair average estimated amount of rent at which such building including the land covered by the building but exclusive of the land adjoining the building might reasonably be

expected to let from year to year—on the assumption (if necessary to be made in any case) that such letting is allowed by law—less a deduction of ten pounds per centum for repairs insurance and other out-goings;

- (2) the capital value of any building shall be taken to be the probable and reasonable price at which such building might be expected to sell at the time when valued for the purposes of this Ordinance;
- (3) the annual value of any building shall in no case be deemed to be less than two pounds ten shillings.

13. The valuer or valuers shall prepare the valuation for each education district in a separate bound book in the form set out in the Schedule hereto and shall complete such valuation book and sign each page thereof and in person hand the book over to the district commissioner at the district commissioner's office within the education district on or before the first day of August in each year of valuation. Should there be more than one district commissioner's office in any education district the valuation book shall be delivered to the district commissioner appointed by the Governor for the purpose. If convenient additional columns may be added to the form in the Schedule hereto for the purpose of rating and such additional columns shall in that event be the education district rate book. The valuation book shall be open to inspection by any person at the office of the district commissioner during the business hours at that office.

DUTY OF VALUERS.

14. The valuation books shall be subject to the provisions of this Ordinance as to appeals and as to alterations of and additions to the entries in the said books and shall remain in force for five years.

VALUATION BOOK AND QUINQUEN- NIAL VALUA- TIONS.

15. When during the aforesaid period of five years any building is newly erected or alterations are made to any building or any building is sold the valuers for the time being or such other person or persons as the Governor may appoint in that behalf shall whether required by the rating officer so to do or not make a fresh valuation thereof and if practicable before the first day of August next following the erection or alteration or sale concerned. The valuers shall report to the rating officer the fresh valuation and the rating officer shall cause the necessary alternations to be made in the valuation book and the valuer or valuers shall set his or their initials against any alteration or erasure therein. Provided that any such altered valuation unless varied or disallowed by the district commissioner hearing an appeal under section 19 hereof shall take effect on the date in the next following year on which the rate levied under this Ordinance shall become due after the fresh valuation has been made.

VALUATIONS OTHER THAN AT QUINQUEN- NIAL PERIOD.

16. The Governor shall cause fresh valuation to be made every five years of all the buildings to which this Ordinance applies and such valuations shall be made in accordance with the provisions of this Ordinance and be subject to all the provisions as to alteration and appeal and other matters incidental thereto in this Ordinance contained.

SUBSEQUENT VALUATIONS.

17. If it appears at any time to the Colonial Treasurer that any building has not been valued in accordance with the provisions of this Ordinance or ought to have been entered in any valuation book and has been omitted therefrom or that the name of any person has been erroneously inserted therein as the owner occupier or lessee of any building or that any other matter purely of error needs rectification the Colonial Treasurer may cause such building to be duly valued or a description of the property so omitted and the name of the owner occupier

VALUATION BOOK.

or lessee to be inserted in the valuation book together with the annual and if necessary the capital value at which such property is assessed and may also substitute for the name of the person erroneously inserted in such valuation book as the owner or occupier of any building the name of the true owner occupier or lessee thereof and correct any such other error in the said valuation book as is requisite.

WHEN NAME OF
OWNER IS NOT
KNOWN PERSON
MAY BE DE-
SCRIBED AS
"THE OWNER."

18. Whenever the name of any owner of any building is not known to the Colonial Treasurer it shall be sufficient to enter such owner in the valuation book by the designation of "the owner" without stating the name

19. Subject to the provisions of this Ordinance the valuations aforesaid revised or otherwise shall be the basis of all rates imposed in any education district in the manner prescribed in this Ordinance.

20. It shall be the duty of the Colonial Treasurer to report to the Chairman of the Board before the 1st of October in every year the amount of the total valuation of buildings in each education district.

21.—(1) It shall be the duty of the Chairman of the Board after having obtained the recommendation of the Board as to the rate to be levied in each education district for the forthcoming year in accordance with the provisions of section 5 to make report to the Colonial Secretary accordingly.

(2) It shall be the duty of the Colonial Treasurer to notify to the rating officer of each education district the decision of the Governor in Council as to the rate to be levied in that district.

(3) The rating officer in each education district shall then compile a rate book in a form to be approved by the Colonial Treasurer and shall therein assess the rate to be levied on buildings in the district according to the rate determined by the Governor in Council. All payment of rates when made shall be recorded in the rate book.

(4) Subject to the provisions of this Ordinance all rating officers shall have power to vary the names of occupiers and owners in the rate book after due inquiry as changes take place.

22. Notice of assessment of rates to be levied under this Ordinance shall be advertised in some newspaper circulating in the Colony once in each week for two weeks after the making thereof and the rate book shall be open at a place to be stated in the aforesaid notice to the inspection of any person rated or interested in such rate at all reasonable times and such persons may take copies or extracts from the rate book without fee.

23. The rate book shall be made up and completed on or before the first day of December of each year and the rating officer shall then sign his name at the bottom of each page therein and shall set his initials against any alteration or erasure therein.

24. When any rateable building is unoccupied and the owner thereof is not known to the rating officer notice of assessment and rate upon such building shall be advertised twice in two successive weeks in some newspaper circulating in the Colony. In any such advertisement it shall not be necessary to describe the building by metes and bounds but only to state its situation in general terms so that the same may be intelligible.

25. If any owner or occupier or any rating officer shall think himself aggrieved by the value at which a building has been assessed he may on some day to be fixed annually by the Governor for the purpose of appeals and notified by advertisement in some newspaper circulating in the Colony appeal against such valuation to the district commissioner of the district in which the building is situated such district commissioner shall have power to hear and determine the same and he may award such relief in the premises as the justice of the case may require and such decision shall unless the district commissioner shall state a case on a question of law for the decision of the Supreme Court be final as regards the matter of such appeal and the valuation book aforesaid shall if necessary be amended in accordance with such decision. The district commissioner shall state a case on a question of law if he is requested so to do by any person aggrieved. Provided that the person appealing shall give at least thirty days' notice in writing to the rating officer of his intention to appeal against the valuation. Provided also that in the case of any amendment of the valuation book as provided in section seventeen hereof any person aggrieved or affected by such an amendment shall have a right of appeal to such district commissioner upon giving notice to the rating officer of such intended appeal within thirty days after he shall have received notice of such amendment. And provided also that no such notice of appeal shall prevent the receiving of any rate until such appeal shall have been decided.

AS TO APPEALS.

26. Rates imposed by this Ordinance shall be payable by the occupier of the building for which they are payable or if there be no one in occupation of such building by the owner thereof. Provided that in the case of an unoccupied building the Colonial Treasurer may remit a quarter of the rate for every complete period of three months during which a building remains unoccupied.

OCCUPIER LIABLE FOR RATES.

27. It shall be lawful for the Governor in Council to make regulations determining the times and modes of collecting and enforcing the collection of the rates.

REGULATIONS AS TO COLLECTION.

28.—(1) Every rate after thirty days' notice to pay shall have been given to the person liable may be sued for and recovered by the Colonial Treasurer or other officer authorised by him in that behalf as a simple contract debt in the Supreme Court under the summary procedure of the said court.

RATES RECOVERABLE BY ACTION IN SUPREME COURT.

(2) If action is not taken under the preceding subsection or if the rate is not paid within twelve months of its becoming due the district commissioner of the district in which the building is situated shall unless otherwise ordered by the Governor issue a warrant for levying the amount with costs by distress and sale of the goods and chattels found in the said building and such warrant shall authorise the person executing the same to remain on the premises whether such authority be expressed in the warrant or not.

AS TO RECOVERY OF RATES NOT PAID WITHIN THIRTY DAYS OF NOTICE.

(3) Any such overdue rates shall bear interest at the rate of five per centum per annum and shall be and remain a charge upon the buildings and upon the land on which is erected the building in respect of which the same is payable and may be recovered at any future time from any owner of such property with full costs of suit in any court of competent jurisdiction.

OVERDUE RATES TO BEAR INTEREST.

THE SCHEDULE.

FORM OF VALUATION BOOK.

No.	Situation.	Name of person in occupation.	Name of lessee.	Name of owner.	Description of property.	Capital value.	Annual value.	The value assessed.	Value as determined on appeal.	Observations.

I/we, the valuer(s) appointed under the provisions of the Education District Taxation Ordinance 192 , hereby declare that the valuation of buildings as appears above for the district of.....is a true and proper valuation made by me/us in pursuance of the provisions of the aforesaid Ordinance.

Date....., 192...

.....
Signature.

1929.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 113.

M.P. 5199/29

Message

(No. 18 of 1929.)

Laid on the Table, 30 October, 1929.

THE Acting Governor has the honour to address the Legislative Council on the subject of the small increase in the provision proposed on the Draft Estimates for 1930 for the improvement of the existing system for Fijian and Indian Education, and to place before the Council the following considerations which should influence a decision.

In the attached Memorandum (Annexure 1) by the Director of Education on Indian Education in relation to the Estimates, 1930, is set forth clearly the fact that the need of some extension of Education for the Indians has been occupying the attention of the Government since 1909, and that many different proposals for carrying out their intention have been considered from time to time, and have had to be abandoned. The progress since 1909 has been very meagre.

It is admitted that there are areas where Indians have settled in considerable numbers, and where there has been no provision for them of educational facilities of any kind. The necessity for remedying this situation is imperative. It was hoped that a system of educational rating—since the Indians have not objected to contributing in the form of rates—could be devised which would cover the whole educational field in Fiji, and a Committee is now at work on this matter. But so far no scheme which can be made to operate immediately has been proposed.

All tentative proposals involve the lapse of an interval between the passing of legislation promulgating the schemes and the effective operation of the same, and this interval is the period required for assessment of land values, and preparation of lists of ratepayers, &c.

It became evident recently therefore that there was little hope of providing immediately out of rates the long expected development of a primary education for the Indians. It is also becoming evident that the question of improving primary (vernacular) education cannot be postponed any longer and that a *modus vivendi* must be found. The Acting Governor therefore decided to make provision for a modest amount of educational expansion out of current revenue, and to provide for the adjustments between General Revenue and the proceeds of expected rating scheme to be made at a later date. The need for action is pressing and it is considered by the Acting Governor to be unwise to delay development until a reasonable rating system has been completely worked out in detail. The Revenue is therefore asked to furnish temporarily more of the cost of this development than it would be normally called upon to meet. It lies with the Committee now sitting to provide a scheme for partially relieving the Revenue at as early a date as possible.

The second pressing part of the educational problem is the provision of more efficient administration and co-ordination of Fijian schools. No educational system has been devised yet which will operate successfully without provision for periodic inspection and supervision by departmental Inspectors. In our existing scheme of primary Fijian village schools (all of which are managed by the various missions) the schoolmaster is often the village pastor and his work is only inspected by the itinerant missionary on his round. It is proposed that a syllabus and definite educational methods should be prescribed and the work of village schoolmasters should be inspected by a departmental expert, a specially appointed (temporary) Inspector of Fijian schools.

The next step will be the grouping of day schools of neighbouring "koros" in one central, easily accessible position for greater economy of administration and the elimination of units too small to be effective. The aim is that a grouped school will be made a more efficient school than the present average village day school, and should become a model to others.

Thus the scheme would proceed to substitute for the *laissez-faire* methods of the past a purposive system embracing and improving existing educational elements.

The financial details of the various proposals just referred to are as follows:—

A.—INDIAN EDUCATION.

On the basis of requirements for a full year the total extra provision of a recurrent character for Indian Education may be classified as follows:—

1. Normal Increments to Salaries (Draft Estimates, Head XVI, subhead 6, Items 90-96)	£88
2. Provision for Advanced Classes at Natabua (subhead 7, Item 110)	350
3. Six Indian Boys' Schools (subhead 6, Items 92-96 and 108)	1,800
4. Three Indian Girls' Schools (subhead 6, Items 92-96 and 108)	450
5. Additional Teachers and maintenance at Samabula School (subhead 6, Items 92-95 and 108)	105
6. Extra Grants-in-Aid (subhead 1, Item 15) (not more than)	500
Total	£3,293

Half of all these items except Nos. 2 and 6 will probably be recoverable from the rates in future years. The permanent increase to recurrent expenditure for Indian education will therefore not exceed £2,070.

When the rating system is introduced it is also probable that half the cost of the Natabua and Samabula Primary Schools will come on to the rates. On the provision for these there will therefore be a further reduction in future of recurrent expenditure to the extent of £445. The net permanent increase in recurrent expenditure is not therefore likely to exceed £1,635, of which £500 is for extra grants-in-aid.

An advance is thus proposed mainly in these directions:—

(a) By the establishment of an advanced or Secondary Class for Indian boys attached to Natabua Training School. This is no new project, but is the execution of an intention announced by His Excellency Sir Eyre Hutson in paragraph 2 of Message No. 13 of 1928 in which it is stated that "as a temporary measure there will be attached thereto (*i.e.*, to Natabua School) accommodation and class-rooms to provide advanced classes to which Indian boys may be admitted and a higher grade of education than such boys can receive at present in any Government school. The Governor hopes that the erection of the necessary building will proceed without delay."

It is unnecessary to recapitulate the reasons for considering the establishment of such a class a measure of infinite importance. It has long been admitted that the absence of any provision within the Colony for the education of Indian boys of their class was one of the main deficiencies in the educational system.

Now that the Teachers' Training School is established, it is possible to make a beginning of remedying this deficiency at very little cost. Until it is remedied, Indian parents will be forced to seek overseas the facilities they require for advanced education for their boys, at great expense to themselves, and to the detriment of the boys' future, as they will be brought up out of touch with life and conditions in their homes. In this school the medium of instruction will be the vernacular and English.

The second direction in which an advance is proposed, is by the establishment of six Indian boys' Primary (vernacular) Schools in various districts. This advance is in accordance with the scheme outlined in paragraph 7 of the Message quoted above. As has already been stated, half the cost of these schools will probably be recoverable from the rates in future years. But it is urgently necessary, now, to open Government schools in a number of districts to stabilise the position in advance of the introduction of the rating system. Owing to the absence of any system, mushroom schools of a sectional or temporary character have been springing up. Friction over management has become far too general, and at the present moment there are at least three school buildings standing empty, for one cause or another, which could be filled by pupils immediately, once Government takes charge of them. With a Government school in a central place, it is probable that small redundant schools will disappear, and the private schools remaining will either be Mission or sectional schools providing for the needs of considerable classes, or rural (Government) schools providing for particular areas. The actual demands on Government may therefore decrease.

(b) Provision is also asked at Head XVI, subhead 6, Item 108 for the establishment of three girls' schools, one in the neighbourhood of Suva as an earnest of the determination of Government to take up the important problem of providing education for Indian girls. The provision asked for is small, but with it the Department will be able to make a beginning from which valuable experience will be gained.

The extra allotment asked for grants-in-aid (£500) is small. At the present juncture, before the rating system is introduced, it is more important to stabilise and supply deficiencies in the Indian educational system than to increase grants-in-aid. It must be recognised that the demand for educational facilities among the Indian community is keen and persistent. The people are determined to satisfy it, and have already made strenuous efforts to do so. But they have encountered many difficulties, and are genuinely anxious to be helped to help themselves. Now that the new Education Ordinance, which makes complete provision for education of all classes, has been brought into force, it is imperatively necessary that there should be no further delay in inaugurating a properly regulated system for the education of Indian children. Further delay will only increase the confusion and the evil consequences of unco-ordinated and haphazard efforts. It is possible now to make a very substantial advance without increasing the permanent financial liabilities of the Colony by much more than £1,500 a year. Once a start is made the Acting

Governor has no doubt that the Indian community will respond gratefully and loyally to the measures taken for their advancement with increased assurance that the administration is taking an active interest in their welfare, and that they are receiving powerful assistance in their efforts to bring up the rising generation as useful, contented and prosperous citizens of the Colony, with adequate scope for the exercise of their abilities. Such efforts if pursued to a successful issue cannot fail to strengthen the ties which bind them to the Colony and its administration, and to confer lasting benefits on all classes of the population.

B.—FIJIAN EDUCATION.

It should be explained at the outset that the present proposals do not touch the Fijian Provincial Schools, but only the less known primary village day schools. The major portion of the proposed increase in expenditure during 1930 on the Fijian side is in respect of—

- (1) Head XVI, subhead 1, Item 3.—Salary of one Inspector of Schools, £500.
- (2) Head XVI, subhead 1, Item 15.—Additional grants in aid to Primary Schools, £2,600.
- (3) Head XVI, subhead 7, Items 109 and 114 to 121.—Proportion of the maintenance expenses of the Teachers' Training Institute at Natabua.

The appointment of the above-mentioned Inspector (who must speak the Fijian language and be conversant with existing methods of native day school education) is a condition precedent to the efficient use of the funds annually voted for the maintenance of such schools. Without reliable information as to the standard of education obtaining in these schools, all of which seek financial assistance, it has been found impossible accurately to assess the amount of grant merited, and the minimum sum required to render possible an approved standard of efficiency.

In future, grants-in-aid to such schools will be based on the reports of this Inspector and will be in direct ratio to the size and efficiency of the school. The standard for all, it is hoped, will be set by the new grouped schools, and the grants they earn will be the stimuli to greater effort by the rest. The proposal is "to pay by results."

A memorandum on this subject by the Director of Education is printed as Annexure 2 hereto.

The apparent increase for 1930 in respect of grants in aid is £4,100. Of this amount the sum of £1,000 was approved by Legislative Council for expenditure during 1929. The actual increase over current expenditure is therefore £3,100. The proposed allocation of this sum is as follows:—

Grants-in-aid to Fijian Schools	£2,500
Grants-in-aid to Fijian Practising School for Natabua	£100

The remaining £500 is for grants-in-aid to the Indian Schools dealt with above.

The Acting Secretary for Native Affairs writes:—

"It is estimated that there are in existence at present some 700 Fijian Schools. Of these schools, 32 receive grants-in-aid averaging £116 per school, and 41 receive temporary bonuses averaging £31 per school. The remaining 627 schools receive no financial assistance from the Government. When the necessary funds and teachers are available and in so far as geographical conditions permit, the majority of these schools will be combined into Group Schools. It is not yet possible to estimate the resulting number of Group Schools, but it is anticipated that there will be 179 under the control of the Methodist Mission alone. The proposed extra expenditure of £2,500 for 1930 would provide grants-in-aid to approximately 25 of such Group Schools. The total number of Fijian Schools assisted by the Government would then be—

In receipt of grants-in-aid	57
In receipt of bonuses	41
	98

"It is probable that many of these schools have not yet reached the standard on which full grants in aid could be made, and for this reason it is proposed to continue, for the period of transition, the granting of bonuses of less amount than the grants-in-aid in order to keep alive as many as possible of the existing schools and to encourage them to increase their efficiency to the standard required for full grants-in-aid.

"At the present moment the great majority of Fijian schools are maintained wholly from private and voluntary native subscriptions, made generally through the Mission organisations. The salaries of the teachers employed in these schools are paid either in kind or in money from these voluntary contributions. These salaries vary according to the enthusiasm and generosity of the subscribers and the teachers are unable to depend upon any fixed amount of recompense for their services. These conditions frequently result in the loss of teachers who become discouraged by the insecurity of their salaries and by the lack of prospects of advancement. The fact that so many of these schools are still in operation is a tribute to the enthusiasm and self-sacrifice of the native teachers. The result of the present system is a continual loss of valuable teachers and frequent interruption in the conduct of many of the smaller schools.

"The granting of bonuses to a fairly large number of these schools provides financial assistance on a much broader basis than would be otherwise possible, and undoubtedly encourages the teachers now working in these schools to continue in their work of giving an elementary education to a very large number of Fijian children.

"The provision of grants-in-aid and bonuses to Fijian Schools is considered to be of very great importance in assisting to keep in operation the existing organisations for the wide-spread education of the Fijians.

" The creation of a standard of education upon which grants-in-aid will be made in future will encourage the controlling authorities of native schools to increase the efficiency of these schools until the required standard is attained.

" The attainment of this standard will depend upon—

- (1) the reduction of the number of schools by combining village schools into group Schools;
- (2) the number of qualified teachers available;
- (3) the ability of the natives concerned to raise their share of the maintenance expenses of the schools;
- (4) the amount of Government financial assistance available.

" It is evident that this process of reorganisation and improvement of native schools must be a gradual one, and that it will be many years before it is completed.

" The present necessity is to provide sufficient funds to keep in a healthy condition as many as possible of the existing schools and to encourage the workers in these and the Fijians generally to sustain their enthusiasm and to strive towards attaining a higher standard of efficiency in their schools."

The Teachers' Training Institution at Natabua at present provides for the training of 12 Fijian and 12 Indian teachers. The increased expenditure proposed for 1930 (Head XVI, subhead 7, Items 109 and 114 to 121) will permit of the training of 36 teachers and the maintenance of a Practising School for Fijian teachers. It is anticipated that about nine Fijian and nine Indian teachers will qualify from the institution each year.

The need for qualified teachers in Fijian Schools is urgent. The improvement in the standard of education in these will depend chiefly upon the supply of qualified teachers. The supply is inadequate, hence no difficulty is to be expected in providing suitable employment for all properly qualified teachers for many years to come.

The Acting Governor therefore invites the members of the Council to consider the need of educational provision outlined above in connection with the Draft Estimates now placed before it, and to remind them that these proposals are an attempt to carry into action the programme roughly outlined in Message No. 13 of 1928, for which no funds have yet been provided, and is in accordance with the policy recommended by the Education Commission of 1926.

A. W. SEYMOUR,
Acting Governor.

Government House,
Suva, 19th October, 1929.

ANNEXURE I.

MEMORANDUM OF THE DIRECTOR OF EDUCATION ON INDIAN EDUCATION IN RELATION TO THE ESTIMATES, 1930.

Last year, when the Estimates were being prepared, I submitted a statement of the present position with regard to Education, the needs therefor, in respect of all races, and the immediate requirements suggested towards meeting those needs. This statement will be found in the Annexures 1 to 6 to Message No. 13 of 1928 in Council Paper No. 92 of 1928.

2. In Annexure 4 of that Message and in Items 22 to 28 of the tabulation in Annexure 6 I set out separately what I proposed should be undertaken with respect to Indian Education in 1929. Having in view the supply of teachers, the resources of the Colony and the Education rate that might be levied on Indians (see column 4 in Annexure 6) similar to rates to be levied on Europeans and Fijians, I recommend the establishment of thirteen Indian schools as in paragraphs 5 to 8 in Annexure 4.

3. I am prepared to vary my recommendation *re* the allotment of the sum of £10,500 of capital expenditure for Indian schools which is embodied in paragraph 7 of the Message No. 13 of 1928. I would prefer now that the proposed vote of £10,500 be described or considered a vote " to provide for buildings for Government Indian schools, and for grants-in-aid of the building of private Indian schools " under the conditions set out in Annexure 7 to Message No. 13 of 1928 as already approved in general by the Secretary of State. This would leave it to the Governor in Council to approve out of the whole vote and with respect to any locality, either of a vote for building a Government school or of a grant to assist a Mission or a local committee to erect a school.

4. During the past twenty years the need for a definite system of Indian Education has repeatedly been stated and admitted, and much discussion has taken place. In that period two Government schools for Indians have been established and the Government is at present giving grants-in-aid to 35 Indian private schools. About 3,000 out of 18,000 Indian children of school age are receiving some kind of school instruction.

5. The following facts are recorded in various Council Papers relating to Education:—

In Council Paper No. 22 of 1914 the following extracts (a) to (l) will be found:—

- (a) Despatch 277, August 27th, 1910. The Secretary of State hopes " that this question of the education of the children of indentured (Indian) labourers may have been dealt with in the report " (*i.e.*, the Report of the Education Commission of 1909).
- (b) The Acting Governor in Despatch 277, 23rd December, 1910, states that " It will only be necessary to make adequate provision in the Schools Ordinance or Regulations for the instruction of Indian children on plantations, of school age."

- (c) The Secretary of State in Despatch 70, March 30th, 1911, writes to the Governor:—
“ I consider that the Government may reasonably be expected to provide . . . schools for East Indian children. Provision for the latter is clearly much needed.”
- (d) The Secretary of State in Despatch No. 90, May 4th, 1911, writes to the Governor:—
“ I approve of the proposal . . . that the Governor should be empowered to prescribe by regulation what provision employers should make for the education of the children of their indentured coolies.”
- (e) The Governor in paragraph 4 (c) of Despatch No. 95, June 6th, 1911, wrote to the Secretary of State:—“ (c) Indians.—For the present I think all that is necessary is to establish Government vernacular schools at various centres.”
- (f) In Despatch No. 12, February 16th, 1912, the Governor wrote to the Secretary of State (para. 5):—“ I shall endeavour at the same time to provide for the vernacular schools as a beginning of provision for Indian vernacular education.”
- (g) In Despatch No. 54, February 4th, 1913, the Governor wrote to the Secretary of State (para. 8):—“ The question of providing education for the children of indentured Indian immigrants and of free Indians will receive special consideration and at present I am disposed to think that the establishment by the Government of purely vernacular schools may meet all immediate requirements.”
- (h) In enclosure 13 to Despatch No. 54, 4th February, 1913, Hons. J. B. Turner, J. M. Hedstrom and Henry M. Scott, members of the Legislative Council, state in paragraph 3 (a):—“ That where possible either Government or assisted schools should be provided for each of the three races.” (*i.e.*, Europeans, Fijians and Indians). In paragraph 3 (d):—“ That elementary education up to a certain standard should be free, secular and compulsory.” And in paragraph 6:—“ We are confident that if the principles we have laid down herein be accepted a Bill calculated to provide a satisfactory scheme of education in this Colony will be evolved.”
- (i) In Despatch No. 174, May 28th, 1913, the Secretary of State wrote to the Governor (para. 4):—“ I am clearly of opinion that the first and most urgent demand on the Government is to do something for the education of the Indian population. The lines upon which this should be carried out have already been settled in the correspondence quoted in the margin (ranging from 1910 to 1912) and I have to instruct you to proceed as soon as possible to give effect to the provisions of section 17 of Ordinance 11 of 1912 by considering where plantation schools are to be provided. I request you to forward me draft Regulations as early as possible with an estimate of the cost of the proposals in order that a decision may be reached in time for the necessary provision to be made in next year's Estimates.”
- (j) In Despatch No. 341, August 5th, 1913, the Governor reported in paragraph 4 that “ the cost of establishing five Government schools (under subsection 3 of section 17 of Ordinance No. 11 of 1912) is £3,300 for the first year including the cost of necessary school buildings which is estimated at £2,943.”
- (k) In the “ Enclosure ” to this despatch the Colonial Secretary in paragraph 10 gives the proposed location of the five proposed schools with the estimated number of children who could attend each school.
- (l) In Despatch No. 334, October 14th, 1913, the Secretary of State wrote (para. 2):—
“ I approve generally the proposals . . . for the establishment of five Indian schools at Penang, Lautoka, Rarawai, Navua and Labasa.” Paragraph 3:—“ I do not now propose that school fees shall be collected.” Paragraph 5:—The Secretary of State sets out the lines of the whole scheme, and in paragraph 6 he states: “ I shall be glad if you will take steps to introduce an amending Ordinance upon these lines, but I do not consider it will be necessary to delay proceeding with the scheme until the new legislation has been passed.”

6. The necessary financial provision for the five Government Indian schools was made and appears on the Estimates for 1914.

7. It will thus be seen that as a result of discussions during the previous five years definite decisions were arrived at and actual financial provision was made in 1913 for the establishment of five Government schools for Indians based on emphatic statements by the Secretaries of State and the Governors, as well as by three leading members of the Legislative Council, during that period, declaring the urgency of the need and the responsibility of the Government to provide for that need.

8. It was not found practicable to establish those schools. In 1919 the Government established an Indian school at Natabua and in 1929 it took over the control of an Indian school at Samabula. In these two schools the Government provides education for 146 pupils and it gives grants towards the cost of education for some 2,431 other Indian children in private and Mission schools.

9. The reasons for the abandonment of the proposals adopted for the commencement of a system of Indian education as set out in paragraph 7 (l) and paragraph 8 above are shown in Council Paper No. 68 of 1914.

10. The result of the representations therein made was that the scheme approved by the Secretary of State and directed by him to be put into immediate operation was not proceeded with. See Council Paper No. 82 of 1914, Despatch No. 199, 3rd July, 1914, in which the Secretary of

State agrees to leave the provision of Indian schools to the Missions and to give grants to assist the Missions and provide Indian schools with boarding establishments.

11. Practically all of the Indian schools established by Missionary or other private effort during the past fifteen years have grown up under the conditions which were considered to be impracticable in 1914.

12. The Colonial Sugar Refining Company, in a letter dated 9th May, 1914, offered to provide, for use as Government schools at each of its mill centres, a school site fenced in, together with a school building and a teacher's residence. The Company offered to vest these schools in the Government at a pepper-corn rental provided the Government supplied the teachers and maintained the schools. This offer was not accepted.

13. In a letter dated 6th March, 1914, from the Planters' Association, given as Enclosure 3 to Despatch No. 157 of 1914 already quoted, the Planters' Association members offered to contribute to a scheme for Government Indian schools under conditions similar to those of the scheme which was abandoned in that year.

14. A complete system of education working with high efficiency now exists in Fiji for the education of European children. Fully 80, if not 90, per cent. of the Fijian children of school age have had some schooling and can at least read and write in their own language. The Government conducts seven large central schools with boarding establishments for the better education of selected Fijians. There are about 700 schools for Fijians attended by about 17,000 children. All this is in the highest degree commendable and neither is it too far advanced for the needs of the Fijian children, nor is the accomplishment of it beyond the resources of the Colony through the Revenue and the contributions of the natives.

15. It is simply a statement of fact that while the Europeans and Fijians have thus been provided for, very little progress has been made in Indian education.

16. It is freely recognised that under the Deed of Cession we owe substantial obligations to the Fijians—the natives of this group of Islands—and by every possible means we should generously meet such responsibility.

17. Yet we have very great responsibility to the Indians of Fiji, and this should be met without neglecting our duty to the Fijians. The Indians were brought here to provide labour for the development of the Colony and its industries. No one can deny the material and financial benefits of their labour.

18. The Indians, brought here not at their own instance, but for the benefit of the Colony, are now permanent and free colonists of Fiji. It seems to be sound policy to make of them as of all others the best type of colonists possible. This has been supported as a policy on all sides and by all authorities in the repeated declarations during past years of the need of education of the Indian children.

19. It is to the great credit of the Fijians that, stimulated and guided by the Missions, they have done so much for themselves for the provision of education. They have given both in money and in kind in a most praiseworthy manner that deserves a generous responsive assistance by the Government.

20. But the fact that similar contributions have not been made toward education by the Indians is no fault of their own. It is due to the lack of that combination which they cannot by their own efforts bring about.

21. No one can help noticing the eagerness, amounting to a kind of hunger, for education among the Indians of Fiji. Their difficulty is that they lack the co-ordinating factors that make the educational efforts of the Fijians comparatively easy and simple through their communal system.

22. The Fijians live in tribal villages and towns with a complete traditional communal system and quite a good form of internal government built up from villages to districts and districts to provinces. Their interests are all in common and their money and property are largely in common. They have all the machinery at hand for the collection of funds or rates for any purpose they approve in their Councils. Therefore the establishment of schools in Fijian villages is a comparatively simple matter.

23. Moreover, with the natural resources on their own lands, a school building of native type can be built at almost no cost from material at hand, and the native teacher can be paid almost wholly in kind. Scarcely any money is needed for the village schools as they exist at present.

24. Then again almost all of the Fijians are members of the Methodist or Roman Catholic Church and through the agency of these Missions, teachers can be provided and enthusiasm for education can be stimulated and sustained.

25. Through no fault of their own the Indians have none of these advantages and it is largely due to the lack of such helpful factors that their own eagerness for education has proved more or less incapable of practical expression. Lacking the supply of communal labour and local material which Fijians possess, the Indians who wish to provide a school are forced to buy all the material and to pay for labour. This increases their difficulties.

26. The Indian colonists are divided by their diversities of race, language, religion and districts of their origin. It is a sheer impossibility for these people, on their own initiative, to establish even a semblance of the organisation which has existed for generations among the Fijians.

27. It seems clear therefore that the need for their education having been admitted to be of first importance the Government alone can take the initiative and organise a system of education.

28. The policy of leaving the development of Indian education in the hands of the Mission was bound to be largely ineffective. The great majority of the Indians have objections, on religious grounds, to sending their children to Mission schools.

29. Then again, the policy is largely ineffective since it transfers the whole initiative to Mission bodies which are not responsible for providing education. If a Mission establishes a school the Government may give a grant-in-aid. If the Mission does not establish or is unable to establish an Indian school in any locality, the need is left unsatisfied except for private and often misguided efforts. The Government, which is really responsible, cannot press the Missions to incur expense to establish Indian schools where they are needed.

30. The result is that instead of there being a planned comprehensive system providing, stage by stage, for the more pressing needs of Indian elementary education, the whole future of Indian education is left almost entirely in the hands of Missions, which cannot reasonably be expected to take up such a responsibility, or to inexperienced private effort. In addition the Missions have no power or authority to make good the deficiency of cohesion among the various races, religions and languages of the Indians, and without such authority, which the Government alone can supply, and some administrative machinery, very little can possibly be done to meet the need.

31. It is therefore urged that the work which was declared by the Secretary of State to be of first importance in 1913 should now be vigorously and wholeheartedly taken up by the Government. The experience of the past twenty years conclusively shows that unless the Government plans and directs a system of Indian Education the needs of the case will not be met.

32. It is urged therefore that the Education Revenue Bill which is now being drafted and which might provide for taxation of Indians for education should be pressed forward and passed at the October session of the Legislative Council. This would not only clarify the financial position but it would in itself form an administrative basis for the organisation of the Indian community into workable units for the provision of education.

33. It is fitting here to state that the education proposed to be provided for the great mass of the Indian children would for the present be of the most elementary and practical type, and be conducted through the vernacular. Higher education would be provided for a number adequate to meet Government, educational, medical and commercial requirements. Thus by selection and competition the best pupils could be trained without any fear of their being turned out in excessive numbers, and unable to find employment suited to their training.

34. In conclusion I would urge that the present time is unusually favourable to a steady advance in Indian as well as in Fijian education. There is a widespread demand and expectation for more and better education. The spirit of co-operation and readiness to help themselves is most noticeable and encouraging with respect to both races.

35. On our side we should live up generously to our obligations to the Fijians under the Deed of Cession, and to the responsibility of planning for the steady uplift and improvement of the Indians brought to these islands. They are here now: their numbers are increasing rapidly. They are going to remain here as colonists for all time.

36. The future history of the Colony is likely to depend very largely on whether these people are left to grope their way out of educational difficulties by their own divided and unskilful efforts or whether the Government with resources of education, sanitation experience and powers of administration at its disposal is prepared now to plan and to work systematically for the betterment and uplift of the less advanced races in these Islands.

Suva, 19th October, 1929.

J. CAUGHLEY,
Director of Education.

ANNEXURE 2.

MEMORANDUM PREPARED BY THE DIRECTOR OF EDUCATION ON FIJIAN
EDUCATION IN RELATION TO ESTIMATES, 1930.

In general the position is the same as was stated in my report last year as printed in Message No. 13 of 1928.

2. I consider that the main object should be the grouping of adjacent small schools into grouped day schools for boys and girls. Even if there is only one fairly well-trained teacher in such a school, he could soon improve the teaching power and the education of his assistants who would otherwise be working in isolation in small village schools.

3. This gradual raising of standard will be further promoted by the appointment of an Inspector who would work chiefly among Fijian schools. The same movement could be still further advanced by arranging that the European head teacher of a Provincial School or any other capable teacher should act as supervisor, guide and helper to any schools within reasonable distance of his own school.

4. Provided suitable applicants offer themselves for admission the number of students in training at the Government Training School and at the Methodist Mission Training Institution should be increased. At present there are 54 students in the two institutions and this number could well be increased next year to 76 as every student, when trained could be placed in a position in existing schools where some or all of the present teachers are untrained.

5. An essential corollary to such a provision of teachers is a better system of payment of teachers' salaries. These are very low even when compared with the wages of unskilled labour, and the low rates are fixed with no incremental scale. The provision of an extra £3,100 for grants-in-aid, of which much the greater proportion will be available for Fijian schools, will enable some increase in salary grants to be given next year and also an increase in the number of grants to be made.

6. In a large number of cases the controlling authority of assisted schools is unable to add anything or is able to add very little to the salary grant given by the Government.

7. A scheme was prepared to set up a standard scale of staffs, salaries and increments for which the present rate of grant would provide half the cost. These scales which were in themselves generally approved of have had to be discarded for the present owing to the inability of the controlling authorities to find the other half of the cost.

8. It would appear that the only means of providing for the other half of cost under such a plan would be to impose on the advice of each Provincial or District Council an education rate on the basis of the expenditure on education in each native province.

9. It may be possible to arrange for such a levy a part from an Ordinance for Education Rates for other races. If agreed to by the Councils the system should be easily operated through the existing native internal administration. If so, the scales of above staffs and salaries referred to could in whole or part be brought into operation by districts, to the great advancement of efficiency of education and to a more fitting recognition of the service of native teachers.

10. One large province has already made proposals in this direction, proposed by the native provincial organisation. Their plan is well worked out in detail and is sound in its basis. The province has also accumulated a considerable sum of money, part of which is offered towards the cost of the proposals. If this can be done by one province on its own initiative it could probably be done in other provinces with the assistance of the Department and the Native Secretariat. In another populous centre a deputation of some fifteen bulis from contiguous districts waited as a deputation on the Director and presented general proposals that would work out in much the same manner as those of the particular province in another island already referred to.

11. I have had the opportunity of perusing the statements of the Secretary for Indian Affairs and the Acting Secretary for Native Affairs, on Indian and Fijian education respectively, and I agree with the views expressed in those statements.

1926.

—
LEGISLATIVE COUNCIL,
FIJI.



COUNCIL PAPER, No. 46.

EDUCATION COMMISSION

1926.

REPORT OF THE COMMISSION

APPOINTED TO INQUIRE AND ADVISE AS TO THE STEPS TO
BE TAKEN TO EFFECT IMPROVEMENT IN THE METHODS OF,
AND FACILITIES PROVIDED FOR, THE EDUCATION OF EURO-
PEANS, FIJIANS, EAST INDIANS AND OTHER RACES IN FIJI
AND FOR THE CHILDREN OF MIXED EUROPEAN DESCENT.

Laid on the Table, 12 November, 1926.

BY AUTHORITY: S. BACH, GOVERNMENT PRINTER, SUVA.—1926.

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Commission.

[L.S.] EYRE HUTSON,
 Governor.

By His Excellency EYRE HUTSON, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Colony of Fiji.

To the Honourable AUBREY MONTAGUE, M.B., Lond., M.R.C.S., Eng.,
L.R.C.P., Lond., F.A.C.S., Chairman.

FRANK TATE, Esq., M.A., C.M.G., I.S.O., Director of Education, Victoria.

FREDERICK HASLAM BAKEWELL, Esq., M.A., Dip. Ed., Inspector of Schools,
New Zealand Education Department.

ISLAY McOWAN, Esq., The Secretary for Native Affairs.

The Rev. LESLIE MUIR THOMPSON, M.A., Dip. Ed.

The Rev. Brother ALPHONSUS, S.M.

The Honourable JAMES SCOTT NEILL, B.A., Barrister-at-Law, Acting
Agent-General of Immigration.

The Honourable DAVID WINN HOODLESS, B.Sc., Acting Superintendent
of Schools.

Ratu JOSEVA LALABALAVU VANAALIALI SUKUNA, B.A., Barrister-at-Law.

Mr. HAKIM DIN, B.A., Bach. of Teaching.

Mr. BADRI MAHRAJ.

Greeting !

BY virtue of the powers and authority of the King's Most Excellent Majesty in me vested I do hereby appoint you the said AUBREY MONTAGUE, FRANK TATE, FREDERICK HASLAM BAKEWELL, ISLAY McOWAN, LESLIE MUIR THOMPSON, BROTHER ALPHONSUS, JAMES SCOTT NEILL, DAVID WINN HOODLESS, JOSEVA LALABALAVU VANAALIALI SUKUNA, HAKIM DIN, BADRI MAHRAJ to inquire and advise as to the steps to be taken to effect improvement in the methods of, and facilities provided for, the education of Europeans, Fijians, East Indians and other races in Fiji and for the children of mixed European descent, therein considering and advising upon any such matters incidental and appertaining to the said inquiry as I may, from time to time, and while this your Commission shall remain in force, to you the said AUBREY MONTAGUE by instructions under my hand communicate and make known.

2. And I do hereby authorise you the said Commissioners to co-opt from time to time, and for such time and purposes as you think fit, at any stage whatsoever of the proceedings of the Commission, any person or persons whom you the said Commissioners are of opinion will be assisting to you in your inquiries.

3. And I do hereby appoint that you the said AUBREY MONTAGUE shall be the Chairman of this your Commission, and I do hereby give you the said Commissioners power to appoint sub-committees, and any such sub-committees shall have all the powers of the Commission in so far as they relate to the taking, hearing, and receiving of evidence.

4. And I do hereby appoint that you the said Commissioners shall elect one of your number to be Deputy Chairman of this your Commission and any such Deputy Chairman shall act and perform all the functions of the Chairman in the absence of the said AUBREY MONTAGUE.

5. I do hereby appoint IDA MAY SMITH, Clerk and Stenographer in the Colonial Secretary's Department, to be Secretary to your Commission.

6. And by virtue of the power and authority by the Ordinance of the Legislature of Fiji shortly entitled the Special Commissioners Ordinance 1881, in me vested, I do hereby grant unto you, and all or any of you, the said Commissioners for the purpose of your said inquiry, and for the further and better prosecution of the same, power to compel the attendance of witnesses, and the production of documents before you, to administer oaths or affirmations to witnesses and to compel those witnesses to give evidence before you touching any matter or thing you may deem relevant to the said inquiry, and to punish any contempt of you, or any of you the said Commissioners, if committed in your presence, or in the presence of any of you, when engaged in taking evidence in pursuance of the objects of this your Commission.

7. And I do further appoint that the attendance of any five of you the said Commissioners, including the Chairman, Deputy Chairman or other presiding member nominated by you the said AUBREY MONTAGUE to act as Chairman in case of your unavoidable absence or that of the Deputy Chairman from any meeting of the Commission shall constitute a quorum for the proceedings of the Commission.

Given at Government House, Suva, this twenty-fifth day of June, one thousand
· nine hundred and twenty-six, in the seventeenth year of His Majesty's
Reign.

By His Excellency's Command,

D. R. STEWART,

Acting Colonial Secretary.

REPORT

To His Excellency Sir EYRE HUTSON, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Colony of Fiji.

Your Excellency,

In accordance with the powers conferred on us by a Commission dated the 25th day of June, 1926, we, the Commission appointed to inquire and advise as to the steps to be taken to effect improvements in the methods of and facilities provided for the education of Europeans, Fijians, East Indians, and other races in Fiji and for the children of mixed European descent, have the honour to submit the following Report.

2. Your Commissioners have had the advantage of considering Your Excellency's memorandum on the educational question in Fiji dated the 29th June, 1926, a copy of which is printed as Appendix A hereto. Your Commissioners met for the first time on the 12th of July and have since been daily engaged in investigation and deliberation.

Inspections were made of all the schools in Suva and its neighbourhood, and of three of the larger Fijian village schools, the Methodist Mission Agricultural School, and Davuilevu School in the Rewa district. On the 15th July your Commissioners left Suva by H.M.C.S. "Pioneer," which Your Excellency had made available for the Commission, and visited Levuka, Vunisea (in Kadavu), Lautoka and Nadi. All the schools at these centres and in their neighbourhood were inspected, and evidence and expressions of opinion on educational matters obtained from representative members of the different races concerned.

3. We, your Commissioners, feel that but for the opportunities thus granted by Your Excellency we would have been very incompletely equipped for consideration of the educational needs of the Colony. While travelling on the "Pioneer" we were able, with the impressions produced still fresh in our minds, to discuss the conditions and problems encountered, and thus to clear the way for more formal deliberations in Suva.

After returning to Suva on July 24th your Commissioners, who had invited the expression of opinion on education questions in Fiji from all the bodies interested in education, received addresses and heard evidence from representatives of these bodies and also from private persons to whom a general invitation had been issued in the public press.

Your Commissioners desire to express their thanks for the assistance, goodwill and hospitality accorded to them by all races, and their admiration of the deep interest in education that was manifested. The sanguine hopes expressed by some, that in the very near future their educational needs would be completely met, suggested that the difficulties to be surmounted were perhaps incompletely appreciated. Copies of the papers on education addressed to your Commissioners and of the evidence obtained are printed in Appendices C and D.

4. At the time of the Education Commission Report, 1909, there was no Department of Education and the expenditure from General Revenue on Education was £2,375. Provision was made for primary education of Europeans and those of European descent in Suva and Levuka. Primary schools were maintained by the Colonial Sugar Refining Company in Nausori, Lautoka, Ba and Labasa. There was a boarding school in Levuka.

Except in Queen Victoria School there was practically no instruction in English for Fijians. Besides the village schools, which were very rudimentary, only the Methodist Mission Training Institution at Davuilevu and the Roman Catholic Mission Training Institution at Cawaci were in existence.

Indian educational facilities, in the words of the 1909 Report, "compared most unfavourably with those offered for any other class of the community," and the Missions, which alone had made any endeavour to provide such facilities, maintained elementary schools at Suva, Navua, Nausori, Lautoka, and Labasa.

5. Since 1909 considerable advance has been made. An Education Department has been formed. Provision was made in 1925 for a gross expenditure of £30,039 from General Revenue. The opening of excellent Boarding Establishments at the Government and Roman Catholic Mission Schools in Suva and Levuka and the institution of Correspondence Classes for children in remote districts have in large measure provided educational facilities for European children and those of European descent living at a distance from centres of population. A scheme of co-operation with the Education Department of New Zealand secures a body of well-trained teachers for the European and Fijian Government Schools.

For Fijians there are, besides Queen Victoria School, six Government Boarding Schools with European head teachers. The Mission village schools have been in many cases greatly improved by the provision of combined schools each serving several villages. The Methodist Mission has an excellent Technical School and a Teachers' Training Institution at Davuilevu and also an Agricultural School. In many schools English is taught.

For Indians there is one Government Indian day school; the Mission schools have improved and increased in number. Indians are received in the Methodist Mission agricultural school at Navuso and there is also an Indian agricultural school at Lautoka, under the Methodist

Mission. The Colonial Sugar Refining Company maintains two schools. Probably the most interesting development of Indian education is the establishment of some thirty Indian schools by the Indian community itself.

For the non-Government schools for each race which have reached a defined standard of efficiency the Government provides grants in aid.

6. In order to economise time and effort, and also to enable expert opinion and local knowledge to be brought to bear more readily upon each main branch of our inquiry, your Commission from the outset decided to divide into two Committees: (a) Financial, (b) Educational. The reports of these Committees were considered at length by the full Commission, and adopted with amendments and additions. For convenience we divide this Report into two parts—Educational and Financial.

Part I.—EDUCATIONAL.

7. We, your Commissioners, in what follows, set out the results of our deliberation on the present state of education in Fiji and on the means that should be taken for its improvement. In approaching our task of studying the opportunities for education now existing in Fiji, and of making recommendations in regard to the steps to be taken "to effect improvements in the methods of, and facilities provided for, the education of Europeans, Fijians, East Indians, and other races in Fiji and for the children of mixed European descent," we have, while considering what should ultimately be the frame-work of a complete educational policy for the Colony, kept consistently in view the fact stressed in your Memorandum that, owing to limited financial resources it is likely "that the Government may be unable to adopt and carry into effect, except gradually, very radical change in the present educational system." Accordingly, it will be noticed that throughout this Report, recommendations for the immediate future are directed mainly to the improvement and consolidation of the existing facilities for education, and to the establishment of such conditions within the Education Department as may be a reasonable guarantee of steady and continuous growth.

8. Except for the necessity of meeting the urgent demand of the Indian population for increased school facilities, the immediate problem for the Colony is not so much one of adding to educational opportunities by the establishment of more schools, and of more varied types of schools, as it is one of bringing the existing schools into a better organisation; of raising the standards of their work materially; and of giving them an objective more fruitful, and more worth-while. What is needed is an education system adapted to the needs of the present stage of development of Fiji—a system made in the Colony by expert men and women familiar with its racial, social, economic, and other conditions. As we have seen it in our visits to the schools, the present system is built up of shreds and patches borrowed from the school systems of other countries. It is in no sense racy of the soil as all national education should be. Fijian children, Indian children, and children of European parentage require an education suited to their respective conditions and stage of development. Distinctive courses of study and distinctive methods of teaching are needed in each case.

RE-ORGANISATION OF EDUCATION DEPARTMENT NECESSARY.

9. Now, to bring about the necessary changes in objective and to secure better results will demand from a directive staff much enthusiastic and highly skilled effort, sustained over many years. It must be remembered that an educational harvest takes long to mature. During this period teachers, many of them untrained or partially trained, are to be guided and stimulated to better and still better work; courses of study are to be shaped and text-books are to be written; new schools and new types of schools are to be brought into existence; and all schools are to be brought together into an organisation in which each type plays its part. In addition, and equally as important as the above, an educational conscience is to be aroused in the public, so that the role which the school plays in modern life may be realised, and the necessary sacrifices on the part of parents and of taxpayers may be cheerfully made. For it is only when the general public is sympathetic with the aspirations of the Department that the necessary moral and financial support is forthcoming.

10. In a Colony where educational conditions are so primitive, where there is no adequate system of training the teachers or of supervising and inspiring them in their daily work, and where there is the added complication of a sharp division between at least three races, two of which are in the thralldom of customs which are antagonistic to educational progress, the task of developing a worthy educational scheme will make a very severe demand upon the energy and enthusiasm of a highly skilled Director. To add to his anxieties and burthens he will probably have to work with inadequate financial backing.

11. We are convinced, however, that this Colony should have an expert Director of Education as the head of an Education Department which in prestige and authority should compare with any other Department of the Colony's administration. If it be true, as stated, that the Education Department has been the Cinderella of the Departments, it is time that the power for good in the Colony's affairs of a strong and well-directed education policy should be recognised, and that the Director of Education should be given his proper place in the administrative scheme. The officer who is to fill such a position adequately must be a man of good education and of many parts, with a sound knowledge of modern education in both theory and practice; but above all he must be a man of vigorous and inspiring personality who has an intense and abiding faith in the possibilities

of his work. The task which awaits a Director of Education in Fiji is a most difficult one and as we have said it will test his energy, his faith and his enthusiasm for years before he begins to see much result from his labours. Unless the right man be chosen for such a position, there is little chance of much progress, for the Colony cannot support a large expert staff. We agree with the opinions expressed by the Phelps-Stokes Report on Education in East Africa on the question of choosing a Director of Education:—

“ Ideally, the Director should be a man of broad and real sympathy, of keen intellect, and large capacity for work. His education should be thorough and comprehensive, including knowledge of the physical and social sciences as well as the great literatures.

“ He should have seen and studied some of the effective schools of the world, and especially those adapted to the needs of a people evolving from primitive stages of civilisation In accordance with the experience of leading British Government officials he should understand the importance of religious instruction in character development.”

12. We observe, too, that the East Africa Commission (the Hon. W. Ormsby-Gore's) reports: “ It is all-important that the Director of Education be given a salary and status in each territory not lower than that of the heads of other principal departments.”

13. Even under present conditions there is a great amount of clerical and administrative work in the Education Department, which must be performed by a professional officer. In our opinion, the time and energy of the Director should not be occupied in administrative details. He must be free to devote the major part of his time and of his energy to a study of the problems of education in Fiji. He should be an energising and inspiring force to his team of teachers, teacher-trainers and supervisors. No man can direct from an office chair a Department which touches life so intimately in the homes and villages as the Education Department does. The Director must work hard to bring about a co-operation between parents and teachers and children; between the home, the farm and the school, and to do this his personality must be felt wherever schools are established. In Victoria it was expressly laid down in the Act under which the Director of Education was appointed that he was empowered to delegate any duties to subordinate officers, in order that he might be free to move among his schools and help to mould opinion favourable to the educational policy of the Department. The active and sympathetic co-operation of parents with the school is a wonderful asset in school life and is well worth working for.

14. We consider, therefore, that in addition to the Director of Education, there should be a skilled professional educationalist, strong on the administrative and business side of the work and ready to act as a loyal lieutenant to the Director, relieving him of much of the business administration and carrying out details of policy agreed upon. Such an officer would take all the detailed work involved in the establishment and maintenance of schools, of inspection reports, of examinations, and the like. His services would of course be available from time to time to visit schools, to inquire into applications for new schools, and to help in the formative work necessary to instruct and inspire the present staff of native teachers. There is ample scope for the two professional officers for which we ask. The ordinary routine work of an expanding Department is fairly exacting, but the amount of constructive and inspirational work which is necessary in order to get better work from the present unskilled staff is enormous. This formative work must be carried on for years before the situation can possibly be satisfactory.

AN ADEQUATE SYSTEM NEEDED FOR TRAINING TEACHERS.

15. The next essential step in educational progress must be the development of an adequate system of training teachers. No matter how excellent the schemes put forward by the Director and his staff, their success or failure will depend absolutely upon the teachers who are to give effect to them in the school rooms scattered throughout the Colony.

16. The education of the native Fijians has for many years been undertaken by two great Christian Missions, the Methodist Mission and the Roman Catholic Mission. It is owing to the devoted labours of these Missionaries that the Colony is able to substantiate the unique claim that the Fijian natives number among them very few illiterates. Unfortunately, however, a system of educating and training teachers has never been sufficiently well developed to produce an adequate staff of skilled workers. The Roman Catholic Mission, working through its teaching Orders, has been able to bring into its work a fairly large number of earnest and devoted teaching Sisters and teaching Brothers, who have been trained under the system adopted by their Orders. The supplementary staff of native teachers, however, has not been trained within a training institution. Local recruits to the teaching service of the Catholic Mission have usually begun as pupil-teachers, and have received only the training it has been possible to give them within the school in which they are working. The experience of education systems the world over has demonstrated that, while the pupil-teacher system may produce fair results where it is well carried out, it is not in itself a satisfactory source for the supply and training of teachers. The strength of the Roman Catholic Mission schools lies in the number of trained European teachers who are engaged in the work.

17. By far the greater portion of the educational work among the native Fijians is carried on by the Methodist Mission, and it is due to the missionary zeal and enthusiasm of its workers that native schools now exist in practically every village in Fiji. The Mission has, in recent years, recognized the importance of a system of training teachers, and the Commission is of opinion that the work done at Davuilevu in this direction is one of the most helpful and stimulating contributions which education in this Colony has yet received. Without the teachers trained there the native village schools and the provincial schools would be infinitely poorer.

18. The general conception of the Davuilevu training scheme is a fine one, and the steps taken to carry it into effect have been very wisely taken. Some excellent teachers, several of them with experience in teacher-training in Victoria and New Zealand, have been attracted to the Colony and labour in the true missionary spirit to train an efficient staff. The institution has also begun to make a careful study of the needs of the Fijian teacher, and to meet these needs has published the first numbers of a series of interesting text-books carefully adapted to Fijian conditions. If this work is steadily carried on either by the Mission, or by the Department in co-operation with the Mission, great good will undoubtedly result.

19. But the low standard of education in the native schools has made it very difficult to secure an adequate supply of candidate teachers sufficiently well grounded to profit at once by a training in the theory and practice of teaching. Accordingly, the training institution has had to provide also for the further education of the student in the subjects which he is to teach in the primary school. This is, of course, a heavy burden to carry, and it militates against the attainment of reasonably good standards of training. The position can be cured only by a progressive advance in the standards attained by the schools throughout the Colony, and this will necessarily be a slow development.

20. The whole expense of the training institution at Davuilevu has been borne by the Mission, but the Department has made grants in respect of all students who have completed a satisfactory course and obtained the Departmental certificate. At Davuilevu there has been established also what is really a technical school, giving instruction in manual work, mainly woodwork, and aiming at turning out young students who are able to use tools well, and become handy men efficient for the purposes of country life. In this school have been trained many young Fijians, who later have taken up teaching as their life work. The Department has been able to utilise their services in the manual training branch of the Provincial schools. Your Commission is of opinion that the work at Davuilevu, both in regard to teacher-training and in regard to manual and technical instruction, should be continued, and that it should be aided either by a grant for each successful student, or by an annual subsidy, or preferably by both.

21. In this connection it is advisable to point out that the policy of the Methodist Mission has been set forth in the following resolution:—

"A. *Fijian*.—That the Mission indicates to the Government its willingness to continue to train teachers for the Fijian people, who belong to the Christian Faith and a large majority of whom are members or adherents of the Methodist Church.

"B. *Indian*.—That the Mission indicates its willingness also to train a number of Indian students, primarily such as may desire training in the moral and religious atmosphere which the Mission feels to be necessary for the development of character.

"That the Mission would be prepared to co-operate with the Government in teacher-training work and to agree to Government inspection of the teacher-training institution, provided—

"(1) that adequate grants be paid by the Government;

"(2) that the Mission retains control of staff and of students, together with the right to admit or dismiss the latter;

"(3) that Mission ideals and interests be conserved."

22. But Davuilevu in itself is not adequate to supply the number of teachers which the Colony requires, and, moreover, there is the added complication that, as it is a Mission institution with a definitely religious objective, it would not be practicable to require all of the Indian student-teachers who must be trained for a rapidly developing system of Indian schools, to take their training within a distinctively Christian environment. We consider, therefore, that a Government Training Institution is absolutely essential, and that the training system at Davuilevu should be regarded as a supplement to it. The choice of a Principal for such an institution should be a matter of very great concern. He should, of course, be a man who has made a close study of education in its modern developments, and has had successful experience both as a class teacher and as an organiser of schools. He should be able to illustrate to his students in a convincing way the methods of teaching which he advocates. He must therefore be a very skilful class teacher. It is essential, moreover, that he should be a man who can inspire students with worthy ideals of service as teachers. Teaching in most countries is an occupation which does not carry a great material reward, and it is well for humanity that so large a proportion of those who take up the work develop a zeal for social service which prompts them to spend their best endeavours in securing the progress of their schools. The native teachers in the Mission schools receive very small salaries and many of them remain at the work from religious motives. A great deal can be done by a fine Principal to inspire his student-teachers, and so determine whether they leave the teachers' college with some vision of what devoted teaching can accomplish, or whether they carry with them no other ideal than that it is a humdrum occupation in which they can earn a living. Given a Principal and a staff who have the ability to train and inspire, the teachers' college should have immediate and most important reactions upon the school system in every part of the Colony. For the Teachers' Colleges are either the strength or the weakness of a school system.

23. Indian students would naturally form a numerous section of the student-teachers in a Government institution. It would be well, therefore, in choosing a Principal, to endeavour to secure a man with Indian experience, provided that such a man is fully seized of the necessity to relate all education to the everyday concerns of life. We mention this because there is a well grounded belief that education in India, both secondary and higher, lacks reality and real interest, and concerns itself mainly with the absorption of a so-called knowledge which may be very imperfectly apprehended.

FORMATIVE WORK NECESSARY TO IMPROVE THE WORK OF THE TEACHERS NOW EMPLOYED.

24. Assuming that the Education Department has been reorganized under an expert Director, and that an expert Principal and staff of a Government Training College have been appointed, what are the steps necessary to improve the present condition of the schools? It must be realized that numbers of the native and Indian teachers are not sufficiently educated and adequately trained, and cannot be expected to do very satisfactory work. The Director should, therefore, take early steps to provide supplementary training for these teachers. Following the successful experience of other countries he should, at suitable times during the year, bring them together into camps or schools of instruction, where they can be taught the fundamentals of their work, and where they can see illustrations of how best to cope with everyday problems in their village schools. In order to staff such schools, demands must be made upon the teachers' training institutions and in fact upon every enthusiastic and capable officer within the public departments, schools, and churches who can give assistance. It is also suggested that an Education Gazette and Teachers' Aid, written in the simplest terms, and giving suggestions and advice as to the mapping out of simple courses of instruction, or of the method to be followed to give a satisfactory lesson, should be periodically sent to every teacher. In every Australian Education Department the Gazette and Teachers' Aid is a most stimulating influence among the teachers. It is also the recognised channel for conveying official information and in this way it reduces greatly the mass of official correspondence.

25. There is no system of inspection of native and Indian schools in the Colony, and, in view of the financial position, we refrain from advocating the appointment of inspectors at present. Indeed, it may be argued that, instead of inspectors, it might be better, when the time comes, to appoint a number of organising teachers, men of energy and skill, who would take charge of a district and visit schools with the definite objective of guiding and directing the teacher to the better performance of his duties. When funds permit of the appointment of inspectors or organising teachers, we are of opinion that it would be good policy to appoint a suitably qualified man, who either is of Indian birth, or has had considerable experience of Indian life. Much patient work will be necessary before efficient schools for Indians are developed in Fiji, and the difficulty of getting into intimate touch with the Indian people and of securing their co-operation in an effort to realise the true objectives of a good school, is so great, that the Department should approach these school communities through an officer who speaks an Indian language or languages, and knows the life of the people.

26. Meantime we suggest the possibility of developing team work among groups of schools wherever a teacher of outstanding merit can be found. Such a teacher can do an immense amount of good in raising the standard of achievement in his district, by taking the responsibility of collecting together the teachers of his group, of stimulating and instructing them, and of developing a plan for carrying out, each in his own school, some detail of school work in accordance with a scheme discussed and approved by the whole group. It would not be too much to allow the teachers to meet for this purpose occasionally during the time usually devoted to school work. Moreover, experience has shown that teachers associated thus for discussion and mutual help will usually be only too eager to use their own time for such a purpose.

27. The above are rather obvious suggestions which the Department should put into practice. The task ahead is so great and presents such peculiar difficulties that no effort should be spared to devise means of accomplishing it. As we have said, it will require ability, energy, and great enthusiasm and faith.

REALITY IN EDUCATION; THE NEED FOR A SIMPLER CURRICULUM ADAPTED TO LIFE IN FIJI.

28. We cannot emphasise too much, or repeat too often, the truth that what is wanted in a school system for this Colony is an education which shall be adequate and real—a training which is not confined to the learning of subjects in a school room, but which vitally affects the lives of the pupils, carries over from the school to the home and to the village, and shows itself in its influence upon character, improved health, efficient and willing industry, ability to use leisure time well and worthily, willingness to co-operate with others for common ends, a knowledge of and respect for the laws and conventions of society, and upon the cultivation of a spirit of goodwill and service. The day has gone for regarding school as a place where children learn subjects formally and mechanically, and where they satisfy examination tests by giving back more or less useful information, the application of which to human affairs is imperfectly, if at all, understood.

29. The modern curriculum seeks to include only such subjects as can be made to bear directly and at once upon the lives of the pupils; in the details of the subjects it includes only what can be understood and applied; and the teacher, in his treatment of the work, keeps steadily in mind that knowledge in itself is not power, but that it is ability to apply knowledge to the facts of life which is power. In order that greater reality may be brought into school life, there has been of recent years in all progressive school systems, a steady elimination of subjects and details of subjects which have little direct bearing upon the lives of the pupils. People who do not know this are often puzzled to account for the reason why the modern child, unlike the "whining schoolboy" of an earlier day "creeping like snail unwillingly to school," does take delight in his school work. It is because his education is not a meaningless and wearisome iteration of facts and formulæ for which he sees no necessity, but is rather an amplification and an interpretation of the interesting life he is leading outside the schoolhouse.

30. As regards the education of Fijians and Indians, there can, we think, be no question that the best expert opinion in the Colony should be brought into consultation so that school work may be real and practical and may carry over into home and village life. Not a subject should be included unless it is essential, and the details of subjects should be kept down to those which are really helpful to people living in a Fijian environment. It must be remembered, too, that the non-European child in Fiji has to secure a working knowledge of English, in reading and speaking at least, and that this makes a heavy demand upon school time. A second language in a primary school course may easily become an intolerable burden, and may result in very low standards of work in all other subjects. The expert members of the Commission are of opinion, after visiting Fijian and Indian schools, that this is a very real danger, and must be avoided by a careful planning of the course of study, by keeping its details down to the minimum, and by persistent and stimulating guidance of the teachers.

31. Over and over again in our visits to Fijian and Indian schools, we saw instances of work being given to the pupils which had little or no relation to their past experience, and which, except as a hard mental exercise, could have no reaction upon their daily lives. Arithmetical problems based upon the commercial practice of a highly developed country such as England, are surely out of place in a native school in a primitive environment. In our judgment, the aim of the arithmetic lesson in the native school should be to give every child the power to make, accurately and rapidly, the simple calculations he is likely to need in daily life. It is of course easy to adopt a text-book from England or New Zealand and work to that, but for one native pupil who succeeds in mastering the subject, dozens will fall by the way. The motto should be "careful selection of essentials, and varied practice with constant application to environment." A set of primary school text books in arithmetic is an urgent necessity. An excellent beginning has been made in the Davuilevu series.

32. In Reading and Recitation, too, there is abundant opportunity for unreal and ineffective work, unless the selecting of reading matter is carefully and skilfully made. When a child is given power to read, this should include ability to get the thought contained in the printed page; or, in the case of a simple poem, to get the thought and to feel the delight which the poet felt in expressing his thought beautifully; or, in the case of a fine descriptive passage, to see the picture which the writer has in mind. Thus, true reading is thinking; is feeling emotion; is seeing pictures; is hearing the music of beautiful words felicitously combined. If this be so, it is essential that what is read shall appeal to the child, and be readily appreciated and understood by him. A comparatively small vocabulary of words in common usage will enable a skilful teacher to make up a great number of interesting reading lessons for the junior classes, and the native or Indian child who is so taught will have a much better practical knowledge of the language than one who has been taught to read an English reading book the words and ideas of which are often very imperfectly understood. For the senior classes a carefully prepared set of readers or school papers should be prepared. The members of the Commission, in their visits to schools, found very many instances where children could repeat glibly very elaborately expressed poems, or read difficult lessons with mechanical accuracy, and yet the same children failed hopelessly in their attempts to show that they understood these lessons. What is the use of letting children learn to patter verses about "rippling rills" and "lonely tarns amid the hills," when they are ignorant of commonly used words and common idioms? In primary schools, too, there should be no attempt to teach the complexities of grammar. The class which we saw at work trying to write out the "six primary tenses" and the "five kinds of nouns" was doing work which was quite beyond it, and, therefore, quite useless. The best that can be expected from the teaching of English in the Fijian and Indian primary schools is, that a good working knowledge of reading simple English, speaking simple English, and hearing and understanding it, may be acquired. But, to secure this objective, the work presented must be severely limited in scope, teachers must be carefully guided as to method, and appropriate text-books must be prepared.

33. For the teaching of reading in the vernacular also, good text-books are required both in Fijian and in an Indian language. The Davuilevu readers are a good beginning as regards Fijian. They should be extended to the full course. At present the text-books for reading in Hindi are not well adapted to the needs of children in Fiji. They are not suited to the development of the youngsters, and become difficult of comprehension at too early a stage. Dr. Olcott in *Village Schools in India*, referring to the readers in use says: "Reading is generally very inefficiently taught The reading books have serious faults that render them unsuited for use in the villages, since few of the authors have any intimate knowledge either of the abilities of primary pupils or the conditions of rural life." In drawing up a series of Readers for Indian pupils in an Indian language, careful supervision must be exercised to see that religious susceptibilities of the different sects are respected. In this connection we quote from a letter to the Commission by M. S. Buksh: "While prescribing books in Nagri, care should be taken that no books other than those approved by the Committee appointed for that purpose are taught in schools, and in this way religious instructions may be expunged."

34. How closely it will be necessary to watch the development of Indian schools, so that the reality and not the appearance of education may be secured, is apparent from the following criticism of Indian Schools by M. West, *Education, Selective, Specific, Compulsory*, "The acquirement of the power to read involves no question of ideas, it is a simple act of skill; and writing is a simple act of skill; elementary arithmetic is a simple act of skill; and whether a boy learns them by cramming or by any process appears to me to make not two-penny worth of difference, so long as he can read and write, and there is no more to be said."

35. In such subjects as Geography, and History and Civics, the same care must be taken to secure reality. The children of Fiji should begin the study of Geography upon their own environment; they should study Fiji in relation to the world as a whole, and they need, in the primary school,

to be concerned with only such matters as affect life and trade in their Colony. Quite a good course can be framed within these limits. In one school we found Fijian children learning the position of the Lofoden Islands off the coast of Norway, in another they were dealing with the history of the Early Plantagenets. What conceivable use can such matter be to these children? Meantime, other necessary things are left undone. On the other hand, we found in a school for Indian girls, an admirable course of historical stories and studies taken partly from the history of the Pacific, partly from modern British History as it affected India and Fiji, and partly from Indian history. This course was full of interest to these Indian girls, and was distinctly helpful. There is room in all primary schools for a treatment of Civics which shall carry over from the school to the life of the playground, and, beyond the school environment, to the life of the village, and to the larger life of the community. It ought not to be concerned, as so many unreal and ineffective courses are, with the history and development of national institutions, but should deal simply and directly with the problem of how men can live effectively and happily in organised societies. The rights of the individual and the obligations which accompany these rights; consideration for the well-being of others; willingness to co-operate for community ends; respect for constituted authority and obedience to law; the spirit of tolerance as between peoples of different races or religions; these are some of the matters to be stressed. They can be illustrated from and applied to the life of the school and of the playground; and a good teacher will soon find his work an influence in the home and village. Nor must the influence of organised games and competitive sports be omitted from the life of the school. The Fijian takes naturally to such sports, and it is desirable that the Indian youth should also receive the discipline in character which a well-planned course of team games can give. To play a team game for the joy of the game, to set the game itself above the prize, to play it fairly and to scorn to take an unfair advantage, to subordinate self to the interests of the team, to respect one's opponents—these are influences which go far in the formation of the characters of both boys and girls.

36. Your Commission is also impressed with the great possibilities for good in the education of the Colony by the extension of the Boy Scout and Girl Guide movements. These fine associations have been organized in thorough accord with progressive educational ideas, and they are capable, under wise direction, of having most far-reaching effects upon the lives and characters of the young people who are trained therein. The boy who has been for some years an efficient Scout, who has won the right to wear several badges and has consistently kept the Scout law, is in every way likely to become a more useful and loyal citizen.

37. Enough has been said on the subject of Reality in primary education, and how this is obtained by a suitable curriculum and proper methods of teaching. That the ideals set forth can be realized in a native community and can vitally affect the every day concerns of the people is shown in the following extracts from a letter received by one of your Commissioners, from the Resident Commissioner of one of the Pacific Colonies. He is reporting upon the work of an Australian teacher serving in his Colony:—

“The school being for day scholars only, its organization must necessarily take cognisance of many phases of village life affecting the conduct of the boys.

“I have already referred to the remarkable *esprit de corps* with which Mr. B. has succeeded in inspiring his scholars. His achievement is all the more notable because the native is by tradition essentially clannish, and thus inherently hostile to any sort of unity between persons who are not of the same blood. Mr. B. has conquered the race-sentiment by welding together in a corporate whole the representatives of a dozen inimical family-groups. He has given the boys a personal pride in the prestige and discipline of their school, their villages, and their island, which is already thrusting narrow clan-prejudices into the background, and will eventually convert the race to a sense of larger citizenship—an ideal towards which the Administration has for a quarter of a century unsuccessfully striven.”

Of course the crux of the matter is the supply of trained teachers of the right type. Whether many such can be developed from Indian and Fijian material remains to be seen.

38. We have dealt with the matter of curriculum at some length, for we feel that no satisfactory results can be got from native and Indian schools, until a course of study adapted to their special needs has been framed. We have studied with interest a report furnished to the Education Department in 1924, by Mr. A. H. Phillips, Head Master of the Queen Victoria School, Nasinu, made after a visit to the Philippine Islands. His remarks on the course of study support our contentions above:—

“The curriculum of the schools is indeed a living one, fitting the native for a real practical life.

“It lays great emphasis on industry, physical and health education, on instruction in sanitation and on training in the duties of citizenship, yet keeps in view that it is character which ultimately counts.

“Many times I wished I had been instructed through a curriculum such as these children were taking. I had expected just plain literacy to be given in the primary schools, but instead I found the curriculum so designed that it prepares the child to become an intelligent self-supporting citizen, with habits of work fixed, with a lively interest in his rights as a citizen, and a good working knowledge of English and a simple trade.

“They have cut away from much to which we cling as being of great importance, and apply the idea directly that the curriculum should present to the children in an idealised form present life and surrounding conditions, together with an appreciation of the best that is in the past.”

39. Some valuable work was done by the Conference on the Education of the Natives of the South Sea Islands, which sat in Wellington in January last. When the course of study for Fiji is under consideration some guidance may be found in the conclusions of this Conference. Your Commission notes with approval the aim of Samoan education as put forward at this Conference by Sir George Richardson, Administrator of Samoa: "not to educate Samoans to become European in their outlook; but to make them better Samoans, more self-reliant, with a pride of race, love of country, loyalty to their Government and the British flag, to inspire them with a desire to promote their own moral and physical welfare, to help themselves, and enhance their own prosperity and material wealth chiefly by increased efforts to cultivate and develop the lands."

PRIMARY EDUCATION OF SUITABLE TYPE THE FIRST DESIDERATUM IN FIJI.

40. While we consider that Fiji should look forward confidently to the development of a co-ordinated system of schools, primary and secondary (including technical and agricultural), and with further provision for sending a few selected students of proved capacity to overseas colleges and universities, we strongly stress the opinion that the economic and social progress of the Colony must proceed along the lines of increased production from the land. The paramount aim of its education system therefore should be to train for effective citizenship in a community in which by far the great majority are, and must be, rural workers getting their living directly from the soil. There is ample scope for a fine system of primary, middle, and secondary schools with this definite objective, and it will succeed provided that the administration of the Colony is steadily in the direction of encouraging land settlement, and increased cultivation, and if a just proportion of the fruit of his labour is secured to the cultivator.

41. Such a conception of rural education does not involve any lowering of educational ideals or standards. To fit a boy for efficient and happy work on his holding; to train him to a proper conception of his rights and his obligations as a member of a social organism; to give him the power to use his leisure time well and worthily; these involve a rich and varied curriculum for a school, or a system of schools, and one which should be even more desirable, than the conventional academic courses which are being steadily reformed in other countries, and so brought into closer touch with the needs of the people.

42. A more complex system of education for Fiji will undoubtedly come in the fulness of time, but the time is not yet. The number of people necessarily employed here in clerical and administrative posts is comparatively few; the opportunities for producing from the soil are many. The future of the Colony depends upon its ability to stimulate this production. Judging from the experience of India, there will undoubtedly be a desire among the Indian population that large numbers of young Indians shall be trained in a conventional academic way along the lines of literary education, in order that they may escape from rural work, and become clerical workers in Government or private employment. Indeed, such an ambition has been detected in the evidence given. It would be a fatal mistake to copy in Fiji what has been done in India, for it is certain that bitter disillusionment would be the fate of many, if their desires were granted. A good system of primary education for rural workers, with provision for selected students, either Indian or Fijian, to pass on to advanced schools (technical, agricultural, or clerical and professional), should be the aim, but the immediate emphasis should be on the primary school. In saying this we are not unmindful of the fact that provision for a limited amount of secondary education for both Indians and Fijians is urgently necessary in order to enable them to qualify for special services, *e.g.*, professional, governmental, clerical, and other positions, and, most important of all, to enable future teachers of primary schools to obtain the necessary basis of education. For it is, of course, desirable that a primary teacher should himself have passed through a secondary school.

43. The devoted labours of the Christian Missions during the past ninety years have given the Colony a network of schools for the native Fijians. It is not claimed that these schools are highly efficient, but they do, undoubtedly, serve a very useful purpose. The introduction of large numbers of Indians was not accompanied by any provision for education, and a situation has therefore grown up which is now difficult to meet. There are, we are told, about 14,000 Indian children of school age in the Colony, and their needs must be a matter of great concern in the near future. Your Commission has considered the statement in Your Excellency's communication to the Secretary of State, 11th November, 1925: "I am deeply impressed with the fact that there is growing up in the Colony a population of Indian children who have no facilities for education. No administration can, in my opinion, with safety allow this condition to continue."

44. The provision of education for Indian children must, therefore, receive serious attention at once, and it is well to consider carefully what are the lines upon which it should proceed. The early history of Indian education in India illustrates admirably what should be avoided in this Colony. Primary education of the masses for years occupied a subordinate place in the educational scheme, and the primary schools were looked upon as having no better aim than to fit pupils for secondary work. Those who did not so qualify gained little of real worth from their schooling. Secondary and higher schools were freely established and adopted a course of study almost entirely literary and academic, emphasising scholastic drill in minor details, and abstractions remote from present-day Indian problems. Such a training fitted boys for nothing except administrative, teaching, clerical, and legal occupations, and for these it was far from being really efficient. The system was dominated by examinations and this naturally made the teaching even more lacking in reality and application to every day affairs. The Indian student has a genius for close application, and for absorbing the matter of books and of lectures in preparation for examinations. He therefore fitted in admirably with this bad system. It is no wonder that such a system soon produced an "intellectual proletariat" disillusioned and disappointed in their hopes of official careers, and ready to blame the existing government for their condition.

45. We quote with approval as having a direct bearing on the educational needs of Fiji, the following extract from a paper submitted to the Imperial Education Conference, 1923, by Mr. G. A. Wathen, C.I.E., in which he dealt with recent progress in education in the Punjab:—

“ The Punjab is a land almost entirely populated by farmers. Many of these farmers have plenty of food to eat and milk to drink, but little money to spend, for their holdings are small and they farm chiefly for home consumption. In the canal colonies, such as Lyallpur, they are however often very rich, so rich as to live on the profits of their land without themselves handling a plough.

“ The problem therefore is to make the poor farmer feel that his children will be the better for education, and to make the rich farmer regard farming as a fit livelihood for his sons when they have received many years of education in Anglo-vernacular schools.

“ Ten years ago a Punjabi peasant-farmer would have scoffed at the notion that he should send his boys to school to fit them for work on the land. The village school largely consisted of boys in the first class. The village school master was a useful keeper of a nursery for boys who were too young to be of use on the land, but old enough to be a nuisance to their mothers. But, when the boys were old enough to mind the cattle, they must leave school; and leave they did very gladly, for a child whose ancestors have never learned to read, finds learning irksome, and a teacher whose only ideal of education was often the ‘Do-what-I-tell-you’ theory makes school unpleasant to the child by constant canings. A few intelligent docile boys from among the peasants survived the primary stage. For these, education meant merely a means of obtaining Government service. That is the bait always held out before the simple parent, whose strongest ambition for his boy is that he may become a subordinate officer if possible in the police, if not, in the irrigation department and so bring to his family the position, the prestige, and the wealth that come in the East to those who have official power. And this bait never ceases to be dangled by interested parties, because the competition among the secondary schools to secure boys is almost violent. The primary schools, in the eyes of secondary schools managers, are feeders, their boys the fodder that must be found to fill the ever greedy secondary schools. Boys exist for schools, not schools for boys, it seems, and so has arisen a system of touting. In March, when the primary school examinations are held, parties are sent out among the villages surrounding the secondary schools to bring boys in. It may be that in a small market town of 4,000 inhabitants there will be four higher schools, each belonging to a different sect. The Punjabi parent, by instinct good-natured, courteous, perhaps with something of a gambler’s nature, finds it hard to resist the persuasions of the tout, and sends off his boy to the boarding school ten miles away, never dreaming that he will return to till the sod, but convinced that in a few years’ time the boy will have passed the ‘Entrance’ and obtained Government service. The Entrance he probably does pass, but then the tragedy begins. For 4,500 other boys have also passed, and it is quite certain that they cannot all obtain Government service. So, perhaps more money is raised, and along with 900 other boys he passes the Intermediate, or, with 500 others, the Degree examination. At some stage the disappointment must come. And what a tragedy of disappointment it is! All these years he has looked forward to the public service, and now he is over twenty, he is married and a father, he has been the hope of a family, and now finds himself an educated man, the only man perhaps in the family, or even in the village, who can read and write, now destined, either to sit idle at home, or go out to work in the fields laughed at by all, and feeling he will never plough or till so well as he would have done, had he never been to school. And so, blaming the English Government and the English education he has had, he becomes embittered, and falls an easy victim to the political agitator who argues that Swaraj would be the panacea for the evils now suffered under the foreign yoke.

“ But, to-day, the problem of so educating the peasant as to keep him a contented and intelligent worker on the land is being solved. The war has done much to make the peasant think, and the Punjab Education Ministry has taken great advantage of the changed mentality. Many thousand dour Punjabis have seen France, and have returned greatly impressed by a country, which with its small holdings and industrious peasantry resembled the Punjab, but in which every man, woman, and child can read and write. They have seen that in a country where all can read and write, the moneylender’s power is diminished and subordinate officials are less rapacious. Meanwhile the Ministry of Education has clearly laid down and consistently carried out the policy that the first duty of Government is to remove illiteracy. Where few are educated, an educated class is formed with a corporâte feeling not less strong than that of a sect; when all are educated, ancestral occupations will be followed by nearly all.

“ With the present increase in primary schools, (and the number of scholars has increased in the last year by 70,000) every other boy who is ultimately to work on the land should within a few years be so far educated as to satisfy the census test of literacy; but to provide for him a curriculum that will fit him for practical life on the land is a further problem. One thing is certain; it is not practicable to do this effectively by changing the syllabus of the first four classes of the elementary schools. For the first four if not the first six years, any attempt to influence the future calling of the boys by the slightest vocational bias will be useless. In those years the boy will be fully occupied with the three R’s as well as with the beginnings of Urdu, the *lingua franca* of the Punjab, a language differing markedly from Punjabi, the vernacular of most of the provinces. Something can be done by choosing such teachers as will regard working on the land as the natural future occupation of the average child. In the past the village teacher in the Punjab has often been a stranger to the village, and being himself the product of a system where

have rendered in pioneering educational work among the Fijians. The regulation of conduct in accordance with religious conviction must always be an important factor in native education, and it would be disastrous if religious teaching were in any way weakened. Your Commission, therefore, advises that, whatever developments are necessary in extending the area of education, strong inducements should be made to the Missions to continue their work in co-operation with and under the supervision of the Education Department. The African Education Commission (Phelps-Stokes Fund) offers the following suggestions to be considered by governments and missions in the foundation of educational policies:—

- “ 1. It is the right and duty of the Government to make certain that African youths are educated so that they may participate effectively in the life of the Colony.
- “ 2. It is generally agreed that the most satisfactory Government policy with regard to colonial schools is that which provides for the organisation and maintenance of Government schools, gives aid in maintaining standards for all types of institutions, and leaves other agencies free to organize independent schools whose activities are not contrary to the welfare of the Colony.
- “ 3. Mission and private schools are now rendering four forms of educational service. First, they are the pioneers in school provision and the chief supporters of the school facilities in most colonies; second, they supplement the Government education where it is inadequate; third, they are experiment stations in which educational adaptations are initiated and tested; fourth, they are the centres of Christian education and are necessary to the development of Christian civilisation in the colonies. The last two functions listed constitute probably the most important permanent services of mission and private schools. Though the mission schools may resign all other functions, they cannot escape their responsibility for the training of native youths as teachers of the great truths of Christianity.”

With these conclusions your Commission is in accord.

51. For many years ahead, the Government of Fiji will probably be unable to provide an adequate number of Government schools for both Fijian and Indian citizens. Even if it could do so, the question of religious and secular instruction would undoubtedly be raised. It will probably not be raised in connection with the education of Fijians, for they are devout and enthusiastic members of Christian denominations. But the Indians, representing several ancient and important faiths, will undoubtedly demand secular instruction, or at the least, they will demand that opportunity shall be given to their children to attend schools where Christian teaching is not a part of the school routine, and where the school environment is not distinctively Christian. We consider that, in non-mission schools, liberal facilities should be given to the various religious communities, Christian and non-Christian, to impart religious instruction, at times and under conditions specified in the regulations, to those children whose parents signify that they desire such instruction to be given. Where, as in the case of Moslem children, it is desired to teach them Urdu so that they may read the sacred books of their religion, facilities for giving this instruction should be accorded to representatives of the Mohammedan community, and, similarly, in respect of children of the Hindu faith, facilities should be given to Hindu priests to give the necessary instruction in language or religion.

INTEREST IN EDUCATION SHOWN BY FIJIANS AND INDIANS.

52. In visiting Fijian villages and Indian settlements, the members of your Commission were delighted with the many evidences of interest in, and appreciation of, education shown by the parents. It is a very striking fact, and one most creditable to all concerned, that the great number of schools for Fijians, which are maintained in the villages, are wholly financed by the villages they serve. The substantial grants made by the Fijian people in the various districts in order to establish and maintain a provincial school are highly commendable, and are an object lesson as to what local interest and effort may do if properly guided and stimulated. Among the Indian population, too, there is a great desire for the establishment of schools, and the opinion was expressed by representative witnesses that Indian citizens would readily agree to contribute to the cost of such schools through any equitable system of taxation. It was most gratifying to learn of the public-spirited action of several Indians, who have at their own expense established and maintained schools for their own people.

53. The difficulty of securing educated and trained teachers has greatly embarrassed these patrons of Indian village education, and this emphasises the need for the early provision of a system of training for teachers. While, however, we commend the enthusiasm for education which is shown in various Indian communities, prompting them to make sacrifices for the education of their children, it is right to point out that in several schools which we visited there was little work of educational worth being done. This is partly due to the difficulty of finding satisfactory teachers, but it is also a result of the lack of knowledge of what a school ought to be and how it ought to secure its objectives. The following statements taken from Dr. Olcott's sympathetic *Study of Village Schools in India*, illustrate admirably our own opinions of some of the Indian schools which we visited:—

“ The village primary school requires to be redirected so that it will more fully enable the children to become intelligent and worthy citizens. Instead of being static, the school should be an agency that is progressing steadily in the efficiency with which it carries on its work. (Page 109.)

“ The village schools do nothing to encourage thinking, as their predominant emphasis is on absorption and memorization. Even the instruction about village transactions, and about the life of the people outside, which might easily be made of real value, is usually very limited and uninspiring. Where nature study and geography are taught

in the villages, they consist mostly of the dull memorising of disconnected names and terms. The pupils know almost nothing of the history and conditions of India. Moreover, they have very little play, either inside or outside the school, and their health is practically neglected." (Page 112.)

The greatest care must be taken to see that such schools do not become common in Fiji. This points to slow and conservative advance, and not to a great extension of Indian primary schools, beyond the possibility of providing for them teachers of the right type. If it be true as stated by Dr. Olcott, that "only two-fifths of the primary teachers have had any training whatsoever, and less than half of these have passed even the middle school" it will be apparent, that there is little chance of getting efficient primary teachers from India, even under a system of importation.

SUGGESTED CLASSIFICATION OF SCHOOLS.

54. Assuming that in the comparatively near future there must necessarily be a consistent policy of increasing the facilities for Indian education, and that new schools must be established, the Commission considered how the existing schools for non-European children could be organised, so that any new schools might fit from the first into an approved scheme. We therefore suggest that the schools be brought gradually into the following scheme of classification:—

A. Primary Schools—

(1) Urban schools;

(2) Rural schools;

(a) Grouped schools, in which children from several villages in the vicinity should be collected. In certain instances a grouped school might maintain a boarding establishment, as is the case at existing provincial schools;

(b) Village schools, where grouped schools are impracticable. Such schools to be of equal standard with grouped schools, and to emphasise kindergarten methods for the infant children of the villages.

B. Central Schools to which admission should as a rule be by educational qualification gained in Primary schools. Types of such schools are—

1. Government provincial schools;

2. Mission schools, centrally situated, at a Mission station or such suitable location;

3. Such middle schools as may be established for Indian boys or Indian girls or Fijian girls.

C. Advanced Schools (Secondary, Technical, Agricultural or Domestic) to which admission should as a rule be by educational qualification. Types of such schools are—

1. Queen Victoria School for Fijian youths;

2. Davuilevu: (a) Training school for teachers; (b) Manual and technical school;

3. Navuso Agricultural school;

4. Central Girls' school.

To these would be added:—

1. Secondary schools for Indian boys, or for Fijian boys;

2. Domestic Arts schools for Indian girls, or for Fijian girls.

55. It will be noted that an important and a fundamental change is contemplated in regard to the village schools. The Commission is strongly in favour of grouping existing village schools into larger units, where this can be done without causing the children to travel great distances. For many years the problem of the supply of trained teachers will be a difficult one to solve, as also will be the problem of effective inspection and supervision. A system of consolidation of schools should produce better results, by allowing a more effective use of the trained teachers available. In a large consolidated school, the influence of these teachers will extend to a greater number of children, and they will be able to supervise and stimulate such untrained or partially trained teachers as may necessarily be employed on the staff of the larger school. Another important consideration is the better classification of children according to age and attainment which is possible in a grouped school, and the consequent lessening of the strain upon the teacher of having to keep instruction going concurrently in several small groups of pupils varying in age and attainment. It takes a well-trained and very efficient teacher to keep a small school of several classes profitably busy throughout the school session. It is an easier matter to teach only a graded class.

56. The Fijian villages are often close together so that group schools are practicable. As regards Indian children, the Education Department should take a firm stand and insist that small schools shall not be established within a reasonable distance, say three miles of one another. The position is well put by the Commission on *Village Education in India*, 1920: "Eventually, Indian educators must realise that the economic conditions here, far more than in the West, will not justify a school for every village; that they must give up their conservatism and prejudices or starve educationally." It is true to say that, although Fiji has native schools in nearly all the villages, they are generally schools in name rather than in fact, and that the pupils get far less from them than they would if the schools were grouped and brought gradually under the control of better trained and better educated teachers. In other parts of this Report we make suggestions as to co-operative work between the teachers of a district. Such a scheme is rendered much simpler if the village school units to be worked under such a group supervisor as the Head Master of the Provincial Schools are fairly large units.

57. The greater number of village schools are under the Methodist Mission, and, indeed, the proposal for grouping them was originally made by the Mission workers. If the schools are combined into larger units, the district missionary will be able to exercise a much closer supervision over them. The suggestion may be made that, if the Mission authorities, in training young men and women for Mission work, would include a course in a training college for teachers, the problem of effective supervision and direction of native teachers would be a much easier one, and the missionary would as a rule be more capable of directing his schools. But, best of all, a good introduction to the study of education would convince him of the importance of school education in the development of a people, and would lead him to realize how greatly his own special work, in encouraging men to live their lives in harmony with the truths of religion, may be assisted by the work of a good school teacher. One of the most striking developments in modern education is the discovery that the school should be the meeting point upon which many groups of social workers may advantageously concentrate. Not so long ago, the school was a little world of its own, having little real contact with life, and concerned only with imparting what was conventionally regarded as useful knowledge. To-day the true school is the most sensitive spot in the community, and is the most effective community centre for the propagation of better ideals of character, of clean living, of health, and of co-operation with goodwill for community service.

QUALIFICATIONS NECESSARY BEFORE ENTRY TO HIGHER SCHOOLS.

58. In regard to Central Schools and Advanced Schools, we suggest that before long it may be found practicable to demand an entrance qualification. This is not so at present, and this fact greatly militates against the work of these schools. It needs little argument to show that the present practice of admitting native children with very slender educational attainments, to what should be a course of education higher than that of the primary school, leads to a lowering of the standard of work of the whole school. The time has come for a stricter regulation of admission to such schools.

59. Before leaving the subject of entrance to higher schools we suggest that a profitable field of inquiry for the re-organised Education Department and Training Institutions would be an investigation into the best systems of intelligence testing, adapted to the conditions of education in Fiji. It has been well established that inborn capacity as distinct from educational attainment, can be measured by a well considered series of mental tests. The community will gain much more from its expenditure upon higher education if pains are taken to select children of special ability for such education, rather than those who have shown facility in passing examinations; for these examinations often test merely the amount of knowledge which has been acquired by patient application. For many years, the opportunities for higher education will be necessarily few, and therefore the method of selection of those who are to be admitted to such courses becomes very important. Intelligence-testing based upon methods which have been carefully adapted to local conditions may be a very fine supplement to the ordinary type of examination, either competitive or qualifying.

60. We desire also to point out that the greatest care should be taken to ensure that the native and Indian pupils selected for higher training should be filled with the ambition to return to their own people, and use their knowledge and developed powers in leading them upward to better standards of living, better sanitation, increased production, and higher ideals of the destiny of their race. What is needed is that, from among Fijians and Indians alike, there should come forth trained men and women willing to serve their own people, as Booker Washington and other lesser men and women served, and are serving, the negroes of the United States.

THE PLACE OF THE VERNACULAR AND OF ENGLISH IN THE CURRICULUM.

61. Of all the subjects of inquiry with which your Commission has had to deal, none presented more difficulty than that of determining the relative importance of the Vernacular and of English in the instruction of non-European children. We found, among Fijians and Indians alike, the greatest desire to include English in the work of the school; indeed the insistence of the Indians upon this was a remarkable feature of their evidence. It was agreed that a knowledge of English is essential in the every-day life of the community, and that, as English is the language of the Government, every citizen will be better for knowing how to speak it, and to listen to it. We agree that, in the best interests of the future of the Colony, the speaking of English should be made general. In no better way can the diverse elements in the population be consolidated.

62. It is, however, not to be gainsaid that the imposition of a second language upon a primary school system makes a very great demand upon the school time and energy, and every care must be taken to see that it does not make reasonable advancement in other subjects impossible of attainment. It is undoubtedly true that in many schools which we visited the attempt to teach English, and to make it the medium of instruction in general subjects, had resulted in a very low standard of work.

63. In the case of the Fijians, the question resolves itself into the respective advantages and disadvantages of bi-lingual instruction. But in the case of the Indians, there are so many perplexing and disturbing elements due to mixture of races and religions, each race demanding that its own language shall be taught, as well as English, that the problem appeared incapable of solution. Representative Indians appeared before the Commission, and asked that in all schools where there was a sufficient number of children, provision should be made for teaching Tamil, Hindi, Urdu, Telegu, Malayalam and other languages. In their opinion, it was comparatively easy to find in India teachers able to speak and write several of these languages, and they apparently believed

that efficient teaching could be secured, even in a small rural school under one teacher, by allowing him to teach several languages in parallel courses. Your Commission cannot subscribe to this opinion. We received a substantial body of evidence, mostly from European witnesses, in favour of teaching one generally known Indian language, and thus simplifying the problems both of finding teachers, and of giving conditions within the school for a full primary school course in subjects other than languages. Expert Indian opinion agreed that, while it is true that the Indians in Fiji come from different provinces in India, and speak different languages, it is also true that life in Fiji during the past forty years has brought the people together, and that Hindi has become the commonly understood language. It was, however, pointed out that the Hindi spoken in the Colony was not the Hindi of the educated classes and of literature, but was a language developed in the bazaar. Accordingly, it was argued that a debased form of language was unsuitable for a school course. After very full consideration of the practical difficulties in the way of accepting the suggestions of the various Indian representatives, your Commission is of opinion that Hindi should be the Indian language mainly taught in the primary school. As, however, strong sections of the Indian people desire, for national or for religious purposes, or for both, that other languages shall be taught, we consider that facilities should be given for voluntary teaching at such times and under such conditions as may be prescribed. Thus, the Mohammedan community may desire that their children shall be taught the Urdu script by a teacher visiting the school for this purpose. If, however, a school is large enough to possess a staff of teachers who are qualified to teach other Indian languages than Hindi, and there is a sufficient number of pupils requiring instruction, especially for religious purposes in any of these languages, the regulations should provide for such instruction under suitable conditions.

64. As to when, and for what period, the vernacular should be taught, a great amount of Indian evidence favoured vernacular instruction up to the age of 11 and 12 years. These witnesses would then introduce English as a second language, practically a foreign language. The conclusions of the East Africa Commission support this view:—

“ During the elementary and primary stages, we regard it as essential that the medium of education shall be a native language, and that English be introduced only at a later stage. In the secondary and further stages English and English alone should be the medium of instruction. It is very undesirable that Africans should be given a mere smattering of English. When English is taught at all, it must be taught thoroughly and completely, and only to such pupils as are undergoing a period of school-life long enough to enable English to be learnt properly.”

Apart from the very serious handicap which such a method would place upon pupils going forward to central and advanced schools, in which presumably English will be the medium of instruction, especially in technical and professional subjects, it was felt that the amount of English so obtained by the great number of pupils who will never go beyond the primary school would be too small to be of effective use. The Commission sees no real difficulty, where satisfactory teachers are available, in beginning English at the earliest stage of school work, provided that it is confined to the learning of a limited vocabulary and a limited number of idioms most commonly used, and that, further, the method employed in teaching is that known as the Direct Method, and is not complicated by the introduction of grammar or even spelling. The aim should be to secure ability to speak, to hear, and to read English. Writing English, other than from dictation or by transcription, is a much more difficult matter and can be postponed as suggested. We therefore make the following recommendations to be followed where practicable:—

- (1) The vernacular (Fijian or Hindi respectively) to be taught in all primary schools, so that all children may be given ability to read it and speak it fluently.
- (2) A carefully planned and very simple course of reading and speaking English to be introduced as early as practicable.
- (3) The medium of instruction in the subjects of general education, *e.g.*, geography, nature study, health, &c., to be in the vernacular until such time as the children have an adequate knowledge of English.
- (4) In schools where the non-European teacher is a competent teacher of English, and in Mission schools taught by European teachers, English will become the medium of instruction at an early stage.

In reaching the above conclusions your Commission stressed practical considerations. Fiji is an important Colony in the Pacific—an ocean destined in the near future to be the centre of world interest. With the great North American Continent on the one border, and with Australia and New Zealand along the other, it is certain that English should become the language of the Pacific. Whatever can be done, therefore, to spread amongst Fijians and Indians a knowledge of English, so long as it does not affect prejudicially the curriculum as a whole, should be done. Where trained European teachers are employed, good work in English from a very early stage in school-life is possible. It is, of course, certain that, under present conditions, very few Indian and Fijian teachers can give the skilled instruction necessary.

TEACHING OF HYGIENE AND SANITATION.

65. Simple lessons in hygiene and sanitation should be regarded as an essential part of the curriculum of all Fijian and Indian schools, and in the training of teachers opportunity should be taken to train them thoroughly in both the matter and the method of such instruction. The teaching of hygiene should be entirely practical, and it should be closely related to the circumstances of life in Fiji. The hygiene that is useful will relate directly to foods and cooking, to water supplies and latrines, to houses and house equipment, to flies and mosquitoes, and to diseases, with special reference to Fijian conditions.

66. Hygiene must be taught simply and rationally, and the fewest possible facts and names which are not related to each other by a simple process of reasoning should be given to the pupils. As a rule anatomical and physiological terms should not be taught, where such ordinary words as mouth, throat, gullet, stomach, bowels will be found quite suitable. There is very little to be gained by knowing the names pancreas, spleen, carbohydrate, peristalsis, &c., and the expressions dirty air and clean air are better for children than elaborate descriptions of carbonic acid gas and oxygen.

67. Pictures and diagrams are essential, but whenever possible they should be supplemented by actual specimens and practical experiments. For example, a magnifying glass, by means of which minute deposits of dirt can be detected, is of great importance, and pictures should be of secondary importance where easy experiments can be made to show simple facts.

In teaching infant feeding the instruction must be practical. A meal should be actually prepared, and the utensils cleansed afterwards. Other simple facts such as decomposition should be illustrated by experiments. By means of an open bottle of milk and another bottle of boiled milk properly corked, or by means of a tin of milk or meat, a completely non-technical account of germs may be given.

The instruction must include descriptions of the common diseases in Fiji, and of how these diseases are carried. Common illnesses such as sores, influenza, typhoid fever, which occur among school children, and any epidemic which occurs in the neighbourhood should be used as illustrations.

The Commission is of the opinion that simple instruction in the evil effects of the abuse of alcohol and of narcotics should be given in all schools.

68. The small text-book, *Elementary Hygiene for Fijians*, by a former Head Master of the Queen Victoria School at Nasinu, is a very useful one. A large number of copies of this book both in English and Fijian has been distributed to every province in the Colony, and it is being used for teaching purposes in the majority of schools. The Education Conference held in Wellington in January last agreed to recommend that copies of this book should be distributed to officials in Samoa, Cook Islands, and New Zealand, with a view to enlarging it into a more comprehensive volume with suitable illustrations, so that it could be adopted for general use among schools for natives in the South Sea Islands. The Commission wishes to urge that every effort should be made to complete this work at an early date.

Another useful text-book, *Sanitation and Hygiene for the Tropics* (Ritchie-Purcell), one of the text-books used in the Philippine Islands, has been in use in Fiji for the past few years. This book has been adopted as the text-book for the teachers' certificate examinations conducted by the Department.

A comprehensive scheme of instruction in hygiene is already set out in Schedule A, Part II, of the Rules and Regulations for Government and Assisted Primary Schools. This course has been drawn up with special regard to the climate and local conditions of Fiji. In carrying out a scheme of instruction based on this course, the general principle stated above should be rigidly followed, and no particular part of the scheme need be treated more fully than it is in either one of the above two text-books.

69. Fiji has been fortunate in having had for many years past a satisfactory system for training Fijian youths as native medical practitioners, and in addition a number of Fijian girls have been trained as native obstetric nurses. When qualified these Fijians have been appointed to various districts in the Colony where native hospitals have been opened. This system has given good results, and the services of these trained native medical practitioners are available when necessary at any of the native boarding schools scattered throughout the Colony.

The introduction of a more complete system of medical inspection of schools will naturally lead to a closer co-operation with the Medical Department, and every endeavour should be made to increase that co-operation, not only by giving the necessary emphasis to an adequate teaching of hygiene and sanitation in the schools, but by arranging also for the continuous medical inspection and supervision of the pupils in the schools.

RELIGIOUS EDUCATION IN GOVERNMENT AND ASSISTED SCHOOLS.

70. Your Commission is of opinion that in all of the schools of the Colony liberal facilities should be accorded for the teaching of religion by voluntary teachers from the various religious denominations. Two half-hours per week should be allowed for such work, and the lessons should be given either at the beginning or at the end of a school session. This religious instruction should not entail a lengthening of the normal time-table hours of the school. We consider that, in the case of assisted schools, if the managers desire to arrange for further religious instruction out of school hours, that desire should be respected.

Only those children whose parents have indicated their desire that their children should so attend should be required to attend religious instruction.

If arrangements satisfactory to the local committee can be made for the secular instruction in other class-rooms of those children who are not enrolled in the classes for religious instruction, such instruction may be taken concurrently with religious instruction.

71. A definite scheme of religious instruction, showing clearly the aim and method of such instruction and covering a regular course of lessons for the school year, should be submitted at the beginning of each year to the local committee. Experience has shown that unpunctual attendance on the part of the teacher of religion, together with a casual and haphazard method of instruction, has not only proved to be of doubtful value in his own subject, but it has been detrimental to the order, discipline, and educational ideals of the school. In a properly organized school instruction in every subject should be given in accordance with a definite scheme, as regards both matter and method, and it is not unreasonable to require visiting teachers to conform to this principle.

OBJECTIVE ILLUSTRATION AND VISUAL INSTRUCTION.

72. Every effort should be made to encourage teachers in Fijian and Indian schools to use objective illustrations. Your Commission saw a class struggling with the difficulty of understanding the relationship between long measure and square measure. This difficulty would have been much more easily overcome had objective illustrations been used. It is of course quite easy for a teacher, who has even a slender power of draughtsmanship, to prepare diagrammatic sets of illustrations to make clear the above relationship. The use of lantern slides and picture films for educational purposes should also be encouraged. It is realized, of course, that there are many difficulties to be overcome before any general use of such aids can be secured, but the matter is so important that a determined effort should be made to overcome the hindrances due to the primitive environment of most of the schools. There is on the market a number of suitable projectors, and suitable supplies of films and slides on educational subjects. The parents should be encouraged to provide such a projector, and a distributing centre for slides and films could then be built up. Such an equipment might be a valuable aid in adult education in the country districts.

73. Incidentally, your Commission would draw attention to the effect of the commercial picture show upon the education of the community. Many of the films prepared for American audiences are quite unsuitable for display in a Colony such as this, and a stricter censorship should therefore be exercised to see that only unobjectionable pictures are displayed. It is not a question of censorship as ordinarily understood, directed to the exclusion of subjects which are regarded as immoral. What is wanted is a censorship which shall take cognisance of the prejudicial effect upon the relationship between the white and the coloured races of the Colony which may be produced by unsuitable picture films.

MANUAL AND VOCATIONAL TRAINING.

74. In respect of manual and vocational training very much remains to be done. As we have elsewhere pointed out, a very good beginning has been made by the Methodist Mission at Davuilevu, where, under a well-trained and enthusiastic head, excellent work is being done. The boys are carefully taught the drawing necessary to enable them to read and to make plans of their work. In the workshops they become proficient in the various tool operations. It is interesting to note that, after the preliminary exercises in making small models, the work of the students is directed towards carrying out, either as individuals or in co-operation, work of commercial value such as the making of school and office furniture, and the erection of houses and sheds. In some cases, as for example, at Sawani Provincial School, the Davuilevu students designed and erected the necessary dormitories for the students. The excellent plan is adopted of crediting students with a definite portion of the proceeds of all work done under commercial conditions, and this gives opportunities for training Fijian boys in the value of money. Many of the boys have bank accounts and it is often the case that they are able to meet their school fees out of their earnings. The Davuilevu Manual Training Institution gives much more than a mere training in wood working.

75. With the limited machinery and equipment available it is surprising how many opportunities have been taken to broaden the outlook of the boys, and to give them the knowledge and practical skill required of a good handy man under Fijian conditions. The list of vocational subjects taught in the school comprises:—Carpentry, furniture-making; French polishing, staining, painting; the adjustment and operation of wood working machinery; lathe work of all kinds; building construction in wood and iron and native materials; the use of cement and reinforced concrete; sheet-metal work, *e.g.*, spouting and down piping, soldering; engine driving, stationary engines, suction gas, transmission gear; elementary iron-work, bolt-making; electricity, electric wiring, dynamo attendance. In connection with the above, the boys have a thorough course in the necessary applied geometry, plan drawing and draughtsmanship, lettering and sign-writing. One branch of the school deals with commercial practice, including book-keeping suitable for stores, planters, tradesmen; business practice, banking, insurance office routine; parcelling, the making of neat parcels, preparations of goods for mailing, &c.

Your Commission highly approves of the view put forward by the head of the school that education "must not tend to divorce the pupils from their own people, but should fit and equip them to return to their own provinces; to live there among their own people a better and more economically useful life, to take their rightful place in the civil life of the community and to help to raise the standard of life generally." Further, education "must be closely related to conditions as they exist in the Colony to-day; and to the immediate steps in the further development of the race—not to any hypothetical set of conditions, or to conditions as they exist elsewhere."

76. The vocational and manual training work begun at Davuilevu is being steadily developed in the six provincial schools, and your Commission notes with approval that the same principle in regard to the carrying out of necessary work for the school, or even for the district, and of reimbursing the boys with a share of the proceeds is being adopted. Thus at the Nadi Provincial School we learned that the boys carried out a contract for erecting a church building for the District Commissioner with the result that the school funds benefited by about £20, of which a just proportion went to the boys themselves. In our opinion great emphasis should be laid upon the development of this form of training both in Fijian schools and in Indian schools to be established.

As the Provincial Schools develop on the manual and vocational side, it is suggested that the Public Works Department and other public departments should give the opportunity to the schools to carry out under commercial conditions local jobs which are within their power to perform.

SUGGESTIONS FOR INSTRUCTION IN NATIVE MANUAL ARTS.

77. Mention may be made of the desirability of including instruction in native manual arts as school subjects. Such a course has been followed with marked success in the Philippine Islands, and we were shown at Davuilevu a collection of basket-work and other woven work which was most attractive and of great commercial value. The native patterns have been preserved, but have been further developed by comparison with other designs. Where necessary, labour-saving devices have been employed in order to make the work commercially profitable, and generally the aim has been to teach the boys and the girls so that they may profitably spend time which otherwise would be frittered away, or used badly. Mr. A. H. Phillips in the report before quoted says:—

“ There is in the Philippines a distinctly dry season of many months in which little farm work is done, so manual work dealing with local industry has been introduced in the curriculum. There is little doubt of its educational value; it gives dexterity and a large command over raw materials; it counteracts the modern idea, especially among natives, of regarding manual labour as degrading; while it forms the foundation of a suitable livelihood, thereby raising the standard of living. Weaving for boys, and sewing for girls are taught in the first and second years. In the third year basketry, rattan work, and hats are added for boys, embroidery, lace and cloth weaving for girls, and in the fifth year wood and iron work are included.

Owing to the centralised system the Bureau of Education is in close touch with all phases of this work. The business side is controlled by the General Sales Department, which buys, sells, designs, and distributes equipment and materials not available locally. As an article is finished it is sent to the branch of the Sales Department in the province with particulars of the maker, school and price. If it is not sold it is sent to Manila where a sale is easily effected. The proceeds, less cost of material and expenses, are sent to the school and given to the pupil.”

78. That there is abundant opportunity for including training in native manual arts in Fijian and Indian education is evidenced from the memorandum (Appendix D, No. 10) prepared by Mr. D. W. Hoodless, Acting Superintendent of Schools. Your Commission agrees with the conclusions here quoted:—

“ It would be futile to attempt to revive many of the old native manual arts which owing to their association with barbaric custom or with long tedious stone-age methods of labour have rightly passed into disuse. Most teachers with experience among Fijians will however readily agree that mat-making and basket-weaving for girls, and all kinds of wood-work for boys should be included in the curricula for rural, or central schools, for Fijians. A study of the old native designs in mat-making or wood-carving will well repay the inquiring student, and instead of giving only foreign patterns and designs it would appear that there is ample scope for a revival of many ancient patterns and designs so that these can be extended and improved, and the natural and peculiar characteristics maintained.

An examination of the old native manual arts will show that very few of them can be adopted for use under modern conditions. If some of them, however, such as mat-making, basket-weaving, and wood-carving are incorporated into the general educational scheme, and if these simple forms of native manual arts are gradually developed so that the Fijian girl or boy passes from them into domestic handicrafts or definite woodwork and agricultural training during the age period from 14 years to 20 years, say, it is hoped that the Fijians will acquire an ability to take their place alongside other races in the Colony, and at the same time not lose altogether their connection with their old history and associations.”

THE BEGINNINGS OF AGRICULTURAL EDUCATION FOR FIJIANS AND INDIANS.

79. Your Commission is convinced that a sound system of agricultural education for both Fijians and Indians is essential for the future progress of the Colony, and indeed it may be said for the preservation of the Fijian race. The industries of Fiji must be predominantly rural industries connected with the soil, and it is not to be gainsaid that our rich endowment in potentialities for agricultural development is to-day being only very imperfectly used. We are aware that certain customs and habits amongst the Fijians act in a manner which is inimical to the development of a trained native population of farmers, each working his own holding under the stimulus of personal profit for himself and his household. We realise, however, that these customs and habits are inherent in the present generation, and can only be changed by the gradual process of education, by steadily encouraging and assisting the people to make better use of their lands for their own profit, and by a gradual relaxation of the ties that bind the individual to the village community, especially in cases where by training and by character the individual is fitted to make the best use of his opportunities.

80. The urgent problem of agricultural education is how best to give the Fijian an intelligent knowledge of the practical operations carried out on a good farm, including ploughing, harrowing, and the general preparation of the ground for seed; the sowing of crops and tending them through the growing season; the harvesting and marketing of produce and the method of keeping farm accounts. Side by side with these, he will learn the practical methods of managing and caring for the animals usually found on a farm—horses, pigs, cows, fowls. The instruction suited to his present stage of development should be of the very simplest and most practical kind. In order to bring home to him the reason for agricultural processes, it need not be complicated by much classroom instruction directed towards giving him a basis of scientific knowledge. A good practical teacher will be able, in demonstrating how a thing should be done, to give sufficient explanation to enable it to be done intelligently.

81. At a later stage in the Colony's development, and when an improved school system is producing a better prepared body of students for agricultural instruction, greater emphasis can be laid upon the work of the class-room and laboratory. That time is, however, some years ahead. Opportunities exist, even in the village schools, for giving very simple training in agriculture based upon Nature Study. In the Provincial Schools the teacher has greater opportunity and scope, and every use should be taken of these advantages to develop interest in farm work. It will, of course, be obvious that in any system of training teachers for both village and other schools the necessity to give these teachers some training in agriculture should be recognised.

The only effort worthy of serious mention which has so far been made in Fiji to develop agricultural education is the scheme which has been begun at Navuso Agricultural School under the Methodist Mission. In 1923 the Government made available an estate of 800 acres at Navuso for the unexpired balance (some ten years) of the lease which the Government held from private owners. Negotiations are now proceeding for the purchase of this property for educational purposes on a basis of joint ownership by Government and Mission. We are of opinion that these negotiations should be continued with a view to an early settlement in order to secure permanence of tenure and so enable the foundation of the scheme to be soundly laid.

82. Whatever may be the ultimate development of an Agricultural School at Navuso, it is clear from the evidence given by Dr. Tothill, Superintendent of Agriculture, to a Sub-committee appointed by your Commission to deal with agricultural education, that its present objective should be to give as large a number of students as possible a very sound training in the most simple farm operations—operations which, in more highly developed communities, students usually know something about before they come to such an institution. The aim, as stated above, should be to give the students the discipline and training involved in assisting to grow, under skilled direction, a number of suitable crops, to learn to care for farm animals, and in the workshops of the farm, to familiarise themselves with tools and be able to use them for simple jobs in carpentry, blacksmithing, and in saddlery, &c.

If such a scheme be successfully adopted, it will be necessary to consider carefully how the students so trained can be given holdings under suitable conditions, and be secured in the fruit of their labours. This raises questions which must be dealt with by other Departments.

But it will be impossible for the Navuso Agricultural School to confine itself, even at first, to such a very limited objective. Teachers and other helpers within the institution itself will be needed. The requirements of the Agricultural Department will necessitate the employment of a skilled subordinate staff and provision should be made for a satisfactory training for such. Then, too, there is the question of the student-teacher.

It is desirable that all student teachers who are to take up work in rural schools should, during their training, receive a course of instruction in agriculture sufficient at least to give them an introduction to the subject, and the power to appreciate the instructions and advice which will from time to time be issued by the Director of Education in his endeavours to raise the quality of education in his schools. Navuso might well be made the centre for a refresher course for teachers at suitable times during the year. This is the practice in the Australian States where, during vacations, primary teachers are invited to the agricultural colleges to take special intensive courses.

At present there are about forty Fijian and twenty Indian students in residence at Navuso. The standard of education of the students varies, but, generally speaking, it is low. Accordingly, only the simplest work can be attempted with success. The Superintendent of Agriculture stressed, in his remarks to the Agricultural Committee, the necessity for encouraging Fijians to use modern labour-saving implements such as the digging fork, the spade, and the plough. Another desirable improvement would be to demonstrate to students that a good farmer is careful not to exhaust the fertility of his land and therefore habitually fallows and grows appropriate crops for ploughing under.

83. Under the present conditions the Navuso Agricultural School is left entirely to the administration of the Methodist Mission. There should, however, be active co-operation between the Mission on the one hand and the Education and the Agricultural Departments on the other. It has been stated by the Acting Superintendent of Agriculture and the Acting Superintendent of Schools that, in the event of the tenure of Navuso becoming secure, each of these Departments would actively assist in the development of the school. The Department of Agriculture wishes to establish experimental plots for growing grasses and forage plants, bananas and coconuts, &c. It is proposed to establish these at Navuso, and the Mission is prepared to guarantee that a suitable area shall be made available. In our opinion this proposal should be accepted. The value to the students of such experimental plots needs no argument.

We are not prepared to suggest the details of the agreement which must necessarily be entered into as to the administration of the school in the event of the purchase being completed, for we feel that these should be settled by the conference which would necessarily be held between the representatives of the Government and the Mission. We do, however, feel that the educational and agricultural policy of the school should be determined by a Board of Control consisting of an equal number of representatives of the Government and the Mission respectively. The Board of Control should meet at least four times a year and furnish an annual report to the Government.

84. Agricultural education is of vital importance alike to the Colony's economic progress and to the development of the character of the rural population. It is essential, therefore, that from the beginning there should be a definite policy, and that those who control the institution should be able to count upon financial support guaranteed for a sufficient period of years. Only by such a method can a worthy institution be built up from the present lowly beginnings.

It is probable that an agricultural school so constituted might be able to attract students from other colonies besides Fiji, and that these colonies might be willing to contribute substantially towards the cost of the development of the school.

As the standard of education amongst Fijians and Indians increases in the Colony, the Navuso Agricultural School should take on an increased amount of scientific work. It is no idle dream to look forward to a time when out of the present small beginnings there may arise in Fiji a fine agricultural school devoted to the training of Pacific Islanders in methods of tropical agriculture.

SPECIAL EDUCATION FOR GIRLS.

85. One of the gravest shortcomings in the present educational system of the Colony is admittedly the absence of adequate provision for the instruction of girls. Any real social uplift or permanent raising of the standard of national life must, in the first place, come through the home, and it is in the hygiene of the home, the rearing of the infant, the preparation of food, in fact in mother-craft and house-craft in the widest sense, that modern education seeks to play its part in social betterment. No scheme of education that does not connote the training of the girl equally with that of the boy can be expected to meet the reasonable demands of the community.

A more effective effort to lessen the very great mortality among Fijian children is the crying need of the Colony. Such effort should begin in the schools by the suitable education of the girls who are to be the future mothers of the race. A practical treatment of hygiene with application to environment will lay a good foundation for district nurses and others to work upon. Without such a foundation their work is less effective.

86. The problem of educating the Fijian girl presents no difficulty greater than that of educating the Fijian boy. The case of the Indian girl is a very different matter. Religion, marriage custom, national prejudice, and a conservatism thousands of years old are all obstacles in the path of the reformer. Of these, the early marriage of the Indian girl is the most serious. But, even here, hopeful forces are at work, although they may take years to produce much result. There is, we are informed, a growing disinclination on the part of the educated Indian youth to mate with the illiterate Indian girl. There is evidence, too, that the more highly educated and more progressive Indian is not altogether averse from such modification of marriage customs as will give the Indian girl better opportunity for cultural improvement. It is reasonable, moreover, to expect that when scope for activities in teaching, nursing, and other public services becomes available, the Indian girl herself will become a powerful factor in breaking down the barriers that now exist.

87. Beginning with the Fijian side of the question as presenting the line of least resistance, your Commission recommends the adoption of the principle of co-education in all Fijian rural schools. This will enable the education of the girls to proceed *pari passu* with that of the boys up to the age, say, of 12-13 years. At this period, a bifurcation in the course of instruction will naturally be made, the girls taking a course with a bias in the direction of home and mother-craft, and the boys one in the direction of agriculture and handicrafts. For this purpose the sexes should be enrolled in separate central boarding schools constituted on the lines of the present Provincial Schools and Mission Schools. Education for girls in the advanced schools—(Secondary, Technical, Agricultural, and Domestic or Home Science Schools)—will present no special difficulty, the courses of the studies themselves largely determining the separation of the sexes.

88. It is, however, with the instruction of Indian girls that complication will arise at the very outset. From the majority of the Indian illiterate population little sympathy or co-operation is to be expected. The general opinion will be that not only is an education being provided for which there is no real demand, but that the attendance of girls at school will entail considerable stress on an already over-worked mother. Opposition to co-education except in its very earliest stages, the rooted objection on the part of the Indian mother to allow her ten-year old daughter out of sight except under adult escort, the early marriage customs—all these are obstacles to female education. But while every reasonable consideration should be given to racial susceptibilities and to religious convictions, these must not be allowed to form insuperable barriers to educational progress. Your Commission is of opinion that anything like a comprehensive scheme for the primary education of Indian girls will require—

- (1) co-education up to the age of eight years (the kindergarten and First Standard);
- (2) attendance at separate primary schools for boys and girls, an efficient system of adult escort for the girls to and from their homes being left to the community to organise;
- (3) after this stage, at say 13 years or over, girls and boys seeking further education should enrol in separate central boarding schools as in the case of Fijians.

89. Valuable evidence bearing on the training of the Fijian and the Indian girl was submitted by the Secretary of the Women Workers' Conference held in July last. The Conference has laid great stress on the necessity for instruction in hygiene, child welfare and practical house-craft in all its branches, and points out that only in the establishment of properly equipped and efficiently staffed boarding schools for both Fijian and Indian girls can any system of training in these essential matters be effectively carried out. Your Commission was favourably impressed by the scheme outlined by the Women Workers' Conference and recommends that, when financial provision is forthcoming for the higher education of Fijian and Indian girls, the schools established should be such as are described therein. [See Appendix D, No. 8.]

RACIAL CO-EDUCATION.

90. At first sight it would appear that many unnecessary complications are introduced into educational administration in Fiji by the present system of separate schools for each of the three races. Your Commissioners are, however, of opinion that it is in the true interests of all that this system should not be too hurriedly changed.

Each race has a different home language for its thoughts; family connections and history outside the Colony are entirely different; religious differences are fundamental; diet, cooking, home, and social conventions differ. It is not a question of higher and lower, of better and worse; but of such basic differences as must make close social relations artificial and inconvenient.

As education progresses and time passes these differences will no doubt decrease. Language, habits, and customs will assimilate, intercourse will increase, and eventually co-education will come naturally and without coercion, as it has already largely come in the West Indian Colonies. An attempt to cut out this period of development, and to force the races together, would be equally bad for education and for inter-racial good-will.

91. While inspecting schools, your Commissioners have seen instances of children of each race in schools instituted for another race, and have agreed that all such mutually willing co-education is desirable, and should be encouraged.

Your Commission is also strongly of opinion that teachers in all schools should take every opportunity to promote cordial relations by mutual understanding between the races. Children of partial European descent should not be refused entry into any Government school in Suva on account of colour, provided that in the opinion of the School Committee the home conditions of the child are similar to those of the European children attending the school. In the event of any child being refused admission, the parent should have the right of appeal to the Board of Education, whose decision should be final.

EDUCATION OF EUROPEAN CHILDREN AND CHILDREN OF EUROPEAN DESCENT.

PRIMARY EDUCATION.

92. Four Government Schools have been established for primary education at the chief centres of population, two at Suva, one at Levuka, and one at Rarawai. Strictly speaking the Suva Grammar Schools are not secondary schools as their names might imply, but really primary schools with a secondary department attached. Practically they are organised on the lines of what is known in New Zealand as the District High School. Under the scheme of co-operation initiated some two years ago, the Suva and the Levuka schools are staffed with New Zealand trained teachers and are operating under the New Zealand Public School organisation and syllabus of instruction, an annual visit of inspection being paid by an officer of the New Zealand Education Department. Some dislocation of the work was caused at first by the short and broken service of some of the teachers; but now that under the new regulations the overseas teacher is under a contract to serve as head teacher for a minimum period of three years or as assistant for two years, this weakness has been remedied. The inspection reports and the results of the Proficiency and Competency Examinations in Standard VI show that the standard of attainment of the pupils is well up to Dominion requirements.

93. In addition to these four Government schools, which are maintained partly by fees and special taxation and partly by Government grant, there are also available for primary education three schools (two of them assisted schools), established by the Colonial Sugar Refining Company at Lautoka, Nausori, and Labasa, and three under the Catholic Mission, two—St. Felix College and St. Joseph's Convent—at Suva, and one at Levuka. The Catholic Mission Schools are maintained entirely at the cost of the Mission, and are therefore not subject to Government control or supervision. The above provision would appear reasonably adequate for primary requirements except in the case of scattered and isolated settlements such as Savusavu. Education in these sparsely settled districts is a problem not confined to Fiji, and one for which no really satisfactory solution has been found. It is an easy matter to make recommendations on paper—a central boarding school, itinerating teachers, instruction by correspondence, &c.—but local circumstances are the real determining factors. Your Commission would recommend, in the Savusavu case, the granting of a pound for pound subsidy up to £5 per caput, and the appointment, in the first place, of two itinerating teachers who, with the aid of local co-operation, should organize a system of part-time schools. Such a scheme has been carried out with fairly satisfactory results in other places, where the parents have co-operated in a proper spirit.

SECONDARY EDUCATION.

94. To each of the Suva Grammar Schools is attached a secondary department under the management of a graduate of the New Zealand University. The programmes of instruction are framed to meet the requirements of the New Zealand Public Service Entrance and the University Matriculation Examinations.

In accordance with the scheme of co-operation, Suva was appointed an examination centre for the New Zealand Department's Examinations, for C. and D. Teachers' Certificates and Public Service Entrance; and at the last session of the New Zealand University Senate, Suva was appointed a centre for Matriculation and all Preliminary Professional Examinations (Law, Medicine, Engineering, Accounting, &c.). Commendable results have already been obtained by Grammar

School pupils in the Public Service Entrance Examination, and this year candidates will be presented for Matriculation. Therefore it can safely be said that, so far as the white population in Fiji is concerned, reasonable facilities exist for education from the primary stage to the University. It must be borne in mind, however, that the teaching of all subjects of a secondary programme is a severe and an exacting task for a single teacher, and it is quite possible that the requirements of some particular professional preliminary may include a subject not in the ordinary programme of the school. In such case special arrangements would need to be made by the parent. It is not unreasonable to expect, however, that in the natural progress of education a central secondary school for both sexes will, in the near future, be established at Suva, having on its staff specialists for all essential subjects. It is interesting to notice here that the weight of evidence brought before the Commission of 1909 was against any attempt at secondary education for the Colony.

In regard to secondary education your Committee is doubtful whether the needs of the north-west coast of Vitilevu and Labasa can be satisfactorily met at either Suva or Levuka. It is recommended, therefore, that as soon as the number of pupils justifies such a course, a secondary class on the lines of those in operation at the Suva Grammar Schools be attached to the Colonial Sugar Refining Company's School at these and other suitable centres.

LEVUKA PUBLIC SCHOOL.

95. In regard to the complaints made to the Commission that the management of the Levuka School is unsatisfactory and the course of study is unsuitable, the Commission is of opinion that these complaints have no foundation in fact.

BOARD OF EDUCATION.

96. Your Commission considered the advisability of retaining the Board of Education in its present form, or whether it should be reorganised. After discussion it was decided to recommend that the Board of Education for the future should consist of nine persons including the Director of Education who would act as Chairman. The other members should be appointed by the Governor and should consist of representatives of the various racial and educational interests in the Colony and of such public departments as are intimately connected with education.

SUMMARY OF RECOMMENDATIONS.

97. Your Commission has agreed to recommend:—

1. That the Education Department be re-organised under an expert Director of Education.
2. That an Assistant Director be appointed to relieve the Director of much of the detailed administration and so enable him to devote time and energy to formative and re-formative work amongst the present staff of teachers.
3. That in view of the special difficulties of the educational situation within the Colony the greatest care should be taken in selecting a Director of Education to ensure that he shall be a man whose age, experience, qualifications and personality are such as to afford a guarantee that he will be able to undertake the onerous task of re-organising and directing the education system of Fiji in accordance with the principles and policy outlined in this report.
4. That a Government Training Institution under a highly qualified Principal be established for training teachers. That the Principal of this Institution should, in addition to other qualifications, have had experience in Indian education.
5. That the system of training teachers at Davuilevu by the Methodist Mission be continued, and that the institution be granted a subsidy, together with a grant for each student who qualifies as a teacher.
6. That the standard of education of candidate teachers entering upon courses of training be steadily raised, and that inducements be offered to Fijians and Indians to prepare for service as teachers by providing more adequate salaries. An approved Salary Schedule should be issued as a guide to school authorities.
7. That, when the above changes are effected, a vigorous policy of stimulating and directing the present staff of teachers throughout the Colony, in order to secure more efficient work, be initiated.
8. That, for some years, the development of a system of suitable Primary Education be the main objective of the administration and that the Primary School be regarded as an end in itself for the great majority of pupils, and not merely as a feeder to a system of higher schools.
9. That an early beginning be made to establish schools for the Indian population.
10. That in Primary Schools for Indians co-education of boys and girls up to the age of eight years be the rule, but that girls over eight years shall, wherever practicable, be taught in separate schools for girls. The Indian community or the school committee should take the responsibility of organising a system of adult escort for the girls.
11. That in the best interests of Fiji it is not desirable to introduce a large number of Indian teachers trained in India. Fijian schools will develop best under the guidance of teachers who know the conditions and limitations of Fijian life, and have been trained in Fiji for their work.

12. That the courses of study of all primary schools be re-cast, and brought into intimate relation with life and needs within the Colony, and, further, that the details of subjects be reduced to those which can readily be accomplished and can be readily applied in the lives of the children. Great stress should be laid upon the teaching and application of the elementary truths and rules of hygiene. The syllabus of health lessons for all schools should include a simple treatment of the dangers incidental to the abuse of alcohol and narcotics.

13. That in Fijian and Indian Primary Schools, English should be taught wherever practicable, and that ability to teach English should be one of the qualifications provided for in the system of training teachers.

14. That in Fijian and Indian Primary Schools, instruction in the vernacular should be given, so that every child may have a good knowledge of reading and writing in his own mother tongue.

15. That for use in Fijian and Indian schools respectively, there should be prepared suitable reading material in the mother tongue. This may take the form either of simple Readers or of a periodical "School Paper."

16. That other text-books adapted to Fijian conditions be issued from time to time, covering the Primary School course for Fijian and Indian schools respectively, in Arithmetic, Geography, Hygiene, History and Civics.

17. That in Fijian and Indian schools instruction in the general subjects of the course should be through the medium of the vernacular, until such time as the pupils have the necessary knowledge of English. That in Central and advanced schools, instruction should be, so far as practicable, through the medium of English.

18. That a course of English lessons in Primary Schools be issued for the purpose of teaching children how to read and speak English. Ability to write English, except from dictation or from transcription, should not be stressed, nor should grammar be systematically taught. Care should be taken to include only words in common use likely to be needed in a Fijian environment, and the simplest and most commonly used idioms.

19. That in Indian Primary Schools the vernacular generally taught be Hindi. Facilities to employ a visiting teacher should however be given to those parents who desire their children to learn another Indian language. It is especially desirable that every facility should be given to the children of Mohammedan parents to learn Urdu.

20. That in Indian Primary Schools, where several teachers are employed, including a teacher who is competent to teach one of the principal Indian languages other than Hindi, facilities should be given to such teacher to teach such other language as an extra subject, provided that there is a sufficient number of pupils whose parents desire them to receive such instruction.

21. That in all Government and aided schools liberal facilities for religious instruction be given to the representatives of religious bodies, at such times and under such conditions as may be prescribed by regulations.

22. That, as soon as practicable, inspectors or organising teachers be appointed. A qualified person, of Indian birth, should be among the first to be so appointed.

23. That, as soon as practicable, facilities for the higher education of Fijians and Indians should be extended or provided, and that entrance to such higher schools should depend upon the possession of a suitable educational qualification.

24. That the Queen Victoria School, Nasinu, should be developed until it becomes a suitable high school for Fijian youths. The number of pupils in Queen Victoria School should be limited to 90.

25. That the establishment of a Secondary School for Indian pupils is a matter of urgency and should not be delayed.

26. That, as education develops, facilities for advanced education for Indians should be supplied in the chief Indian centres, such advanced education being of the type that is advocated throughout this report.

27. That, in order to assist in raising the standards of home life and village life generally, it is essential that training in domestic subjects, including domestic hygiene and the care and nurture of children, should be provided for Fijian and Indian girls.

28. That such schools should receive girls at about the age of 12-13 years, and should be residential schools in which the girls receive a thorough training in practical work, as well as theoretical instruction in the class room.

29. That favourable consideration be given to the proposal of the Methodist Mission to establish a residential school of domestic arts for Fijian girls and that an appropriate grant be made.

30. That in all Fijian and Indian schools organized games and competitive team-games be encouraged, so that the discipline of well-played matches may have its influence upon character.

31. That the Boy Scout and Girl Guide movements be encouraged in all schools.

32. That manual and vocational training be steadily extended throughout the schools of the Colony. The Davuilevu Manual Training School, in its aims and in its practice, offers a good example of what should be done in the larger centres such as Lautoka and Levuka, and of the methods which should be followed in the Provincial Schools.

33. That a number of student-teachers be selected and trained at Davuilevu definitely as teachers of manual instruction. Their course should include a training in the principles and practice of teaching.

34. That the Provincial Schools should be recognized centres for the development of vocational and agricultural instruction in the Colony and every effort should be made to provide them with the necessary skilled staff and equipment. Public Departments, *e.g.*, Public Works Department, could greatly encourage vocational work by allowing a school to carry out small works which are within the powers of the pupils.

35. That a vigorous attempt be made to revive many of the native manual arts now falling into disuse, and to that end, the methods followed successfully in the Philippine Islands be adapted to the Colony's conditions. The practice of marketing the product of the school work and of the home work of the pupils, and then returning to each student a just share of the proceeds of the sale of his or her work, should be the rule.

36. That objective illustration and visual instruction be more generally used by the teaching staff.

37. That School Committees be encouraged to obtain lantern slides, or suitable projectors for films, so that these may be used as teaching aids in the schools, and also as a means of interesting and educating the adult population of the villages in suitable subjects. A central library of slides and films should be formed, if a sufficient number of School Committees obtain a lantern or a projector.

38. That moving picture films should not be allowed to be shown in Fiji if in the opinion of a competent censor they are such as are likely to have a prejudicial effect upon the relationship between the different races of the Colony.

39. That in all developments contemplated in the school system of Fiji, full consideration should be given to the facts, that the future development of the Colony must depend upon its ability to produce more abundantly from the soil, and that an overwhelming majority of the people must necessarily be rural workers.

40. That in order to guarantee the permanence of the Navuso Agricultural School, and give opportunities to develop it, negotiations for the purchase of the estate at a satisfactory price should be continued on the understanding that the Government and the Methodist Mission find equal amounts for this purpose.

41. That the Agricultural School at Navuso be steadily developed, so that in course of time it may be able to send out large numbers of students trained in both the principles and the practice of tropical agriculture. Such students may be expected to become teachers of agriculture in schools; to become supervising officers of the Department of Agriculture; or to qualify as foremen in charge of less skilled cultivators.

42. That until such development takes place, and until a body of students qualified to receive instruction in scientific agriculture has been trained in the schools, the Navuso Agricultural School should regard, as its main objective, the practical training of youths in the simplest farm operations. The course should include practical training in ploughing and in preparing land for sowing; the cultivation, harvesting and marketing of crops; the care of farm animals; and such instruction and practice in the school workshops and in making additions to the farm equipment as shall fit them to carry out simple work efficiently with a carpenter's, blacksmith's, or saddler's tools.

43. That a long-range policy of development at Navuso Agricultural School be approved and adopted at once, so that future development may be according to plan, and not by haphazard. That, accordingly, an undertaking be given that for, say, ten years, the Government will agree to find a stated minimum amount for capital expenditure upon buildings and equipment, and a further minimum amount for maintenance; such amounts to be conditional upon the Mission guaranteeing to provide a proportionate amount to be mutually agreed upon.

44. That the management of the Navuso Agricultural School be left as at present in the hands of the Mission, but that the educational and agricultural policy should be determined by a Board of Control consisting of an equal number of representatives of the Government and the Mission respectively. The Board of Control should meet at least four times a year, and should furnish an annual report to the Government.

45. That opportunity be taken by the Department of Agriculture to establish experimental plots at Navuso Agricultural School.

46. That interest in rural industries should be stimulated by the encouragement of the Project Method under which individual students, or groups of students, undertake to carry out over a definite period some agricultural project, *e.g.*, growing and marketing a crop; rearing poultry for profit, &c. Competitive work through Farm Clubs, *e.g.*, Pig Clubs, Poultry Clubs, Vegetable Clubs, &c., should also be encouraged.

47. That, while it is recognized gratefully that the Missions have in the past carried the burthen of providing Primary Schools for Fijians, it cannot be denied that very many of the native schools are not efficient schools. In cases where the staff of these native schools consists of teachers satisfactorily trained, and where the schools are considered efficient, grants in aid should be paid. The same principle should apply also to Indian schools conducted by the Missions or other agencies.

48. That, as the scheme of co-operation with the Education Department of New Zealand in the matter of supply of trained European teachers for service in the schools of Fiji is working satisfactorily, the scheme should be continued.

49. That the following classification of schools be adopted for the Colony:—

A. *Primary Schools*—

- (1) Urban schools;
- (2) Rural schools;
 - (a) Grouped schools, in which children from several villages in the vicinity should be collected. In certain instances a grouped school might maintain a boarding establishment, as is the case at existing provincial schools;
 - (b) Village schools, where grouped schools are impracticable. Such schools to be of equal standard with grouped schools, and to emphasise kindergarten methods for the infant children of the villages.

B. *Central Schools*, to which admission should as a rule be by educational qualification gained in Primary Schools. Types of such schools are—

1. Government provincial schools;
2. Mission schools, centrally situated, at a Mission station or such suitable location;
3. Such middle schools as may be established for Indian boys or Indian girls or Fijian girls.

C. *Advanced Schools* (Secondary, Technical, Agricultural or Domestic), to which admission should as a rule be by educational qualification. Types of such schools are—

1. Queen Victoria School for Fijian youths;
2. Davuilevu: (a) Training school for teachers; (b) Manual and technical school;
3. Navuso Agricultural school;
4. Central Girls' school.

To these would be added—

1. Secondary schools for Indian boys, or for Fijian boys;
2. Domestic Arts schools for Indian girls, or for Fijian girls.

50. In the opinion of the Commission the consolidation of scattered villages where practicable would be in the best interests of education.

51. That the settlement of Indians in communities is also in the best interests of education.

52. That it be a suggestion to the authorities controlling missionary work that, in the selection and training of future mission workers, stress should be laid upon the importance of the school in the mission district. Accordingly, a part of the training course should include training in the theory and practice of education, preferably in a recognized Teachers' College.

Part II.—FINANCIAL.

EDUCATIONAL REVENUES.

98. Your Commission finds that the present sources of Educational Funds in Fiji are:—

	<i>Sources.</i>	<i>Amount in 1925.</i>
General Revenue	.. .. .	£24,892
Educational Rates	.. .. .	2,535
School Fees	{ Boarding	2,459
	{ Day	369
Fijian Provincial Contributions	.. .. .	3,306
Sale of Books, &c.	.. .. .	172
Mission Funds	.. .. .	14,000*
The Colonial Sugar Refining Company	.. .. .	900*
The Arya Samaj	.. .. .	2,000*
Individual Indians who maintain schools	}	2,000*

* Approximate figures only.

EDUCATIONAL EXPENDITURE.

99. According to race, the expenditure in 1925 was:—

EUROPEANS.		
Government Funds—		
Government Schools	.. .. .	£5,149
Grants in Aid	.. .. .	202
		£5,351
Rates, School Fees, &c.	.. .. .	£3,070
Boarding Fees	.. .. .	2,383
		£5,453

The Colonial Sugar Refining Company maintains schools for Europeans at Lautoka, Labasa, and Nausori. The Roman Catholic Mission maintains schools for Europeans at Suva (boys and girls), Levuka (boys and girls), and Lautoka. A portion of the expenditure on these schools is recovered in school fees, which are not included in the sum given above of £5,453.

FIJIANS.		
Government Funds—		
Government Schools	.. .. .	£2,693
Grants in Aid	.. .. .	4,532
		£7,225
Native Contributions and Schools Fees	.. .. .	3,788

To payments by Fijians should be added contributions to village schools in kind and work. In past times these contributions, in the form of houses for village catechists (who were also teachers) as well as gifts of foodstuffs and goods, were considerable. Under changing conditions, however, these customs have become somewhat neglected and exist now only in certain cases. In district and village schools the school house is usually the village church which is provided for by the natives. Where no Government grant is given, the salaries of the teachers are also paid by a small fee by the Fijians, either in money or in foodstuffs and goods. In many of the larger Mission schools the Fijians, in addition to paying tuition or entrance fees, provide and maintain the native houses for teachers and pupils.

The Roman Catholic, Methodist, and Seventh Day Adventist Missions all take part in Fijian education, and their combined efforts account, with Government grants, for the greater part of the primary education and teachers' training in the Colony at present.

INDIANS.		
Government Funds—		
Government School	.. .. .	£413
Grants in Aid	.. .. .	3,387
		£3,800
School Fees	.. .. .	27

The Arya Samaj and private Indian citizens expended in 1925 over £2,000 on the maintenance of thirty Indian Schools built and equipped by themselves. A small part of this sum was recovered by them from school fees, but only in certain schools. The amount which is necessarily spent by the parents in boarding fees cannot be stated. The Methodist Mission maintains schools for Indians at Suva (boys and girls), Levuka, Lautoka (boys and girls), Ba, Rewa, and Sigatoka; the Roman Catholic Mission at Suva (boys and girls), Levuka, Lautoka, and Sigatoka; the Anglican at Labasa.

A number of these Mission schools received Government grants, included in the sum of £3,387 given above. A small part of the Mission expenditure is recovered in school fees and in boarding fees. The education of Indians up to a few years ago was almost entirely in the Mission schools.

GRANTS IN AID.

100. Your Commission is of opinion that it will be necessary to rely largely on the method of grants in aid in the primary education of Fijians and Indians, and to some extent of Europeans, and considers that the present system of grants in aid should be continued in respect of salary grants and extended so far as funds permit and subject to the foregoing financial educational obligations of the Government. Fijian primary education would, we believe, be greatly advanced if native districts were encouraged to levy a tax to provide a fund for the improvement of grouped or village schools of the district. Salary grants and efficiency grants should be made from Government funds. The present regulations governing the eligibility for such grants (see Part B of the Rules and Regulations for Government and Assisted Primary Schools) are generally satisfactory.

Your Commission considers, however, that—

- (1) No grant should be made in any circumstances until the school has been inspected and approved by an officer of the Education Department.
- (2) An additional scale of grants is necessary for the manual instructors who have recognized certificates in agriculture or approved manual arts.
- (3) Continuance of any grant should depend on the observance of section 17 of the Education Ordinance (1 of 1916), and the Education Department should satisfy itself that the requirements of the section are observed.
- (4) In the case of salary grants, the Manager of the school should be required to produce evidence (in the form of receipted monthly pay sheets) that the grant has been paid to the teacher.
- (5) If the sum appropriated in any year for grants in aid is found to be insufficient to pay in full all grants earned by assisted schools, it will be more conducive to educational efficiency to maintain the schedule rates in full to a smaller number of schools, rather than decrease the rates pro rata and distribute that sum over a greater number of schools.
- (6) Award of efficiency grants should, if necessary, be suspended until funds have been provided to meet salary grants for all schools which are or shall be eligible for such grants.

Your Commission further considers—

- (7) That on account of limitation of funds, it will not be possible for many years for Government schools to be provided for the general primary education of the Fijian and Indian population, and primary education must still depend for the most part on non-government schools assisted as far as possible.
- (8) That compulsory education of these races is not, therefore, at present advisable. Power, however, should be taken in the law making it lawful for the Governor in Council by Proclamation in the Gazette to declare that education should be compulsory in any educational district for any race if in the opinion of the Governor in Council adequate facilities for such education exist in respect of such races. It should also be provided that no penalty should attach in the case of a parent neglecting or refusing to send his child to a school which is under the management or control of a religious denomination to which such parent does not belong.
- (9) That day fees should not be charged in Government schools for pupils living within an area in which there is an education tax or rate, but should be charged for pupils living outside such an area.
- (10) That the remission, total or partial, of boarding fees is often the only means of enabling children from remote parts to obtain an education and is less expensive to the Government and more satisfactory than establishing schools in distant and thinly populated districts.

RECOMMENDATIONS AND SUGGESTIONS.

101. Your Commission is of opinion—

- (1) That the cost of general educational administration should be met from Government funds.
- (2) That the cost of educational institutions for each race should be met partly from Government funds and partly from funds specially contributed by each race towards the education of its children.
- (3) That the proportion of Government funds to funds contributed should, in the case of each race, be as nearly as possible the same.
- (4) That the assessment and collection of funds from each race should be based on legal enactment.
- (5) That no educational tax or rates should be collected from a member of any race for the maintenance of any educational institution to which members of that race have not the right of entry.
- (6) That, as far as possible, rates should not be collected in any area for an institution outside that area with the exception of a Central Teacher Training Institution, or of any school designed for the purpose of receiving pupils from all parts of the Colony.
- (7) That the principle of the present method of obtaining funds for European schools, *i.e.*, by rates, is satisfactory. It should be extended to all districts where there is a European Government School.
- (8) In the case of Municipalities, that it is desirable to extend the Municipal Boundaries and the assessment of house property for the purpose only of levying an educational rate.
- (9) That the smaller proportion of the school precept in Levuka than in Suva is fully justified by the fact that there is a larger proportion of pupils from outside the rateable area in Levuka than in Suva.
- (10) That the present method of obtaining funds for Fijian education is satisfactory, and could with advantage be extended to provide for grouped or village schools.
- (11) That the difficulty of obtaining funds from the Indian population is due to the lack of any system of local Government in Indian districts, and in a large measure is also responsible for the lack of effort on the part of the Government and the consequent backwardness of Indian education.
- (12) That the system applied in the Municipalities could not be applied in any Indian district without an expense that would be prohibitive.
- (13) That the funds for Indian education should be obtained by a tax on sugar-cane, rice for milling, and cotton to be collected at the factories, and by an addition to trading, motor car and other licences. The relation of the sums collected from these sources should be in the following proportions:—

Sugar-cane per ton	1	} To be collected from Indians only.
Cotton per hundred pounds	3	
Paddy rice per ton	10	
Public vehicle licences	80, 120, 160	
Retail store licence (town)	200	
Retail store licence (country)	200	
Wholesale and retail licence (town)	800	
Wholesale and retail licence (country)	800	
Hawker's licence	80	
Tailor's licence (town)	200	
Tailor's licence (country)	200	

The balance required from each educational district should be obtained by a special rate levied on Indian males between the ages of 18 and 60.

Mr. Badri Mahraj and Mr. Hakim Din would prefer that no part of the Indian educational tax should take the form of a flat rate on all male adult Indians.

- (14) That the cost of erecting buildings for educational purposes under any educational scheme should in the first instance be met from loan funds, that charges for interest and sinking fund should be made and paid from general revenue and from the educational rate or tax, imposed on the class benefiting by the building, in the same proportions as the cost of maintenance of the institution is paid.
- (15) That building grants to non-Government schools should be provided from loan funds and the interest and sinking fund thereon should form a charge on general revenue.
- (16) That in order that there may be continuity of policy in regard to any scheme recommended by the Commission it is important that a definite sum out of loan funds be allocated for the above purposes.
- (17) That the salary of the Director of Education be £1,000 per annum.

102. We, your Commissioners, realize that to carry out the recommendations contained in this Report a period of several years will be necessary, that it will place a heavy financial burden on the Government and the people of the Colony, and that for a time there will be little direct or obvious benefit to the individuals bearing the burden. We have, however, throughout tried to build a scheme based on a sound educational foundation so that a solid superstructure may ultimately be raised. We have therefore emphasised strongly the necessity for vigorous formative work among the present day teachers; for regarding the development of a sound system of primary education with a suitable curriculum as the most important immediate objective; for steadily increasing the facilities for manual and vocational, and agricultural instruction; and for keeping steadily in view the fact that by far the great majority of the people inhabiting the Colony are, and must necessarily be, producers from the soil. We hope that, if our recommendations are adopted, the result will be increased health, wealth and life for all members of the community.

103. We desire to express our thanks to the many officers of institutions, members of the public and Government officials who have rendered so much willing help, and particularly our appreciation of the unflinching zeal and exceptional ability of the Secretary to the Commission, Miss I. M. Smith.

We have the honour to be,

Your Excellency,

Your Excellency's most humble and obedient Servants,

AUBREY MONTAGUE, Chairman.

FRANK TATE, Deputy Chairman.

F. H. BAKEWELL.

I. McOWAN.

L. M. THOMPSON.

BRO. ALPHONSUS.

J. S. NEILL.

D. W. HOODLESS.

J. L. V. SUKUNA.

HAKIM DIN.

BADRI MAHRAJ.

D. TOGANIVALU, Co-opted Member.

I. M. SMITH,
Secretary.

12th August, 1926.

APPENDIX A.

MEMORANDUM PRESENTED TO THE EDUCATION COMMISSION BY HIS EXCELLENCY THE GOVERNOR.

Gentlemen,—

Having appointed you to be Commissioners to make inquiry and to submit recommendations generally according to the terms of reference contained in my Commission to you, I desire, in addressing you, to do no more than to indicate to you briefly what is in my mind in reference to some of the possible questions that will confront you in dealing with the important matter entrusted to you for inquiry and report. First of all, I must stress the point as to the likely possible limited financial power of the Government to adopt and carry into effect, except gradually, very radical change in the present educational system. I realise the great responsibility of the people of the Colony, and the urgency, if not necessity, of their making monetary sacrifices, if required to do so, to meet the educational requirements of the children of the people. You may therefore find it desirable to formulate and to recommend changes that it may be possible to carry into effect gradually.

2. You will no doubt submit a definite recommendation as to what should be considered to be the aim of the Government underlying any scheme of education recommended for adoption, particularly for the future well-being of Fijian and Indian children of the community. There is the large and important question of provision to be made or to be extended for the training of pupils, particularly of the Native and Indian races, for teaching and clerical work. Then there are the other avenues of employment to be opened for other pupils, and the difficult question of the adoption of measures for guiding pupils, at the proper age by selection or otherwise, into the avenue that is likely to suit their degree of intelligence and aptitude for special study in any chosen direction. The training of pupils to become school teachers, whether to be teachers of the English language or of Fijian or other language, is an important matter. You will, no doubt, submit recommendations as to technical education; for the training of pupils, not only in agriculture, in order to encourage the much desired agricultural development of the Colony; but also in carpentry, boat-building, plumbing, black-smithy work, running of engines, painting, printing and book-binding, and the important question of continued instruction in hygiene.

3. I invite you to endeavour to submit a recommendation as to the language or languages to be adopted in Government and Assisted Fijian and Indian Schools to be the medium of instruction.

4. I also invite an expression of opinion from you as to the question of fixing a standard of salaries to be paid from Government grant to teachers, according to class, and to Pupil Teachers, in all Assisted Schools, and as to requiring the Managers of all such schools, in such circumstances, to render to the Superintendent of Schools monthly pay sheets receipted by the payees shown thereon. Such procedure, if adopted, will probably necessarily entail the reduction of the amount of the existing efficiency grant.

5. Then there is the important question of providing Inspectors who should conduct examinations in Assisted Schools once, at least, in every twelve months; and providing that the efficiency grant should be based on the result of such examinations and on the general efficient state of the school under the headings now set out in the Board of Education Regulation (42)*b* without any reference to attendance of pupils.

6. I invite your attention to the following statement made by me in my Address to the Legislative Council on the 27th of November last:—

“ I regret that I have been unable to propose provision in the Estimates for the establishment of a Government School in Suva to offer facilities for advanced education for Indian children. That need is a pressing one I trust that the establishment of such a school for boys, in the first instance, will not be long delayed.”

7. Finally, I desire it to be known to you that I place at the disposal of the Commission, in connection with its inquiry, the resources of the Government, viz., assistance by Public Officers in any direction, and the services of Government vessels, whenever possible, for the transport of the Commission to any part of the Colony at which it may desire to make inquiry on the spot, or to inspect existing educational institutions. I consider that a visit to the Northern districts of Vitilevu, to other centres, and to one or more of the Native Provincial Schools should prove useful. I shall also be prepared to authorise any necessary expenditure incurred for subsistence or travelling expenses of Members of the Commission, who are required to come to Suva to attend meetings of the Commission.

EYRE HUTSON,
Governor.

25th June, 1926.

APPENDIX B.
MINUTES OF MEETINGS.

HELD AT GOVERNMENT HOUSE BURE, ON MONDAY, 12 JULY, 1926.

His Excellency the Governor took the Chair at 10 a.m.

PRESENT:	
Dr. A. Montague, F. H. Bakewell, Esquire, The Honourable I. McOwan, The Rev. L. M. Thompson,	The Rev. Brother Alphonsus, J. S. Neill, Esquire, D. W. Hoodless, Esquire, Ratu J. L. V. Sukuna,
Mr. Hakim Din.	
ABSENT:	
F. Tate, Esquire,	Mr. Badri Mahraj.

His Excellency the Governor, in addressing the Commission, expressed his thanks to Mr. F. Tate, Director of Education, Victoria, and Mr. F. H. Bakewell, Inspector of Schools, New Zealand, for having come to the assistance of the Government; to the Governments of the State of Victoria and the Dominion of New Zealand, for having permitted them to do so; and to the other members for having consented to serve on the Commission.

His Excellency then read a Memorandum indicating his views on possible questions that may confront the Commission in its inquiry.

His Excellency then withdrew.

Dr. A. Montague took the Chair.

The Secretary read the instrument under the hand of the Governor appointing the Commission.

The Chairman addressed the Council and explained that, in order to save time, a letter had been sent to all the bodies in Fiji, which it was thought might be interested in education, stating that the Commission would be pleased to receive any information or observations they might wish to make; also that a programme had been mapped out and a tentative list prepared of the questions which he considered the Commission should answer.

Moved by Mr. Hoodless and seconded by Mr. McOwan, That Mr. F. Tate, of the Victorian Education Department, be appointed Deputy Chairman.

Motion agreed to.

Moved by Mr. McOwan and seconded by Mr. Neill, That the programme be approved; but that Mr. Hoodless should draw up a more detailed programme giving the names of the schools that the Commission will have an opportunity of visiting, with a view to the Commission carrying out this programme on their tour.

Motion agreed to.

A programme was then agreed to for the 12th July to the 14th July. The programme for Thursday, the 15th July, to be left to Mr. Hoodless and Mr. Thompson to arrange.

The Chairman referred to the Agenda which he had prepared, and suggested that the subject might be divided into three parts—Aims and Methods, Finance, Scheme—and the Commission into two sub-committees—the Professional Educationalists and the Financial—to consider respectively "Aims and Methods," and "Finance." Each sub-committee to report to the Commission for consideration and the whole Commission then to consider the "Scheme."

Moved by Mr. McOwan and seconded by Mr. Neill, that this form of division be proceeded with.

Motion agreed to.

Moved by Mr. Neill and seconded by Mr. Hoodless, That the Educational Division consist of Messrs. F. Tate, F. H. Bakewell, L. M. Thompson, D. W. Hoodless, Hakim Din, Brother Alphonsus, and another member to be co-opted.

Motion agreed to.

The rest of the Commission, together with Mr. Hoodless, to be the Financial Committee.

Confirmed.

A. MONTAGUE, Chairman.

HELD AT GOVERNMENT HOUSE BURE, ON MONDAY, 26 JULY, 1926.

PRESENT:	
Dr. A. Montague (Chairman), F. Tate, Esquire, F. H. Bakewell, Esquire, The Honourable I. McOwan, The Rev. L. M. Thompson, Mr. Badri Mahraj.	The Rev. Brother Alphonsus, J. S. Neill, Esquire, D. W. Hoodless, Esquire, Ratu J. L. V. Sukuna, Mr. Hakim Din,

Moved by Ratu Sukuna and seconded by Mr. McOwan, that Ratu Deve Toganivalu, Roko Tui, Bua, be co-opted as a member of the Commission.

Motion agreed to.

The Chairman explained that the Manager of the Colonial Sugar Refining Company did not wish to give evidence before the Commission, but that he was prepared to state his Company's views in writing.

It was decided that the following telegram be sent to the Company:—

“The Education Commission would appreciate expression of your views on languages to be taught in Indian schools, on rural Indian schools, on educational rates in sugar districts for Europeans and for Indians, on agricultural and technical education of Indians and Fijians at a central college, as to avenues of employment for pupils trained agriculturally or technically. Would appreciate early reply as important members of Commission cannot remain in Fiji after 13th August.”

Moved by Mr. Tate and seconded by Mr. Hoodless that a Sub-committee of the Commission together with Dr. Tohill, be asked to report on the facilities for higher agricultural education, including co-operation between the schools and the Agricultural Department. The members of the Sub-committee to be, Messrs. F. Tate, L. M. Thompson, D. W. Hoodless, Dr. Tohill, and Mr. Badri Mahraj.

Motion agreed to.

The Secretary was instructed to get in touch with Dr. Tohill, and to ask him if he would be good enough to serve on the Sub-committee.

Moved by Mr. Tate and seconded by Mr. Hoodless, That the arrangement for the two main Committees be endorsed by the Commission.

Motion agreed to.

With regard to the letters received from people offering to give evidence, the Secretary was instructed to ask them to put their views in writing, on receipt of which they would be asked to appear before the Commission.

The following witnesses than attended and gave evidence: Mr. Willoughby-Tottenham, representing the Vanualevu Progress Association; Mr. R. C. Pearson, Chief Commissioner for Scouts in Fiji; the Rev. Mr. Churchward of Rotuma.

Arrangements regarding accommodation for the two Committees of the Commission were then discussed, and it was decided that the offer of the Supreme Court by the Chief Justice should be availed of for the Professional Educationalists' Section, and that of the Commissioner of Lands for the Financial Section.

Confirmed.

A. MONTAGUE, Chairman.

HELD AT GOVERNMENT HOUSE BURE, ON MONDAY, 2 AUGUST, 1926.

PRESENT:	
Dr. A. Montague (Chairman), F. Tate, Esquire, F. H. Bakewell, Esquire, The Honourable I. McOwan, The Rev. L. M. Thompson, The Rev. Brother Alphonsus,	J. S. Neill, Esquire, D. W. Hoodless, Esquire, Ratu J. L. V. Sukuna, Mr. Hakim Din, Mr. Badri Mahraj, Ratu Deve Toganivalu.

The Minutes of the meeting held on Monday, the 26th July, were read and confirmed.

The following witnesses attended and gave evidence before the Commission: Miss H. J. Clark, Miss A. M. Griffen, Miss A. I. Hames, Mr. A. C. Ross, Mosese M. Buadromo, President, Young Fijian Society.

Confirmed.

A. MONTAGUE, Chairman.

HELD AT GOVERNMENT HOUSE BURE, ON MONDAY, 9 AUGUST, 1926.

PRESENT:

Dr. A. Montague (Chairman),	J. S. Neill, Esquire,
F. Tate, Esquire,	D. W. Hoodless, Esquire,
F. H. Bakewell, Esquire,	Ratu J. L. V. Sukuna,
The Rev. L. M. Thompson,	Ratu Deve Toganivalu,
The Rev. Brother Alphonsus,	Mr. Hakim Din,
Mr. Badri Mahraj.	

ABSENT:

The Honourable I. McOwan.

The Minutes of the meeting held on Monday, 2nd August, 1926, which had been previously circulated, were taken as read and confirmed.

REPORT OF FINANCIAL SECTION.

The report of the Financial Section of the Commission, which had been circulated to members, was then discussed and approved with the following additions and alterations:—

On page 2, under the section headed "Fijians" the sentence commencing "In district and village schools" and finishing with "food" to be deleted and the following to be substituted:—

"In past times these contributions were considerable in the form of houses for village catechists (who were also teachers) as well as gifts of foodstuffs and goods. Under changing conditions, however, these customs have become somewhat neglected and only exist now in certain cases. In district and village schools the school house is usually the village church which is provided for by natives."

Under the section headed "Indians," after the word "fees" the following to be added:—
"but only in certain schools. The amount which is necessarily spent by the parents in boarding fees cannot be stated."

On page 3, the names "Rewa" and "Sigatoka" to be added to the list of schools maintained by the Methodist Mission for Indians, and after the words "school fees" in the last paragraph of this section, the words "and in boarding fees" to be added.

Recommendations and Suggestions.

No. 10.—The following words to be added after the word "satisfactory": "and could with advantage be extended to provide for grouped or village schools."

Grants in Aid.

After the word "Government" in the first paragraph the following to be added:—

"Fijian primary education would, we believe, be greatly advanced if native districts were encouraged to levy a tax to provide a fund for the improvement of grouped or village schools of the district."

Subclause (1) on page 6 to be amended to read as follows:—

"No grant should be made under any circumstances until the school has been inspected and approved by an officer of the Education Department."

Subclause (2) on page 8 to read as follows:—

"That compulsory education of these races is not, therefore, at present advisable. Power, however, should be taken in the law making it lawful for the Governor in Council by Proclamation in the Gazette to declare that education should be compulsory in any educational district for any race if in the opinion of the Governor in Council adequate facilities for such education exist in respect of such races. It should also be provided that no penalty should attach in the case of a parent neglecting or refusing to send his child to a school which is under the management or control of a religious denomination to which such parent does not belong."

On page 8, the name of Mr. Hakim Din to be included with that of Mr. Badri Mahraj, in regard to the flat rate tax on all male adult Indians.

REPORT OF THE PROFESSIONAL EDUCATIONALISTS' SECTION.

The portion of this report submitted was approved with the following additions and alterations: the sentence reading "The Fijians being all Christians, and the great majority of them being Methodists, will presumably take advantage of courses at Davuilevu" to be deleted, and the next sentence to be amended to read "Indian students would naturally form a numerous section of the student teachers in a Government Institution." In connection with this paragraph Mr. Badri Mahraj considers that the Principal of the Government Training College should be an Indian.

Summary of Recommendations.

No. 5.—The word "providing" to be substituted for the word "offering."

No. 9.—The last clause to be deleted and the word "and" to be substituted for the word "who" after the word "life" in the fifth line.

No. 10.—The words "within the Colony" to be inserted after the word "needs" in the third line.

No. 16.—The word "stressed" to be substituted for the word "demanded" in the fourth line.

No. 17.—The second sentence to read: "Facilities to employ a visiting teacher should however be given to those parents who desire to teach their children another Indian language."

No. 20.—The second sentence to read: "A qualified person of Indian birth should be among the first to be so appointed."

No. 21.—The word "qualification" to be substituted for the word "foundation."

No. 21*a*.—A new recommendation to be inserted, as follows: "The establishment of a secondary school for Indians in Suva is a matter of urgency and should not be delayed."

No. 23*a*.—A new recommendation to be inserted as follows: "That favourable consideration be given to the proposal of the Methodist Mission to establish a residential school of domestic arts for Fijian girls, and that an appropriate grant in aid be made."

No. 31.—Recommendation 31 to be deleted and a new recommendation to be substituted, as follows: "That the censorship of moving picture films should be strengthened so that cognisance may be taken of the effect upon the relationship between the different races of the Colony which may be produced by unsuitable picture films."

No. 37.—The words "the Department of Native Affairs and the Department of Indian Affairs" to be deleted and the following substituted: "and the Native and Indian branches of the Colonial Secretary's Department."

The recommendations dealing with the Navuso Agricultural College, and the statements regarding land policy and co-education to be held over until members have had further opportunity of studying them.

Confirmed.

A. MONTAGUE, Chairman.

HELD AT GOVERNMENT HOUSE BURE, ON TUESDAY, 10 AUGUST, 1926.

PRESENT:

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Honourable I. McOwan,
The Rev. L. M. Thompson,
The Rev. Brother Alphonsus,

J. S. Neill, Esquire,
D. W. Hoodless, Esquire,
Ratu J. L. V. Sukuna,
Mr. Hakim Din,
Mr. Badri Mahraj,
Ratu Deve Toganivalu.

The Minutes of the meeting of the Education Commission held on Monday, 9th August, having been previously circulated, were taken as read and confirmed.

It was agreed that the following recommendations be added to the Summary of Recommendations:—

That the following classification of schools be adopted for the Colony—

A. *Primary Schools*—

- (1) Urban schools;
- (2) Rural schools;

(a) Grouped schools, in which children from several villages in the vicinity should be collected. In certain instances a grouped school might maintain a boarding establishment, as is the case at existing provincial schools;

(b) Village schools, where grouped schools are impracticable. Such schools to be of equal standard with grouped schools, and to emphasise kindergarten methods for the infant children of the villages.

B. *Central Schools* to which admission should as a rule be by educational qualification gained in primary schools. Types of such schools are—

1. Government provincial schools;
2. Mission schools, centrally situated, at a Mission station or such suitable location;
3. Such middle schools as may be established for Indian boys or Indian girls or Fijian girls.

C. *Advanced Schools* (Secondary, Technical, Agricultural or Domestic), to which admission should as a rule be by educational qualification. Types of such schools are—

1. Queen Victoria School for Fijian youths;
2. Davuilevu: (a) Training school for teachers; (b) Manual and technical schools;
3. Navuso Agricultural School;
4. Central Girls' School;

To these would be added—

1. Secondary schools for Indian boys or Fijian boys;
2. Domestic Arts schools for Indian girls or for Fijian girls.

That the syllabus of health lessons for all schools should include a simple treatment of the dangers incidental to the abuse of alcohol and narcotics.

In recommendation No. 7, page 2, the word "merely" to be inserted after the word "not."

21*b*. As education develops, facilities for advanced education for Indians should be supplied in the chief Indian centres.

That the Queen Victoria School, Nasinu, should be developed until it becomes a suitable high school for Fijian youths. The number of pupils in Queen Victoria School should be limited to ninety.

That the Provincial Schools should be recognised centres for the development of vocational and agricultural instruction in the Colony, and every effort should be made to provide them with the necessary skilled staff and equipment. Public Departments, e.g., the Public Works Department, could greatly encourage this side of the schools' activities by allowing a school to carry out small works which are within the powers of the pupils.

In the opinion of the Commission the consolidation of scattered villages where practicable would be in the best interests of education.

That the settlement of Indians in communities is in the best interests of education.

NAVUSO AGRICULTURAL SCHOOL.

The recommendations regarding Navuso appearing on the Summary of Recommendations were approved, with the following additions and alterations:—No. 35, line 3, the sentence to read: "Negotiations for the purchase of the estate at a satisfactory price to be continued on the understanding that the Government and the Methodist Mission find equal amounts for this purpose."

N. 37. The following to be added:—

"but that the educational and agricultural policy should be determined by a Board of Control consisting of an equal number of representatives of the Government and the Mission respectively. The Board of Control should meet at least four times a year and furnish an annual report to the Government."

Report A7. In the third line delete the words "as," "also," and "script," and at end of paragraph add "and similarly in respect of Hindu Priests in respect of the children of the Hindu faith."

The report on Racial Co-education was approved with the addition of the following paragraphs:—

"Your Commission is also strongly of opinion that teachers in all schools should take every opportunity to promote cordial relations and mutual understanding between the races."

"In the case of children of partial European descent, they should not be refused entry into Government European schools in Suva on account of colour, provided that, in the opinion of the School Committee, the home conditions are similar to those of the European children attending the schools. In the event of any child being refused admission, the parent may appeal to the Board of Education whose decision shall be final."

The report on Religious Education in Government and Assisted Schools was approved with the addition of the following paragraph:—

"We recommend that in the case of assisted schools, if the manager desires to arrange that further religious instruction should be given out of school hours, that desire should be respected."

The report on Teaching of Hygiene and Sanitation agreed to.

Report A8. In the first line of paragraph 2, delete the word "very." In the fifth paragraph delete the last two sentences.

The report on Education for European children and children of European descent approved, with the following additions and alterations: paragraph 4 to be brought up after paragraph 1. In the last paragraph the words "and Lautoka" to be deleted and the following words substituted "north-west coast of Vitilevu and." After "Labasa" the words "can be satisfactorily met" to be inserted.

Report on Manual and Vocational Training approved with the deletion of the last 2 lines.

LIST OF QUESTIONS, PART III.

Education Scheme.

Board of Education.—The following resolution was agreed to:—

"Your Commissioners recommend that the Board of Education should consist of the Director of Education as Chairman and not more than 8 other members, representative of the racial and educational interests of the Colony, to be appointed by His Excellency the Governor."

Director of Education.—The following resolutions were agreed to:—

"1. That the salary of the Director of Education be £1,000

"2. That in the special circumstances of the educational requirements of the Colony the greatest care should be taken in selecting a Director of Education to ensure that he shall be a man whose age, experience, qualifications and personality are such as to afford a guarantee that he will be able to undertake the difficult task of re-organising and directing the education system of Fiji in accordance with the principles and policy outlined in our report."

Levuka School.

It was agreed that the following statement regarding the Levuka School be included in the report:—

"That in regard to the complaints made to the Commission that the management of the Levuka School is unsatisfactory and that the course of study is unsuitable, the Commission is of opinion that these complaints have no foundation in fact."

The report on the Beginnings of Agricultural Education for Indians and Fijians agreed to with the following additions and alterations: the last three sentences of paragraph 1 to be deleted and the following substituted:—

"We are aware that certain customs and habits amongst the Fijians act in a manner which is inimical to the development of a trained native population of farmers each working his own holding under the stimulus of personal profit for himself and his household. We realise, however, that these customs and habits are inherent in the present generation and can only be changed by the gradual process of education, by steadily encouraging and assisting them to make better use of their lands for their own profit, and by a gradual relaxation of the ties that bind the individual to the village community, especially in cases where by training and by character the individual is fitted to make the best use of his opportunities."

In the fourth line of the second paragraph the insertion of the words "and also how to keep farm accounts" after the word "produce."

In the fifth paragraph the words "this to completed" to be deleted and the following words substituted "these negotiations should be continued with a view to an early settlement" and in the fifth line the words "well advanced" to be deleted and the word "proceeding" substituted.

In the tenth paragraph the substitution of the word "students" for "Indians."

In the eleventh paragraph the addition, after "Navuso" of the following words "and the Mission is prepared to guarantee that a suitable area shall be made available." The last sentence to be omitted and the following substituted:—

"We are not prepared to suggest the details of the agreement which must necessarily be entered into as to the administration of the school in the event of the purchase being completed, but we feel that these should be settled between the representatives of the Government and the Mission. We do, however, feel that the educational and agricultural policy of the school should be determined by a Board of Control consisting of an equal number of representatives of the Government and the Mission respectively. The Board of Control should meet at least four times a year and furnish an annual report to the Government."

In the twelfth paragraph the words "no vacillating policy and" to be deleted and the following words substituted "a definite policy and that." At the end of this paragraph the words from "Your" to "£1,500" to be deleted. The word "definite" in line 4 to be deleted.

In the thirteenth paragraph the last sentence to be deleted.

In the fourteenth paragraph after the word "arise" the words "in Fiji" to be inserted.

Report A5. At the end of paragraph 1 add "Your Commission heartily commends this statement also as being in its opinion exactly what is needed for this Colony."

Confirmed.

A. MONTAGUE, Chairman.

HELD AT GOVERNMENT HOUSE BURE, ON THURSDAY, 12 AUGUST, 1926.

PRESENT:

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Honourable I. McOwan,
The Rev. L. M. Thompson,
The Rev. Brother Alphonsus.

J. S. Neill, Esquire,
D. W. Hoodless, Esquire,
Ratu J. L. V. Sukuna,
Mr. Hakim Din,
Mr. Badri Mahraj,
Ratu Deve Toganivalu.

The Minutes of the meeting of the Education Commission held on Tuesday, the 10th August, were read, amended, and confirmed as amended.

The report was then discussed and the following amendments made in it:

On page 8, fourth paragraph, seventh line, the words "is impressed by" to be deleted and the words "has considered" substituted. In the first line of the fifth paragraph the word "attention" to be substituted for the word "consideration."

On page 18, tenth paragraph, the last sentence to be deleted, and replaced as follows:—

"We do, however, feel that the educational and agricultural policy of the school should be determined by a Board of Control consisting of an equal number of representatives of the Government and the Mission respectively. The Board of Control should meet at least four times a year and furnish an annual report to the Government."

On page 22, the following words to be added to Recommendation 26, "such advanced education being of the type which is advocated throughout this report."

On page 25, line 3 the word "Commission" to be substituted for the word "Committee." The last three amounts in the first paragraph to be shown as "approximate only."

On page 26 the note regarding Mr. Hakim Din and Mr. Badri Mahraj to be placed at the end of Recommendation 13 on page 27.

Moved by Mr. Bakewell and seconded by Mr. Hoodless:

"That the Commission expresses its high appreciation of the services of the Government Printer, Mr. S. Bach, in regard to the printing of the report. Matter for the report forwarded at all hours and under conditions of extreme urgency was handled with an accuracy and a despatch which reflect the greatest credit on Mr. Bach and his staff."

Motion agreed to.

The Secretary was instructed to write to the Honourable the Acting Colonial Secretary informing him of the resolution.

Moved by Mr. Hoodless and seconded by Mr. McOwan, That the report as amended be now adopted and signed.

Motion agreed to.

Mr. McOwan, as Acting Colonial Secretary, on behalf of His Excellency the Governor, expressed His Excellency's grateful appreciation of the work done by the two visiting members of the Commission, Mr. F. Tate and Mr. F. H. Bakewell, and tendered the thanks of the Fiji Government for the excellent work done by them and the other members of the Commission.

Mr. Tate and Mr. Bakewell replied.

Confirmed.

A. MONTAGUE, Chairman.

APPENDIX C.

NOTES OF EVIDENCE.

AT LEVUKA, SATURDAY, 17 JULY, 1926.

Present :

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Rev. L. M. Thompson,
The Rev. Brother Alphonsus,
D. W. Hoodless, Esquire,
Mr. Hakim Din.

MR. R. W. ROBINSON.

1. CHAIRMAN: How long have you been in Levuka?—
Forty-one years. I have a statement that I would like to
read to you.

Gentlemen,—

The evidence which I am now laying before you will be in the shape of a resumé of the career of the Levuka Public School during the last forty-one years as it has appealed to me in the following forms—as a parent, grand-parent, and townsman. Not being possessed of any great oratorical powers, I sincerely trust that you will excuse me and accept my written statement as read to you, at the conclusion of which any questions you may wish to put will be answered to the best of my ability, and that whatever points I may advance you will accept in good faith as being tendered with the sole desire of assisting in the welfare and advancement of this town and the Colony at large. The old system was as follows: A Committee consisting of six members, three Government nominees and three elected by the ratepayers, one of the elected members occupying the Chair. The internal workings of the School were in their hands, accounts and other business being conducted by them. But the appointment and dismissal of the Teaching Staff was left in the hands of the Governor. The building was erected by the Government, who, on completion, turned it over to the town, and the initial cost was repaid by the ratepayers. Government grant in aid was in the form of an allowance of about £5 per capita up to 100 and a smaller sum per capita for all above that number. This school for a number of years turned out a long list of talented scholars, many of whom have since made a name for themselves, especially during the term of the late Head Master, D. Garner-Jones, Esquire, when the school reached the zenith of its career, and the Teaching Staff consisted for a long period of the Head Master, the Infant Mistress, Mrs. H. Hathaway, and, at various times, a pupil teacher. To the above-named this town, and I can safely say the whole Colony, owe a deep debt of gratitude for the splendid fight they put up in face of what seemed in many cases insurmountable obstacles. I shall now submit to your consideration a list of subjects taught during that regime as they occur to me at the present juncture: Arithmetic, Mental Arithmetic, Algebra, Bookkeeping—single and double entry, Botany, Composition, Drawing in all its branches, Euclid, Grammar, Geography, History, Elementary Chemistry, Elementary Navigation, Elementary French, Elementary Latin, Shorthand and Typewriting. In the Technical Branch the course included Blacksmithing, Boat Building, Rope Work, Knots and Splicing, Network in Hammocks and Fish-nets, Carpentering and Cabinet Work, Lathe Work, and Sheet Metal Work. There may be items omitted in both lists that I cannot bring to mind. In those days scholars flocked to us not only from all parts of Fiji, but also from the outlying groups such as Tonga and Samoa. Also the praises and admiration of the school were spread far and wide to Australia and New Zealand by the numerous tourists who visited the Colony at that period. But the scene changes! The Government assumes complete control, takes over everything, lock, stock and barrel, even to the few pounds in the locker, and the cupboard was bare. No compensation to the town for the building, fittings, &c. Alas, How are the Mighty Fallen. That day marked the commencement of the Decline of the Levuka Public School. With the advent of the new Education System brought in by His Excellency Governor Escott, it came with leaps and bounds. In the old period we were under the Victorian System which was perfectly satisfactory and in the hands of good teachers. Now the pendulum swings over and we find ourselves under the New Zealand Government with an administrative office in Suva, to whose prerogative is attached such an unlimited amount of red tape that the same when issued takes up so much of the Head

Master's time to fill in the various reports, forms, &c., that the Senior Classes, which should be solely in his charge, have been more or less starved and progress greatly retarded, while the Head Master's time is occupied in doing the work of a junior clerk. It is now freely expressed that the status of this school at present is no better than a second grade primary or elementary one and this is the state of affairs we have arrived at in spite of the fact that the precept has been gradually rising higher year by year for less returns rendered. It is also mooted that the school is overstaffed, that in establishments of the size in New Zealand the quota of staff is four including the Head. If we take into consideration that three constituted the staff under the old system with satisfactory results, then four should be ample now with a smaller syllabus taught. However I am not posing as an authority on that but I am ventilating for the public of Levuka what have been placed before my notice as grievances from which relief is sought. Another item of trouble is the amount of money spent in acquiring and renovating the quarters provided for the Head Master, and it is said that circumstances did not justify the outlay. Also that the revenue from school fees under the present system is paid into General Revenue instead of being used for the purpose it was collected for Education. Also that the suicidal policy of engaging teachers for one year, and then defraying expenses back to New Zealand did not tend to help matters, instead it served to hasten the downward path for even if they bestowed all their energies on the tasks set them the allotted time expired before any result was noticed. Now, of course, with a two years' engagement things may improve, but with the present syllabus it will not be satisfactory, and there are parents in Levuka who cannot afford to send their children away from home to finish their education. Many who tried it have been financially embarrassed for a time and the results not always satisfactory. And what I am asked to put forward is that His Excellency the Governor may, if possible, see his way to so alter matters that we in Levuka may revert to the old arrangement under the Colonial Secretary, with the old Managing Committee as before, and also change from the New Zealand to the Victorian System. You may ask on what authority I make such a request. I reply, Gentlemen, on the mandate of the majority of the ratepayers of this Municipality who returned me at the head of the poll at the election in November last. I conclude, Gentlemen.

2. CHAIRMAN: I think Mr. Garner-Jones was in charge of the School for several years?—Yes, for many years.

3. For how long?—For over twenty years—nearer thirty years I should say.

4. The Levuka School, when originally started with Mr. Jones in charge, was not connected in any way with any system outside Fiji?—I think the syllabus was formed on the Victorian one.

5. Was he in charge of the school before it was connected with Victoria?—No, I do not think so.

6. He was somewhat of a genius as a Head Master?—Yes.

7. He was not a man that you could get every day?—No.

8. Living here for a long time he made an enormous reputation as a Head Master?—We have had good Head Masters outside of him.

9. When was that?—We had three Head Masters before Mr. Garner-Jones; one came from Victoria, and I am not certain whether the next one came from Victoria or New South Wales, and Mr. Jones' immediate predecessor was a gentleman from New Zealand.

10. Mr. Jones really created the syllabus himself?—It may be possible.

11. Did not the Inspectors coming down speak of the Levuka School as different from other schools in the way of syllabus? I know that visitors expressed themselves as being of the opinion that the teaching in the school was in every way equal to a good many secondary schools away.

12. Did they not also generally say it was particularly interesting because it differed so much from schools in other places, that it was unique? Did they not say something to that effect?

13. MR. HAKIM DIN: We have been given the list of subjects. May we ask Mr. Tate how far these subjects agree with those in the syllabus?

14. MR. TATE: I do not think there is any doubt that the subjects quoted by Mr. Robinson were not all being taught

at the one time. From time to time Mr. Jones may have taught certain subjects and then dropped them.—I think he kept up the majority of them.

15. MR. BAKEWELL: The subjects of instruction consisted of: Arithmetic, Algebra, Bookkeeping, Botany, Composition, Drawing, Euclid, Grammar, Geography, History, Chemistry, Navigation, French, Lation, Shorthand and Typewriting. That was with a staff of one Head Master and an Infant Mistress.—The Infant Mistress confined her operations to the Lower School. Mr. Jones was in full charge of the Upper School.

16. Mr. Jones is evidently an exceptional man.

17. CHAIRMAN: What reason have you for supposing that the school is deteriorating?—With regard to the present working of the school I would like to say that I have paid only one visit to it since my nomination to the School Committee, and I found everything satisfactory on that occasion. I thought the work was going along fairly well. The teaching staff was new on the scene with the exception of the Head Master, Mr. Downard.

18. Are there any facts that will prove or definitely support the belief that the school is deteriorating, or is it just the general feeling of the town that it is so?—The people that can prove that are those that have children at the school.

19. Has there been a falling off in attendance?—There has not been a great falling off in attendance although I believe that scholars have been removed from the public school and sent to the Convent. I have been told that by several parents. They consider that the pupils are not making sufficient advancement.

20. MR. BAKEWELL: You do not think that it may be for religious reasons?—The people I am alluding to are of the Protestant faith.

21. CHAIRMAN: Has the School Committee passed any resolution or discussed the question at all?—There were no resolutions passed at the meeting the other afternoon. It was left entirely in my hands when I said I was going to attempt to give evidence.

22. You think that the report of the Municipal Council is in accordance with general views?—I think Mr. Stuart is in favour of it as a whole. I know that I am in accord with the views of both Mr. Greening and Mr. Hjorring. The other member of the School Committee is away at present.

23. MR. TATE: In your days were there not many older boys at school?—In the old days the children were confined to Levuka more, and since then the older children have been sent away, when the parents could afford it, to complete their schooling. A lot of them have gone to New Zealand, but as stated in my report the results have not always been satisfactory.

24. You think that those who go to New Zealand to finish do not do as well as in the old school in Levuka?—In some instances I do not think they do as well.

25. CHAIRMAN: It is a difficult school in that many of the pupils do not understand the language in which instruction is given when they come to school.—I can understand the difficulty under which the teachers are working. They are all outsiders and they have no knowledge of the language of the country, and in this school there is a very mixed attendance with half-castes, quadroons and so forth, and many of them do not know English when they come to school. That is why I allude to the difficulties Mrs. Hathaway had to contend with in the early days.

26. If you could get teachers who would be prepared to spend their teaching life here it would be a great advantage. Have you considered how the difficulties of obtaining such teachers can be overcome?—It would be a solution to the difficulty if we could get teachers, or a Head Teacher even, who would be willing to sign on for a long term.

27. Have you considered the method by which that can be done?—We have had very little time to form any opinion.

28. Our time is limited. As a matter of fact you have not considered any way better than the present way of obtaining Masters who would be prepared to spend their teaching life in Fiji?—Nothing more than what I have expressed in my statement.

29. MR. TATE: I suppose it is true that Mr. Jones interested himself in his older boys and fitted them for work when they finished at school here?—That is so.

30. And they had no difficulty in getting positions?—No.

31. Has the position changed now?—The local firms send away for outside men. If they could obtain satisfactory boys on the spot I do not think they would attempt to send outside the Colony for them.

32. So that if the boys are trained here there are plenty of offices?—I do not think there would be any need to send away at all if the boys were trained.

33. CHAIRMAN: What occupations are you referring to particularly?—Storekeeping and bookkeeping and so forth. Most of those in the employment of the two firms now are imported men. There are very few local boys in either store.

34. MR. HAKIM DIN: Do they openly speak against the efficiency of the boys?—They do not openly say it, but we know

what is the cause. There are no local boys offering that could take the situations.

35. May it not be due to prejudice?—No.

36. MR. BAKEWELL: Don't you think that these firms would, if possible, give preference to boys in Levuka for junior clerkships in their Levuka stores?—I think so.

37. Perhaps they are not coming forward?—That I attribute to the teaching of the last few years.

38. You say that the teaching in this school is not sufficient to qualify them for a junior clerkship?—Not in many instances. The tuition they have received here would not qualify them for any clerical position.

39. MR. TATE: I think it comes back to the personality of Mr. Jones.

40. MR. THOMPSON: Even allowing for the personality of Mr. Jones, it is difficult for me to understand how that very full programme could have been covered, and, in addition, technical work, which means workshops.—With the technical work there were people in town who volunteered to spend one or two hours during the week to assist the boys.

41. So there was co-operation between other agencies in the town and the school?—Yes.

H. R. GREENING, ESQ.

42. CHAIRMAN: We want to find out all we can about the Levuka School. You are the Mayor of Levuka?—Yes.

43. And you are a member of the School Committee?—Yes.

44. You have lived here for a great many years?—Since 1914.

45. Mr. Garner-Jones was Head Master when you came?—Yes.

46. We are interested in Mr. Garner-Jones. He was not a commonplace man?—No he was not an ordinary man and he had spent twenty-five years here and devoted his time to studying the special requirements of the place.

47. The ordinary man, spending twenty-five years here, would hardly become a Garner-Jones?—No, he hardly would. I think it would be most difficult to get a man of his type.

48. I think what generally happened was that the school was inspected and admiration was expressed by the Inspector in his report on the school, which was regarded also as an experiment?—Yes.

49. And school Inspectors coming down recognised that it was something unique?—Yes. They recognised that he had made a special effort to meet special conditions.

50. Can you make any suggestions as to how we can obtain another Mr. Garner-Jones?—I would suggest that the type of scholars has changed in the interim. There was a larger proportion then of pure European scholars. You probably noticed the small number of pure European children at the school. That makes it difficult for the Head Master to produce results from the material he has to work upon.

51. And that is due to a reduction of the European population of Levuka?—Yes.

52. And not to dissatisfaction with the school, but to the smaller number of European children?—Largely that.

53. Taking into consideration the difficulties this school encounters in connection with the many children who cannot speak English when they come to the school, do you think the school is efficiently managed?—Yes. I think it is sympathetically and capably managed.

54. You have inspected the account-keeping systems and the clerical work of the school?—That was brought to my notice recently. What is written in that letter from the Council is the opinion of the Council and not necessarily my personal opinion. I have not been able to verify the statements there.

55. Then you cannot say how far the Head Master's clerical duties interfere with his teaching?—When I have inspected the school the Head Master has not been teaching his class; he has been engaged on other work. When Mr. Jones was Head Master there was a School Board and there were not, I take it, the same number of official letters addressed to him, or the same amount of clerical work which is necessitated when the school is under a Department. A Department would probably require a larger number of returns and would probably make a larger number of inquiries from the Head Master, which would necessarily take up a lot of his time. Even if they were only simple inquiries they would have to be replied to officially.

56. Mr. Jones had a supreme contempt for that sort of thing?—Yes.

57. You admit a certain amount is necessary?—Yes, records are necessary.

58. MR. TATE: I cannot see why there should be any special burden of clerical work unless the boarding house arrangements give some clerical work that I do not know anything about. The Head Masters of very large schools in Australia have to be responsible for all the returns and clerical work that the Department requires, and they are also required to teach. They do not take a definite class but they are required to teach definitely every day.—I do not know of my own

knowledge that the Head Master does not teach some part of every day.

59. Is the complaint—if it be a complaint—that the Head Master is not responsible for a definite class of the school?—I do not know that of my own certain knowledge.

60. MR. BAKEWELL: I understand that he is definitely responsible for a class?—I have only been a member of the School Committee, this last time, for about two months, and have made only one inspection.

61. CHAIRMAN: Although this school is called the Levuka School it is also a school to which a certain class of the inhabitants come from all over Fiji?—Yes. But it was always a general school. In Mr. Jones' time the pupils were drawn from as far as Samoa. Besides the children at the boarding establishment there are a number of country children who board with friends. The boarding establishment does not represent the number of country children who are being educated there.

62. I suppose there would be about forty or fifty from outside Ovalau?—Probably that number.

63. MR. BAKEWELL: You have a business here?—I am the Manager for Messrs. Morris, Hedstrom, Limited.

64. Is it your experience that the boys leaving the Levuka School are not qualified for positions of junior clerkships in your firm? Would you say they are not educationally equipped to qualify them for that position?—I only remember one that we have taken on during the twelve years I have been here. He is not with the staff now but from what I remember of him I did not consider him well educated. He made mistakes in the spelling of common words. It was about ten years ago that I engaged him.

65. He would have received his education during what would appear to be the golden period of education in Levuka, in Mr. Garner-Jones' time?—Yes.

66. Is it perhaps a reason for their non-employment that they have not come forward?—That they have not come forward is part of the reason.

67. They may have found employment in other avenues?—Yes.

68. You mentioned the fact—which is one of the most valuable pieces of information elucidated—that the white population has decreased in numbers very much?—Yes it has.

69. With regard to meeting the requirements of the people, you know the syllabus that was taught in Mr. Jones' time?—I am not familiar with it.

70. We have a list of it here. (List read out.) Do you think a return to a syllabus of that kind would correct the faulty condition of things now or do you think, if a simpler form of the syllabus were adopted, they would be sufficiently equipped?—As was pointed out in the Council's letter a syllabus suitable for the Suva School would not necessarily be suitable for this school because the type is different and they require a special syllabus to meet their special needs. The majority of the boys, when they leave the school, are absorbed in the country.

71. CHAIRMAN: You say in your letter "It would be ideal if the pupil teachers could be recruited from the senior scholars but it seems that we do not get the class of scholar at Levuka who is adaptable." That is the result of circumstances of the pupils rather than any defect in the teaching?—Yes. If we could get them in Suva they would be more suitable as instructors for the Levuka School than instructors obtained abroad. It is not made sufficiently attractive perhaps.

72. Supposing we decided to overthrow this system and get Masters who would spend the whole of their teaching life at the school, can you make any suggestions as to how to procure them?—The only suggestion I can make is that contained in the letter, that they should be engaged for a term of not less than five years in the hope that at the end of that time they would have sufficient interest in the work to ask that the period be extended for another five years. If they stay for two years they have not acquired enough interest in it perhaps to stay.

73. BROTHER ALPHONSUS: Do you know whether the firms advertise their vacancies and give local boys a chance of applying, or do they seek abroad?—We do not advertise for them, but it is the policy of my Company to get local youths if possible. During the current year I made inquiries in four or five quarters about boys but they did not desire to enter into commercial life. One has gone to New Zealand for further education and another into an engineering shop.

74. CHAIRMAN: You don't find the Suva School a much happier hunting ground?—Our Manager has tried Suva School as he would like to attract the local youths from the school but he finds difficulty in doing so.

75. MR. TATE: I had an idea that in Mr. Jones' time there was a great number of boys?—There is now a school at Savusavu. The boys from there who used to come here now go to school at Savusavu. On my last inspection of the school I thought the children in the higher classes were smaller children than they used to be in Mr. Jones' time. I had inspected in Mr. Jones' time also.

76. MR. TATE: That of course may be due to circumstances that are not within the school at all but to circumstances outside the school?—Exactly.

F. N. R. DOWNARD, ESQ.,

Head Master, Levuka Public School.

77. CHAIRMAN: You are the Head Master of the Levuka Public School?—Yes.

78. And you have been here?—Two and a half years.

79. Do you find that the amount of clerical work that you have to do prevents your doing any teaching?—I have not found that.

80. Or prevents you from teaching every day?—It has been burdensome, and more so in the past than it is at present; but I make a practice of spending practically the whole day teaching, in one class or another, and I do the clerical work after school or at night. That certainly ties down my leisure hours but that is my practice.

81. You are Manager of the Boarding School?—Yes.

82. That takes a good deal of time?—It takes a considerable amount of time. I have to visit it every day, and of course there is a certain amount of bookkeeping to do.

83. How many hours a day would your clerical work average?—One and a half to two hours. A part of that is in connection with the ordinary lessons of the school.

84. MR. TATE: What would be the nature of that clerical work?—There are vouchers to make out for certain expenditures, requisitions to write out for articles that are required, and there is a considerable amount of clerical work in connection with keeping accounts. School fees are collected by the Head Master and accounts have to be sent out for about sixty pupils every term. They pay them to me. I think it would be a feasible thing to have the fees paid into either the Municipal Council or the Sub-Accountant, or some body here, and so relieve the head teacher of that work.

85. MR. HOODLESS: I think that would be an excellent thing if it could be done. Would you be good enough to explain the syllabus of instruction. What in the first place it is based on and how, if at all, it has been changed for local conditions; that is in regard to this year and the two previous years when you have had charge of the school?—My instructions were that the school was to be carried on as a New Zealand Primary School with a practical bias. I have endeavoured to do that and I certainly have made certain alterations in the syllabus as carried out in New Zealand. For instance, I regard English as a most important subject therefore I have given more time to English. That has necessitated cutting down such subjects as Geography and History to the minimum I might say. Then provision has to be made for the teaching of the mechanical subjects such as Woodwork, &c., and also to carry out the school scheme of Agriculture, which differs from what is required in New Zealand.

86. MR. TATE: When you say you cut down certain subjects in order to emphasise English, I presume, if you were back in New Zealand, you would still think English was an important subject?—The predominating subject.

87. Are there reasons why you give more time to it here?—Yes, the children, having very little knowledge of English when they come to school, are very difficult to teach the language to.

88. Have you textbooks?—No, I cannot say I have. There is such an abundance of literature to-day that it is quite easy to pick out something suitable for the requirements in that respect. In the lower school much of the reading may not be comprehended. It is more or less mechanical. The reading in the school is done without textbooks until a textbook can be understood.

89. As a trained teacher coming here from another country you do not think that one of the first things to be got is a suitable textbook?—No, I have not found that so because I have a very competent teacher in the Infant Classes.

90. If you go above the Infant Classes is it not a fact that a good many of the ideas expressed in the reading books are rather foreign to the children?—They are foreign to the experience of the children, but the teacher attempts to elucidate them as far as possible.

91. Do you think that anything would be specially gained by having a series of readers with illustrations taken from the experience of the children?—I would say that would simplify the teaching, but I would not say they were a necessity in the case of a good teacher.

92. Has it been easy to teach arithmetic?—Quite easy.

93. Is it not difficult to get a textbook that these children are able to follow?—It is when they come to problematical work in the higher classes.

94. How would you get over that difficulty?—I think that a book, or books, should be compiled to deal with the difficulty.

95. What history do you teach?—We teach the ordinary English history.

96. Can you give me some idea of the scheme of history?—In Standard 2 I begin with miscellaneous stories of individuals and topics; then in Standard 3 that is extended to cover a certain period of British history. They begin with the state of Britain before the arrival of Julius Cæsar. The teachers are able to make a comparison with the state of Fiji in the early days. We aim to cover the history of Britain up to the present day.

97. Would there not be a great element of unreality? Is it not possible to conceive that it may be short circuited?—Yes.
98. Is it possible to show how decent people can live together happily by keeping the Golden Rule?—I think the purpose of history, or of teaching history, is not only that the children may have an actual knowledge of what has taken place in past times, but to induce a love for study of that kind, and that is my aim rather than teaching them facts of history. For that reason I try to pick out the interesting portions of history.
99. Are there any practical civics in the school itself?—We have a system of monitors—prefects—who exercise a certain amount of control, but I find that these children do not readily accept responsibility.
100. That might be an additional reason for giving them civics?—We attempt to develop it as far as we can, but it cannot be very highly developed with the class of children that we have.
101. In coming here to a new community you have not felt the supreme need for special textbooks specially devoted to the requirements?—No, I cannot say that I have.
102. MR. HOODLESS: Would you inform us whether you can suggest any way in which the present system of departmental management of the school can be altered to lead to a saving of the Head Master's time or perhaps give a more efficient service?—I have already made one suggestion with regard to the collection of fees. With regard to the other official work I cannot see any way out of it. I think it must remain in the hands of the Head Master.
103. CHAIRMAN: Can you suggest some way of obtaining Head Masters who might spend their lives here?—I think that would be rather objectionable. In the interests of the Levuka children an inducement should be offered to get the best qualified teacher from time to time. Living in the isolation here one must necessarily get out of touch with modern ideas to some extent. A really qualified Head Master is very soon able to sum up the special points of the work.
104. Can you tell us where to apply for a Head Master who would be willing to spend his teaching life here?—No I cannot.
105. It has been suggested to us that it would be an easy thing to get a Head Master to spend his life here. That is not your experience?—No, rather the reverse.
106. MR. HAKIM DIN: Is it possible for a Head Master who has served here and feels that he is getting out of touch with modern ideas to obtain leave from the Government, or the Government give him facilities for going to New Zealand or Australia to keep in touch?—That could be easily provided for from official quarters.

THE REV. W. GREEN,
Methodist Mission, Levuka.

107. CHAIRMAN: How long have you been here?—I have been here only eighteen months and previous to my coming there was very little done amongst the Fijians in regard to education. With the exception of Levuka School, which is a grouped school, we simply had our village schools in practically every town in the district of Lomaiviti. During the past twelve months I have been trying to group some of the schools. I made out statistics showing the children we have in the Lomaiviti district. Lomaiviti consists of Ovalau, Gau, Koro, Nairai, Batiki, Moturiki, with one or two smaller islands. On Ovalau we have 515 children between the ages of 5 and 20; on Gau, 517 children; Koro, 409; Nairai, 117; Batiki, 75; Moturiki, 144. We have the grouped school at Levuka which includes quite a number of towns, say four, about four miles on either side of Levuka and the rest are just the village schools conducted by teachers who are more or less unsatisfactory. On Gau we have commenced a district school. We have not been able to appoint a specially trained teacher to that school but we hope to do so during the coming year. We have grouped the rest of the schools into small group schools. On Koro the Chiefs started a school of their own and grouped about six schools. They appointed their own teacher—a teacher trained in our higher training school at Davuilevu and who, for some question of character, had been dismissed. He has since been received back and the Chiefs have handed that school over to our supervision. In several other towns we have grouped a number of schools. Nairai and Batiki are simply village schools. On Moturiki we are making arrangements for a grouped school. Buildings have not been erected yet but two teachers have been appointed. As to the present position, I have one or two suggestions in my mind that I intend to present to our Education Committee in October. If I mention them here it will not be with the idea that it is a considered policy of the Methodist Mission, and I cannot commit the Methodist Mission in any way by what I say here this morning. The first suggestion

is that we should have small grouped schools, including two or three towns, where the children can be taught in the very elementary things, reading, writing and simple arithmetic, and then a small district school, a boarding school on each island where they can receive higher education, and from those schools the big boys to be sent to a central school. The central school to my mind would be a boys' school and of course there may be a central girls' school later.

108. MR. BAKEWELL: With regard to this method of native supervision. What is your opinion as to the ability of the native teachers? Would the ordinary course at training college give them that sense of responsibility?—My knowledge of the Fijian tells me that he cannot accept the responsibility at the present time of supervising a number of schools.

109. There must be white supervision?—Yes.

110. MR. TATE: A teacher can be developed to teach a village school?—Yes.

111. Would you require them to go back into the Institution periodically?—I would say they should go back periodically.

112. There is no arrangement now for giving a refresher course?—Yes, we have an arrangement whereby a boy, gaining his pupil teacher's certificate, can be appointed to a school for one or two years, and then go back to prepare for his third class, and be appointed again and return to Davuilevu to prepare for his second.

113. Have you had any training as a teacher?—No.

114. Do you think it would be any advantage to have young men for mission work trained as teachers?—I think it would.

115. Where do they recruit the men?—From the States of Australia.

116. And they come from the University Colleges?—Not necessarily.

117. Suppose this Commission made a recommendation that young men and women taking up missionary work should take some period of their training in the study of education, both in theory and in practice?—A recommendation was made a few years back that men should take some steps to gain a knowledge of medical work to help them in the newer fields, such as Papua, German New Guinea and the Solomon Islands, but the question of education has been left to laymen.

118. MR. HAKIM DIN: Is it not a fact that our lady workers are trained teachers?—The majority of those who have been appointed of recent years are trained teachers.

119. MR. TATE: I was thinking of Mr. Strickland. He has a good deal of supervision of schools. It would certainly assist the supervision of schools if he were able to give them that definite help that a well trained Inspector could.—Would not a well trained Inspector fill the position for the whole of Fiji—for the whole of our mission work?

120. MR. HOODLESS: As the officer in charge of the Education Department for the last five years I have been particularly interested not only in European and Indian education, but in Fijian education. In conversation with several of your confreres Mr. Green I have been informed that the financial difficulty is perhaps the chief one with regard to the village schools. Can you suggest some way of financing these schemes?—I can only speak from my experience. Lomaiviti is a compact district. All the towns, with the exception of Lovoni, are on the beach and easy of access, and the people on Koro and the people on Gau and Moturiki at the present time are paying the salaries of the teachers of the small grouped schools and of the district schools and they have offered to erect all the necessary buildings and to pay for equipment. I was asked by the District Commissioner, Commander Burrows, last year to a meeting in the Provincial Council and a discussion took place amongst the Bulis, and the Bulis would be prepared to do anything provided they can have the necessary schools. They are even prepared to pay an extra tax.

121. MR. HOODLESS: About how much per head would this tax be?—There is no suggestion made.

122. Would you have a sufficient number of trained teachers for this scheme that you have suggested?—That is not a question that I could answer. It depends largely on the number of teachers to be appointed from Davuilevu. It has been difficult in the past to get teachers.

123. MR. THOMPSON: What are the salaries of these village teachers?—For a district school, £4 a month, £48 a year. The same applies to Koro. If a teacher is a missionary there are certain other things that he receives quarterly, perhaps about £2 a quarter, and then food. The food is practically given to them.

124. Those are the teachers of grouped schools. What would the teachers of the village schools get?—About £1 to 30s. a month.

125. MR. BAKEWELL: What is the difference between the wages paid to the Fijian teacher and the Fijian labourer?—The fact that the wage paid to the Fijian teacher is in some cases less than the wage paid to the daily labourer is a reason why the teaching profession fails to attract Fijians.

AT NADI, THURSDAY, 22 JULY, 1926.

Present :

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Rev. L. M. Thompson,
The Rev. Brother Alphonsus,
D. W. Hoodless, Esquire,
Mr. Hakim Din,
Mr. Badri Mahraj.

KRISHNASAMY.

(Mr. Pillai interpreted.)

126. CHAIRMAN: What is your name?—Krishnasamy. I have a statement to read:—

THE INDIAN SANMARKA AIKIYA SANGAM.

Sir,—We the members of the above Sangam representing Tamil, Telugu, Malayala communities of Rakiraki, Tavua, Ba, Lautoka, Nadi, and Nadroga districts most respectfully beg to submit our report for your favourable consideration.

We find that in Fiji our vernacular (*i.e.*, Tamil, Telugu, and Malayalam) is sadly neglected in all the present established schools. That the children of the above communities should be acquainted with their mother-tongue before they are initiated into other languages foreign to them is an indisputable factor from both social and religious points of view.

The following statistics would show that nearly 3,000 children between the ages of 6 and 16 are ready to take up their mother-tongue if an opportunity is offered to them on this side of the island. There are at present:—Tamil: 1,021 boys; 500 girls; Telugu: 694 boys; 281 girls; Malayalam: 339 boys; 148 girls scattered between Sigatoka and Rakiraki. We had no time to get our figures from Labasa, Tavuni, Savusavu and other parts of the islands where our communities are.

We attach much importance to Primary Education and as such we humbly request that such schools be established at convenient centres. An agricultural institution on this side of the island will be much appreciated.

In fact, we hope that your Commission would surmount all the difficulties and solve the problem to the best advantage of all communities in Fiji.

We beg to remain, &c.,
MACHHO NAIAR (and 5 others).

127. Where do you live?—In Nadi. I am a storekeeper.
128. How long have you been here?—Ten years.
129. Do you wish to have separate schools for Indians in each district?—Yes. I wish to have separate schools for all the languages.
130. One school for each language?—It is possible to have one school with three languages.
131. How many of these schools do you suggest?—There should be schools at Lautoka, Nadi, Nadroga, and Tavua.
132. Day schools or boarding schools?—Boarding schools.
133. How many boarders would you have at these schools?—I would have over 100 boarders in each school.
134. Do you think the parents could afford to pay the boarding fees?—Yes.
135. Do you think English should be taught in the schools?—Yes. English should be taught along with the vernaculars.
136. Do you think English is important?—Yes. I attach importance to English.
137. Do you want Hindi taught?—Yes, after the children have learned the other languages.
138. Which is the more important, English or Hindi?—I attach the most importance to the mother tongue first of all; then English.
139. Have you any suggestions for meeting the cost of these schools?—I am not in a position to offer any suggestions.
140. Do you think Indians would be prepared to pay special taxation?—The Indians would be prepared to pay taxation for education.
141. Do you think it would be a reasonable way to collect the tax by adding it on to the Residential Tax?—Yes, provided that our mother tongue is taught in the schools.
142. MR. TATE: In the case of a small school, would it be possible to teach two or three of these mother tongues?—Yes. One Master from Southern India would be capable of teaching three languages. He might be able to get assistance locally at a low salary.
143. There would be more than one teacher?—Yes. One teacher from India could be imported who knows three languages, and the other could be obtained locally.
144. What do the people speak generally here among themselves?—They speak Tamil and Hindustani.
145. Do you think it necessary to teach these other tongues in order that they may observe their religion and attend religious worship?—It is so.

146. MR. HAKIM DIN: What language do your children speak?—Madrasi.

147. When playing with other children what language do they speak?—They speak Tamil, Telegu or Hindi according to the language of the other children.

148. What language do they generally use?—They use the mother tongue.

149. Supposing Tamil people go to buy goods in a store run by a Hindustani man, would they be able to buy their stores from him?—They have to use Hindustani to buy their goods.

150. In your opinion how many Tamil and Telegu speaking people do not know Hindi at all?—Most of them know Hindustani.

151. In your opinion what would be the percentage of those not knowing Hindi at all?—The percentage of the men who do not know Hindustani would be very small.

152. BROTHER ALPHONSUS: You mentioned 100 as being the number of children in each of the suggested boarding schools. Do you mean boys only or boys and girls?—I meant boys

KRISHNA REDDI.

153. CHAIRMAN: What is your occupation?—A cultivator.

154. How long have you been in Fiji?—Twenty-three years.

155. What is it you wish to bring before the Committee?—Our wish is that our children should be taught the mother tongue.

156. Are you of opinion that there should be five schools?—Yes.

157. And do you think each of these schools could obtain 100 boarders?—Yes, I think it is possible.

158. Would you be willing to pay special taxation for education?—Yes.

159. You wish English taught as well?—Yes.

MAHOMED RAMJAN.

I have a statement to make:—

Gentlemen,—

We, the Mohammedans of Nadi, are very thankful to the Government for appointing the Education Commission. We trust that the Commission will carefully consider the recommendations made to them and submit such scheme to the Government as would enable the children of all nationalities to advance in education and learn their secular and religious duties.

Our needs for educational advancement are as follows:—

- (1) Education should be compulsory for boys between the age of 6 years and 14 years and for girls between 6 and 11 years. For boys it should be compulsory from now and for girls when facilities for their education have been provided.
- (2) If all the teachers cannot be procured in Fiji they should be brought out from India. Teachers from Northern India should be such as have a knowledge of Urdu, Hindi and English and from Southern India such as have a knowledge of Madrasi and English; so that they may be able to teach Urdu to the Mohammedan children. We may here submit that there should be no difficulty in obtaining such teachers from India.
- (3) Inspectors should also be appointed. They should be such as would be able to inspect all such schools as may have facilities for education in Urdu, Hindi, English and Madrasi. Schools should be inspected at least every six months.
- (4) There should be a primary school in each settlement. There should be a school in each district for higher education according to the needs of the district; with a boarding house.
- (5) English education should be given in primary schools from the fourth class.
- (6) *Medium of Instruction.*—For Mohammedan children it should be in Urdu as Urdu is so easy. Our religious book "Qoran Sharif" is in Arabic. Indian Mohammedan books are in Urdu. We should be able to understand our duties. The language of Urdu is the same as Hindustani; such as we speak in Fiji but it is written in the same way as this letter is written. It is absolutely necessary, therefore, that the medium of instruction for Mohammedan children should be Urdu. Urdu is taught in all districts of Fiji at the present time.
- (7) As regards the expenditure on education we desire to state that we will pay whatever fees the Government consider necessary. Fees should be charged from prosperous people. Education should be free for poor people.

(8) Hindi should be optional if our children cannot be taught in Urdu. We will then teach our children our mother tongue and English.
We trust that the Government will make proper arrangements in order to accede to our request.

MOHAMMED RAMJAN (and 140 others).

160. CHAIRMAN: What is your occupation?—I am a motor car owner and a mechanic. I live in Nadi.
161. How long have you been in Fiji?—I was born in Fiji.
162. What school did you go to?—I did it at home.
163. Did you learn English?—No.
164. How many Urdu speaking people are there in Nadi?—The spoken language is Hindi.
165. They want to learn Urdu?—Yes.
166. If they went to a general school would it be possible to have a special arrangement to teach them Urdu characters outside the school?—If they are forced to do it they will do it.
167. Are there no opportunities of learning Urdu characters apart from the school lessons?—There are very few opportunities for doing so.
168. Would you sooner learn the English characters or the Nagri characters?—I would sooner learn the English characters.
169. Would the Mohammedans be willing to pay a special tax for education?—Yes, they would be willing.
170. MR. BADRI MAHRAJ: Will the Indians pay compulsory taxation for compulsory education?—When the Government have provided facilities for education we are ready to pay taxes.

FAZAL ELAHI.

171. I am a Mussulman.
172. CHAIRMAN: Does the difference between Urdu and Hindi consist entirely of different characters?—Hindi language is based on the language of the Hindus. Urdu is the language adopted all over India.
173. Do you think the children should be taught English or Urdu?—First of all they should learn Urdu and afterwards English.
174. MR. TATE: What do you want the children to learn English for?—We are under British Rule and it is the business language.
175. Do you think there will ever come a time when all the people in Fiji will speak English?—When there is sufficient education they will learn English.
176. Would they keep up their mother tongue then?—Yes.

MANGAL SINGH.

I have a statement to read:—

Nadi, 22nd July, 1926.

Sirs,—We the Indian representatives of the various centres of Nadi district, representing the Hindi speaking community, have to say that except for the modifications and additions which will follow hereunder, wholly and totally agree endorse and approve the suggestions and recommendations contained in the Memorandums submitted by the Indian Reform League and Araya Pritinidhi Sabha jointly and the Young Men's Indian Association separately.

Boys' and Girls' Grammar Schools.—We suggest that the Boys' and Girls' Grammar Schools of Suva and Levuka should admit the Indian students which will greatly help in solving the problem of erecting new and separate building for the new Scheme.

Teachers.—We recommend that only married teachers should be introduced from India.

Primary Schools.—If it is found to be difficult problem at present to build wooden schools then we suggest that temporary primary schools should be started in bures. A nicely built bure will last for a considerable period and it gradually could be replaced with proper and appropriate buildings.

Language.—We suggest, that where adequate number of either Urdu or Southern Indian students are available and warrant the teaching of such vernacular, there such vernacular should be taught beside Hindi.

MANGAL SINGH (and 10 others).

177. CHAIRMAN: Where do you live?—I live in Nadi. At the present time I am Clerk to a Solicitor.
178. How long have you been in Fiji?—I was born in Fiji.
179. Where did you go to school?—I went to the Methodist Mission School at Lautoka. I was there for about two and a half years.
180. At what stage of education do you think instruction in English should begin?—In the second year.
181. You do not agree that Urdu should be the characters used generally in Indian schools?—No.
182. As regards the Grammar Schools in Suva, would you have any objection if equal education could be provided for Indians in their own special building?—No, I would have no objection, but it would mean a great deal of expense and trouble to establish a separate building altogether for the

Indians, whereas the purpose could be achieved by admitting Indians to these schools already established.

183. How many primary schools would be necessary if we had compulsory education?—About forty primary schools would be necessary.

184. Do you think we could get forty teachers from India?—If the money is there they could be got.

185. Can you get forty qualified teachers in Fiji?—You might be able to get some qualified teachers in Fiji; the rest would have to be introduced from India.

186. Would not compulsory education be impracticable for country children?—It might be difficult at present.

187. Are the Indians prepared to submit to special taxation for education?—Not exactly. I have certain suggestions to make, and after that, if it is not sufficient, then they are prepared to submit to special taxation. I suggest that all the luxurious things such as silk, motor cars and motor parts, liquor, whisky, and other things should bear an additional tax, and if money is still lacking then we are prepared to contribute our share of the educational rate.

188. That would be taxing the total population?—The rich people would be taxed on these luxuries.

189. The Europeans pay special rates for education and the Fijians pay special rates for education; would the Indian population be prepared to burden itself in the same way?—Yes, if it were on an equitable basis. If it is not an excessive rate.

190. Would they be prepared to pay a special contribution added to the Residential Tax?—Not with the Residential Tax.

191. A special contribution collected with the Residential Tax?—Not with the Residential Tax because Indians do not look upon the Residential Tax as on an equitable basis, therefore it should be a separate tax.

192. Can you suggest any alternative way of collecting the educational tax?—It should be paid into the District Commissioner's office.

193. How would you rate people?—You would have to consider the income before they are taxed.

194. How are you going to find the income?—It is up to the Government to specify the amount they should pay as a general rate.

195. You are prepared for a general equal rate?—Yes, but if it is too heavy I am afraid the people might not be able to pay.

196. MR. TATE: Are the people whom you stand for anxious that the different languages of India should be taught in the one school?—If there are thirty or forty pupils speaking Tamil they should be taught in that language, otherwise Hindi would be the universal language. We speak Hindi amongst ourselves.

197. Can you read Urdu yourself?—No, Sir. About 95 per cent. can thoroughly understand Hindi. Most of the sacred books of Mahomet are translated into Hindi. I cannot see any reason why Hindi should not be the medium of instruction.

ABDUL SHAH.

198. CHAIRMAN: What is your occupation?—I am a teacher at Molumolu school.

199. How long have you been in Fiji?—About thirty years.

200. What is your school?—An Islamic school.

201. What is taught at the school?—Urdu and Arabic.

202. MR. TATE: Do you teach other subjects such as arithmetic?—Only Araby and Urdu.

203. How many boys in the school?—Thirty-five boys.

204. How long has the school been opened?—From this month.

205. Do these boys go to any other schools?—No, they do not go to other schools to learn other subjects.

206. Do you think it a good thing that Indians should learn English?—After we learn our own language we will begin the other language.

207. Where were you teaching before this school opened?—Nowhere.

208. What work were you doing?—I was a cultivator before.

209. Where were you at school?—I learnt at the Brothers' School in Fiji.

210. MR. BADRI MAHRAJ: Is your school a religious school or just general teaching?—It is meant for religious purposes and if others are anxious to learn other subjects they can be admitted.

211. MR. HOODLESS: Has the school been registered?—No.

212. Are you a registered teacher?—Yes.

HARDAYAL.

213. CHAIRMAN: What is your occupation?—I am a store-keeper and cultivator.

214. Do you live in Nadi?—Yes.

215. How long have you been in Fiji?—About eighteen years.

216. Is there anything you wish to say?—I have to thank the Government for taking an interest in education and I thank this Commission for taking an interest in the educational problem. There are 60,000 Indians in Fiji and there would be about 5 or 6 per cent. who would not know Hindi. The people of all provinces who have emigrated to Fiji speak Hindi. We also converse with the Europeans in Hindi who understand the language, and the Fijians are talking Hindi. I wish Hindi to be taught along with English. Owing to the increased number of Southern Indian children we find it necessary to establish a vernacular school if it can be done.
217. In any school where there is a large proportion of Southern Indians their language should be taught?—Yes. If there are Urdu children let them be taught Urdu. If there be five children of the Hindi language and twenty-five of Urdu language, let the Urdu language be adopted. It depends on the wish of the Government.
218. Do you think it important that the Indians should learn English?—We find much use for English in this Colony and we think it should be taught.
219. Would the Indians be prepared to pay a special tax for education?—We already pay one tax, the Residential Tax. It is to be met from the Treasury. If it is found insufficient all spirits should be taxed.
220. The Fijians and Europeans pay a special tax, would the Indians be prepared to do the same?—When we cease to drink our money would be saved, thus we would be able to find the means to pay an additional tax. When the Government has established a school for the benefit of our children it is our duty to find means to meet the cost.
221. Can you suggest any way in which the money could be collected?—I leave it to the Government.
222. Could it be collected at the same time as the Residential Tax is collected?—After taxing all these luxuries, if it were found insufficient to meet the cost, we might be liable to taxation.
223. To be collected at the same time as the Residential Tax?—I am willing to help.
224. Why are you interested in education?—I have children. They are still young and I am thinking of sending them to school.
225. MR. HOODLESS: When these children are five or six, what school do you wish to send them to?—They will start learning Hindi.
226. Are you on a school committee?—I am on the Committee of the Gurucula School at Nasova.

N. G. MUKERJEE.

227. CHAIRMAN: You are a school master?—Yes.
228. How long have you been in Fiji?—About thirteen years.
229. School-mastering all the time?—I came here as Clerk and Interpreter to the Government and I served the Government about five years, and I left and did some cultivation and also some school teaching.
230. What part of India did you come from?—From Bengal, Calcutta.
231. Is there anything you wish to put before us?—In regard to this question of Hindi and Urdu, I would like to point out that Hindi and Urdu are almost the same language, but the character is quite different. Urdu is taken from Arabic. It is a mixture of Persian and Nagri which is commonly known as Hindi. When the Mogul Emperors came to India they found it hard to speak Hindustani so they formed this language of Urdu which is a mixture of Persian and Nagri, and what we talk here is Urdu. So in India, if a man knows Urdu, he can travel from the frontier to the end of Southern India. If a boy wants to learn Urdu I think he should learn Urdu, and it should not be made compulsory that he should learn Hindustani because if a Mohammedan learns only Nagri it will be very hard for him to read his religious books, such as the Holy Koran and so on. I have seen a good many books of Mohammedans translated into Hindustani. It is very hard to write the Persian words into Hindustani as to write English words into Hindustani. If a boy wants to learn Urdu he should be given the opportunity of learning Urdu and he should not be compelled to learn Hindustani. That is what I have to say. In my school we have about 15 boys now learning Urdu. We have an Urdu teacher for them. I do not compel them to learn Hindustani because Urdu is their mother tongue, and if a boy wants to learn Hindustani, let him learn it. I have a good many boys learning Hindustani, and only 15 or 14 Urdu boys. There are one or two Madras boys and they learn Hindustani and they read up to the third or fourth book of Hindustani. What I want to tell you is that a boy should get the opportunity of learning his own mother tongue and he should not be compelled to learn Hindustani.
232. What is the language actually spoken here?—There is no language at all spoken in Fiji; it is a mixture of Kai Viti, Urdu, English and Hindustani and Persian.
233. They all speak it?—Yes.

234. The Urdu writers speak the same language as the Nagri writers?—Yes. A good many people came from South Africa and there the language of Hindustani is quite different from here. Some came from Mauritius and other colonies. Generally speaking, it is Urdu that is spoken. There is more Urdu in it than Hindustani.
235. Pure Hindi is, I understand, different from pure Urdu. Is it desirable that we should separate those into two languages, Hindi and Urdu?—I think that is best, to separate the two.
236. Take these people speaking pure Hindi and those speaking pure Urdu, how far will they understand each other?—In some cases they will understand and in some cases they will not.
237. Instead of a common language you would have two languages in which people could not understand each other?—I think so.
238. MR. TATE: Would it not be a good thing for the Indian population if they were able to understand one another?—Yes.
239. Do you think it a good thing to perpetuate the differences in language?—It is very hard to say. If a Mohammedan teaches his son Hindi (Nagri) he won't be able to read his religious books, and if you teach a Hindu boy Urdu he won't be able to read his own religious books, so it is my idea that those who want to learn Urdu should have Urdu. It should not be a common language. The common language will be English.
240. CHAIRMAN: Do you think everybody should know English?—Yes, as English is the common language in India.
241. MR. TATE: Do you mean a common language that is spoken in the home and street as well?—I mean the language that is generally understood by the public.
242. Would the Indian people among themselves speak English?—Yes, in India most of them talk English.
243. Among themselves?—Yes, I know a little English. I can travel from the frontier to Southern India with the help of English, and then those who do not know English with the help of Urdu I can travel all over India.
244. MR. HAKIM DIN: When did you start these Urdu classes?—From the beginning of this year.
245. Was there any special reason for doing so?—Yes, because the Mohammedan people said we do not want our children taught Hindustani, so I opened and got a teacher to have boys taught Urdu.
246. How many applications were made to you for instruction in Urdu?—They were made from the very beginning when I started nine years ago, but I could not get a suitable teacher.
247. You said that the language commonly spoken is more of Urdu?—Yes.
248. Do you think there are others who may differ from you?—Yes.
249. CHAIRMAN: How do you suggest that money should be obtained for improving Indian education?—By taxation.
250. Do you think the Indians would agree to a special education tax being collected?—I think they are willing. For educating their children they are willing to spare some money at least.
251. MR. HAKIM DIN: As a teacher can you tell us how long the children take to learn the Hindi script and how long they take to learn the Urdu script?—That depends on the brain of the child.
252. What is your general experience?—Equally the same.
253. MR. TATE: Were you trained as a teacher?—No, I was a Clerk and Interpreter for a long time and at Sabeto the people requested me to give their children some sort of education. If you import teachers from India it would be rather expensive, and if they are trained here, under good training, I think it will be alright. If you want to import a teacher from India you will have to pay his passage first. In India they have no idea of the conditions here. If a man is getting £100 a year they think that is a lot of money. They are tempted to come over here thinking that is a good and a high salary.
254. Would you say that an Indian born and bred here in Fiji would make a better teacher?—Yes, if they are trained here.
255. If say English and Hindi were taught in the schools, don't you think that these children could get the instruction in Urdu that they require at home after school hours in order to enable them to read their religious books?—The boy should learn to write his own language first, then he should start English. I can quote one instance. A month ago a boy came from his school and said he would like to read in my school. I told him he was welcome and asked how far he had gone through this book. I asked him to open a page and read out a paragraph to me, which he did. I asked him if he could explain the meaning of it and he said no. That means a waste of his energy for a long time. If he had known his mother tongue he could have written it from the very beginning. It is essential that he should learn his language and writing first and then he should start English.

ABDUL KHALIQ.

256. CHAIRMAN: What is your occupation?—I am a cultivator. I live in Nadi. I have been twenty years in Fiji.
257. What is your religion?—I am a Mussulman.
258. Is there anything you wish to say?—Hindus and Mohammedans have come from India and are living here. The Hindi and Urdu are being taught all over India and Urdu is being taught more than Hindi. Urdu is a more polished language and can be easily taught with the English. Urdu is a language which is meant for the benefit of the people and should not be neglected. Our children should be taught in Urdu in the schools.
259. MR. THOMPSON: Do you think that Urdu must be taught in the Urdu script or in the Roman script?—In the Persian script.
260. CHAIRMAN: Are you talking Urdu now?—Yes.
261. Could the Hindus speak the same way as you are speaking?—They are able to speak the same way.
262. Do they ordinarily speak as you are now?—Yes. They can speak through the medium of Urdu.
263. Do you want English to be taught?—Yes. English and Urdu should be taught.
264. Do you think your fellow countrymen would be prepared to tax themselves to provide schools?—They are already paying a direct tax.
265. MR. TATE: What do you mean? Have you been taxed already for education?—It is the duty of the parent to look after the education of the children.
266. MR. BADRI MAHRAJ: Are you a teacher?—I am a teacher of an Islamic school at Nadi.
267. What subjects are taught?—Arabic. I also make use of my Urdu knowledge.
268. Do you teach the children to reckon?—I also teach them some mathematics.
269. What other subjects?—I teach Urdu up to the sixth class. As there are not a sufficient number available I am only teaching Arabic.

HARICHAND.

270. CHAIRMAN: What is your occupation?—I am a cultivator. I have been thirteen years in Fiji. I am a Hindu.
271. Is there anything you wish to say?—Up to the primary education all the children should be given their own mother tongue, afterwards the children may begin English. That is our only prayer that we want some education to be given for the children.
272. Would it not be difficult to find masters in a small district who could teach four or five tongues?—In the Nadi district Urdu is being taught. It is difficult to teach all the languages in one school, but if they do not learn their mother tongue, when they return to India it will be difficult for them.
273. MR. TATE: Do they all intend to return to India?—Some wish to go to India for a trip and to return.
274. Do you think it very important that English should be taught in schools?—From the fourth standard they should begin English subjects.
275. Some people have told us it is better not to teach them English?—English is the language of the British Rule.
276. MR. HOODLESS: You want more schools for Indians. In what way can we get more schools?—It is the duty of the Government to spend money on education and fees can be collected from the children who read in the schools.
277. MR. TATE: Before the Government can spend the money it must get it from the people?—They have many ways of collecting. They should impose a tax.
278. Will the Indians agree to special taxation?—If the Government require them to pay a tax the Indian people will pay it.
279. Do you talk Nagri or Urdu?—I speak Urdu.
280. MR. HOODLESS: How many more schools for Indians are necessary for Nadi?—There is need for one big school in the centre.
281. Do you think one big school in the centre will be enough for Nadi?—At present there are some schools in certain centres but the boys of two or three villages are sent to those schools.
282. Do you know of a big district in Nadi where there are plenty of children and no school for them?—If I make inquiries I can find out.
283. Do you think the children should be compelled to go to school, up to say fourteen for boys?—Yes. Compulsory education is necessary.
284. Up to the age of fourteen for boys?—Yes.
285. And during the last two years you would teach English?—I would teach him his mother tongue up to about ten.
286. Have you done any teaching?—No. I was not employed as a teacher anywhere.

LATIF SHAH.

287. I am a Mussulman.
288. CHAIRMAN: What is your occupation?—I am a cultivator. I live at Tunalia.

289. Is there anything you wish to tell us?—I would like such an education to be given which would be advantageous to everybody. The girls should also be taught in the schools.
290. MR. TATE: You would be in favour of compulsory education?—It is for the benefit of our people to have compulsory education.
291. Does that include girls as well?—Yes, for both boys and girls it should be compulsory education.
292. For how long should it be compulsory for girls?—Up to eleven years.
293. And the boys?—From six to fourteen.
294. CHAIRMAN: Have you anything to say about languages?—The Urdu is spoken by all the Indians here.
295. MR. TATE: Would you have the Urdu script taught?—I consider the Urdu is the important language.
296. For writing and reading?—Yes, for writing and reading.
297. Would you be in favour of teaching English?—Yes, it is necessary.
298. CHAIRMAN: Can you write?—I know a little reading and writing.
299. Which script do you use?—I learnt in Urdu.
300. Would you be prepared for taxation to pay for a scheme of education?—Yes. Although I have no children I am ready to pay more taxation. I help all the schools which have been built in the past and I am willing to help in the future.

BAIJANATH.

301. CHAIRMAN: What is your occupation?—I am a cultivator and storekeeper. I live in Tunalia. I am Fiji born.
302. Can you talk in English?—I know a little English.
303. Where were you at school?—I received my education from Pundit Deodit.
304. What did he teach?—Sanskrit and Nagri.
305. Where did you learn to keep a store?—From my experience only.
306. Have you learned to count?—Yes, I learnt my figures at school.
307. What school?—At the Pundit's school, and the other knowledge I acquired at the store.
308. What language do you speak?—Hindi.
309. Can you write?—Yes.
310. What do you write?—Hindi. It is considered all over the world that the Hindi is a language easily taught. There would be about eighteen to twenty Indian languages in Fiji and there would have to be eighteen or twenty teachers from India. I am asking that Hindi should be the language to be taught. We wish to settle in Fiji for all time and we ask that a technical institution be opened at Lautoka.
311. What do you mean by a technical institution?—An institution where house building, engineering work, boat making and all the trades are taught.
312. Do you think it is important to teach agriculture?—Yes. I think an agricultural school should be established at Lautoka so that the children from Tavua to Nadroga can come to it.
313. How would the expenses of the students at this technical school be met?—I find that a big fund is necessary for the purpose. We look upon you for our future benefit.
314. You would be prepared to pay extra taxes for education?—I would like to bring to your notice one important point, that here there are many more poor people than rich and if they are equally taxed the poorer people would find it difficult to pay their taxes. Those who get an annual income over £50 should be required to pay taxes.
315. How are you going to set about finding out who has £50 a year or who has not?—There are many ways of finding out. The Government could take steps to find out.
316. To find out would cost the amount received from the tax?—It is very difficult to tax them equally. It would be better if only those able to pay were taxed.
317. Can you think of any method by which this could be done?—From a tax on spirits.
318. MR. HAKIM DIN: Is it possible to get money from the cane planters through the Colonial Sugar Refining Company?—Those who have 150 tons of cane would be made liable to the tax. It is the duty of the storekeeper to bear the burden.
319. MR. TATE: And not the planter?—As well as the planter.
320. MR. BADRI MAHRAJ: You were born in Fiji and you want to help this Colony. Will you help with new taxes?—The men who earn 1s. 6d. a day would find it difficult to pay the tax, so I suggest that the people be taxed according to their income.

D. S. JOHN.

321. CHAIRMAN: What is your occupation?—I am a clerk living at Nadroga. I have been in Fiji fourteen years.
322. Have you anything you wish to tell us?—With regard to the question of language difficulties, I would like to suggest

that these vernacular languages should be taught only up to a certain standard, 4 or 5, and side by side with English.

323. You would start English at the bottom of the school ?
—Yes.

324. Directly they come to school you would start English ?
—Yes. I am saying this from my personal experience.

My wife has found it possible to teach English alongside with the vernacular. One of these languages may be made compulsory for a higher education. I would not insist that Tamil should be made a compulsory subject because the Indian child is an adept at picking up any language. At the same time it is necessary that the children should be given an opportunity of knowing their mother tongue first.

325. Does Mrs. John teach school now ?—My wife was teaching school at the Church of England School at Labasa.

326. Do you know whether there is any feeling among Indian parents as to their children attending a Mission School ?
—Yes. The feeling of the parents of the Indian children is that the missionaries should not compel their children to learn religious subjects.

327. If the children went to the school and no religious subject was brought in, would they still object ?—No.

328. BROTHER ALPHONSUS: If the children know that they can withdraw if they wish at the time of religious instruction, will that satisfy the parents ?—Yes, that will satisfy the parents.

329. CHAIRMAN: The Nagri script will carry you through Fiji. It is the script ordinarily used ?—I find the Urdu and Hindi script used, but the Hindi community seems to be more and the Mohammedan community less.

330. What schools do you think will be necessary at Nadroga ?
—I think the majority are Madrasses there and naturally they would like to have their own language.

331. How many schools do you think would be necessary ?
—One cannot confine the number of schools for a certain district. The number of the population would have to be taken and the distances at which the settlements are.

332. If the children are to go to a school in the Nadroga district, how many schools would be necessary ?—There are already three missionary schools and they are almost at one centre. These schools ought to be in the centre of the Indian settlements where the children could attend.

333. Suppose the Government said every child must go to school ?—That means there ought to be at least one Government school for each district.

334. That does not get over the difficulty. These children are living all over the district of Nadroga. If we say that every child has to go to school in Nadroga schools must be provided ?—In that case small settlement schools should be opened.

335. Several schools would be necessary if education is to be made compulsory in Nadroga ?—Yes.

336. MR. HOODLESS: How would these schools be erected ?
—The money must come out of the public. To my knowledge a great number of Indians would be prepared to pay towards the upkeep.

337. Do you think it would be reasonable if the Government paid half and the Indians half ?—A little while ago it was suggested that the money should be made up in three parts, one part paid by the Government, another part by the Company and another part by the Indian.

338. Suppose you are building a school where the Company is not interested ?—Something else must be there; cotton must be there.

339. Your suggestion is then that if it is a school in a district which is a cane cutting district the cost of erecting the building and the cost of maintaining the school afterwards should be divided in those three ways ?—Yes.

PUNDIT ACHHAIBAR DUTT.

340. CHAIRMAN: How long have you been in Fiji ?—Twenty-four years.

341. What did you come to Fiji as ?—As a teacher.

342. How long have you been teaching ?—As a Priest I preach to the people. I have done this from the day I was introduced into this Colony.

343. Where did you receive your education ?—In India.

344. What did you learn ?—I learnt Sanscrit and Nagri.

345. Do you wish to say anything ?—I learned that a witness before this Commission said that Hindustani was the religious language. The religious education for a Hindu is Sanscrit. The Hindu is much attached to the Sanscrit on account of his religion. I find that Hindustani is current all over Fiji.

346. MR. TATE: What are you in favour of teaching in the schools ?—I am in favour of Hindi because out of 100, 60 will be able to write Hindi and only 10 will be able to write Urdu. The Hindi is widely spoken and written and therefore Hindi should be the language.

347. MR. HAKIM DIN: Would you make Hindi compulsory ?
—Yes, it should be compulsory.

348. Even to the children of the Mohammedans ?—Yes, compulsory on them.

349. What about English ?—English should be taught.

350. MR. TATE: When ?—Along side with the Hindi from the beginning.

351. MR. BADRI MAHRAJ: If we have compulsory education it would require money ?—It could be paid from the money we have already paid on account of the Residential Tax. We are ready to pay an education tax.

352. CHAIRMAN: Do you think teachers should be got from India or trained in Fiji ?—The masters here are not capable of teaching us, we must get them from India.

353. Would it not be better to train them here ?—From my knowledge of local teachers they are no good.

AT LAUTOKA, FRIDAY, 23 JULY, 1926.

Present :

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
J. S. Neill, Esquire,
D. W. Hoodless, Esquire,
The Rev. L. M. Thompson,
The Rev. Brother Alphonsus,
Mr. Badri Mahraj,
Mr. Hakim Din.

Vishnu Deo, Interpreter.

M. N. NAIDU.

354. CHAIRMAN: What is your occupation ?—I am a general merchant.

355. How long have you been in Fiji ?—Twenty years.

356. Are you a Hindu or a Mohammedan ?—I am a Hindu.

357. Is there anything you wish to tell us regarding education ?—Our children in Fiji are not very well educated. Our children have been sent to Mission schools and Government schools but in these schools our tongues are not taught and unless they learn their own mother tongue quickly they cannot understand the other languages. There are about 2,500 Madrassi children of school-going age at present in Fiji, and for these children there is no provision made; therefore I suggest that in primary schools our respective tongues be taught. For the teaching of Tamil we have opened a few schools. There are no Madrassi teachers available here. Teachers who can teach Tamil or Telegu can be found here but they possess no knowledge of English, therefore I ask the Commission to make a recommendation that in addition to our mother tongues English should be taught in the primary schools. If no such arrangement can be made our children will remain in the same state as they are to-day.

358. How many Southern Indians are there in the neighbourhood of Lautoka ?—About 1,000 in Lautoka.

359. Among the children at your school, how many are Madrasses and how many are Northern Indians ?—There are very few Madrassis in my school because Madrassi tongues are not taught there.

360. Do many of the Madrassi children learn Hindi ?—One or two.

361. Playing with Northern Indian children do they not talk together in Hindi ?—Yes, to some extent.

362. You have spent a good deal of money on education ?
—Yes.

363. Would you tell us what you have spent ?—I opened this Namoli school three years ago. I had three teachers but when we could not get a teacher that could teach our own tongues the number of children was reduced. There is only one teacher now. For eighteen months the Government paid me £7 10s. per month. I used to spend as much as £18 a month. Now I receive only £4 from the Government and I have to pay out £12 a month. I spent £500 on the building. I also help the Vitogo and Drasa schools, and if there is any subscription collected for any school I generally give some money as a donation.

364. Was it altogether to teach your own tongue that you started the Namoli school ?—I built this school with that intention but I could not get a qualified teacher.

365. Can you say whether Indians generally prefer to go to a Mission school or to a non-Mission school ?—I do not know.

366. If the Government opens schools it will be necessary to raise funds. Have you any suggestion as to the best method of raising funds ?—The Government has collected for the last three years from us £1 per head Residential Tax. The Government has only put up a hospital for that. I do not think it would be reasonable to raise funds from all Indians, but those who can afford to pay should be asked to contribute.

367. How are we going to find out those who can afford to pay?—The Government ought to know who is poor and who is rich.
368. It would take a great many officials to find that out and it would be expensive?—The magistrates and inspectors in the district ought to know them.
369. The Fijians pay a special tax for education, would the Indians be willing to pay the same?—The Fijians are not in need of money. Whatever they get they spend. But Indians are in need of money and therefore we cannot spare much money.
370. MR. NEILL: How many Madrasses are there in Fiji who cannot speak Hindustani?—Those who do speak Hindustani cannot speak it well.
371. How many Madrasses are there in Fiji in your opinion who cannot speak Hindustani?—I cannot estimate the number.
372. Will you agree that practically every Madrassi in Fiji can speak Hindustani?—In addition to Hindustani we also speak Fijian.
373. That is not my question?—Not all Madrasses can speak Hindustani.
374. The majority can speak Hindustani?—Those who walk about in the towns and work therein can speak Hindustani.
375. And out of 2,000 children how many are Tamils and Telegues?—About 1,000 Tamil, 600 Telegu and about 400 Malayalam.
376. Do the Mussulmen wish to be taught?—They speak Malayalam.
377. What language do they want to be taught in?—They speak Tamil. Both Telegu and Tamil.
378. MR. BAKEWELL: What languages do you think will have to be taught in these schools to satisfy the requirements of the Indian children?—For Madrassi children we want Madrassi tongues.
379. How many other tongues will be required before the district is satisfied?—Mother tongues and English.
380. How many mother tongues are there?—For Tamil boys, Tamil; Telegu boys, Telegu; and others what they speak.
381. CHAIRMAN: Do you think English is very important?—Yes.
382. If they were taught in English in the schools would they not be able to learn their mother tongues at home?—When the father himself is illiterate how can the children be taught.
383. He can talk it?—He can only talk but cannot read and write.
384. Could it be taught separately?—No. In school they should be taught.
385. If the Government find it necessary to institute a levy on everybody, would you submit to that?—I am prepared to pay for the education of my child, but I cannot speak of others.

PARMANAND SINGH.

I have a statement to read:—
The Education Commission,
Lautoka.

I, on behalf of Tavua, Colo North, and as the member of Education Committee elected in Lautoka representative meeting, beg to submit the following modified recommendations approved by the public meetings of 9th and 18th instant held at Magere, Tavua.

Management of Schools.—Experience prove to us that no school could be staffed equipped or maintained adequately by our community; consequently we suggest that the Government take sole control of all existing and future schools; to maintain same as may be decided on hereafter. This is the only solution by which our children's education on proper basis could be assured and their future welfare secured.

Compulsory Education.—We think it our foremost duty towards our children to give them first-hand education and we fully understand how difficult this will appear at the commencement. There cannot be any scheme more favourable than compulsory education towards achieving this end. We, therefore, suggest that education for boys between the ages of 5 and 14, and girls 6 to 11 be made compulsory.

Text-book Committee.—We lay stress and draw the attention of the Commissioners on the matter of text-book, curriculum, &c. It is our opinion that a Committee should immediately be appointed to prepare these in accordance with our peculiar conditions here. These we think will go a long way towards simplifying matters.

Teachers Training Institution.—If a Teachers Training Institution is immediately established in Suva and well qualified masters brought from India to train local youths for improved examination—it will save the Colony lot of unnecessary expenses and will benefit the colonial born.

Present Institution.—Until appropriate arrangements are under consideration for training of our children such institutions as the Grammar School in Suva should be made to admit

Indian children on equal footing and colour distinction or restrictions removed. This we hope will bring a better and lasting understanding among the growing generation.

Teachers.—We think it our duty towards our children and community in general to recommend dismissal of numerous teachers now engaged in various schools who are wholly incompetent for such duties. If a limited time, however, is given to those who are competent to pass set examination it will prove beneficial as well as favourable and just to the present teachers.

Primary Schools.—It would be found necessary to established several primary schools in each district or wherever an average attendance of thirty may be expected.

Improved Primary Schools.—Improved and efficient schools, masters, text-books, curriculum, &c., could teach up to the seventh standards which, in our opinion is sufficient for the average boy. Those desirous of higher education may do so at Suva or Lautoka secondary schools. This will save the inconvenience of erecting middle schools and thereby save undue expenditure.

Kindergarten Schools.—Kindergarten schools should be attached to the primary schools for the benefit of the infants.

Standards.—In primary schools first to seventh standard readers should be taught. Boys successful in passing seventh standards should be given a competent certificate. This will entitle the holder for admittance into the higher schools.

Hindi.—Hindi should be compulsory up to fourth standard reader and thereafter optional. No pupils shall be entitled for admittance into English classes unless they have passed fourth standard in Hindi.

Conclusion.—I think sufficient has been said by us to convince you of our earnestness in respect of education. It is our sincerest hope that no pain will be spared in making these recommendations the basis of education for our children throughout the Colony. We in return will do our best to meet any reasonable responsibility but, sufficient has been said in these respects by Suva and Lautoka and except for the above we support their memorandum unanimously.

I submit this on behalf of Colo North district whom I have the honour to represent.

386. CHAIRMAN: What is your occupation?—I am a teacher. I am Fiji born.

387. Where were you educated?—At the various Mission schools in Fiji and also at Auckland for a little time.

388. How long in Auckland?—About four years.

389. What standard did you reach?—I attended the primary school. After that I received a secondary education. I was studying for matriculation but I did not go as far.

390. Can you suggest any method by which the Government could obtain money from the Indian community for educational purposes?—The Indian community are quite prepared to pay taxes but they want to have their representatives who would control this fund. They would go to any length as far as paying goes, especially those that can afford it.

391. You mean the whole control of it?—No. Anything that is reasonable.

392. Your scheme could not be carried out any more cheaply than the Fijian scheme?—I think it would be more expensive.

393. What would be the maximum distance at which you would compel a child to go to school?—I think a radius of five miles. I have done it and they are doing it now.

394. Do you think it would be fair to punish a child living five miles from school, or its father, if the child did not go to school every day?—Special allowance should be made in cases of that kind.

395. If you tell us the distance we can tell how many schools it will take for any district?—I think a radius of five miles is not very much—five miles between each school.

396. You think in a district such as this there ought to be a small school every five miles?—Yes, a primary school.

397. Lautoka is well supplied with schools?—No. They have schools which are just schools in name.

398. There are two good Mission schools?—Yes, but they interfere with our religion.

399. Do you find that your fellow countrymen dislike sending their children to Mission schools?—Certainly they do.

400. If arrangements could be made whereby education was made independent of religious teaching, would that objection still hold?—Although arrangements might be made and the teaching of scripture withdrawn, still the Indian I think would prefer a Government school.

401. They would be willing to pay even more taxation to be independent of Mission schools?—Yes, on reasonable representation.

402. MR. HAKIM DIN: What was your own experience in the Mission school?—Very much interference. I was taught catechism and I was drifting into the Christian religion when my father saw the danger and withdrew me entirely from the Mission school, and I did not attend any school for several years.

403. I understand that three of your brothers attended Mission schools. Did they have the same experience?—Certainly.
404. And your father had to withdraw your brothers also?—Yes, he did so.
405. When you first went to primary school were you taught any English or Hindi?—I was taught English only.
406. You suggest that Hindi should be taken as far as fourth standard, and then English made compulsory. Do you think you would have succeeded as well in your comprehension of English if you had not been taught English until you were eleven?—My experience tells me that if a man is educated in Hindi and then takes to English as the second language he is better for it. I was not very well educated in Hindustani until some time later and that handicapped my education.
407. With regard to the scheme you suggest of Hindi to standard four and then compulsory English and then a secondary education. Do you think that, learning as they may have to with other children who have taken English straight away from the Kindergarten, they will compete as well in secondary institutions, having only had three years' experience of English as compared with those children who have had ten years' experience in English?—Of course it would be very unreasonable to expect a child who has had a few years' experience in English to compete with a child who has had ten years' experience; but I suggest that the fourth standard could be achieved in two years' time. A child commencing at the age of five would finish at seven and thereafter would have seven years of education and therefore he would have seven years in English education.
408. MR. HOODLESS: What do you mean by fourth standard?—I mean the fourth Hindi book.
409. How many years would it take a boy entering the school to finish this class four?—At the most two years or three years.
410. What would be the average age of a boy on completion of this class four?—About 7½ years of age.
411. Say eight years?—Yes.
412. All the boys who have completed class four at the age of eight would then begin to learn English?—Yes.
413. Would you teach them arithmetic?—They should be taught arithmetic, but apart from that I would not suggest any other subjects.
414. MR. TATE: You heard the evidence that various Indian tongues should be taught. Are you in favour of that or do you wish Hindi to be taught generally?—That is a big subject, and while sympathising with our fellow countrymen I think it is unreasonable in a way because all of us speak Hindi and we who are to live in Fiji all our lives do not want any twenty or thirty languages. We want Hindi and English.
415. Do you speak any of these local languages?—No, I could not understand one word.
416. MR. BAKEWELL: Are there any schools in this district where the children are reading in that fourth reader at eight years of age?—I have not been into the schools over here but I can tell you about my own district.
417. MR. HOODLESS: They have got the fourth reader in your own schools?—Yes.
418. It is a reasonable suggestion?—Quite, unless the boy is thick-headed.
419. MR. TATE: Where is your school?—At Magere, Tavua.

VISHNU DEO.

420. I have to submit a memorandum as follows on behalf of the Young Men's Association, Lautoka:—

Namoli, Lautoka,
11th July, 1926.

We the under-signed members of the Committee appointed by the public meeting held under the auspices of the Young Men's Indian Association and attended by the Indians of Ba, Tavua, Nadi, and Lautoka, submit the following suggestions and recommendations made by the said meeting to the Education Commission:—

1. That except for the modifications and additions which will follow hereafter we wholly agree with and approve of the suggestions and recommendations contained in the joint memorandum submitted by the Indian Reform League and the Arya Pratinidhi Sabha.
2. That education for boys and girls between the ages of 6 and 14 and 6 and 11 be made free and compulsory; in the case of boys this system be introduced immediately in all school areas, and in the case of girls it should be introduced as soon as suitable and adequate provision is made.
3. That primary schools be opened at every centre covering about four miles where an average attendance of thirty children may be expected.
4. Middle schools which should teach from the first to the seventh standards be established one in each of the following districts: Lautoka, Nadi, Nadroga, Ba, Tavua, Rakiraki,

Rewa, Suva, and Labasa and in other districts as and when required.

5. That except in Suva grants in aid should not be given to any schools built or to be built within a radius of three miles of the middle schools unless they are private schools for the teaching of Urdu or South Indian languages conclusively.

6. That each of the middle schools should have boarding establishments attached to it.

7. That the primary, middle and other schools should be under the sole control and supervision of the Government.

8. That teachers introduced from India must necessarily possess a thorough knowledge of Hindi in addition to English.

9. That the Government should set up an improved examination to be passed within a fixed time by those at present employed in different schools and are uncertificated. This will benefit the colonial born Indians and will curtail undue expenses.

10. That Hindi be adopted as the medium of instruction in all the primary schools.

11. That in addition to the scholarships for higher education there should be the award of local scholarships to deserving students for secondary education.

12. That at least four overseas scholarships per year be awarded to Indians for higher education.

13. That there should be two inspections of schools: one with the necessary knowledge of Hindi and English and the other with Urdu, Tamil, Telugu, &c.

C. CHATTUR SING (and three others).

Resolution.

That this meeting appoints Messrs. Dildar Ali Shah, C. Chattur Singh (President of the Young Men's Indian Association), Vishnu Deo of Lautoka, Ramnarain of Veisesei, Hiralal Seth of Saweni, M. C. Franklin of the Methodist Mission of Lautoka, P. Anand Singh and Umrau of Tavua, Harnam Singh and Munsamy Naidu of Ba, and H. Sahodar Singh of Nadi to be members of a Committee for the purposes of preparing a memorandum containing suggestions and recommendations made by this meeting for submission to the Education Commission at such place and time and in such manner as the Committee may think fit.

Namoli, Lautoka,
20th July, 1926.

To whom it may concern,

We, the undersigned members of the Committee appointed by the public meeting held under the auspices of the Young Men's Indian Association at Lautoka in Sunday, the 11th July, 1926, for the purpose of submitting the suggestions and recommendations made by the said meeting to the Education Commission at such place and time and in such manner as the Committee thought fit, do hereby depute Mr. V. Deo to present to the Commission a memorandum containing the suggestions and recommendations of the meeting prepared and signed by us and in the best interest of the Indian community offer any explanation or amplify any of the suggestions or answer any question put to him by the Commission.

C. CHATTUR SINGH (and three others).

421. CHAIRMAN: What is your occupation?—I am at present employed by Mr. Naidu as Head Master of his Namoli School.

422. How long have you been in Fiji?—I am a Fijian.

423. Where did you receive your education?—In the beginning I was at a night school at Navua Methodist Mission School. Later I attended Brother Claudius' school in Suva. I was taught Hindi at home by my father.

424. What standard did you reach in the Brothers' School?—The third standard. Then I joined the Government service where I received a good training.

425. Your scheme would be expensive, how would you suggest raising funds from the Indian community to help to meet the expense?—My community thinks that the bulk of the expense should come out of general revenue, and if that is not sufficient, luxurious articles that are imported into the Colony should be taxed. In addition to that, the cane which is grown by the Indians, the sugar of which is exported out of the Colony, should also be taxed, not £1 per ton but say 5s a ton, and if that is not sufficient then a reasonable tax be levied.

426. MR. TATE: What would be the luxurious articles you refer to?—Such things as silk, motor cars, spirituous liquors.

427. Indians do not consume spirituous liquors?—They do. Those who do not hold permits get it.

428. CHAIRMAN: The Fijians are already paying a rate for their own education and now you want them to pay a rate on the whisky they drink?—I am speaking only of Indians.

429. If these things prove impracticable you think that your community would agree to a general special tax for education?—Yes.

430. MR. HOODLESS: What percentage of the cost of more schools for Indians should be borne by the Government and by the Indian parents?—Under the scheme we are asking for free education. It is difficult to suggest a figure.

431. If the Government paid 50 per cent. and the Indians paid 50 per cent. ?—It would be reasonable provided, in addition to that 50 per cent. no further tax is levied.

432. In what simple way could this 50 per cent. be collected from the Indian parents ?—The simplest way I think is along with the Residential Tax. When they pay that tax the Education Rate could be collected at the same time.

433. You think the Indian parents would pay another tax along with the Residential Tax ?—Yes. That would not put the Government to additional expense in collecting the rate.

434. You think that would be fair and reasonable ?—Yes, but it should not form part of the Residential Tax.

435. CHAIRMAN: If that was done the Indian community would expect some representation ?—They expect adequate representation.

436. When you attended Mission schools did you feel yourself sliding into Christianity ?—I was in a village school and the teacher there was not very keen on giving religious teaching.

437. You found the education fairly free ?—Even at the Brothers' school they never interfered with me. Even in the Brothers' school now the boarders are taken to the Church service every morning or every Sunday whether they like it or do not like it. That is why we suggest the opening of Government schools with a boarding establishment.

438. You want purely secular education throughout ?—Yes.

439. MR. HOODLESS: Where do you suggest we should get these extra teachers for these extra schools ?—I would suggest that Fiji born Indians be trained, but in the meantime some teachers be got from India.

440. Which would be the better scheme in the end ?—Training Fiji born Indians.

441. MR. NEILL: Have you any idea how many Northern Indians in Fiji can speak the southern language ?—There are very few if there are any. I would like to give some figures which I have taken from the Census Report of 1921:—

Of the total Indian population, 33,117 persons were returned as born in the Indian Empire, the particulars are as follows: Madras Presidency 9,217, 27-83; Other Provinces 23,899, 72-17. It has not been found possible to produce with any degree of accuracy a statement of the birth distribution of the 26,810 Indians born in Fiji.

Since 1921 seven or eight ships have taken Madras repatriates home. Each ship carried about 500 including children born in Fiji.

Table No. 27.—Total population, 60,619—males, 37,001; females, 23,618. Hindus, 52,906—males, 32,183; females, 20,723. Mohammedans, 6,435—males, 3,996; females, 2,439. Christians, 708—males, 421; females, 287. Not stated, 558—males, 395; females, 163.

Table No. 23.—Ages of Indians born in Fiji: under 5 years: males, 4,978; females, 4,801; 5-10 years: males, 4,304; females, 4,047; total males, 9,282; females, 8,848—18,130 persons. Over 10 years: males, 4,407; females, 4,273; 8,680; grand total, 26,810.

In Lautoka there were 1,981—males, 1,011 and females, 970 of all ages. Under 10 years there were 1,558—786 and 772 respectively.

The numbers of births among Indians is about 2,000 a year and deaths about 400. The number of emigrants is about 1,150 to 1,200 and the number of immigrants about 300 every year.

Table No. 26.—Madras Presidency, total 9,218: males, 6,370; females, 2,848.

GOPENDRA NARAYAN.

442. CHAIRMAN: What is your occupation ?—I am a teacher.

443. How long have you been in Fiji ?—About ten months. I am a Hindu.

444. Have you anything to say in regard to education ?—There should be free compulsory education. The medium of instruction should be Hindi up to fourth standard.

445. What do you mean by fourth standard ?—Up to the age of nine every child should be taught Hindi.

446. Do you mean the fourth standard of education as well as of Hindi before they begin to learn English ?—From the third standard English should be taken. Schools should be established where there are a sufficient number of girls. Two high schools should be opened, one at Lautoka and the other at Suva. There should be a Teachers' Training College at Suva. Provision should be made for imparting a practical agricultural education. Scholarships should be awarded to deserving students who are desirous of going overseas for a higher education. In each district there should be a school where education is given up to the seventh or eighth standard. There should also be a boarding school. On the Educational Board there should be an adequate number of Indians, and at all Government or semi-Government schools the same curriculum should be taught. This Board should also hold examinations annually and give diplomas to successful

students. To assist the Superintendent of Schools there should be at least two Inspectors, one of whom must possess a fair knowledge of Hindustani. Scouting should be introduced into the schools. In places where there is no medical dispensary the Head Master should be given charge of some simple drugs.

447. How would you suggest the great expense of this scheme should be met ?—The bulk of the expenditure should come from the general revenue. If that falls short then the Indian community should be taxed.

448. Would it be fair to say that the proportion of the general revenue and Indian taxation should be the same as in the case of Fijians ?—I do not know.

449. What do you think is the feeling of the Indians as regards Mission Schools ?—As far as I know they do not like to go to Mission schools.

450. BROTHER ALPHONSUS: Don't you think that would be very ungrateful considering what the Missions have done for them ?—When the Government take charge of opening the schools I think the public will like to send their children to Government schools. Of course the Missions are to be thanked and the Indian community should thank them for their services in the past.

451. CHAIRMAN: Do you think it is necessary to teach Tamil or Telegu in Government schools ?—I do not think that such languages should be taught in Government schools. If any children want to learn these languages they can go to private schools.

452. MR. TATE: What do you think of the Hindi spoken in Fiji ?—In our school there are about 7 or 8 Madras children. They can read Hindustani better than the northern pupils. They find no difficulty in learning the language. At home they talk in Hindustani.

453. What is your native language ?—My own language is Hindi.

454. Do you read or speak other languages ?—I can read and write Urdu and Hindi.

455. Have you any Mohammedan children in your school ?—Yes, about ten. They read Hindi.

456. Do their parents ask that they should be taught Urdu ?—No.

457. You are a trained teacher ?—I did not get training in teaching.

458. MR. BAKEWELL: You say you would keep the children at Hindi until they were nine. At that time they would have reached the fourth standard in Hindi. Do you think then it will take four years to get them through ?—Yes.

459. Did you not say that English should be compulsory after the fourth standard ?—They should begin from the third standard.

460. Not before the third ?—No. Suppose they joined a school at the age of five, then at the end of the seventh year they will begin English.

461. That is after they have finished the second primer in Hindi ?—Yes. It will be a great help in learning English. At the age of five it is very difficult to begin English. If they know their own language and then begin English it will be easier for them.

462. Would you make English compulsory or as a subject only ?—It should be made compulsory.

463. After nine the teacher would teach all the other subjects in English ?—After nine the medium of instruction should be English and one vernacular, Hindi or Urdu, they should also learn.

464. MR. THOMPSON: Do you think religion should have any place at all in the scheme of education ?—No.

465. There is no religious motive at all in connection with your own school ?—No.

466. MR. HOODLESS: Do you give any general moral training ?—I give them some instruction on truth and on subjects like that.

467. MR. THOMPSON: You believe then there ought to be moral training ?—Yes.

468. And how do you think that might be done ?—Some text-books should be prepared for this.

469. MR. HAKIM DIN: Will not these text-books be open to the same objection ?—The text-book committee should prepare one book to give moral instruction.

470. MR. TATE: Where do the Hindi children get their religious instruction now ?—I do not find any place where they get any instruction.

471. Are there any schools for religious instruction ?—I understand there is one place in Ba. There is a small temple, but as far as I know they do not receive any instruction.

472. MR. HAKIM DIN: Do you think it is good for the Indian community to develop by a non-religious education ?—That is another question. The Government should not take on itself the responsibility of giving religious instruction. Those persons who desire to give religious instruction to their children may make private arrangements.

473. MR. THOMPSON: Is there any objection to facilities being extended in schools ?—For moral teaching there is no difficulty at all.

474. MR. BAKEWELL: You are proposing to teach Hindi to enable them to get instruction in their own religion?—No. For the purpose of general education and communication.
475. Would not English do as well as Hindi?—To learn English from the very beginning would be a tedious job for them.
476. MR. TATE: In two or three generations might it not be possible that the Indians here would speak English? What is the purpose of keeping Hindi?—It is for the sake of education and in order that education may be imparted very easily and comfortably.
477. If English became the language of the home it would be just as easy for these children to be educated?—After two or three generations, but why should these children suffer for the children who will come after them. Even in Mission schools where education has been in English from the very beginning I have been told the children had great difficulty in learning the subjects. Suppose they are going to learn History, and if they learn History in Hindustani they can understand the subject very easily, but if the lessons are given in a foreign language it will be more difficult.

V. M. PILLAY.

478. CHAIRMAN: You are a general merchant?—Yes.
479. How long have you been in Fiji?—I have knowledge of about thirteen years in this Colony.
480. You come from Southern India?—Yes, from Madras. I am a Tamil.
481. Is there anything you wish to tell us?—I have a statement here:—

The Chairman and the Gentlemen members of the Commission.

Lautoka, 22nd July, 1926.

Before submitting my personal views on the education of Indian children in Fiji I desire to make it quite clear that I am here before you not as a representative of any section of our community but as an Indian.

2. I am not only interested in the education of the present generation but also of the future. Our chief object of education should be the production of good citizens, seed of which if planted in the present generation will produce magnificent results in the generations to follow.

3. It is not my intention to go minutely into the details of this complex question. I only desire to place before you certain broad and general principles which should govern a progressive system of education.

4. With that object in view I urge the introduction of a system of free and compulsory education which will, in my opinion, help to make any scheme effectual and economic. I therefore recommend that education for all boys and girls between the ages of 6 and 14 and 6 and 12 respectively be made compulsory. I suggest that this system be introduced say from the beginning of next year. It should be made applicable to boys at such centres where schools are established and to girls as soon as practicable.

5. It is essential that primary schools which should teach up to the fourth standards be established at every centre where sufficient number of children are found.

6. Middle schools or say central boarding schools be established one in each of the principal districts, namely, Suva, Lautoka, Labasa, and in other districts if and when necessary. In the middle schools teaching up to seventh standards be given.

7. For the present, I recommend the establishment of one secondary school in Suva, in which the teaching up to matriculation be given. A large proportion of the increased cost could be avoided if the secondary education in Boys' Grammar Schools in Suva and Levuka be made available to Indian children.

8. For the teaching of Urdu, Tamil, Telegu or Malayalam conclusively private schools may be allowed to be built or admitted to grants in aid provided the number of children desirous of learning such languages is sufficient to warrant the opening of such schools.

9. Agricultural and technical schools should also be established. In the first instance I suggest the opening of an Agricultural School at Lautoka and Technical School at Suva.

10. The facilities for educating girls are very urgently required. The Indian community is strongly against the idea of teaching boys and girls together in one school. However, I suggest that separate schools for girls be opened at centres where sufficient number of them can be found but other centres mixed schools be encouraged. For separate schools lady teachers should be got from India.

11. The question of language is undoubtedly most difficult of solution. Having regard to the strong desire of the different linguistic communities to impart the primary education in their respective vernaculars only, in spite of the fact that all Fiji born Indians speak Hindustani, I strongly recommend the adoption of Hindi as the medium of instruction in primary as well in middle schools. English should be compulsory from the third year.

12. One Inspector of Schools with the knowledge of Hindi and English be obtained from India.

13. In the beginning teachers required for the primary and middle schools, with necessary knowledge in Hindi and English, be introduced from India. To ensure the supply of properly trained teachers a Teachers' Training Institution be established in Suva. I also suggest that uncertificated teachers who are at present employed in various schools should be required to pass an improved examination to be set for them by the Education Department. This will benefit the Indians born in Fiji and at the same time effect a saving on the increased cost.

14. I urgently recommend that adequate representation be given to the Indian community in the Central and District Boards of Education to be established permanently to advise the Government, from time to time, on educational matters and to decide details regarding curriculum, working of the schools, &c.

15. I recommend the award of overseas scholarships for higher or professional education. In my opinion the scholarships should be limited to three every year. In addition to this, local scholarships should be allowed or offered to deserving students for secondary education.

16. All primary, middle, and secondary schools should be under the sole control and supervision of the Government.

17. I do not suggest that every thing should be done at once. The goal should be reached within five or six years. The result would then be a definite extension of the facilities for primary education at least.

18. The Indian Community will not lag behind in contributing towards the cost of a suitable and adequate scheme for their education to a reasonable extent. It will not be out of place for me to say in this connection that Indians are already subscribing to a large extent towards the revenues of the Colony although they do not receive benefits in proportion to their contribution. I suggest that the increased cost should come from the revenue and if further taxation is necessary it should be levied not like the Residential Tax but on a more equitable basis like the education rate in towns.

19. In conclusion I sincerely wish and hope that the labours of the Commission will be crowned with success.

P. MOOTHAIYA PILLAY.

482. Have you worked out what this would cost annually?—I think this scheme would cost about 15s. per head.

483. That is apart from the building of schools?—School fees should be free but the boarders should pay for themselves.

484. Have you heard any adverse expressions of opinion in regard to the Mission schools?—They are doing good work but besides them we want Government schools to be built all round the Colony.

485. Where there is a good Mission school you need not have a Government school?—I agree with that as long as they do not introduce religion. They must follow the rules of the Government. There should not be any religious instruction in school hours; outside school hours it might be good.

486. MR. NEILL: How does your son learn his religion?—They have to learn it in their own home.

487. MR. TATE: You think it is the duty of the father?—Yes.

488. And is that usually done?—Yes, in India, but I do not know about Fiji.

489. In India you have your temples and your religious men who are doing nothing else. Have you them here in Fiji?—No. There are one or two occasionally.

490. Unless there are some definite people who will teach religion, will you forget all about religion?—They can be taught outside—not in the school.

491. BROTHER ALPHONSUS: Don't you think you could be taught in school but out of school hours?—Yes.

492. MR. NEILL: In your opinion do the majority of the southern people speak Hindi?—Every child speaks Hindustani fluently, which is the general language of Fiji.

493. MR. TATE: Do you think it would help the citizenship of Fiji if all, in say two or three generations, spoke one language, say English?—Yes. What I am at present asking is that Hindi should be taught in the schools as the one Indian language. After two or three years they will speak one language and you can make one universal language English.

494. MR. NEILL: If your boy went to school now you would not object to his being taught Hindi?—I would not object. Some of my countrymen want to learn their own section, but it is quite impracticable to bring those languages into a Government school, so I am suggesting, if they want to learn their own language they can go to the private school, in which case the Government ought to give them some grant to uplift their own language; then they can join in the Government school and they can take Hindi and English.

C. W. THOMAS, ESQ.

495. CHAIRMAN: How long have you lived in Fiji?—For fifty-five years.

496. You wish to bring some facts before the Commission?—I desire to make one or two suggestions to the Committee. I would like, first of all, to quite understand what the intentions of the Committee are. As I read the Governor's Address to the Commission in the newspaper I would like to know whether it is the intention of this Commission to recommend to the Government an increase in the facilities for providing education for the whole of the children of the Colony.

497. We are to inquire into the education of all races and all persons in the Colony.—The reason why I ask that question is that the only reference made to children in regard to the work of this Commission is in regard to Indians and Fijians. There seemed to me to be nothing said whatsoever regarding the education of the European child.

498. I can assure you we are dealing with the education of all races in the Colony.—I would like to state that I consider that the Government are not altogether carrying out their duty in providing education facilities for the whole of the children of this Colony. First of all I consider that the Government should take steps to provide a Government school in all large centres where there are sufficient children requiring education. The children of this Colony cannot be expected to take their part in the development of the Administration, or in any other way, unless they have education. In the past the want of the means of education has been severely felt. I would like to state that I think the Government should provide further means of obtaining secondary education. At the present time there is only one secondary school in the Colony, that is established in Suva. A very large sum of money has been spent in providing that secondary education for children in Suva and the school is only open to a certain class or race of children. No child except those whose parents are European is allowed to attend that secondary school. I think that is wrong in principle. It is wrong in every way. I do not think that it redounds to the credit of the Government that they should have allowed such a position to exist. It is not just to the children of this country. It appears to me that the Government and the people in this country overlook one fact and that is that the pioneers of this country, the European pioneers, bore the brunt of settling this country and made it so that people could come into it safely, and now the descendants of those very pioneers are debarred from obtaining the full benefits of education. It is on those grounds and for those reasons that I mention this matter of the secondary school in Suva being open only to children of pure European descent. Even a pure Fijian has been able to go to England to one of the higher colleges there and was not refused admittance and Indians have been allowed to do the same thing. Fijian and Indian boys from this country have gone to Australia and New Zealand and have not been debarred from the schools, and yet in Fiji where they are bred and born, the country they belong to, there are no means provided for them. The only secondary education provided now is for children of pure European descent. I draw the attention of you, gentlemen, to that fact. I would like to suggest or to recommend to the Government the establishment of a secondary school on this side of the island. It is only the children who have parents who can afford to send them to Suva to the boarding schools, or who can afford to send them out of the Colony, that receive any secondary education whatever. On this side of the island there are scores of children who want secondary education, but there are no means of getting it. I would suggest that the Government be asked to establish a secondary school on this side of the island for the large number of children who live there. There are enough children on this coast to justify it.

499. As regards the public school in Suva, your suggestion is there should be no exclusion on account of race?—Of course I consider there should be discretion used but not to the exclusion of all children except those of pure European descent. If it was considered advisable the Government could establish a secondary school for Indians or a secondary school for Fijians, but in my opinion I do not think it is. Therefore my remarks apply really to Europeans and children of European descent.

500. You think that only children of mixed European descent should not be excluded?—I am referring to children of European descent having a secondary education provided for them.

501. MR. BAKEWELL: You would not remove the colour bar altogether?—I bar the pure race. I do not think they require secondary education.

502. MR. HAKIM DIN: You said it was wrong in principle to exclude children from a school supported by public funds in Fiji on racial grounds. If it is wrong in principle for the children of European descent, do you think it is wrong in principle as applied to the Indian children?—I suggest that the facilities for education shall be provided for them separately if it is considered necessary.

503. Don't you think a high school exclusively for Indians would cost a lot of money?—The Indians would assist to pay for it.

504. MR. BAORI MAHRAJ: Do you mean to let all the children go to the Grammar School?—Certainly not.

505. MR. TATE: To what extent would you broaden the rules of admission?—To all children of European descent.

506. CHAIRMAN: Or partial?—Or partial. They must be descended from a white father.

507. MR. TATE: Or a white mother?—The people of European descent are now allowed the privilege of being on the electoral roll and yet they are debarred from receiving the education that they want.

508. BROTHER ALPHONSUS: Supposing a child was descended from a white great-great-grandfather?—You might breed it out.

509. CHAIRMAN: Take two half-castes, would you admit their children?—Their children are of European descent.

510. If a half-caste marries a Fijian, would you admit their children?—I should say yes as long as they have European blood in them.

511. MR. BAKEWELL: Would you make any distinction in the case of children of European descent who are living as natives?—I think I have remarked before that there should be discretionary power.

512. You mean of European descent and who are living as Europeans?—Exactly.

513. CHAIRMAN: You want a secondary school on this side of the island and you want it to be for Europeans and those of European descent?—Yes.

514. Are there any other schools that you would suggest?—I should only suggest the establishment of a secondary school in, say, Lautoka for the whole of this side of the island.

515. In regard to primary schools, is there any definite place where you think the Government should build further primary schools for Europeans?—Not on this side of the island because the children of Ba are provided for, the children here (Lautoka) are now provided for. There are sufficient means of obtaining a primary education at the present time. There will have to be an extension in future years.

516. MR. TATE: How would you manage the secondary education for the Indian population?—That is hardly a question that I can deal with.

517. Your idea of a secondary school on this side of the island is for children of European descent?—For the white people and those of European descent.

518. But there is a strong desire that there should be a secondary school for Indian children?—I think it is a great mistake for the two races to be attending the same school in a body. I think the education for Indians, whatever is considered is sufficient should be for the Indians alone, and the same for the Fijians.

519. MR. NEILL: The secondary school here would be a boarding school?—Yes.

MAHOMED TAHIR KHAN.

520. CHAIRMAN: What is your occupation?—I am a motor mechanic living in Lautoka. I was born in Fiji.

521. And you are a Mussulman?—Yes.

522. Is there anything you wish to bring before us?—The first thing is that education should be compulsory. The age should be compulsory, 6 to 14 for boys, and for girls 6 to 11. The introduction of the compulsory system should be started at once, and for girls as soon as arrangements for their education are made. If teachers cannot be found in Fiji, then they should be got from India. There should be teachers who know Urdu, Hindi, and English, so that the Mahommedan children may learn Urdu from them. In India such masters could be got without any difficulty. There should be Inspectors of Schools appointed. The Inspectors should be able to examine the boys properly in Urdu, Nagri, and in English. There should be two examinations every year in each school. In every settlement there should be one primary school and in every district where required there should be a high school, with a boarding establishment attached to it. That high school should also teach middle school subjects and such boys that are fitted for the middle school subjects should be admitted at once in such schools. English should be started in the primary schools. After passing the third standard the children should be started in English. With regard to the medium of instruction I am submitting only the languages of Mahommedan children. The Mahommedan children must necessarily learn Urdu. For Northern Indians Urdu is not a strange tongue. For Hindus, Hindi is their language and for Mussulmen, Urdu, but both speak one and the same thing. Nagri is the script which helps a student to learn Sanscrit. The Urdu student cannot read the Koran, therefore all Mahomet's sacred books are in Urdu, and that is the reason why I urge that Mahommedan children should learn English and Urdu. This should be compulsory for them. In Fiji Urdu is being taught throughout the Colony, that is why I have suggested that the Inspectors should have a knowledge of Urdu, Hindi, and English. It is not necessary for Mahommedan children to learn Nagri. They speak Hindustani. What I speak they speak. Learning is just the same in

Nagri as in Urdu. We are prepared to meet the cost, to a reasonable extent, of our education, and I hope that the Government will make necessary and reasonable arrangements for our educational need. I have here a Memorandum signed by eighteen Mahommedans. It is in Urdu:—

To the members of the Education Commission.

Gentlemen,

We, the members of the Anjuman Ishaiyat-ul-Islam on behalf of the Mohammedans of Lautoka, are very thankful to the Government for appointing the Education Commission. We trust that the Commission will carefully consider the recommendations made to them and submit such scheme to the Government as would enable the children of all nationalities to advance in education and learn their secular and religious duties.

Our needs for educational advancement are as follows:—

- (1) Education should be compulsory for boys between the ages of 6 years and 14 years and for girls between 6 and 11 years. For boys it should be compulsory from now and for girls when facilities for their education have been provided.
- (2) If all the teachers cannot be procured in Fiji they should be brought out from India. Teachers from Northern India should be such as have a knowledge of Urdu, Hindi, and English, so that they may be able to teach Urdu to Mahommedan children. We may here state that there will be no difficulty in obtaining such teachers from India.
- (3) Inspectors should also be appointed. They should be such as would be able to inspect all such schools as may have facilities for education in Urdu, Hindi, and English. Schools should be inspected at least every six months.
- (4) There should be a primary school in each settlement in which children of Northern India could be taught Urdu, Hindi, and English. There should be a High School in each district, according to its needs, with a boarding house. Such schools should have middle school classes also. Children now able to join middle and High Schools should be admitted, when such schools are established.
- (5) English education should be given in primary school from the fourth class.
- (6) *Medium of Instruction.*—In connection with this question we beg to submit the needs of the Mahommedan children only. Urdu should be compulsory for Mahommedan children, as Urdu is not a new language for Indians from Northern India. As a rule, Hindus learn Nagri and Mahommedans learn Urdu. Both are spoken in the same way. With the aid of Nagri Sanscrit can be learnt but one cannot read the Koran with the help of Urdu. For this reason all the books of Indian Mahommedans are in Urdu. Urdu and English, therefore, should be made compulsory for Mahommedan children. Urdu is already being taught in every district in Fiji. For this reason we have already recommended that such teachers and Inspectors should be brought out from India as have a knowledge of Urdu, Hindi, and English. We Mahommedans have no need to learn Hindi. For Mahommedan children Urdu and English should be compulsory.
- (7) As regards the question of expenditure on education we will pay whatever tax the Government consider necessary.
- (8) We trust that the Government will make suitable arrangements in order to accede to our request.

MOHAMED TAHIR KHAN (and 17 others).

523. You want Urdu taught for religious purposes?—In Nagri you can find religious books as well. Unless the Hindu child learns Nagri he would not be able to derive benefit from the general knowledge he would acquire; similarly, if a Mahommedan child does not learn Urdu he would not be able to derive the benefit that he would derive by learning it.

524. Nagri is the language?—Nagri and Urdu are one and the same thing. In writing the script is different.

525. Nine-tenths of the Indians in Fiji are Hindus and therefore would use Nagri writing?—Let them, I have no objection.

526. Why should we teach a special form of writing to one-tenth of the population?—That was introduced for them.

527. You want us to teach it to one-tenth of the population?—Yes.

528. Do you want your people to learn Urdu writing so that they may be able to read religious books?—Yes.

529. Do you object to other religious subjects being taught in the schools?—Those who learn Nagri learn with the object of learning their own scriptures.

530. MR. BAKEWELL: If you had the choice of the two languages, which would you insist on having taught in the schools?—I cannot speak about other children. I can speak only of Mahommedans, that they should be taught

Urdu as a compulsory subject in the schools. I want to give you the reason why I say so. You have not fully understood me. I will explain it further. Fiji is my country. I will not go to India to learn my religion or anything connected with the religion. For me, religion and learning are here, therefore I consider it wise to learn such a language that will help me to know my own religion and world affairs. Therefore I urge that I should be taught my own tongue. I want English because it is the tongue of the King. If I can follow the rules of the King only then I will be able to become a citizen. In order to become a citizen and take an active part in the affairs of the Colony I must learn English. If no arrangements can be made for teaching Urdu to Mahommedan children then we should be exempted from payment of tax that I have suggested in my memorandum. Government should establish in each district a middle school, attached to which there should be a boarding establishment. More schools should be built in different settlements where schools are wanted, and the mother tongue should be taught to children attending these schools. Settlement schools should be made and maintained by the settlers in the various settlements and Government should admit such schools into grants in aid, and when they pass the fourth standard in such schools they should be Government schools. The boarding expenses should be borne by the parents of the children and the Government would not have to spend much money on them. The Government can keep as many masters as they think fit. The teachers in the middle school should not be Fiji born, but they should be imported, well qualified and trained, married and not single.

REV. G. H. FINDLAY,

Methodist Mission, Lautoka.

531. CHAIRMAN: What is it you wish to tell us?—I have only recently come to Fiji—about three months ago—so I have had very little experience of the conditions here, but I have had some experience of education work in India over a period of ten or twelve years, and I think perhaps there are one or two things I might say. It seems to me that the Indian community are a coming community in this country and therefore it is very right to stress the importance of Indian education, the expense of which is very great indeed in comparison with similar work in India. What you call here a primary school costs about three or four times as much as a similar school would in India, and I think perhaps the Indians themselves overlook that fact. They do not realise how very expensive some of the schemes that are suggested would be. I am strongly of the opinion that whatever decision is come to in regard to English versus Hindi, that at any rate the Indian languages should be given a very favourable position in a school curriculum, for this reason that in the Indian community here in Fiji you have really an Imperial asset and that means that the more you can keep them and enable them to inherit their great spiritual heritage from India, the more useful they will be. They have a great literature in several of these vernaculars. I know the Tamil vernacular and I should be sorry for the children of Tamil parents not to know something of their classical language, and I think some place should be given to it as is given to the classical languages in an English school. Then I wish also to say a word or two about agricultural training. The Commission are aware that there is an interesting experiment of this kind being carried on at Lautoka in connection with the Methodist Mission. It seems to me, as a new-comer, that our great lack is a curriculum that will properly co-ordinate the school and the field work. The same situation would arise at Sigatoka in our Mission school if the agricultural work of that school were developed as it should be. One of the crying needs of any curriculum is a proper co-relation of field work and school work—the co-relation of field work and school work so that the boys shall not be divided into two, one lot working all the time in the fields and the others having a purely academic education. I think we want a clear cut syllabus that will result in the school being a school first and then only a farm as part of the school work. That is a matter that the Commission I think might spend their time very usefully upon in view of the importance of the agricultural training, both for Indians and for Fijians.

532. MR. BAKEWELL: This consideration that you ask for these languages of India, you would be satisfied if they had a distinct position in the curriculum equivalent to a foreign language in an English school?—I do not want to limit myself to that.

533. You want it to be an essential portion of their education?—Yes. I should say that that should be the aim. In India we are perfectly familiar with this problem of many languages.

534. Conditions here would be quite different from the conditions in India, especially in a generation or two?—Yes. It seems to me that the teacher must use the language of the home to begin with to get the boys used to his way and then gradually you can introduce whatever language you have in view.

535. MR. TATE: You spoke of divorce between field work and the work in the class room. Is that an actual divorce of the school here?—It is a danger that we need to guard against.

536. I understood you to say that some boys devote the whole of their time to school work?—There are some boys who do not do farm work at all. Whether that is desirable or not I do not know. It is rather a difficult problem here at Lautoka. You have an example of a farm school that in many ways is successful and you may easily have elsewhere schools where they play at farm work but do not do the real thing. What you want to find is something between the two.

537. Is instruction in the operations of the farm given in the vernacular or in English?—That I cannot say.

538. MR. HAKIM DIN: It is given in English, but if there is any difficulty then it is explained in Hindi.

539. And are they Indian teachers?—Yes, he is an Indian teacher. He can give all his instruction in English.

MR. FINDLAY: Our Farm Instructor is a practical man. He does not teach in school at all. He works in the field and I know that he directs them in Hindi, not in English.

540. MR. HAKIM DIN: This man gives an agricultural lecture each Wednesday, and this lecture is given in English.—I did not realise that. Mr. Hakim Din is much more *au fait* on this than I am.

541. MR. THOMPSON: Is the defect from a lack of finance? Is it necessary to have pretty strong financial resources in order to conduct agricultural education as you think it should be conducted?—I should imagine that the ideal scheme would be more expensive than ours is.

542. MR. TATE: You mean that the farm has to produce definite results?—That is the aim. Unless you can show the boys that farming is a paying proposition you are not going to make farmers of them.

RANDHIR SINGH.

543. CHAIRMAN: What is your occupation?—I am a cultivator and land owner.

544. How long have you been in Fiji?—I live in Fiji. I went to India but I came back to Fiji again and I have lived here since twelve years ago, and altogether I have lived here twenty-six years.

545. Is there anything you wish to tell us?—The Commission which we have been asking the Government to appoint for several years past is now before me. The Commission should consider the language that is necessary for this Colony and should not pay any attention to the disputes or the arguments put before the Commission by different people. In this Colony our children have been without any education so far. The Government should make the necessary arrangements to meet with our requirements. We want education as it is imparted in India. We do not want any religious teachings in the schools. For many years in the past Missionary Societies have been good enough to impart education to our children but they have not been taught what they ought to have been. We are very glad that the Government has deputed you gentlemen to come and ask our views on the education of our children. Urdu, Hindi, Tamil, and Telegu are necessary. Without that their children would not be able to manage their own affairs. If they are not taught their own tongues they would not be able to communicate with their relatives in India when their parents die in Fiji. There should be small schools established everywhere where there are sufficient numbers to learn the different tongues spoken in the provinces from which they come. Hindi is very much needed here. Almost all speak Hindustani. We do business with each other in Hindustani no matter what province we come from. The medium of instruction must necessarily be Hindi. Without this we cannot deal with each other. Our country is Fiji and our children are born here. For their future we should try and have what is best for them. If the Government opens schools as suggested we shall not be backward in contributing to a reasonable extent towards the cost. The compulsory age of children, males and females, should be 6 to 14.

546. You are a very generous contributor to education yourself?—I always do my share.

547. To what extent?—Somewhere about £12 or £13 a month I spend on education. This I have been doing for the last three or four years and before that I had to spend more money on building schools. I spent about £600 on schools.

548. MR. BAKEWELL: You want the Indians in Fiji always to keep up their communications with India?—That connection should never be severed in the same way as the connection of colonials exists with the Home country.

HIRALAL SETH.

549. CHAIRMAN: What is your occupation?—I am a store-keeper and cultivator.

550. Are you a Hindu?—Yes. I have been in Fiji thirty-two years.

551. Is there anything you wish to say?—Wherever thirty boys can be found, a primary school should be opened. In the principal districts there should be one middle school. There should be two high schools in Fiji, one in Suva and the other in Lautoka. On this side of the island there are more children of agriculturists, therefore an agricultural education should be given in Lautoka. Carpentry, boat-building, and other technical subjects should be taught in Suva. The medium of instruction should be Hindi, and if possible Tamil and Urdu should also be taught. All those who have come from India can speak Hindustani in Fiji whether they came from the north or east. Whenever they meet together they speak to each other in Hindustani. If a Hindi speaking man goes to a Madrassi store he speaks to him in Hindi, if a Madrassi goes to a Hindi speaking storekeeper he speaks to him in Hindi. The workers in the field speak in Hindi. Hindi is very easy to speak. Even the overseers employed by the Company speak to the Company's labour in Hindi. Hindi is good in reading and writing. It is not a religious tongue. The religious books of the Hindus are in Sanscrit and of Mahommedans in Arabic. Urdu is spoken by the literate men and not by the villagers. Hindi should be taught in every school. There should be an Education Board with several Indian members whether they are Mahommedans or South Indians or Hindus. In addition to that there should be Englishmen on the Board. This Board should be established for the purpose of advising what books should be taught. There should be a District Board in each district. This District Board should work under the direction of the Central Board. Girls' schools are very urgently wanted. I would suggest that a school for girls should be opened at once. Male and lady teachers should be brought out from India. About 50 per cent. of the teachers should be brought out from India. There should be one Indian Inspector of Schools who must have a thorough knowledge of English, Hindi, and Urdu, and if necessary there should be an Inspector with a knowledge of South Indian languages. The education should be under the control of the Government. The control should not be given to any denomination. Education should be compulsory only for boys of the ages of 6 to 14 and for girls 6 to 12 years. After passing the primary standards boys receiving admittance into the middle schools should be helped by the Government. They should be given scholarships. There should be a number of scholarships awarded to students going abroad.

552. Where there is already a Mission school established in a district would the Indians want a middle school also?—Yes. Middle schools should be established by the Government.

553. You are also a benefactor of education?—Yes.

554. Could you give some idea of the extent of your benefactions?—I have already spent about £500 on education.

RAM NARAYAN.

555. CHAIRMAN: You are a Southern Indian?—I come from the United Provinces of India. I am a cane cultivator.

556. How long have you been in Fiji?—I have been twenty-five years in Fiji.

557. Is there anything you wish to say?—I agree with the suggestion made by the Indian Reform League. I wish to draw the attention of the Commission to this fact that if a community wants a school for its own children the Government should not be asked to pay the cost of that school or pay any grant. If a school is opened exclusively for one section of the community, the other sections would think that the Government were doing an injustice to them by collecting rates or taxes from them and paying a certain amount of it to one section. It is very necessary that those schools which have not yet been admitted to grants in aid should be temporarily admitted—the schools which are in existence and giving education—so that they may not be closed down. English and Hindi have been taught to our children for several years past.

558. Where were you educated?—I educated myself in Fiji. I employed different teachers at different times and paid them.

559. You have not been to a Mission school?—No.

560. You do speak English?—Very little.

ABDUL RAHIMAN.

561. CHAIRMAN: What is your occupation?—I am a Mahommedan Priest. I have been in Fiji eleven years. Before that I was in Madras.

562. Is there anything you wish to say?—I have heard what has been said about the teaching of Urdu and Nagri and I am of the opinion that the Urdu should be taught to Mahommedan children. We have been learning Urdu and English in India as well as here. That is why we ask for Urdu for Mahommedan children. That is our tongue and if we do not learn Urdu we will not be able to understand our religious ideas.

563. Is Urdu or English the more important?—We have been learning English and Urdu and we want our children to learn the same. With regard to Nagri I leave it to the Commission.

564. If the Government could only provide teaching in two languages, say Hindi and English, could not the Mahomedans be taught Urdu privately from men like yourself?—Without the Government's assistance we would not be able to open private schools to teach Urdu.

565. How have the children been learning Urdu up to now?—From the schools assisted by the Government.

MUNISAMI MUDALIAR.

566. CHAIRMAN: What is your occupation?—I am a store hand at Morris, Hedstrom, Limited, Tavua. I have been in Fiji nine and a half years.

567. Where did you go to school?—I went to school in Madras.

568. What standard did you reach?—I reached the seventh class in the middle school.

569. What was taught in your school?—Tamil, Urdu, and English.

570. Do you speak Hindustani?—I can speak a little, not very clearly.

571. What subjects did you learn besides English, Urdu, and Tamil?—I learnt Geography, History, Arithmetic.

572. MR. BADRI MAHRAD: You write in Hindustani?—Yes.

573. Where did you learn this Hindustani?—In Fiji. I can speak English a little.

574. CHAIRMAN: What do you think necessary in the way of schools at Tavua?—For the Madras children we want a Tamil school and for Madras Mussulmen we want Urdu.

575. What schools should be provided in Tavua?—A Tamil school we want.

576. How many?—We want one big school in Tavua. There are a certain number of Madrasses who are Mussulmen and they should be taught Urdu.

577. How many Madras Mussulmen would be within two miles of that school?—About ten or twelve.

578. How many Tamil speaking people?—Thirty or forty boys within two miles.

579. How many Hindi speaking?—I cannot say.

580. More than the number of Tamils?—There would be more Madras children within two miles in Tavua than others.

581. How do you suggest paying for these schools?—I would leave that to the Government.

582. Would the Tamil speaking people be prepared to pay a tax for their education?—If the Government is prepared to make arrangements for the education of our children we are prepared to pay the cost. We want Urdu for Mahomedan children.

583. Are the Madras children going to school in Tavua?—Yes.

584. Where did they get their masters?—We have obtained three masters locally. These three came under indenture but they were educated in India.

585. Do you know what standard of education they reached?—They can teach up to the fourth reader.

586. Do they teach English?—No. They teach arithmetic in Tamil.

RANGASAMI.

587. CHAIRMAN: What is your occupation?—I am a teacher at Ba. I have been fourteen years in Fiji.

588. What did you come as?—As an indentured immigrant.

589. Where did you get your learning?—In Madras. I learnt up to the lower secondary third form. I went to this school when I was seven and I was there until I was eighteen. I went through seven classes.

590. MR. BAKEWELL: Were you taught English?—Yes.

591. At what standard or form did you begin English?—From the fourth standard. I was about fifteen then.

592. CHAIRMAN: How long after you left school was it before you came to Fiji?—Three or four years after.

593. What were you doing before you left India?—I was at home.

594. Have you been teaching ever since your indenture?—I have not been teaching except for the last year.

595. You are a Hindu?—Yes.

596. What language do you think should be taught in the schools?—For South Indians Tamil, Telegu, and Urdu, and English.

597. Will you teach all those subjects?—I teach Telegu, Tamil and Malayalam. I cannot read Urdu. I teach Arithmetic, Geography, Tamil, Grammar.

598. MR. NEILL: Do the children pay fees at your school?—Yes. They do not pay to me direct, they pay to the manager of the school. The manager pays me £1 a week.

599. Who does the school belong to?—It is a public school.

600. How many pupils have you got?—Fifty. There is no other master. There was another master who left about a week ago.

RAHAMTULLA KHAN.

601. CHAIRMAN: What is your occupation?—I am a cultivator at Ba. I have been in Fiji twenty years. I am very glad to see that the Government is after all taking an interest in us. In Fiji there are several communities. Hindus should be taught Hindi, Mussulmon should be taught Urdu, and Madrasses Tamil and Telegu, so that they may become educated and look after their own religious affairs. They should also be taught English so that they may know and understand the laws of our King and act accordingly, and for religious purposes we want our own tongues to be taught to our children.

602. Do you write Urdu?—I can read but I cannot write. I learnt to read in Afghan in a mosque.

603. Did you not go to a Government school to learn Urdu?—They can read Urdu in mosques. They will go to pray in mosques and from them can learn Arabic but not Urdu. I learnt Arabic in a mosque and because I learnt Arabic I am able to read Urdu.

604. MR. BAKEWELL: Can you read and write Hindi?—No. In my country Hindi is not taught.

605. MR. HOODLESS: Do you want English taught in the schools?—Yes.

606. At what age?—Two years after they commence they should be started on English.

AT SUVA, MONDAY, 26 JULY, 1926.

Present:

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Hon. I. McOwan,
Rev. L. M. Thompson,
The Rev. Brother Alphonsus,
D. W. Hoodless, Esquire,
J. S. Neill, Esquire,
Ratu J. L. V. Sukuna,
Mr. Hakim Din,
Mr. Badri Mahraj,
Ratu Deve Toganivalu.

W. E. WILLOUGHBY-TOTTENHAM, ESQ.,

President, Vanualevu Progress Association.

607. CHAIRMAN: The Commission regret being unable to visit your district.—I quite recognise, viewing the state of education over there, that had you come to see us, we should have shown you nothing but handicapped children, so, to a certain extent, it would have been a waste of time to come over.

608. You are a coconut planter?—I am an officer of the Regular Army, retired, who has enthusiastically taken up coconut planting. Having settled in a district in which I have put my money I naturally do all I can to open it up. One question which struck me as soon as I settled there was the fact that there were any number of half-caste children, and not only children but parents, who had had no education nor had any effort been made. A certain number were educated, the parents had managed to send them to the Levuka School, but the children of the parents who were not so well off were

not educated. We have a Progress Association over there of which I am President, and we have taken this point up on two or three occasions, and there has been certain correspondence, and when we found a Commission had been appointed it was decided that I should come over and say what I could on behalf of these people. The bulk of the people over there are mostly those who own their own plantations which in some cases are small ones representing £250 or £300 a year. In spite of their small income it is extraordinary to see the efforts they have made to send their children to Levuka. There is the expense of sending the children backwards and forwards and the fact that they would see their children only once a year. They would like to see their children more often. I have a list with me of 131 children of a school age, and of course there are more behind coming on. Naturally they have asked and wish for a big boarding school for these children, and the reasons given are that the children were born in Vanualevu, their parents live in Vanualevu, and if they stop in the country they will stop in that part and their money will be kept locally for the school there instead of going out of the country. They will be able to see their children as often as they like. Against that it has to be recognised that it means a tremendous outlay, that you will have to have a doctor handy and a hospital for the school and proper drainage, which makes the scheme very costly. We would like, if it is impossible to give us a boarding school, to have a scheme of day schools. The scheme laid before us previously has been that if we could get no less than twenty children, and if the parents would pay £4 a year and would put up a bure, the Government were prepared to give us £65 a year to pay the expense of the teacher. Roughly, that was

going to give £144 a year for the teacher, and the members of the Association asked "what sort of teacher are you going to get for £144." We were told that such a teacher could be found locally, but I doubt whether you could find a teacher worth £144 locally, and when you do, I doubt if you are going to get the results desired. What is suggested is some scheme which throws two-fifths of the cost on the parents and three-fifths on to the revenue.

609. Is it to be an obligation laid on them by a majority?—It is like everything else. I am going to ask for two of these schools for one year, then one for each successive year having proved that these first two are a success. I am certain in my own mind that the scheme will go.

610. MR. MOWAN: What is the objection to Levuka?—Cash I should say, and the absence from home, but cash is the main trouble.

611. MR. TATE: Do they contemplate having a European teacher?—Yes. They want a proper certificated one. I am voicing the general opinion, when I say we do not want anyone who is not a schoolmaster.

612. Then your scheme would mean four European teachers?—In the first year I would ask for two schools, one say at Kasavu, where they have put up a building, and now they cannot get a decent teacher.

613. It does seem that a boarding school would be cheaper than four independent schools?—I am with you.

614. MR. BAKEWELL: Do you propose that this school should be limited to half-castes?—You would have to have both. There are very few white children.

615. It would not apply to natives?—No.

616. BROTHER ALPHONSUS: Boys and girls in the same establishment?—I do not know how you would work that.

617. CHAIRMAN: It is done in Levuka.—We shall be satisfied with what they do elsewhere; as long as we do not fall below the standard of Levuka we shall not complain. Another important point and one which calls for close consideration is that you have children of European descent, some rising, some doing their level best to rise, but again you get some who are descending, and when you see a boy going back to a native village, it is a menace to the community, if not at present, in another twenty years. You are opening up a big question, and to my mind the only way and the best way is to educate as far as we can at the present moment, so that the idea of going to a native town will become something to be ashamed of.

618. CHAIRMAN: Would the district be prepared to pay an educational rate?—I should imagine it would.

619. Wherever there is a school of that sort?—We will pay a small rate for it.

620. MR. THOMPSON: Have you any idea how many Vanualevu children are at present at Levuka and would be withdrawn?—About twenty to twenty-four. They are all half-castes.

621. CHAIRMAN: If you had three schools you would have to put up three bungalows?—If the Commission could give me something to take back with me, I could call a meeting and lay in front of them the most the Commission could afford.

622. MR. MOWAN: You say it is a question of expense in going to Levuka. Would not the same thing apply if you had a boarding school at Savusavu?—The expense always does crop up, but if it is on the spot they would try to get them boarded somewhere near and you would put the school where there was the biggest number of day children to get the nucleus.

623. That would be in Savusavu Bay?—There is a nucleus half way up the coast.

624. Is it central for administration?—It is about twenty miles away from the doctor.

625. The teachers would not take isolated places.—It is isolated all right.

626. MR. BAKEWELL: What provision is there for native children in this particular district?—They have native schools, about fifteen or twenty.

627. MR. HOODLESS: There are Methodist Mission schools for the Fijians. There are no Indian schools in that locality at all. There is no Government, nor is there a Government assisted school in the whole of that coast.

628. MR. BAKEWELL: You would not think it feasible that a scheme which would embrace the education of the natives by white teachers would include the half-caste population?—It is a difficult question to answer.

629. MR. TATE: If the difficulty in attending the school at Levuka is one mainly of finance, would it not be worth while considering whether the Government aid could be in the direction of subsidising the attendance at Levuka?—Then you come back to the point that they want their children nearer home.

630. MR. MOWAN: So do the Europeans, yet they are satisfied to send their children. Why should the half-castes have schools closer to their homes than the Europeans?—There are fewer of pure European descent and more of the other.

We have no schools facilities over there and considering the number of children we have there should be.

631. MR. NEILL: Supposing the money you advocate for Savusavu Bay was put into the Levuka School?—Before I answer that I should like to put it before my Association, because their main idea is the idea of three schools. They put forward two at present to see how they work. If they are not a success not very much damage would be done, and as the parents would be subscribing towards them they will see they are a success.

632. CHAIRMAN: Are there many half-castes growing up who never go to school?—Yes.

633. What proportion of the 130 would be?—Quite 50 per cent. There are even white children there who have been to the Brothers' School here for one or two terms only.

634. MR. THOMPSON: Are there not bright youths or girls who could be trained and who would then be able to go back? The difficulty which applies to overseas teachers would not apply to them?—There are possibilities there.

635. MR. NEILL: Are there many who have no English at all?—I was going to say 75 per cent. of them think in Fijian and interpret into English.

636. MR. MOWAN: Where would you suggest these first two schools should be placed?—One at Kasava.

637. How many would be provided for?—At Kasava about 35 and the other 20 to 25 from a distance of 12 to 15 miles. They would arrange to board amongst themselves for five days a week and then ride back to their homes for the weekend.

638. MR. BAKEWELL: How is the place situated with regard to a launch service?—I would not go outside the reef in one. It is a dangerous shore. There is another point I would like to bring up where there are five children and the parents get about £40 a month, the educational possibilities there are chaotic.

639. MR. THOMPSON: Would some such scheme as this be regarded as acceptable? First, temporary assistance to meet the needs of the children at present; second, immediately start the training of four bright youths, two male and two female; and third, local day schools staffed by these teachers when trained; fourth, facilities for higher education at Levuka boarding school?—Personally I think, if it is possible, you want to get the outside influence brought in.

640. Suppose there were four or six who would be prepared to get in touch with the wider world, how far could half a dozen young children of European descent spring and help their own community?—I will lay that scheme before the Association, but do you think, Mr. Hoodless, that you would get that type of person over there?

641. MR. HOODLESS: My experience of training local Europeans, two of them female, as teachers was distinctly unsuccessful. You send a good pupil away for training but you have no guarantee that she will necessarily turn out to be a successful teacher, and with females you have a tremendous leakage in the way of marriage.

642. CHAIRMAN: What extra accommodation have you got at the Levuka Boarding School?

643. MR. HOODLESS: We can take at least 25 boys and 25 girls. We now have about 16 boarders, 20 including the teachers. We could take in at least another 20 or 30 altogether.

644. BROTHER ALPHONSUS: It would still leave about 100 children in Vanualevu without a school.

645. MR. BADRI MAHRAJ: Are there any Indian children in the district?—Very few. It is all Fijian.

646. How many?—I could not answer that question.

647. What are the parents of the Indian children—labourers or planters?—They are labourers.

648. MR. HOODLESS: I hope Mr. Tottenham has not received the impression that the Board of Education will agree immediately to the remission of boarding fees for an unlimited number of these children.

649. CHAIRMAN: We have agreed to nothing.—It opens a rather interesting question if I go back and say that I understand you can send all your children to Levuka if you apply.

650. MR. MOWAN: That is not so.

R. G. PEARSON, ESQ.

651. CHAIRMAN: You are Head Master of the Toorak Indian School?—Yes.

652. How long have you been there?—About two years and six months.

653. You want to read a statement?—Yes, I have here a statement on the Scout Movement which I would like to read:—

Statement concerning the Boy Scout Movement.

Gentlemen,—

This Movement is not, and cannot by the Constitution of the Association, ever be under Government control, but, it is possible for the Government to work in harmony with the local Scout Authorities and to assist financially. This latter course is followed in many parts of the Empire. Until

quite recently this has not been so in Fiji, but at the present time the Association is assisted by the Government to the extent of fifty pounds for this financial year. The Government has also granted the Association permission to use ten acres of the Forest Reserve for the purpose of a permanent camping site, but with the stipulation that no growth is to be cut down. This stipulation makes the place useless from our point of view as the growth is so thick that it is as much as one can do to force a way through it. We do not wish to wantonly destroy the natural growth and beauty, but would like to make a clearing for camping purposes and thin out the rest of it, in fact to develop the place along the lines of Gillwell park.

I wish, just here, to quote Sir Michael Sadler, K.C.S.I., C.B. (Master, University College, Oxford):—

"We are all agreed that the Scout idea and with it the Scout Organisation, is the most striking contribution which Britain has made to modern education, and we know that centuries hence the name of the Chief Scout and the memory of the work of those associated with him will stand out in educational history. We in the Universities are directly concerned with the welfare of the Scout Movement, first, because of its social value and, secondly, because of its educational aims. What better aims are there than training a lad in resourcefulness and self-control and *esprit de corps*? and, thirdly, because about one-tenth of all undergraduates at British Universities intend to devote themselves to the teaching profession, in which a knowledge of Scout ideals and of Scout technique will probably be of no small value to them."

I will not waste your time by placing before you the benefits of the Movement; I would rather leave with you a pamphlet containing the report of a conference recently held in London between the Scout Authorities and the Universities and Training Colleges. The opening address was given by Sir Robert Baden-Powell and sets out our aims and methods far better than I am able to do. The report is very "two-sided" and sets down quite frankly the points for and against these two branches of education being worked hand in hand. In England, at the present time, Scouting has entered the school life in many instances and I think it may be made to do so here with distinct advantage to both the School and Scout Movement.

I would respectfully request you to consider the advisability of giving the opportunity to every teacher to attend a Scoutmasters' Training Course. This perhaps could be managed during the school holidays, or, in case of the teachers in training, directly after the final examinations for the year. The course occupies ten days, and for a European costs about thirty shillings. In the case of Fijians and Indians, it should be less and it may lie within your province, gentlemen, to suggest that each person successful in this camp, should receive a refund from the Government, of a portion of his expenses. If a candidate is successful in the practical work of this camp he is required to make a thorough study of certain books on Scouting and to satisfy the "reader" in a theoretical course. Having completed these two requirements, he is then required to satisfactorily run for three months, either a Scout or Rover Troop or a Cub Pack before being awarded a wood badge or the akela badge, as the case may be. These badges are the only badges issued to or wearable by Scouters, and distinguish the trained Scouter from the novice.

While this must remain purely voluntary on the part of the teacher, I would like you to consider the possibility of making it an optional subject for one of the Teachers' Classification Examinations, and providing for it to be considered in the appointment and promotion of teachers. Also to consider the possibility of making it an optional subject on the school curriculum wherever the teacher is a trained Scouter.

Literature on the subject should be prepared and published in both Fijian and Hindi, and I think that this work might be helped along if the Education and Scout Authorities were to join forces.

I would ask you to give this your due consideration, not only as Chief Commissioner of Scouts in Fiji, but as a teacher, who has had experience in this line and knows the advantages gained by the school especially in discipline and character building particularly when the teacher is also the Scoutmaster.

Although I am not allowed as an officer of the Scout Movement, to make a statement concerning the Girl Guide Movement, I commend it to your notice.

R. CLIFTON PEARSON,
Chief Commissioner of Scouts for Fiji.

654. How many Indians are there in your Scout Association? —Somewhere about 100.

655. How many Fijians? —There would be between 200 and 250 Fijians.

656. Europeans? —Between 50 and 100 Europeans.

657. MR. TATE: They do work together? —We have had a camp with all races and it was most satisfactory. The troops are distinct though.

658. MR. MCGOWAN: Where do these boys come from? —The Indians are from my school and from round about Toorak, then there are Indian troops at Navuso and Dilkusha.

659. The movement is apart from the schools? —Yes. While our Superintendent of Schools is very favourable in regard to scout work, the Head Masters of Government schools are not favourable. The position is very distressing in Suva, because the boys are constantly doing homework and give that as an excuse for dropping out.

660. MR. TATE: Don't you think that one reason why the teachers are not too keen on it is that they want some respite from the boys? —It is not that. We have outside Scout Masters for the Europeans in Suva and the Scout Master finds great difficulty in getting the boys to attend parades on account of the excessive homework.

661. MR. BAKEWELL: Has it any connection with discipline? —Not that I know of.

662. MR. MCGOWAN: Is there any movement in the school at all of a military nature in Suva? —Not in Suva, but at Nasinu there is.

663. MR. THOMPSON: I think the question has been raised as to the control of the boys. It might be a matter of difficulty between a Head Master and the Scout Master. How is that got over in other countries? —I have never known it so. I would like to reply to a question that was asked as to whether a teacher would not like a respite from the boys. When I took up the work first it was against my wishes, but I have found that a teacher is amply repaid for the time he puts into scouting after school hours by the results in his school work. There is an understanding created between the child and the teacher that does not amount to familiarity.

THE REV. MR. CHURCHWARD.

664. CHAIRMAN: You are in charge of the Methodist Mission at Rotuma? —Yes.

665. How long have you been there? —I have been there a little over three years.

666. What is it you wish to tell us? —First of all I wish to bring before the Commission the claims of Rotuma. Rotuma is an island lying by itself 300 miles to the north and inhabited by quite a different race of people from the Fijians and speaking quite a different language, and from their very isolation I fear that they are liable to be neglected or forgotten to a large extent at all events, and I wish to plead that whatever opportunities and advantages in the way of education may be granted to other parts of Fiji shall be granted likewise to the little island of Rotuma, remembering at the same time that the Rotumans have their own special problems inasmuch as they are a different race of people and speak a different language, not merely a different dialect but a different language. I might mention that about a year ago the matter of the possibility of the establishment of a Provincial School in Rotuma was mooted and informally discussed at a meeting of Chiefs in Rotuma under the chairmanship of the Commissioner who wanted to test the feeling of the chiefs concerning the matter. One of them said, if such a school were established it would mean extra taxation and it would mean that our children would get a better education, but supposing that our children get a much better education; will the Government be able to find positions for our better educated children? I think what was at the back of the natives' minds was that practically the only opening for people in Rotuma is copra-cutting. There is no other industry on the island. Moreover, the coconuts there are so prolific and healthy that they do not have to cultivate them scientifically, and from that point of view they can really earn money more easily than natives in any other part of Fiji. They naturally feel that no matter how well they are educated they will not be able to cut coconuts any better for it. If I were asked what I considered most pressing in education in Rotuma I would say more education along the lines of hygiene, sanitation, care of the sick and babies. The infant mortality in Rotuma is very high. I have been there three years and the number of children I had to bury under one year of age was most alarming, but when I saw how mothers treated their children I realised they did not understand how to rear their babies nor to attend to their sick, and it is education along those lines that they need, even if they have to stay in Rotuma and do nothing all their lives but cut copra. I may say that a good many years ago the Methodist Mission established a large school in Rotuma at one end of the island. That school was running for a good many years and a couple of years ago a Rotuman native who had been here at Davuilevu and had received his Third Class Teachers' Certificate returned to Rotuma and when he came he said he wanted to receive a position in Rotuma as teacher. We said it would be a good thing to have a trained man First Assistant, but as he had got his third class he was entitled to a salary of £72 a year. The question was how we could raise that money. Finally, on the motion of a native chief, the people agreed that every able-bodied man connected with the Methodist Church should pay a £1 a year towards the support of this school. At the end of the year, instead of every man having paid up, we had only £12 10s. in hand,

and since then we have made other efforts to wipe off the debt. There is, at the present time, a debt on that school of £50, and the school is closed for that reason. This man, some time after the school closed, voluntarily undertook to teach the school in Motusa. The school consists of about seventy children and he has undertaken to do that on three days a week without any pay, and his ability as a teacher is quite equal to his generosity as shown in that action. I went to see his school, watching him in his methods of teaching and I really marvelled at the ability of the man. We have, at the present time, several similar men being trained at Davuilevu as teachers, and probably within two or three years they will be returning to Rotuma and they will expect to be appointed to schools and of course to receive whatever salary they are entitled to. My experience has shown me that the parents do not realise the importance of education unless there is the prod of Government compulsion behind them. I feel that we are up against a delicate question in as much as a large proportion of the children are members of the Roman Catholic Church. At present there is an excellent feeling between the two Missions and I hope that feeling will ever remain and I should not wish to instigate any method which would upset that good feeling, but at the same time, I feel that if an educational tax were levied the Catholic section of the community would feel that they were wronged in the matter, because they are all educated in their schools and probably would not attend Methodist Mission schools or purely Government schools. However, no doubt such difficulties as that have been met in other parts of Fiji, and probably could be met in some equitable way in Rotuma. I feel that the claims of the Catholic Mission should be studied in every way. I have already mentioned that I feel that what the Rotumans need above all is education along the lines of sanitation, hygiene, the care of the sick and the babies, and I feel that perhaps the greatest need in Rotuma is the need of the girls, those who will be the mothers of the next generation, and it seems to me that it might be a good thing to have a girls' boarding school in Rotuma. Whether the Government would consider that should be the sole duty of the Mission, or whether the Government has any idea of undertaking such work I cannot say.

667. MR. BAKEWELL: What is the population of the island?—About 2,200.

668. MR. NEILL: There used to be a large Catholic Mission School?—I cannot say what the Catholics are doing.

669. Most of the children in Rotuma are at either a Methodist or a Catholic school?—The children are not neglected. In connection with the Methodist Mission we have a number of schools of the old type, but the best thing we have is that at Motusa, run by this man Peni.

670. CHAIRMAN: The Rotumans do not pay any educational rate?—As far as I know they do not pay anything specially for education.

671. Do any of the boys go to Queen Victoria School?—

A few have been there. There is another difficulty in regard to Rotumans that when they come up to be educated there is the language difficulty. Some of them know a fair amount of Fijian, but, on the other hand, we have found at Davuilevu that several men go away without receiving very much benefit because they have never managed to pick up the Fijian language and they have been listening to a foreign language all the time.

672. MR. THOMPSON: Can you make any suggestion as to the outlet for the Rotuman who has a certain amount of education?—Outside of Rotuma, if they come to Fiji I think they would be found at least as intelligent as educated Fijians in connection with office positions. They make very good carpenters.

673. Could they be assimilated?—They feel that they are two distinct races and there is a certain amount of ill feeling between them.

674. MR. BAKEWELL: Do you think it would have been a benefit if they had been taught English in these schools?—It would be a benefit if that policy were adopted generally throughout Fiji and it would be best for Rotuma to come into line.

675. Their communication with the rest of Fiji would be through the medium of the language taught in schools and that disadvantage when they came to Davuilevu would not exist.—If it is felt that the general policy of education in Fiji should be English, then the same thing should be done in Rotuma.

676. MR. MCDOWAN: Is there any general wish on the part of the Rotumans to leave Rotuma?—They are fond of travelling about but they generally return to their own homes.

677. MR. HOODLESS: Have you any suggestions to make by which Rotuman children could be given further training in sanitation and hygiene, and in particular, Rotuman girls a training in house and domestic crafts?—I might say that I consider the Methodist Mission, who previously had a teaching Sister in Rotuma, should adopt the policy of placing at least one Sister there who is an experienced nurse and who could get amongst the people and teach them mother-craft. I have talked over the matter with our Chairman, but no definite request has been made yet.

678. MR. MCDOWAN: Could you find a nursing sister, with the necessary qualifications who could teach?—I think so. There are a good many young women in Australia who are willing to respond to the call.

679. What would it cost?—

680. MR. THOMPSON: About £150 per annum for remuneration, then there is the question of housing. In Rotuma you have to specialise somebody for that community of 2,000 people. They have to learn the language and you cannot transfer a worker from Rotuma to any other district, or *vice versa*.

681. MR. MCDOWAN: How many villages are there in Rotuma?—About twenty-five.

AT DAVUILEVU, FRIDAY, 30 JULY, 1926.

Present:

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Hon. I. McDowan,
Rev. L. M. Thompson,
The Rev. Brother Alphonsus,
D. W. Hoodless, Esquire,
J. S. Neill, Esquire,
Ratu J. L. V. Sukuna,
Mr. Hakim Din,
Mr. Badri Mahraj,
Ratu Deve Toganivalu.

THE REV. R. L. McDONALD,
Chairman, Methodist Mission.

682. MR. McDONALD: I would like to read the report of the Mission and to make a few comments on it if I may, but first of all I wish to express our appreciation of the visit of the Commission to our institutions. I regret that the Rev. Mr. Lelean, who is the Principal of our Institution, is absent, but that is unavoidable. You already have had presented to you a report from our Secretary for Education, drawing attention to a report sent into the Education Commission in 1909, and also giving an account of some more important developments since 1916 in educational work. Our Education Committee met in this hall, and after giving careful consideration to the position in Fiji regarding the great and important subject of education, we decided to draw up a statement mentioning the more important matters that call for consideration by the Education Commission and giving some observations thereon and also to draw up a scheme that although it does not go into much detail, might be the basis of any scheme of education that may be prepared for the Colony, and what we consider would meet the needs at the present time. I will read it through:—

IMPORTANT MATTERS CALLING FOR CONSIDERATION BY THE EDUCATION COMMISSION—WITH OBSERVATIONS THEREON.

1. *The Educational Objectives for the Development of each of the Races in the Colony.*—The Mission's view in regard to the above question is set forth in the following resolution passed at a recent meeting of its Education Committee:—

"That while not overlooking the necessity and value of literary education for all classes, the outstanding importance of the following factors must be increasingly recognised—

- "(a) Religious and Moral Training.
- "(b) Agriculture and Manual Work, both for what they mean to industry and productiveness and for what they confer upon character.
- "(c) Hygiene and Health.
- "(d) Social Service."

2. *The System and Scheme of Organisation (i.e., Types and Grades of Schools) by which the Objectives mentioned in (1) may be attained.*—The following is a sketch of a system of schools which would, in the judgment of the Mission's Education Committee, best meet the needs of the Colony:—

A. *Rural Schools.*—These to be the first and most elementary group, and to include—

- (1) Grouped Schools, in which children from several villages in the vicinity should be collected. In certain instances a Grouped School might maintain a boarding establishment, as is the case with existing Provincial Schools.
- (2) Village Schools, only where Grouped Schools are impracticable. Such schools to be of equal standard with Grouped Schools, and to emphasise kindergarten methods for the infant children of the villages.

B. *Central Schools*.—Types of such schools might be—

- (1) Government Provincial Schools.
- (2) Mission Schools, centrally situated, at a Mission station or such suitable location.

C. *Advanced Schools*.—(Secondary, Technical, Agricultural, Domestic).—Types of such schools might be—

- (1) Queen Victoria.
- (2) Davuilevu.
- (3) Navuso.
- (4) Central Girls' School.

N.B.—Education in all the above grades and types of schools should be of a practical nature, and related to the everyday life and needs of the community.

3. *Education of the Masses*.—This need must be faced as a foundation for any education system worthy of the name. Nominally provision exists for the elementary education of all Fijian natives; but in actual fact the village school in many instances has ceased adequately to meet the need of the people. Amongst the Indians the condition is even worse, since many children have no facilities for even the most rudimentary education. Responsibility for this great task, hitherto largely borne by the Missions, must be taken up as a main objective by the Government, for Government alone has authority and adequate resources.

4. *Awakening of Local Interest, Securing of Local Co-operation, Raising of Local Finance*.—In order to meet the urgent need of educating all the children of the Colony, some system ensuring the above must be found and made operative.

5. *Religious Instruction*.—Guidance for this Colony may be found in the Memorandum submitted to the Secretary of State for the Colonies by the Advisory Committee on Native Education in the British Tropical African Dependencies, dated March, 1925, from which the following extract is taken:—

"The greatest importance must therefore be attached to religious teaching and moral instruction. Both in schools and in training colleges they should be accorded an equal standing with secular subjects."

A similar position is urged in the Reports on Education in East Africa by the Second African Commission of the Phelps-Stokes Fund:—

"The conviction of British Colonial Officers is unanimous and increasingly emphatic in the recommendation of the influence of religion in the education of the native people. The desire to avoid the imposition of a foreign religion should not be permitted to exclude religious influence from native schools"

"Government cannot, of course, be the instrument of any religious organisation. It can, however, make provisions for religion to have a real influence in all educational activities."

6. *Education of Girls*.—The education of girls must keep pace with that of boys. So far, very little has been done.

7. *Training of Teachers*.—See Memorandum submitted to Secretary of State for the Colonies on Native Education in British Tropical Africa, page 6:—

"The Key to a sound system of education lies in the training of Teachers, and this matter should receive primary consideration."

In view of the great need for teachers and the difficulty of training a sufficient number in the required time, there would appear to be scope both for Government and other Training Institutions. The Methodist Mission's policy has been set forth in the following resolutions of its Education Committee—

"A. *Fijian*.—That the Mission indicate to the Government its willingness to continue to train teachers for the Fijian people, who belong to the Christian Faith and a large majority of whom are members or adherents of the Methodist Church.

"B. *Indian*.—That the Mission indicate its willingness also to train a number of Indian students, primarily such as may desire training in the moral and religious atmosphere which the Mission feels to be necessary for the development of character.

"That the Mission would be prepared to co-operate with Government in Teacher Training work and to agree to Government inspection of the Teacher Training Institution, provided—

- (1) that adequate grants be paid by Government;
- (2) that the Mission retain control of staff and of students, together with the right to admit or dismiss the latter;
- (3) that Mission ideals and interests be conserved."

8. *Inspection and Friendly Supervision of Schools*.—
"A thorough system of supervision is indispensable for the vitality and efficiency of the educational system." This principle laid down for Africa (see British Government White Paper above quoted, page 7) applies with equal force to Fiji.

"Sympathetic supervision and friendly visitation of schools will improve all, double the value of a large proportion, and save many from utter failure." Some supervisors may be trained from amongst the most experienced teachers of the races concerned.

"In view of the amount of harmful propaganda rife among native peoples. Government cannot be indifferent to the existence of a large number of small schools taught by teachers of little education. The contribution made by friendly supervision is not only the prevention of foolish propaganda, but the encouragement of teachers capable of exerting healthful influences."

As is pointed out in the Phelps-Stokes Report on Education in East Africa, it is

"good economy and real statesmanship to make every effort to have a contented, thrifty, industrious, and moral population, who are co-operating in all that concerns the welfare of the Colony."

9. *Compulsory Education*.—This would appear to be a measure necessary to any real advancement, though the consequent difficulties might make it advisable to limit its operation, for some time at least, to certain selected Education Districts.

R. L. McDONALD,
Chairman, Methodist Mission.

I would like to take a moment or two for one or two comments. We have used the term "rural" school advisedly dealing with the lower class school, because there are no Indian villages, and in the case of the Fijian we fear that soon, if the present condition of things continues, there will be no Fijian villages so far as the children in school are concerned. We are very greatly concerned, as a Mission, with the present changing conditions of the Fijian social life. It is given to us on testimony that is thoroughly reliable that the Fijian social life is undergoing a process of disintegration. That is a very serious matter and ought to be considered when a Commission such as this one is giving attention to the future programme of education for the native. It is a fact that at the present time many of the native towns are almost entirely denuded of their young men. The reasons are various. I have not gone into that in my statement, because I know that Mr. Derrick has a contribution to make along the same line. The fact is that the young men are leaving the Fijian towns to-day and we have in prospect the Fijian villages with the old people and the women and just a few little children, and one can very readily see what that will lead to in the near future. We as a Mission hope to get into very close touch with the Native Department—and we were delighted with the appointment of Mr. McOwan to that very important position—with a view to trying to solve this question of the rural school. We say rural school, because whatever may come in the future we feel that these schools should cover perhaps what is, at the present time, a village on an island or a number of villages in any one district. In connection with these schools the control and finance is a very big question and we have considered the triangular system such as was put forward by the late Mr. Mackay when he was Superintendent of Education by which the Government and the Missions and the people concerned each bore their portion of the burden of the conduct and financing of the school—the Government, the salaries; the people, the plant and equipment; and the Mission, the training of the teachers and controlling them and appointing them and having supervision and control of the schools. We thought of some local taxation in the case of the Fijian and perhaps in the case of the Indian to supplement the grant by Government and that a Board of Education consisting of a Government official, a Mission representative, and native representatives might be given also the authority for the actual working of the school. Regarding the language we were all in agreement that the medium of instruction in these rural schools should be the vernacular. We know that the position bristles with difficulties on the Indian side, but we cannot see how any little children can receive knowledge through any other medium than that by which they receive knowledge in their own homes. Also we cannot see how the children can express themselves in any language other than their mother tongue. The language of the Fijian child is the best language suitable for the Fijian; the language of the Indian child is the language in which the Indian children can express themselves best. We have general ideas of citizenship in Fiji, but we feel that there is something that language has to do with the expression of the person's self and the development of that people, and we feel that in the first years at least the medium of tuition should be in the vernacular. Later on in the central schools the bulk of tuition will be in English although we feel that the vernacular ought to be preserved to the people by means of such lessons as may be secured. As to the types of schools we feel that the arts and crafts in the case of the native people ought to be considered and conserved. We fear that they are not at the present time, and they ought to be conserved for the people. Of course we stand for an agricultural and manual training school as you have seen here and I hope the Commission will, if it is possible some time, make a more extended visit to Navuso. With regard to teacher training, of course we feel that anything we have put forward cannot be carried out unless there is a staff of teachers properly trained, and we as a Mission have attempted to do something along these

lines. We set out to train teachers and to do some work along agricultural lines, and though we feel that we have but touched the fringe of the problem it is very gratifying to us to know that the lines upon which we have been developing seem to be acceptable to many in the Colony to whom education does mean something, and while we have not done all that we hoped to do or expect to do, yet we are ready to co-operate in any scheme of co-operation that will mean the further development of both the native and Indian peoples.

683. CHAIRMAN: As regards teacher training, is there a teacher training institution in Fiji?—Mr. Lelean ought to be here to reply. There is a teacher training institution, but the profession at the present time does not hold the attraction for the native and for the Indian that it might because, after all, it is not a position that carries with it any great remuneration. The future is bounded only by finance, and we as a Mission cannot undertake to give native teachers any great salaries that they might make or get in other walks of life.

684. You cannot get them because the salaries are too small?—I would say that is so at the present time.

685. In a district school it would be necessary to have teachers of fair education, and therefore, it would mean fair salaries?—At the present time in what would be the equivalent of the rural schools, the vernacular schools, the lad in charge, who is a teacher and who is capable of taking charge, would receive £48 a year, but then of course he gets his house free and such perquisites as the lads working in his gardens. There has been a move in the near past to group those village schools together in one simply because the position did not hold any attraction for the teacher.

686. MR. MCOWAN: Is the standard of education among the village native teachers higher than it was?—It is higher because we require a higher standard for entrance to our institutions now. For instance, time was when any lad who was a good faithful fellow, whether he had ability or not, was given a position, but now they enter by examination and the standard is higher. It is not high, but it is higher than it was. We have a finer type of native minister.

687. What is the source of supply?—From our institutions here. They are sent on here from the schools and from here drafted on perhaps to a theological institution. Each circuit has a training institution where likely lads from the villages are given a three years' course. After that they are sent on here for three years.

688. Must they be sent on here?—If there is a special need they will be appointed direct from the training institution, but if that has been done these men will make application and get their opportunity to come here.

689. Have you worked out how much the cost would be of primary education of the native children of Fiji?—I have an idea of what our work costs.

690. MR. HOODLESS: Could you give the members of the Commission an approximate figure of the number of teachers that could be turned out both from a Government training institution and Davuilevu, what Fijian teachers and what Indian teachers?—With 64,000 Indians and 86,000 Fijians it is very difficult to suggest off hand how many teachers would need to be turned out.

691. MR. NEILL: You have a few Indian teachers?—Yes.

692. Are there any non-Christian?—Yes. We have one lad at present in Toorak who is still a non-Christian, but he is teaching in one of our schools. There is one at Ba.

693. MR. TATE: When we came in here to-day they all went through the Lord's Prayer?—There have been students who are not Christians and the ordinary exercises would go on in the same way.

694. MR. BAKEWELL: Would it be possible to train them here under your system without interfering with their religious beliefs at all?—On the Fijian side that question does not arise, because they are Christians. On the Indian side so far we have accepted lads for training and it is our policy to accept lads for training who are not Christians.

695. Do you modify your instruction to meet their case?—No. If it were pointed out that modification was needed we might consider it.

696. Could this instruction be made use of for the purpose of not only training for missionary schools, but for the large number of rural Indian schools that will be required?—I think it might but it would need consideration.

697. You could entertain the possibility that secular instruction so far as the teaching profession goes is managed here and the religious instruction be a separate department?—I would not say that. If you are in a religious atmosphere the whole thing is religious, but if a definite proposal were put up we would give it serious consideration. We think that no school education can be what is termed wholly secular. We would not be prepared to teach Hindus or Mahomedans.

698. CHAIRMAN: If Government aided schools are mostly Mission schools would you be prepared after school hours to give facilities for teaching their religion?—I think we are bound by the Government regulations to do that. The position has not arisen.

699. Do you think it possible to have compulsory education in a district in which the education is largely Mission?—I think it would need to come very gradually and would have to come with the consent and the assent of the people themselves. We as a Mission would not be desirous of putting any form of compulsion on the people.

700. MR. BAKEWELL: You say that the medium of communication of teaching must be in the vernacular. In your opinion would that prevent the beginning of the teaching of English at once in that school as a subject, not as the medium of teaching but as a subject?—The opinion is divided, but our general opinion is that the child is learning in its own vernacular and to attempt to bring it another language which is foreign will defeat altogether the development of the child during that period. I am speaking not of institutions such as Davuilevu, but I am thinking of the native and the Indian away from the European altogether, and there I would say, that the vernacular should be the medium of instruction up to 8, 9, or 10.

R. A. DERRICK, ESQ.

701. CHAIRMAN: How long have you been in Fiji?—Eight years.

702. And your position?—I am a Master of the Davuilevu Boys' School. I have a statement that I would like to read:—

NOTES ON THE SUBJECT OF VOCATIONAL TRAINING FOR THE FIJIANS AND OUTLETS FOR THE GRADUATES OF OUR SCHOOLS.

Gentlemen,

I have the honour to submit for your consideration, some observations relating to the question of what happens, or is to happen, to our native Fijian pupils when they have finished their schooling.

Whatever type of education this Commission may recommend to His Excellency the Governor, I think that it will be generally agreed that—

(a) it must not tend to divorce the pupils from their own people, but fit and equip them to return to their own provinces, and live there, among their own people, a better and more economically useful life, take their rightful place in the civic life of the community, and help to raise the standard of life generally;

(b) it must be closely related to conditions as they exist in this Colony to-day; and to the immediate steps in the further development of the race—not to any hypothetical set of conditions, or to conditions as they exist elsewhere.

The application of these principles to vocational training for the native Fijians, is clear. You are familiar with the present stage of social and economic development of the native race. The vocations open to Fijians to-day are very limited. Further, in this Colony, most vocations or trades are not highly specialised as they are in older and larger colonies. There exists a considerable demand for the man who can turn his hand to many things, and get results, not as a specialist, but as "an all round man." This demand for the handy-man rather than for the specialist tradesman, largely determines the type of technical training which is of value to the native Fijian. True, it is only a phase of development, and will probably pass with the further development of the Colony. But I submit that we must meet conditions as they exist, and train the Fijian for his environment.

Apart from the outlet for technically-trained men to which I have referred, most opportunities for Fijians outside of appointments under Government or the Missions (as clerks, teachers, and preachers) must always be in the field of agriculture. But here again, conditions in Fiji are widely different from those in the Colonies.

The type of agricultural work which a Fijian may undertake with profit, will depend largely upon the location of his tribal lands. In wide areas covering several of the most important provinces, coconuts comprise the only crop which is practicable on any scale (always excepting native food crops). Modern methods of Agriculture are little used, even by the European planter, in the cultivation of the coconut palm. It is of little use to the boy whose land lies in the coconut area, to teach him to grow sugar-cane, to plough and furrow, and so forth. On the other hand, a lad whose land lies in the cotton or cane areas must learn to till the soil, and may not be helped much by a great deal that the coconut planter needs to know.

It is a moot question whether a training in a farm school, or a course in a suitable technical school, is of the greater value to a Fijian youth about to take up work on his own coconut land. There are very many such. I submit that a knowledge of tools and how to handle them, the ability to do repair work on implements, to build and maintain houses and equipment generally, will probably be of far greater value to such a native agriculturalist than, say, a knowledge of soil analysis or botany.

I therefore submit that one of the most practically useful forms of education for the Fijian youth to-day, is a well-balanced course of manual training with tools, making tropical agriculture (elem.) the central subject round which the course is built.

Regarding purely academic or cultural education, while subscribing to the principle that there should be equal opportunity for all who can, to qualify, I believe that the Fijian must walk before he attempts to run and his education must not get too far ahead of his social development and his economic position in the Colony.

There would appear to be small value in training young Fijian lads in a few academic subjects up to, say, third or fourth Standards (15 years), and then sending them back to their towns. This gets them nowhere; and might easily do more harm than good. They have probably learned to be dissatisfied; and not enough to rise above their environment. Further, if a Fijian is to extract himself from the communal system which obtains among most of his people, he must first be taught a useful trade or vocation, so that he can support himself.

Concerning the relative values of the schooling which most Fijians receive to-day, and the type advocated (vocational training), I believe that it is of small importance to the Colony, and to the race, whether or not a Fijian youth learns what the Romans did in Britain; but it is of vast importance both to the Colony and to the race, whether or not he knows how to utilise his land, make better copra than his townfolk; build better houses; market his produce, and their's, intelligently; and take an intelligent interest in the civic affairs of the district.

Therefore, I believe, that whatever the educational system recommended or adopted, it would seem to be of prime importance that as many as possible of the older boys (and girls) graduates of the elementary schools, be given the opportunity of vocational training, and preparation for a life of usefulness, thus giving point to the education given in the elementary schools, and definitely relating to it conditions in the homes and towns from which the children come.

Respectfully submitted,
RONALD A. DERRICK.

Davuilevu, 29th July, 1926.

LIST OF VOCATIONAL SUBJECTS TAUGHT IN THE DAVUILEVU BOYS' SCHOOL.

Woodwork.—Carpentry; Furniture Making.
Wood Finishing.—French Polishing; Staining; Painting, &c.
Wood-working Machinery.—Its adjustment and operation; Planing; Circular Sawing, &c.
Wood Turning.—Lathe work of all kinds.
Building Construction.—In Wood and Iron, and Native Materials.
Concrete Construction.—The use of Cement; and Reinforced Concrete.
Sheet Metal Work.—Spouting and Downpipe, Soldering, &c.
Pit Sawing of Logs.
Native Arts.—Curios; Comb manufacture; Loom Principle of Weaving; Manufacture of Starch Products.
Engine Driving and Attendance.—Stationery Engines; Suction Gas; Transmission Gear.
Elem. Ironwork.—Bolt making, &c.
Electricity.—Electric Wiring; Dynamo Attendance, &c.
Elem. Bookbinding.
Elem. Boatbuilding.
Applied Geometry.—Setting out of Buildings; Roads, &c.; Elem. Levelling.
Lettering and Sign Writing.
Draughtsmanship.—Plan Drawing; Mapping; Tracing, &c.
Book-keeping.—Suitable for Stores, Planters, Tradesmen, &c.
Business Practice.—Banking; Insurance; Office Routine, &c.

BRANCHES OF INDUSTRY, &c., IN WHICH GRADUATES OF THIS SCHOOL ARE ACTUALLY ENGAGED TO-DAY.

From the Academic Section.—Teachers; Native Medical Practitioners; Clerks (Government or otherwise).

From the Technical Section.—Technical Teachers; Government, 4; Mission, 6; Draughtsmen; Public Works Department, 1; others in addition; Carpenters and Joiners; Builders.

Most of the graduates of the Senior Technical School go back to their provinces; where they serve their own people. They make furniture; build houses; make, fix and repair doors and windows; paint churches; draw plans and make out estimates, schedules of timber, &c., for wooden or composite houses and schools; build copra *vat*s; and generally assist in bringing about a better condition in the provinces.

They also have a knowledge of the elements of business; and understand how to keep a record of their transactions, and buy and sell intelligently. Most of them operate accounts

in the Government Savings Bank. They help their people in the transmission of money by post; and in many similar minor details which are new to the native people.

From the Commercial Section.—Commercial Teachers; Native Commission Agents or owners of "markets"; store-keepers (a few only); Selling Agents for their people (a side line only), Planting their own land being their real work); Buying Agents for their people; many of them are shipping their produce direct to Suva and buying at wholesale from Suva; Co-operation.

They are able to help their people with their knowledge of the machinery of business; business procedure, &c. This in conjunction with their own planting work, constitutes the main outlet for the services of the graduates of the Commercial School.

As further outlets develop, the work of the Commercial School will be extended to keep up with developments.

All students are working with a definite vocation or useful occupation in view, from the day of entry, and in all cases the vocation stressed most regularly and strongly is agriculture—not necessarily scientific agriculture—but the use of the native lands. Gravitation to Suva and other large centres is definitely discouraged; and surprisingly few of our graduates have found employment there.

Civics, and civic responsibilities, are an important part of the curriculum; and the principles of Local Government are worked out in the organisation of the School Life of the students.

703. MR. TATE: Is your school financed by the Mission together with the Government or wholly by the Mission?—It is financed wholly by the Mission.

704. Can you give us some idea of the cost per head of this institution?—Apart from the capital invested, which is quite a secondary consideration, the annual cost per head is £7. The amount is low, because of the fact that the proceeds of the work done are divided among the boys who do the work, and the school itself.

705. MR. MCOWAN: Is the school self-supporting?—The school supports itself apart from European salaries which are paid by the Mission. The boys pay a fee of £4 in the junior school and £5 in the senior school.

706. Is there any remission of fees?—Nor in the ordinary course of events. Many of the boys earn their own fees in the course of the year. There is no remission of fees as a general rule.

707. MR. TATE: Do you feel that in order to do the work under present day conditions you need more plant or do you feel that you have enough?—The plant of the school each year has been increased but it would be a bold man who would say it is sufficient.

708. Apparently the education you are giving here is admirable. Is this school capable of great expansion or would it be better that other schools of this kind should be established, say, one at Lautoka?—The needs in various provinces vary so widely that I believe a large central institution in districts would be an advantage. The methods of farming and the implements used are quite different from those used on this side of the island and there generally is a distinct provincial tendency.

709. Do you enforce any educational standard for entrance?—Our attitude has been that while the primary education is in the state it is, it is not right or just to enforce a standard, because of the lack of opportunity when the boy was young.

710. Are you strongly in favour of the students undertaking commercial projects?—The school does not as a general rule enter into any unfair competition. The school has the most cordial relations with the contractors, and supplies them with trained men, but the school does not enter into any unfair competition with them. We do work for the Government and we do church furniture for our own people.

711. MR. HOODLESS: You mentioned in your statement that you thought it would be advisable and a good thing to encourage the native manual arts. Can you state in what directions?—I was speaking in regard to the Boys' School at Davuilevu. The question of the encouragement of native arts is a much broader one. We have been trying to develop the native idea of design, the more modern methods of getting starch from roots, and a number of other things which are really hardly worth specifying.

712. Do you think that some of these developments of the native arts could be associated with village or rural schools?—I think so.

713. CHAIRMAN: What do you think is the percentage wastage of pupils who have been through your school and returned to the towns?—I could not state off hand, but I can give you a broad idea. We keep a check on all our pupils. In the junior schools or the lowest grade quite a number will drop out each year. Probably 80-90 per cent. of these boys finish the senior grades and one in every seven or eight we lose touch with. That does not necessarily prove that he has gone back to his type, but I will say broadly that about 7 to 10 per cent. of them may be failures.

714. When you hear from these boys from time to time do

they speak of the discouragement of the village?—In Ratu Devc's district we have a number of boys who are successful. In other districts that does not apply. The attitude of the High Chief is not helpful. That of course is only a phase of development.

715. MR. MGDWAN: What do you mean by failures?—A great number of them are not failures. They apply what they have learned in their everyday life.

716. MR. TATE: Do thy practise their skill for their own profit?—The question of practising their own skill for their own profit is rather an involved one.

717. I understand from you that one of the incentives at the school for the boy to put forth his efforts is that he gets a part of the value of his work. When he goes back to his village has he the same incentive?—Conditions vary.

718. MR. THOMPSON: Do your boys grow your own food?—Yes.

719. Is that dictated by financial stringency?—We think it is a sound principle. Fijians should not be fed on European food.

AT SUVA, 2 AUGUST, 1926.

MISS H. J. CLARK.

720. CHAIRMAN: What is your official position in the Methodist Mission?—I am a District Nurse.

721. How long have you been in Fiji?—Fourteen years.

722. You have written this Memorandum?—Yes.

EDUCATION OF INDIAN GIRLS IN FIJI.

At present, probably less than 150 Indian girls in Fiji attend schools out of about 8,000 girls under 16 years, or not much more than one in every 100. That, however, is a considerable increase upon the number of ten years ago. To-day, in addition, perhaps about 300 are also learning to read in their own homes in the vernacular from their fathers and brothers, or from teachers. Certainly less than 5 per cent. of the Indian girls of to-day are learning even to read. Of the 150 girls attending school few reach class 5 standard. Perhaps a dozen in Mission schools are being trained as teachers, &c., and so going on to a higher standard.

We must not expect parents to send their girls far from their homes where they cannot see them along the roads. If half-time schools could be arranged a European teacher could have charge of two schools at about 1½ to 2 miles apart, teaching 2½ hours daily in each morning and afternoon alternatively.

Even then only younger girls would be allowed to attend, for few parents would allow their girls to go along the roads unaccompanied once they are 12 years of age, and many are married about that age; but many would spare their younger girls for 2½ hours daily, and outside of that time their mothers and elder sisters would keep them busy washing, cooking, gardening, sewing, &c. In boarding schools these subjects must be taught by their teachers for the girls must learn ordinary home work practically if they are to be fitted for their future homes as helpmates for their husbands.

Suggestions for Indian Girls' Schools.

1. They should learn to read the vernacular in character thoroughly first.

2. While learning the vernacular a start could be made with conversational English, but it would be wiser not to confuse them with English reading and writing until they can read a little in the vernacular, and also speak a little in English.

3. Hygiene lessons—most important in the vernacular if possible. The mothers and elder sisters might also be able to attend.

4. Sufficient arithmetic to enable them to keep their house accounts and help their husbands in buying and selling.

5. Sewing, to make their own dresses, to do fancy work. They take naturally to these branches.

6. Gardening round the school, keeping the school and its surroundings clean. This should be done by the children to teach them to do the same at home.

7. In boarding schools they would learn practical cooking, washing, cleaning, and theory lessons would also be given.

Since girls over 12, as pointed out, would seldom be allowed to go along the roads to day schools, they would have to go on to boarding schools if they wished to continue their education. Very few Indians could, or would be willing to pay much for a girl's education and support, so something would need to be done to make the boarding school to some extent self-supporting.

Shirt-making, dress-making, soap-making, jam and chutney making, gardening, &c., should be taught and would be useful to the girls all their lives.

An interesting development this year has been that some young mothers have been bringing their little children to kindergarten school. The mothers have had an hour of Hindi and an hour of English while they waited to take their children home again. Some girls would go on in their studies to become teachers or nurses. Efforts must be made to train as many girls as possible for these positions so that whether married or unmarried they may, throughout their lives, be helping to train and assist their own countrywomen around them. To that end they must be taught the necessity and obligation of what is known as community work. They must be taught to do anything that comes in their way to help their neighbours. They must be taught it in practice while they are at school so that they will continue it when they leave.

In the Girls' Orphanage, girls help along these lines as opportunity offers. They visit the women and girls in Indian homes and go with the District Nurses to help in cases of sickness.

In meetings for women conducted by Mission Sisters the girls who accompany their teachers keep the village girls engaged with simple sewing while meetings are held with the older women. They also teach fancy work.

Senior Orphanage girls teach in the day schools and kindergarten and also help with the little ones in the home. Only through trained Indian women can the majority of the Indian women and girls be reached. The more girls and young women that can be trained thoroughly to be conscientious teachers and nurses the sooner will a higher standard in every way be reached. Difficulties will be met in the beginning, but such can be overcome by hastening on the training of a larger number up to the highest standard and inspiring them with the sense of their obligation to help others—that those who receive much must give much.

Care of the Sick.

There are no trained nurses, so as nursing is a low-caste despised calling it is generally taken up by women who have lost their husbands and who have to earn their own living and that of their children, so a patient often suffers because a nurse wants to hurry back to her own little children. Although many of these "Sarah Gamps" are dirty and lazy, still they are scarce, so they demand and exact good wages almost equal to those of a trained nurse. Most illnesses are nursed by the relatives and any one handy, and nursing generally consists in fanning away the flies that swarm round and in trying to induce the patient to eat. There is very little chance of comfort in most homes. The relatives do their best, but generally have no knowledge of what is necessary for the relief and comfort of the sick; though many of them are as clean as possible in their limited surroundings; yet of course, they have no knowledge of real medical cleanliness, the dangers from germs, and the need and method of disinfecting.

There is a great need of dispensaries in many Indian centres, and if nurses could be stationed wherever a teacher for girls' schools is stationed these two together could do a great work for Indian women and girls. It must be stressed that hygiene in all its branches must be a principal subject in Indian girls' schools.

HESTER J. CLARK, Indian Methodist Mission, District Nursing Sister, Dilkusha, Nausori.

723. You say that only 150 Indian girls are being taught at present. Is that chiefly through lack of schools or lack of desire on the part of the parents to have them taught?—Most Indian parents have not much desire for their girls to learn, but many more would be at school if there were schools.

724. What are the inducements to Indian parents to have their girls taught?—Those who wish their girls to learn are educated themselves and wish their daughters to be educated because they see the benefit of education.

725. Are they mostly Christians who desire education, or do the Hindus and Mahommedans also desire it?—A great many Hindus and Mahommedans have schools in their own homes for their girls.

726. Are there any Mahommedan children going to your Methodist Schools?—There are a few boys and two or three girls.

727. Do they express any wish for Urdu characters to be used?—No, they are quite satisfied.

728. Do you think there is any jealousy on the part of parents in regard to sending their children to Christian schools?—I have not come across any. Some prefer Christian schools because they get better English.

729. Do you think the education of girls would, in any way, tend to postpone these child marriages?—Perhaps not very soon, but it would later on.

730. Practically every Indian girl is married now before she is sixteen?—Yes.

731. What is the age at which the orphanage girls generally marry?—About eighteen. They are quite satisfied to wait until they are eighteen.

732. Do you think any of them would be prepared to devote themselves to work instead of marrying?—I do not think

- they would be willing to do the nursing course, they would expect to be married.
733. You cannot hope to get any Indian spinsters over eighteen?—You could perhaps get young widows or women who have had to leave their husbands. I think they would be the most useful women to train.
734. MR. TATE: Have you been a teacher?—Yes. I have had a fair amount of teaching among the girls and women.
735. Apparently you cannot count on them much beyond the age of ten?—Not beyond twelve.
736. Then you must have schools near to their homes?—Yes.
737. If the education of Indian girls is not continued much beyond that age it would seem almost impossible to get together a staff of Indian women teachers?—You would almost always have to have a European in charge.
738. If you have to have a European staff it is a costly staff, so apparently the education of Indian girls, if it becomes general in the Colony, is going to be an expensive matter?—That is why I thought half time schools would help that.
739. Do you think that sufficient good could be done at the present stage by bringing the mothers together for such work as hygiene and household arts without giving them the ordinary type of school?—There would only be a few who would be willing even to learn to read.
740. Suppose that you threw aside any attempt to teach them to read do you think the women would come along some part of the day or evening for instruction?—Yes I do.
741. So that if you could not get a full scheme of education for Indian girls a great deal of good could be done by trying to educate the mothers in subjects appertaining to the home?—Yes, the younger women will respond.
742. This proposed boarding school, do you think it could be largely self-supporting?—It might be difficult at first, but I think it could be worked if we had capable women to carry it through.
743. That is by finding a market for the produce?—Yes. I think that is the only way we can deal with girls once they are over that age because it is impossible for them to go back to their mothers. They must stay at the boarding house until they are married.
744. It would only affect the homes they are going to make afterwards?—Yes.
745. Do you think they would object, after the environment of the boarding school, to go back into the home in which they have lived?—A great many of the homes they come from are not fit for them to go back to and the mothers might not be able to safeguard them.
746. Would there be any sentiment amongst the parents against the children going to a school where they would have to work and maintain the school by the fruits of their labours?—There might be at first. If it had to be they would soon be willing. Those parents who could pay would have a right to say what they thought.
747. I think you would find it a difficult matter to have one group exempt and the others working?—In the girls' schools in India they have three different kinds of food. They have one payment for ordinary food, one for special food, and the other for extra special food.
748. I should not like to see that introduced in a school here. I think it would be better if they had different schools for those paying and for those not paying.
749. Have you had any experience of any institutions for Indians that were self-supporting in this way?—Only in the orphanages.
750. There you have a definite legal position in regard to the child. The most difficult problem from my point of view is the unlikelihood that you will ever get Indian women teachers?—It would not be for a good while.
751. MR. THOMPSON: Would it be feasible to any extent to employ the wives of teachers?—That is at present the most feasible thing. Our orphanage girls are marrying teachers.
752. And how are they going to bring up their own families?—They would have to have a certain salary so they could engage help to mind their babies.
753. One would expect a teacher to have an exceptional home?—Probably she would have to have shorter hours. At Levuka we have a wife teaching in the school and she engages a young Indian girl to take charge of her babies, and her home is a picture.
754. CHAIRMAN: Would it be feasible to get Indian women teachers from India? Would they be contented with the social circumstances of Fiji?—If they were young they would settle down.
755. Would they not find most of those of their own sex and race are illiterate?—I expect they would. I think the best way is to educate here.
756. It would be a very great speculation to get out Indian women teachers from India?—They would be widows.
757. MR. BAKEWELL: You mentioned the fact of the children going to the school on account of the English that was taught in the schools. Do you find that an attraction for these children?—For the boys it is.
758. Irrespective of whether they are Hindu or Mahomedan?—Yes, because for the boys it is useful in their earning of money.
759. Do you think the girls recognise the value of English?—I do not think the girls do.
760. Up to what age do you think it would be reasonable to ask the Indian population to agree to co-education?—I think up to ten years.
761. Practically up to Standard 1 or 2 we could expect co-operation from the Indians in co-education?—A few would come, not a great many.
762. There must be some little pressure brought to bear upon them.—They would not be allowed to go a great distance from their homes.
763. There might be some sort of escort to do that. They get married at sixteen?—Some at twelve.
764. Have you any idea as to the sort of young woman that the young Indian man prefers—the educated one or the uneducated one?—I do not think it makes much difference. Those who are well educated themselves prefer an educated wife.
765. When it began to dawn on the Indian young lady that she had a higher value in the marriage market it would help in their desire to get education.—She has no choice.
766. Nor has he?—No.
767. Is the daughter, so far as her marriage is concerned, a financial asset to the parent?—I do not know anything definite about that.
768. CHAIRMAN: There are cases in which the Indian father will betroth her to one man's son and obtain gifts and then break off from that engagement and betroth her to another man?—There are a number of cases like that. I do not think they make much profit in the ordinary way.
769. MR. MCOWAN: You do not know sufficient about it to give a definite opinion as to whether parents do or do not make a profit?—I do not know the actual facts. It is my experience that the fathers are anxious to make good marriages for the daughters.
770. CHAIRMAN: Do you come across girls of eighteen to twenty who are unmarried?—I have been among Indian homes for fourteen years and I do not think I have seen any girls over sixteen unmarried.
771. MR. BAKEWELL: Would it be possible to run co-education in the same establishment up to Standards 1 and 2 and then separation of the sexes under separate teachers in the same school?—Yes if the parents were sure there was proper supervision coming and going. There comes a time at 12 or 13 when they would not be allowed to go at all.
772. MR. NEILL: Is it your opinion that in the matter of supervision it is not so much the actual supervision in the schools but the supervision going and coming?—Yes.
773. MR. HAKIM DIN: Are you quite sure of your age limit for separation, that is ten years?—Yes.
774. Do you know that among the European children the age limit for separation is eight?—No, I do not know that.
775. Would you consent to bring down the age limit?—I think it would be better probably.
776. MR. TATE: There is a big difference in separation at eight in the Suva schools and in a country school.—I think my idea of bringing the mothers along would be a great help.
777. MR. HAKIM DIN: What is your experience of the leisure that an Indian woman has in her home?—It varies of course but the experience generally is that after their work is finished and their husbands have gone to work they could have a few hours if they wished to. I am speaking of the Indians who earn the money and expect their wives to be in the home cooking and looking after her babies.
778. MR. THOMPSON: Would it be necessary in your judgment to aim in the direction of an irregular or an elastic system in order to accomplish something?—I expect different districts would have different schemes.
779. CHAIRMAN: Do you think that more important than schooling would be some system of district nursing by which the nurse went to the homes and gave instruction in the care of children?—I have done a lot of that but still I would like to see the little girls have a chance to learn to read, because when I want them to read anything now they are not able to.
780. MR. TATE: Does that imply they should read in English?—I think they should read in their own tongue.
781. CHAIRMAN: Do you think that district nursing is of very great importance?—I do, and I think, if we could have dispensaries it would be a great advantage to have them in connection with a girls' school. We could teach them the care of the child, hygiene, and the prevention of sickness.
782. Do you think those things would be better managed by the Government or by the Mission with the Government's financial help?—I think they should work together.
783. Do you think it would be easier for the Mission to get nurses?—I think it would need to be someone who had the Mission motive.
784. MR. MCOWAN: What visiting are you able to do?—I visit any sick women that send for me.

785. Within what radius?—A radius of three miles, but I go as far as ten miles.
786. MR. NEILL: Do you find the women follow your instructions?—They do more so now than they used to. The older women will not, but some of the younger women are very good and they are improving in regard to following instructions.
787. Do I gather that your conception of a school for Indian girls is very largely a community centre?—I think that would be best for the next few years.
788. That is a place where the mothers and the young women would be attracted as well as the children, and that would mean co-operation between the Education Authority, the Health Authority, and any other body of people doing social work?—Yes. I think that would be the best way at first.
789. MR. HOODLESS: Would you have a teacher in charge with a bias towards nursing or *vice versa*?—I would like to have a nurse and a teacher. The teacher doing definite teaching and the nurse helping her, and they could help one another when necessary.
790. MR. HAKIM DIN: Do you find it at all difficult to get these women to attend in your dispensary?—They come well to them.
791. MR. NEILL: Do you think that the minimum age of marriage as fixed in law reacts in general on women's education?—It sometimes happens when I ask a girl of 12 if she could not come to school, she says: "I am married."
792. MR. THOMPSON: That might mean betrothal?—It stops her going to school.

MISS A. M. GRIFFIN.

793. CHAIRMAN: What is your official position?—At present I am doing orphanage work. I am a trained teacher.
794. It is the Indian side of education you are interested in?—Yes.
795. Have you read this memorandum of Miss Clark's?—Yes.
796. Do you agree with it?—Yes.
797. Do you find much desire on the part of Indian mothers for education?—I have not seen very much of the outside ones. Most of the Christian Indians have their girls educated and in some cases where the boys have been educated in our school they are sending their girls.
798. MR. MCOWAN: Have you a memorandum on the subject?—Yes. I will read it. [Printed as No. 8, Appendix D, "The Education of Indian Girls."]
799. CHAIRMAN: Providing a boarding establishment could be built for Indian children, at what age should they come?—I should say as soon as they could, without any preliminary education.
800. And up to what age would you keep them?—As long as they would stay.
801. To what age would you expect to be able to keep them?—I do not expect many would stay over sixteen. There might be some who would stay longer if they were going to teach or nurse.
802. Could you get children to go at 11 or 12 and remain until 16—children who have been educated in day schools?—At present there have not been many outside the orphanage girls who have been to day schools.
803. If a boarding school was built in Suva, could you get 60 Indian children to attend as boarders from 12 to 16?—I doubt it at the present time. There was a girls' boarding school in Suva some years ago. They had up to about 12.
804. Was it closed for lack of pupils?—I think it was closed partly on account of lack of building.
805. If a branch of an Indian Teachers' Training College was opened to girls, could you get a supply of girls for that?—There are three girls in training in Dilkusha at present. There are two or three others in the same school who are at present doing the kindergarten class, and next year will be students. There are two or three girls in Lautoka who have been teaching for years.
806. If they married could they still go on teaching?—If they married teachers and could get help in their own houses they could give a short time. That is why we propose the short course.
807. There has been a suggestion made that instead of teaching Indian girls in schools there might be community centres. Do you think that would be suitable?—I think it would be very suitable. The older ones could have oral instruction and the younger children could be started with the ordinary education.
808. You think that probably on the whole would be more satisfactory than devoting the whole of our funds to formal education of girls?—Most certainly.
809. MR. BAKEWELL: Failing this community school, a system of having at the ordinary school a regular mothers' day in which mothers are invited for the afternoon and there is the district nurse or medical officer to address them would help in the matter?—I think it would be very helpful.

810. I notice you lay stress on the religious teaching in the schools. That will have to apply to Mahomedan schools?—We meant that.
811. Provision would have to be made for instruction in their own faith?—That is what we meant. We think a child brought up without any religion has a great lack.
812. You speak of English not being the medium of instruction. Have there been attempts to begin English without a word of vernacular being used?—Yes, to give practically an English education without any stress being put on the vernacular.
813. You do not anticipate in any way the omission of English altogether?—No.
814. MR. TATE: Seeing there is so limited a time for the education of Indian girls, are you of opinion that it is important to teach them English as against Hygiene?—I think English would be useful.
815. If something had to go, which would you regard as the more important?—I would say let English go.
816. CHAIRMAN: Are the mothers eager for them to learn English?—Some of them are.

MISS A. I. HAMES.

817. CHAIRMAN: What is your official position?—I am in charge of the practising school at Davuilevu.
818. How long have you been doing this work?—I have been doing Fijian work for six years.
819. This is your statement?—Yes. [Printed as No. 8, Appendix D, "Fijian Girls' Work."]
820. MR. TATE: You are in favour of the grouping of rural schools?—To an extent only.
821. Would you say as a principle it is a good one?—I think so certainly. It would be cheaper. You can get more schools if they are grouped and the teaching would be more efficient.
822. This boarding school is an attractive proposition, how would you propose that it should be financed?—The girls would have to grow a large part of their food; also the products of their vocational industries should go into the school funds.
823. Girls and women do work in the fields?—Yes.
824. You say the products of their labour. Do you know what the experience of Provincial Schools for boys is? Why do you expect a great deal from the labour of girls?—Some of the boys have to earn their fees in their holidays and it would not be wise to let the girls do that. A great many parents are willing to send their girls to school if they have not to send any money along.
825. What products do you think could be sold from the school?—Native arts, such as mats, fans, and baskets.
826. Does the whole of the income go to the school, or does any share go to the girls?—It has been worked both ways, but in times of financial stress it goes to the school and the girls do not mind at all. They realise they are not paying any fee.
827. You can actually point to a school working like this?—At present it is not being worked quite like that. The parents are contributing through the province.
828. Have you any idea whether the Fijians would be prepared to contribute towards the establishment of boarding schools for girls in the same way as they do towards provincial schools for boys?—It would be much harder to induce them to do so for girls than for boys.
829. This proposal for Suva for which you have £3,000 in hand, what sort of a school will that be?—It should be a vocational school giving a vocational training. It should be a more advanced school than the district schools. I think there should be training given there for teachers.
830. At what age would you admit them?—At any age above 12 to 20.
831. Then you imply that they have had a portion of their education in a rural school?—Yes, or in one of the district schools.
832. In considering this school had you in mind a Government school?—We had in mind a Mission school with financial aid from the Government.
833. MR. TATE: You speak of teaching in native arts—who would give the instruction?—Sometimes there are girls in the school who can teach, or it might be possible to bring in women from the village to teach.
834. Would you improve the design of these native arts and the quality of workmanship?—Immediately the aim would be to see they were at least as good as it is their mothers are.
835. CHAIRMAN: Would you have such a school near Suva?—Personally I think it would be better in a more isolated place. It is proposed that the school be built within two or three miles of Suva.
836. Do you think there would be great difficulty in discipline?—I think you would have to have very capable people in charge, otherwise it would be an utter failure. I think it would be much easier to have it in a more remote district. The idea is that it would be a central school and in a place convenient for travelling.

837. MR. NEILL: With regard to the question of Fijian women growing their crops, that will depend on where the Fijian girl comes from?—If she belongs to a district where the women grow crops she should grow crops in the school.

838. MR. THOMPSON: Would it be your view that moneys received as the result of the industry of the pupils should primarily go towards their maintenance and the expenses of the school should come from other sources?—Yes.

839. CHAIRMAN: What outlets are there after school for Fijian girls?—A few will train as nurses. Some of them can teach in the schools where European women are teaching. Many of them marry just as they leave school.

840. MR. TATE: In addition you recommend a school in Suva for half-castes?—Though in Levuka, Ba and Lautoka provision is made by the Government for the half-castes to be educated as white children, in Suva it is not so.

841. CHAIRMAN: Could you give us any suggestion for helping to reduce the terrible mortality of Fijians children?—We consider that there should be instruction in infant welfare in girls' schools, that there should be some special instruction by qualified people, and also that baby health centres should be established for Fijian mothers in many parts of Fiji. We also wondered whether the native nurses might receive a special course in the care of babies until they are two or three years of age. We think the first thing would be to have a specialist appointed to inquire into the reasons for this high rate of infant mortality.

842. MR. MCOWAN: How could those health centres be worked? Could they in any way be attached to girls' schools?—I think so. There could be a place where the mothers could take the sick babies for advice.

843. Only for out-patients?—It would be better if the nurse could go into the villages.

844. CHAIRMAN: You think there should be wholtime European Sisters?—Yes, giving their whole time to that matter.

845. Do you think that work would be particularly appropriate for Mission Sisters?—I think the Government and the Mission should co-operate in the work of inquiring into the matter.

846. MR. MCOWAN: Where would the Sisters come from?—I think it would be practicable to get these Sisters through the Missions.

847. RATU SUKUNA: Do you know Colo North?—Yes.

848. The scheme of central stations for sick babies would not be applicable there?—No, it would not be applicable there but there are districts where it would apply.

849. Do you think, before this work is begun, there ought to be some committee appointed to inquire into the best methods of doing it?—I was thinking of a Nursing Sister to do the research work in that way.

A. G. ROSS, ESQ.

850. CHAIRMAN: What is your occupation?—I might say I am a Postmaster. That is one of my occupations.

851. How long have you been in Fiji?—Forty-three years.

852. And you have taken an interest in Fijian education?—I have taken a very deep interest in the Fijian.

853. Have you prepared a statement for us?—The notice was rather sudden. I intended, and I will before the Commission ceases to sit, send in something that may be of interest. I read last night the memorandum which I presented and which the previous Commission was good enough to accept from me, and I might state definitely that there is nothing in it that I want to recant. Conditions have altered slightly. The decrease is not going on at the same rate as it did when I was first in Fiji. They were going out at an average rate of about 1,200 annually and it was quite tragic. That of course has been altered, largely I might say owing to the action of your Department in establishing those provincial hospitals. That communication, I think, might be considered by the Commission though I shall certainly write something in addition. There has been an experience of seventeen years since that Commission, but what I thought necessary for the welfare of the Fijian is set out as I understood it and as I understand it to-day, particularly the agricultural treatment. I want to see the native dig himself into his patrimony. I then specialised agriculture, being the industry that maintains all other industries. It is the basic industry and he is peculiarly situated as being the land owner of the Colony and the wealthiest person potentially in it. I have seen so many of the natives, perfect specimens of humanity, their mental endowments really above the average, and I have seen them go right out from the effect of having nothing to do.

854. Would you require some basis of literary education?—Certainly, that is a necessity, but that might be got at the village school or whatever schools the Commission think it necessary to establish. With our own boys we give them a chance of learning the three Rs, and after that the job they are going to take up in their future life.

855. The three Rs are essential?—Yes. I would have the schools established on the same principle as they are established in the Philippine Islands.

856. Do you think that the Fijians at present make full use of agricultural knowledge?—The longer that is deferred the worse it will become.

857. MR. MCOWAN: Have you developed this idea of agricultural training in the memorandum you speak of?—It was rather broadly put. The facts are easily got from those who have established and made a success of agricultural training in other countries.

858. What is your idea in regard to the Fijian, what form should the training take?—Just the ordinary agricultural training. Establish an agricultural school for the teaching of ordinary agriculture, theoretical and practical botany and chemistry. It would be a residential school.

859. MR. TATE: Do you know what is being done at Navuso?—Yes.

860. Are the aims at Navuso in accordance with your ideas?—If you are going to make a national thing of it, it is a question whether it is fair to let the whole weight of it devolve on an organisation that is supported usually by voluntary contributions. You must make the scheme adequate to have a chance of success. Make it a national affair.

861. Before you can have any agricultural education that is worth while there would need to be a good deal of money spent on it?—It is a question of saving a race.

862. Do you think this Colony should spend more on education?—As far as the native is concerned they should spend a great deal more.

863. Does that include the Indian?—I am not interested in this particular instance in the Indian. We are under an obligation. We accepted those obligations when we attached this country to Great Britain, and it was implied in the native mind that they should be under the wing of Great Britain and the best done for them. Of course you cannot get a primitive race like the Fijian to understand the whole scheme of life. He has got to be taught it, and that is the difficulty that has always been in the education of the Fijian: For instance, the men who have been sent out of the country, capable men with average brains, I would have had them educated principally in agriculture so that they could have gone among their own people as a missionary in that particular subject, because I think the welfare of the Fijian is largely bound up with having him established on his own soil. After he is established, then I am quite willing to do the best we can for the Indian. He is here, though probably, as far as the native is concerned, it would be better if he had never come here. We have brought into his life a problem he will never be able to solve and I question whether we will.

864. You would contemplate then a considerable increase in expenditure on education?—I would consider an increase in educational expenditure principally for the Fijian. When I say that the native is potentially the wealthiest man in the country, there is a certain area of that soil which should be invested in the Government, and the proceeds of that devoted to the maintenance of the schools that I propose should be established.

865. That is how you would raise funds?—Yes. It is not a safe thing at any time to pauperise any people. He is the owner of the land. Why should not a portion of it be taken when it is for purely native purposes?

866. CHAIRMAN: It is not all held by one community.—That is where the Administration should come in and find out some scheme by which it could be managed.

867. You could not suggest a scheme?—I would say if you were going to have an area of which you were going to devote the revenue for this special purpose, let the whole thing be purchased by the community. It would still remain native land but instead of being in the hands of a commune it would belong to the natives as a race.

868. It would be purchased by a tax?—I do not see that that would make very much difference.

869. MR. MCOWAN: What do you mean by an area in a particular part of the Colony?—Where it is found to be absolutely necessary. This is only one aspect of it that I have looked at. That an area could be bought from the communes by the whole of the native people and it would still remain native property.

870. What would you do with it?—If it was necessary, to have this area developed and the proceeds of it used for the special purpose of maintaining those schools.

871. MR. TATE: Do I understand that you would be in favour of collecting parcels of land all over the group and investing those in some authority to raise an income, the income to be applied to education?—That is the idea and looking at it from the native point of view.

872. CHAIRMAN: Do you know anything about native copra lands? Do you think generally they are cultivated as well as they would be with a knowledge of copra cultivation?—I do not think they know much about agriculture.

873. MR. THOMPSON: Would you think that a practical way of working this scheme of land utilisation might be linked up with the present movement away from the villages? Do you think an area of land might be taken somewhere and a number of young men placed on it to be trained and then divided up?—My scheme was slightly different. The land

I propose should be acquired from the commune by the whole of the Fijian people, that natives who had received an education should also receive at the same time a manumission; that they should be clear of tribal control and settle on a portion of those lands.

874. MR. NEILL: And pay rent for it?—Yes.

875. Would you let it to Indians?—No, not that land, but natives who had been trained as agriculturists should be settled on that land and they would be in communities.

876. Would you impose a charge on present native rents to create a fund?—There is a rate already. You are dealing actually with people who have got no conception of what an agricultural education means. They cannot see what lies behind.

877. If you increase your present agency fee from 10 to 12½ per cent. you get 2½ per cent. without any extra cost of collection, and out of that create a fund?—That might be a portion of it.

878. MR. MCOWAN: Would that charge only fall on a few of the land owners of the Colony?—It would be only the people who are leasing land that would have to pay.

879. Would your scheme provide for the needs of the young fellows who have been trained agriculturally?—The idea would be to settle them on the land. I have seen the result, for instance, of carpenters who have been trained and who have gone back to their villages, and when they get back there is no work for them to do except perhaps putting a door into a chief's house for which they might be paid or might not; in fact, they were subject to communal arrangements.

880. CHAIRMAN: You think in the same way that agricultural education, unless it is connected with some scheme of gradual individualisation will be a failure?—You will find that in my memorandum. I do not believe that any education is absolutely lost at any time but it requires to be absolutely effective because at the present time the Fijian is in a parlous condition. He has a competition coming into his life now that he will not be able to stand up against. I have known so many of these fine young fellows that have had nothing to do and have actually withered away.

881. They should be individualised?—To a large extent. Human nature is much the same all the world over and the average man who has a notion that he has some right to himself and to the products of his labour, is not likely to agree to what he gets being put into a communal fund. Such a thing as absolute individualisation is not in the world.

882. MR. THOMPSON: Would you regard it as practicable, supposing you had a central institution in which students were trained from different parts of the Colony, to put them on to a common piece of land? Would you not have to respect tribal and similar connections?—That is why I say the Government should acquire the land.

883. All over the place?—You would have to have them in communities. If you send them back to their own places it is easier to live the native life, but it will not ensure the endurance of the race, and that is what obsesses me at the present time, that I can see them being pushed out.

884. MR. HAKIM DIN: Have the Fijians been wise in leasing their lands?—Sometimes, and sometimes not. I have had the experience lately of a certain small tract in the Nausori district where they had leased more land than they could spare and they could not get it back.

885. Would you favour a charge on these fortunate leaseholders?—I say the charges are there now.

886. Would you consider it a fair charge on some of these fortunate leaseholders who got their leases just for a song?—I could not tell you that.

887. You feel that the Fijian should get a good practical agricultural education and you would favour a charge on these men who own thousands of acres and who got it very cheaply from the Fijian?—I believe a land tax is a very necessary thing. I would certainly favour a land tax but how you are going to put it on to the Fijian is another matter.

888. MR. NEILL: Supposing you take over areas in one place and areas in another, in the years to come you would be settling Fijians on these various bits of land and in the end the whole of Fiji becomes settled that way. Tribal lands cease to be. You have taken a man from A and put him on to B where he might reasonably have remained on A. You destroy the whole idea of title to land.—That I think might be safely left to the future, that is, if the Fijian can be got to adopt such habits of industry as are likely to make him maintain his place in the world. My own impression is that unless some such scheme is established he will not be here, that he will actually be brushed aside.

889. MR. BAKEWELL: If the Fijians were trained, say as carpenters, is there a possibility of holding their own as an organisation?—We have several carpenters, men who have been trained at the Davuilevu Institute, who are in our district but are living in their own villages, and they are simply convenient parties to borrow money from. They go out and earn money and looking at it from their point of view they might as well not have worked. Apparently they are not able to accumulate anything.

890. MR. MCOWAN: What is the remedy?—Many of them are employed by the Colonial Sugar Refining Company and they are living in the Colonial Sugar Refining Company's lines away from their own people.

891. MR. TATE: Is it a good thing for them to be living away from their own people in the Colonial Sugar Refining Company's lines?—It depends on the environment.

892. Do they carry their wives and families with them?—Not as a rule.

893. MR. NEILL: They may if they wish to?—Yes, but there might not be accommodation for their wives.

894. MR. BAKEWELL: How long are they separated from their wives and families?—As a rule the native who has had training as a carpenter usually leaves his town before he gets married.

895. MR. HOODLESS: Is that not on account of the fewness in number. If they could co-operate and become a body corporate would they not become strong and be able to fight against these Fijian customs?—That is what was underlying the suggestion of mine that they should be in locations.

896. RATU SUKUNA: Do you know any of these native carpenters?—Yes.

897. Have you been in their houses?—Yes.

898. Are they any different from the ordinary Fijian houses?—Naturally, because they have more money to spend.

899. Do they have a different diet?—I do not know. They have a better standard of living.

900. Do you think that standard would improve?—I am satisfied that if we could get the Fijian thoroughly well established that he would rise to great heights.

901. What would induce him?—What really induces anyone is the fact that a man owns himself and has a right to the products of his own labour. So long as you can have that fixed up I have no fear for the Fijians.

902. MR. HOODLESS: How are you going to convince the native young man that it is to his advantage to adopt this agricultural training?—That means that you really want a missionary effort. When I say missionary I do not connect it with any of the Missions, but I mean an effort that will put the Fijian in possession of the facts by men who are seized with the necessity of it, that if he wants his race to endure he must follow certain lines of conduct.

M. BUADROMO.

903. CHAIRMAN: What is your occupation?—I attend at the office of the Viti Cauravou. I am President of it.

904. How long have you been working for the Viti Cauravou? I began only this year.

905. What are the objects of the Viti Cauravou?—The ideas of the Viti Cauravou are in print but if there is any question you would like to ask me I shall be glad to answer.

906. Are these the considered opinions of the whole Viti Cauravou?—We had a meeting and those are the opinions.

907. How many are there in the society?—Six hundred.

908. Are they illiterate?—The idea is that they should be of the literate class. We have some who are not literate but they are men anxious for the welfare of the people. The ideas of the company are the same in regard to male and female education. We have given considerable thought to this question of infant mortality, and I have here a statement which represents the views of the company on this matter.

YOUNG FIJIAN SOCIETY.

Sir, Suva, 30th July, 1926.

It is with a spirit of humility and desire to assist that we forward some suggestions of ours on Native Education for the consideration of the Education Commission.

We are doing this because of our desire to assist our race, who are under the protection of Great Britain, to develop along the lines that will lead to their prosperity and happiness.

We shall be happy to answer any questions that touch on the various suggestions of ours. We shall give our answers from our point of view, only, as natives.

We forward this, herewith, with the greatest respect to the Government.

M. BUADROMO,
President.

(On behalf of the members of the Society.)

EDUCATION OF THE FIJIAN RACE.

1.—The District Group School or Village School.

A school committee consisting of the most competent men of the district should be appointed to decide whether they should have a district school or village school. This question should be left to their discretion as each district knows its own requirements. Either the Headmaster of the Provincial School, District Commissioner, Roko Tui, or anyone appointed to look after the schools in that particular province should be chosen as inspector of this committee.

School Rate.—In order to carry out this scheme properly a school rate should be levied for the upkeep of the village school. The amount got from this source should go to swell

the provincial funds. The Provincial Council to decide what the rate should be paid by each man and stranger residing in the province.

The amount of money raised to be halved—one-half to be allocated for the village school and the other half to be used for a separate provincial school for boys and girls.

The committee to decide how the money is to be used, and the duty of treasurer should be vested in either the District Commissioner, Roko, or anybody chosen to be the supervisor of the schools in that province.

The *Village School* to be raised in tone and legislation should be passed making the attendance compulsory.

It should be left to the committee to discover the best means possible of helping the school along on practical lines, e.g., planting, &c.

Girls should be given equal opportunities with the boys as far as education is concerned.

Girls must be educated so that they may be fitted for the task that is theirs of bringing up healthy children along the lines that will ultimately lead to the prosperity and happiness of our race. They should be permitted as in other civilised countries to pursue their studies from the primary school to the university without any restriction whatsoever.

This equal opportunity in education afforded to our boys and girls should not disturb the mind of the most conservative. It is education that will teach them good manners. Of course, like everything else, it will have its "ups" and "downs," but that should not be thought of except the good results that will accrue from it in the future.

It is not our idea that the whole expenses of the scheme should be borne by the Government, but by mutual assistance of all concerned: Government, Church, and the native population.

The control of the whole scheme should be vested in the Education Department. The inspection and improvement of each grade should commence from the lowest to the highest.

The Fijian vernacular to be the standard language at these schools with little English added. It is necessary that the vernacular should be taught to give our children thorough grounding in their mother tongue. The little English taught should be taught correctly, otherwise their knowledge of the language will never improve when they enter the higher schools. I suppose this method can be changed later when a teacher has his or her certificate. English and Fijian will then be taught side by side.

Any scholar (boy or girl) should be permitted to enter the Provincial School from the village school, provided his or her parents are able to pay the fees.

With earnestness we ask the Education Committee to give us their undivided attention in this matter. The education of children of both sexes should be on equal terms. The backward state of our race is due to the unequal education that our boys and girls receive. The low standard of education given to our girls is the cause of the deterioration of our people. If our girls are given the chance to develop along the same lines as our boys it will be to the salvation of the native inhabitant of this Group of Islands.

II.—Provincial Schools.

Boys and girls to be given equal chances here.

There should be two provincial schools in every province; one for boys and the other for girls.

Each province to decide when to build these schools.

Half of the school rate from each district should go to the upkeep of the provincial schools; a quarter of the fund to the boys' and a quarter to the girls' school.

All the scholars to pay fees and that the fees should not exceed £5 per annum.

Government to pay subsidy towards the maintenance of both schools.

All the children who are able to pay the fees (irrespective of sex) should be allowed to attend.

The Headmaster in the case of the boys' school and the Headmistress in the case of the girls' school should be both Europeans with native assistants until such a time when natives are qualified to take the reins.

The curriculum to be higher than at the district school. A start with technical education and other useful work the Education Department may think fit should be made there.

Every child should enter the provincial school at 12 and stay on until there are 17 years of age. The length of their attendance at these schools should be increased to 5 years as 3 years is too short a time to enable them to have a good grasp of the different trades taught.

All the scholars from the above to sit for an entrance examination to either Nasinu or Davuilevu after they have passed right through the school. Those that fail to pass the above examinations to stay on at the provincial school until after the expiration of 5 years when they should go to work.

The Government to maintain the school.

III.—Secondary School (Boys and Girls).

Boys and girls passing the entrance examination and are

able to pay the fees (not more than £7 per annum) will attend secondary schools on the lines of Nasinu and Davuilevu.

Here the technical education first learned at the provincial school should be taught thoroughly and efficiently by expert staff.

The cost of maintenance to be on the Education Department.

IV.—University College for Young men and Women.

We think it will be an excellent idea to have an institution like this later on for the higher education of us natives as well as people from Samoa, Rotuma, Tonga, Gilbert, and New Hebrides. Any native young man or woman is able to attend it as well as representatives from other islands, provide they have passed the qualifying examination. There they should be allowed to pursue any course they like.

The Education Department to devise the best means possible for the carrying out of the scheme. If this is not done people will get permission to send their children abroad. A good many of the parents will scorn the Government School and do their best to send their children away for higher education.

The general idea of the society would be co-education in town schools up to the age of seven and then a move to a provincial school which would be divided into two and the education of the people would be separate in those schools. The pupils would remain at this provincial school until they were of the age of 17 and the girls would be taught in the domestic arts hygiene, and at the age of 17 they become marriageable. Some will go on for further education and the society would like to know whether a school of the type of Nasinu could not be divided into two and have its male and female part and whether, when they have reached the Nasinu type of education, mixed education would be possible there. We would like to keep the standard of education for both girls and boys on the same lines. It is a pretty wretched thing if an educated man takes an uneducated woman as wife. As far as boys are concerned, in a provincial school stress should be laid on agricultural education and the people should be taught that the soil has its value. They should also be taught vocationally such studies as would make them native doctors or native clerks, and then those who have taken up the agricultural side can go back to the town and they will carry back with them this idea that the land is to be worked. When the Fijian gets back into his town he finds himself in a net, the net being the law of the town which prevents his becoming an individual.

909. RATU DEVE TOGANIVALU: Would the parents readily give their children, especially the girls, to the school?—As time goes on it will become easier.

910. What is your opinion about female education?—I would leave that to the Education Department.

911. What is your idea of the village school?—It is perhaps not very right of me to make the suggestion, but I will make it that there should be a school tax levied on the district and the district would set up school committees and so back again to the school in the village. The school tax would be divided into two; one moiety might go to the district school and the other moiety go to a provincial school for both boys and girls. Then in the provincial schools certain of the pupils would become teachers and then they would return back to the school in the district or the village. We lay stress on the fact that these appointments to district schools should not be made in a light hearted way.

912. At what stage would they be taught English in the village schools?—We would like them to be taught in Fijian in the village schools. If the English commences in these village schools there is a danger that the English might not be up to type so that when they get into the next grade the staff will have to undo all the bad seed that may have been sown in the district school. You must, at the commencement, teach people in a language in which they can feel a little mental pleasure. In the provincial schools and anything above that, English. The small boys should be taught in Fijian, and from 12 years to 17 years in English.

913. Does your Association entertain the idea of the whole of the population of Fiji speaking English?—We would like to have English as a general language but we want to have our own language as well.

914. MR. THOMPSON: How could a student who has gone through an agricultural school best be treated afterwards?—They get into this net and there is no way out of it unless they are helped financially to go off on their own.

915. MR. HOODLESS: Have you any educational scheme on hand at present?—We are collecting money which we will pay into the bank, and when it is banked it will be used for three purposes: educationally, in connection with the land, and in connection with the use of the land.

916. With regard to the educational use, will the society wish to co-operate with the Education Department, or with one of the Missions, or act on their own?—We will seek advice.

AT SUVA, MONDAY, 9 AUGUST, 1926.

Present:

Dr. A. Montague (Chairman),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Hon. I. McOwan,
Rev. L. M. Thompson,
D. W. Hoodless, Esquire,
J. S. Neill, Esquire,
Ratu J. L. V. Sukuna,
Mr. Hakim Din,
Mr. Badri Mahraj,
Ratu Deve Toganivalu.

SEBASTIAN BACH, ESQ.

917. CHAIRMAN: You are the Government Printer?—Yes.
918. How long have you been in that position?—For 13 years, but I have been in the Printing Office 22 years.
919. We are very anxious to get your opinion in regard to Fijian spelling, as to what should be used in printing the sounds nd, mb, ng, &c.?—Personally, as a printer, I have hardly any preference. The difficulties which the early people met with in regard to types does not now exist except in very small plants. They were working under conditions which were enormously difficult, that is, insofar as the types they received were packed in such a way that only a certain number of characters were included in a fount, and consequently when they came to adapt their types to a written language they found they were running short on some characters, whereas they did not use others at all. For instance, they made phonetic the sound which we divide up between “c,” and “s” and “k,” and thus eliminated the “c” altogether, and consequently they found themselves with sounds which required a combination of characters which they could hardly spare, and other characters for which they had no use at all. In this way they met one difficulty by using a symbol which in ordinary European languages has a value quite different for sound. It certainly served the purpose to the extent to which they required it; but the consequence is that the Fijian youth, or the whole of the Fijians to-day, learn a value for a character which is not a value used in any other language. It is quite phonetic and quite understandable as far as the Fijian goes, but immediately they depart from Fijian they find that their difficulties are greater than if the symbol which they had learned in their own language had a similar value in another. The difficulty which those early printers, who were

also missionaries, met in those days was that they could not get their supply of the characters for perhaps years, and they had to meet that difficulty; but the difficulty no longer exists.
920. Do you think it was the practical difficulty?—It was unquestionably the difficulty of finding the type.

921. Do you think great confusion would arise if the spelling were altered?—As the Fijians are literate, the grown-up people who have long left school would find it quite awkward to adapt themselves to a new spelling.

922. MR. BAKEWELL: They would find it difficult, but would it be to such an extent that it would prevent their reading Fijian under a new system of spelling?—I do not think so, except in the matter of the “c,” which is totally different and would disappear from their language.

923. BROTHER ALPHONSUS: I think the first missionaries sought means of making a phonetic language out of the material they had. It is an excellent language and I would be very sorry to see it departed from. I would like to see English brought into line with it.—I merely look at the problem as I see it as a printer.

924. MR. BAKEWELL: Do you print in Urdu or Hindi?—We are printing a publication in the Nagri script.

925. Do you find any difficulties in adapting Roman type to the requirements of Nagri?—That is outside my province. The difficulty in connection with the Indian scripts is that apart from their diversity and number they must be set by hand.

926. MR. TATE: When you issue Government notices for Indians, what are they printed in?—They are printed in the Nagri.

927. CHAIRMAN: It is much more expensive than if done in the Roman type?—Yes. I would like to put in a Police Catechism which was printed here in 1915—Hindustani printed in Roman type. That was introduced, I understand, by Mr. McOwan to help his Constabulary not only to learn their duties but also to become familiar with the English letters.

928. In the matter of printing elementary text-books for the use of Indian schools—the labour in printing them in the Nagri type would be very much greater than the labour of printing in the ordinary Roman?—Yes. The Roman is adaptable to machine composition and the Indian scripts are not—at least they have not been adapted so far. We print only Nagri in the Printing Department; that is the only type we have.

APPENDIX D.
REPORTS.

No. 1.

REPORT ON EDUCATIONAL WORK OF THE METHODIST MISSION IN FIJI.

FROM SECRETARY FOR EDUCATION, METHODIST MISSION, to THE SECRETARY, EDUCATION COMMISSION.

Madam,

Suva, 8th July, 1926.

A record of the Mission's educational work from its inception in 1835 till the year 1909 is contained in *A Short Account of the Educational Work of the Methodist Mission in Fiji*, which was published in Appendix F of the Report of Education Commission, 1909. No marked change took place in the position as therein set forth until 1916, when the Education Ordinance was passed which forms the basis of the present educational system of the Colony.

The following are the most important developments during the period 1916-1926:—

1. *Assisted Schools*.—Following on the Education Ordinance of 1916 there came into force a system of grants-in-aid to schools. In addition to its unaided schools the Mission has now 16 Primary and 16 Vernacular Schools which are receiving grants.

(a) *Primary Schools*.—These are in charge of European teachers, and in a few cases of Indian head masters, assisted by Fijian and Indian staff. Of Indian there are 12 and of Fijian 4 Primary Schools. The curriculum of these Primary Schools as set forth in Schedule A of the Rules and Regulations for Government and Assisted Primary Schools is unsuitable, not being well adapted to the needs of Fijian and Indian children, still at a simple stage of development, in an agricultural Colony. In addition to the Primary Schools above enumerated, several similar schools are in existence which it has not yet been found possible for Government to admit to grants-in-aid.

(b) *Vernacular Schools*.—These are in charge of Fijian and Indian teachers. There are 14 Fijian and 1 Indian Vernacular Schools, in addition to 3 for Fijians which are receiving grants, but have not yet been admitted as Assisted Vernacular Schools. Schools of this class represent the beginnings of a Mission policy to group the old village schools as far as possible, with a view to obtaining greater efficiency in school organisation and teaching staff. Here again, as in the case of the Primary Schools, a number of schools are in existence which are eligible for admission to grants-in-aid, but for which it has not yet been found possible to secure grants from the Government.

2. *Teacher-training*.—The following are particulars of students trained since the inception of this Institution in 1918. The total number of students admitted for training is approximately 120:—

(a) *Fijian*.—Exact details are not available at the time of writing this report, owing to the fact that the Institution is closed for vacation and the Principal is absent from the Colony. Such details will, however, be supplied during the sittings of the Education Commission.

(b) *Indian*.—Students who have passed Pupil Teachers' and Class III examination, 15; students who have passed Pupil Teachers' examination only, 10; students still in training and not yet qualified, 10; total, 35.

Several other students have been trained in the Institution, but for various reasons have not sat for examination, whilst 2 Class III Teachers and 2 Pupil Teachers have been trained by the Mission though not actually residing in the Training Institution. Amongst the candidates at present in training are three Indian girls. The students, Fijian and Indian, attend lectures at Davuilevu and practise the art of teaching under supervision in the Mission schools at Davuilevu and Dilkusha, as well as in the village schools in the vicinity. Four European trained teachers from Victoria and New Zealand participate in the work of teacher-training. It is regarded as unsatisfactory, however, that proficiency in the art of teaching is not taken into account to any extent in the awarding of Government certificates, the students being graduated almost entirely on the result of book examinations. The expenses for maintenance of students, as well as the cost of the training given, have been borne entirely by the Mission, with the exception of a contributory grant of £20 from the Government for each successful student.

3. *Text Books*.—While for the general needs of the Colony comparatively little has been done in production of text-books, either for teachers or pupils, Miss O. E. Morrissey, M.A., of the Davuilevu Teacher-training Institution, has recently devoted herself to the preparation of the following books:—

1. Fijian Primer I (Fijian Vernacular).
2. Fijian Primer II (Fijian Vernacular).
3. English Primer.
4. English Reader I.
5. English Reader II.
6. English Reader III (in preparation).
7. Text-book in Teaching Method (for Fijian and Indian students).
8. Arithmetic for Infant Room (Fijian Vernacular).
9. A First Geography (Fijian Vernacular).
10. Handbook for Vernacular Teachers (Fijian) (in preparation).

This achievement, however, represents only a beginning for the needs of the Fijian people, while for the Indians practically nothing has been attempted in the Colony.

4. *Agricultural Education.*—The need for agricultural training was recognised and efforts were made to meet it as early as 1909, as may be seen from a perusal of the Report of the Commission of that year. Increased attention has been given to this question since 1918. Two Fijians were sent to Hawkesbury Agricultural College for training in 1919. Six Indians also were sent with Government assistance to Allahabad Agricultural Institute in 1920. The Mission Secretary for Education visited India, South China, and the Philippines in 1921 for purposes of investigation. Mr. E. H. Oesch, M.A., of the Philippines Bureau of Education came as a special agricultural instructor in 1922. The Government granted the use of Navuso Estate for purposes of agricultural education and the Navuso Agricultural School was started in 1923. The departure of the first Principal, together with great initial difficulties, retarded progress until the arrival of the present Principal, Mr. B. C. Meek, of Hawkesbury Agricultural College, late in 1924. Work is now proceeding successfully with 38 Fijian and 22 Indian students. The present staff consists of one Class-room and one Field Instructor (Fijian), and one Class-room and one Field Instructor (Indian), in addition to the Principal.

Ten Navuso students, in addition to those mentioned above, are following special courses at Davuilevu in poultry and pig farming. Agricultural instruction has also been carried on at Farm Schools at Lautoka for Indians and at Ba for Fijians. Work at these places is a department of the Primary Schools. At all the above Institutions students learn in a practical way the dignity of work and the principle of self-maintenance.

5. *Technical Education.*—For some years this work continued to be carried on at Davuilevu on the lines indicated in the 1909 Report. The students were seniors. The type of training was that of apprenticeship, with certain features of a Trade School. The work was chiefly that of building construction on the Davuilevu and Dilkusha Mission Stations, with joinery and furniture making, under the direction of Mr. B. Sutherland. The cessation of Mission building operations in a large way in that vicinity, the increased employment of machinery in the building operations of the Colony, together with the recognised need of training many more boys than could be dealt with by an apprenticeship system, necessitated a change of policy. In 1924, therefore, the apprenticeship system was discontinued, the Davuilevu Technical School having in the meantime made adequate provision for carrying on the work of training lads in these branches of industry. A proportion of the students, while receiving class-room instruction, also specialise in carpentry. All are vocationally trained, typewriting, draftsmanship, and commerce being prominent subjects.

The working expenses of this school, excepting European Masters' salaries, but including the maintenance of buildings, machinery, tools, and general equipment are provided for out of school funds. These funds comprise (a) fees paid by the boys, (b) proceeds of work done. Of the latter, the boys receive a just proportion. Native food-stuffs grown by the boys themselves form their dietary. This is felt to be of importance from the point of view both of health and economy. Technical work on the above lines is carried on, but in a smaller way, at Nailaga (Ba) and at Cakaudrove, while a beginning has been made for Indian boys at Dilkusha.

6. *Training of Technical and Commercial Teachers.*—The Mission has trained a number of Technical and Commercial teachers. Appointments of these have been made to the following schools:—Mission: Davuilevu—5 Technical Teachers; 2 Commercial Teachers; Ba—1 Technical Teacher; Government: Lau, 1 Technical Teacher; Kadavu, 1 Technical Teacher; Nadi, 1 Technical Teacher; Nadarivatu, 1 Technical Teacher. No assistance has been received from Government for the training of Technical Teachers.

7. *Girls Schools: Fijian.*—The education of girls has proceeded, on lines indicated in the 1909 Report, in Girls' Boarding Schools at Nailaga (Ba) and other centres, and in various day schools. Realising that the future preservation and progress of the Fijian race depend upon the right training of the present generation of Fijian girls, it has been decided to establish a central school in the vicinity of Suva for the education of girls on practical and domestic lines. Efforts made over the past few years have resulted in the collection of £3,500 from local and Australian sources. Application has been made for a Government grant to supplement funds in hand and establish a Central School adequate for the various districts of Fiji.

Indian.—Perhaps the most important development within the last few years has been the change of attitude which is beginning to result in some Indian parents seeking education for their girls. Boarding schools have been carried on at Dilkusha and Lautoka for Indian girls in the Mission's charge, and a girls' day school has been maintained in Suva. At the last named place a new girls' school with boarding department is about to be established.

8. *Secondary Education.*—To meet the growing desire on the part of a number of Indian students for a higher education in order to qualify themselves for positions of responsibility, secondary classes have been established this year in connection with the Suva Methodist Boys' School. A number of the pupils have made considerable progress.

9. *Native Supervisor*.—A system of Native Visiting Teachers or Supervisors is most urgently needed, in order to encourage and assist native teachers to improve their methods and to relate the work of the school to the life of the community. Realising the importance of such supervision, the Methodist Mission in November, 1924, appointed as Travelling Demonstrator a teacher (Eapi Nabou) who for several years had been a Demonstrator and Supervisor in the Practising School at Davuilevu Teacher Training Institution. It is interesting to note that this teacher went in February of this year to New Zealand to continue his education at Wesley Agricultural School, and that he is paying his own expenses, with some assistance from the Fijian Young Men's Society (Viti Cauravou).

10. *General*.—The question may be asked "What is the Mission's motive in engaging in educational work"? Believing that it is the inherent right of every individual to reach the fullest all-round development of which he is capable, the Mission has constantly sought to make the benefits of education available for all, irrespective of race or creed. Responsibility is felt primarily to the large Methodist constituency who hold the Christian faith and who are members or adherents of the Methodist Church. There is no boy or girl in the world, however, who cannot be helped to a higher, better and more useful life through the right kind of education. Character for its own sake is the main objective. The formation of habits of industry, of truthfulness, of manliness, of readiness for social service, and of disciplined co-operation, is the foundation of character. History shows that devotion to some spiritual ideal is the deepest source of inspiration to duty, and the Mission therefore holds the conviction that the greatest importance must be attached to religious teaching and moral instruction. The attitude of the Mission is one of respect for the religious convictions of all, while believing that the supreme realisation of character is achieved in harmony with the teachings of the Christian religion. Where religion is taught in its simplicity and purity, and the vital relation between faith in God and a clean life of simple service and goodwill are recognised, the improvement in social conditions also will be everywhere marked.

L. M. THOMPSON,
Secretary for Education, Methodist Mission.

NUMBER OF SCHOOLS, TEACHERS, AND SCHOLARS.

Statistics of schools, teachers, and scholars, as presented to the Methodist Synod, 1925, are as follows:—

			<i>Teachers.</i>		<i>Schools.</i>		<i>Scholars.</i>
Fijian	..	..	940	....	669	....	15,402
Indian	..	..	38	....	15	....	1,071

No. 2.

REPORT ON EDUCATION IN THE CATHOLIC MISSION SCHOOLS.

FROM C. J. NICOLAS, S.M., VICAR APOSTOLIC OF FIJI, TO THE CHAIRMAN, EDUCATION COMMISSION.

Sir,

Suva, 12th July, 1926.

In answer to your letter of June 26th last I have much pleasure in sending you a list of all the schools, both assisted and non-assisted, that are conducted by the Catholic Mission in Fiji. To this list I wish to add a few remarks, and at the same time make some suggestions that may interest the members of the Commission. Absence from Suva prevented me from sending it any sooner.

I. REMARKS.

1. In the enclosed list I have given the number of children on the roll in the different schools according to the latest reports that have reached me.

2. It will be noticed that out of the 42 schools that are conducted by the Mission staff nine only are assisted, viz., seven primary and two vernacular schools. Application has been made some time ago for assistance to the Lautoka and Nasigatoka schools, which are well staffed and very flourishing; I hope that the Sisters' request will be granted without much delay.

3. As to the native schools that are conducted by the Fathers and the Sisters in all the Stations, we have not been able so far to put more than two on the list of assisted vernacular schools, although some of them have quite a large attendance. The reason is that in those Stations, up to the present, we have found it difficult to comply with all the regulations governing assisted schools. But we are alive to the benefits that these schools would derive from Government control, and we are willing to put them under the Government gradually as circumstances will allow.

4. I would like to direct the attention of the Commission on the high degree of efficiency that has been attained by our Catholic Schools, whether assisted or not. Such is the case particularly for our Suva schools. Since the inauguration of the Cambridge Local Examinations which were held in Fiji for the first time in December, 1920, 36 pupils of St. Felix College have been presented, and out of these 36 no less than 34 have passed. The success that has been attending the work of the Brothers who are in charge of the Indian School is no less remarkable, as is testified by the large number of pupils on the roll, and the brilliant manner in which some of them have gone through the various public examinations. So it is that at the Teachers' Examinations held locally by the Education Department one of these Indian boys qualified for a third class certificate, and six others as pupil teachers. Some Indian pupils have also been presented as candidates for the Cambridge Local Examinations, and five have been successful, one obtaining the Junior Certificate, and four the Preliminary. As to the Sisters' School for European

girls, their high standard of teaching, particularly in music, is widely known. For the past nine years examinations in music have been conducted locally by visiting examiners from Trinity College, London. The results for the Sisters' School have been 171 passes and honours in all the grades, and one candidate obtained the Special Certificate of Merit for having passed in all the grades of her subject. To this may be added that 21 pupils have passed with success the Cambridge Local Examinations.

5. In the tuition given to native children our constant aim has been, before anything else, to be practical; not loading their minds with useless stuff, but trying to give them a good grasp of such matters as are likely to be useful to them in life. Thus they are all taught how to plant, so that by the time they go out of school, plantation work of every description has become quite familiar to them. As a matter of fact, in all the Stations, they depend on their own plantations for their daily food. Besides that, the boys are shown how to steer a boat, how to run an engine, how to do concrete and wood-work, according as their inclinations may lead them. Some of those boys have attained quite a high degree of efficiency in these lines, and have been very useful in the erection of the Mission buildings in different parts of the Group. I might here mention particularly the printing office of Loreto (Ovalau), where the various publications of the Mission are printed, not only in Fijian, but also in English and in French. This printing office is entirely run by natives under the supervision of the resident missionary, and their work would be difficult to beat for tidiness and correctness. These boys, in addition to printing work, have also been taught book binding, and in this branch as well as in the former have become quite expert. As to the girls, all of them are instructed in native arts, such as mat-making, basket-weaving, &c., and also in sewing, cooking and all home work in general.

6. If we are careful to foster in native children a taste for agriculture and all technical work that may be of use to them when they leave school, it does not mean to say that we neglect the academical side of their training. In all the schools there are two sessions a day for at least an hour each, during which the pupils are taught reading, writing, Fijian composition, figures up to a certain standard, geography, and the first elements of English. As we keep the children at school as boarders up to the age of 16 at least, they can gather a fairly good knowledge of these different matters, and so far we have found that this knowledge is quite sufficient to the average Fijian. That is one of the reasons why we have not been in a hurry to place native schools under the Government, as the results seem to be very satisfactory with the methods that have been in force in those schools up to this day.

7. In three of our schools, viz., Loreto, Cawaci and Motusa, some of the boys have been taught music to such an extent as to be able to play brass instruments. As a result a brass band has been established in each of these schools. True, this is not of primary importance for the education of natives, but it puts life in a school, and it contributes in no small measure to the development of the mental powers of a youth.

8. We have in the Mission two schools that have not been included in the adjoining list, owing to their special character, which is to train men for the ministry in Fiji. The first of these schools has for its object to train catechists. This institution is situated at Cawaci (Ovalau), and the pupils, generally from 10 to 15 in number, are all married men. The second, also at Cawaci, has been set up three years ago with a view to training boys for Holy Orders. There are at present 24 of these boys, whose age runs from 12 to 18. The two branches that are conspicuous in the programme of this school are English and Latin.

9. I need hardly add to the above remarks that in all our schools a prominent place is given to religious instruction which, in the case of assisted schools, is imparted outside of school hours. Thus a solid foundation is laid for the morality in which a child has to be taught; the words "conscience," "duty," "honour," are no longer empty words to him; and he is fitted to face the hardships and the responsibilities of life.

II. SUGGESTIONS.

10. According to the law as it now exists, the age limit for all school children is 14. I am strongly of opinion that for the Fijians it should be extended to 16. It must be kept in mind that a Fijian child, unlike a European, receives no education whatever at home. Moreover, his mind does not open up so early as that of a European child, so much so that a Fijian of 10 as a rule is not more developed mentally than a European of six or seven. Then, up to the age of 10 a Fijian boy or girl rarely attends any school with regularity. Hence it may be taken as granted that his or her education really does not begin before 10. It seems right therefore that it should extend further than is the case with European children. The more so that a Fijian is not a taxpayer, and therefore is not considered as an active member of the community in his village, before he is 16. If then he leaves school at 14, what is he going to do up to 16? He is too old to be controlled by his parents who very early lose all influence on their children, and he is too young to do communal work. So he will simply become a wanderer and a loafer, which at that age is particularly dangerous. Whereas, if he remains at school until 16, on his leaving it he comes automatically under the control of the local authorities, and has no time to go astray.

11. In the Rules and Regulations for Assisted Vernacular Schools, paragraph 8, it is laid down that these schools "may be open for only one meeting of three hours in a day." I would suggest that this part of the paragraph should be changed, and framed in such a way as to allow two meetings a day, so arranged as to provide three hours teaching, and this for no less than 200 days in a year. This would make it much more profitable for the children, less strenuous for the teachers; and in the case of boarding schools easier for the managers.

12. In the primary schools would it not be advisable to allow an hour a day for the study of the Fijian language, at least up to the Second Standard inclusively? I have seen children who left a primary school after the fourth or the fifth standard, and were unable to write a letter

correctly in Fijian. In my opinion the Fijian language should not be allowed to drop. It has beauties of its own, and one cannot but regret that the growing generation is so inapt to speak and write it correctly. If we are to preserve for the natives as much as we can of the past, so as to keep them their own personality among the various races of the Pacific, surely the first thing to be preserved is the Fijian language.

I have, &c.,

C. J. NICOLAS, S.M.,
Vicar Apostolic of Fiji.

I. ASSISTED PRIMARY SCHOOLS.

Locality.	Description of school.	Boarders.	Day p.	Total.
1. Suva	Brothers' School for Indian boys ..	27	316	343
2. do.	do. other coloured boys ..	..	72	72
3. do.	Sisters' School for <u>all</u> coloured girls ..	..	150	150
4. Levuka	do. coloured children..	..	88	88
5. Naililili (Rewa) ..	Brothers' School for Fijian boys..	74	68	142
6. Cawaci (Ovalau) ..	do.	73	..	73
7. Delailagi (Ba) ..	Sisters' School for Fijians . ..	68	23	91
		<u>242</u>	<u>717</u>	<u>959</u>

II. ASSISTED VERNACULAR SCHOOLS.

1. Wairiki (Taveuni)	School for Fijian boys	72	6	78
2. Nabala (Macuata)	do. girls	47	..	47
		<u>119</u>	<u>6</u>	<u>125</u>

III. NON-ASSISTED SCHOOLS.

1. Suva	St. Felix College for European boys ..	38	64	102
2. do.	Sisters' School for European girls. ..	20	98	118
3. Levuka	Sisters' School for European girls and half-caste girls	26	37	63
4. Lautoka	Sisters' Primary School for Indians ..	..	65	65
5. do.	Sisters' Primary School for Fijians and half-caste children .. ..	..	86	86
6. Nasigatoka	Sisters' Primary School for coloured children	12	38	50
7. Cawaci (Ovalau) ..	Vernacular School for half-caste and Fijian girls	33	2	35
8. Lomary (Serua) ..	Vernacular School for Fijian boys ..	25	..	25
9. do.	do. girls	35	..	35
10. Loreto (Ovalau) ..	do. boys	29	14	43
11. do.	do. girls	25	4	29
12. Naidiri (Kadavu) .	do. boys	17	..	17
13. do.	do. girls	28	..	28
14. Naililili (Rewa) ..	do. girls	38	..	38
15. Naiserelagi (Ra) ..	do. boys	33	..	33
16. do.	do. girls	30	..	30
17. Namosi	do. boys	12	..	12
18. do.	do. girls	13	..	13
19. Natovi (Tailevu) .	do. boys	26	..	26
20. do.	do. girls	31	..	31
21. Savusavu	do. boys	25	..	25
22. do.	do. girls	31	..	31
23. Solevu	do. boys	45	..	45
24. do.	do. girls	55	..	55
25. Soloira	do. boys	22	..	22
26. do.	do. girls	19	..	19
27. Tunuloa (Cakau've)	do. boys	30	..	30
28. do.	do. girls	49	..	49
29. Wairiki (Taveuni) .	do. girls	81	..	81
30. Faguta (Rotuma) .	do. boys	35	24	59
31. do.	do. girls	33	27	60
32. Motusa	do. boys	25	..	25
33. do.	do. girls	27	..	27
		<u>948</u>	<u>459</u>	<u>1,407</u>
	Total of Assisted Primary Schools . ..	242	717	959
	Total of Assisted Vernacular Schools ..	119	6	125
	Grand total	<u>1,309</u>	<u>1,182</u>	<u>2,491</u>

No. 3.

CHURCH OF ENGLAND SCHOOLS.

FROM THE BISHOP IN POLYNESIA TO THE SECRETARY, EDUCATION COMMISSION.

Madam,

Suva, 9th July, 1926.

I have the honour to acknowledge the receipt of your letter of 26th June, and desire—

- (1) to send the enclosed information with regard to the educational work undertaken by the Church of England in Fiji in connection with Melanesians and Indians; also
- (2) to express our opinion upon the necessity for including religious instruction during school hours in the public schools of the Colony.

If the Commission should require evidence from anyone connected with our Church I should be glad if, in my own absence from the Colony, you would call upon the Revd. W. J. Hands, Vicar of Suva.

(1) CHURCH OF ENGLAND SCHOOLS FOR MELANESIANS AND INDIANS IN FIJI.

A large number of the natives of the Solomon Islands and the New Hebrides resident in Fiji are members of the Church of England. At various times and covering a long period we have provided schools for these people both at Levuka and Suva. The latter of these day schools has recently been reopened with a staff of two European teachers (women), one voluntary and the other paid. Details concerning this school are given below. It is proposed and steps are being taken to increase the usefulness of the school by adding a boarding establishment for the children of Melanesians scattered throughout the Colony.

Details.—European teachers, 2; children attending: boys, 40; girls, 22; total, 62; ages of scholars, from 6 to 15; Standards, Primer I to Standard III; subjects taught: reading (Fijian), writing, arithmetic, geography, drawing, singing, hygiene, sewing, plasticene modelling, English (in upper Standards) and the Christian Faith.

Indian School, Labasa, Macuata.—This Church of England Mission School was established in 1904, and with a broken period from 1918 to 1922 has been in existence ever since. For a short period, when no European teacher was available, the school was conducted by an Indian woman. Details regarding the school staff, proposed extensions, attendance of scholars and curriculum will be found below.

School Staff.—The staff of the school has recently been increased. At present there are three Europeans, two male and one female, all qualified to teach and at work in the school. A fourth female qualified teacher is at present in the Colony studying Hindi with a view of joining the school at the opening of the new year. There is also a Mission Nurse stationed at the school.

Extensions.—We are at present at work completing our plans for a considerable extension of facilities at this school and for the expenditure of the capital sum of £3,000, mainly on buildings. This money will be spent in enlarging the existing school for boys and in providing an additional school for girls. It is also our intention to provide accommodation for boarders at both schools.

Curriculum.—The curriculum is adapted, as far as possible, to suit the present and future needs of the average Indian child in the Colony. In the primer classes the work is done entirely in Hindi. In the upper classes it is carried on largely in English. Both languages are also systematically taught. In addition to the customary primary subjects, geography, hygiene and first aid are also taught. As the larger scheme develops it is our intention to provide practical training suitable for girls and industrial training for boys as part of the regular curriculum.

Further remarks.—There has been an agreement between ourselves and the Methodist Mission not to allow the educational work of the two Missions to overlap. With this agreement in view the Church of England confines her activities to the Islands of Vanualevu and Taveuni. So far we have been unable to develop our work outside the district of Macuata, although, with the above-mentioned extensions in hand, we hope to secure the presence of boys and girls from outside districts.

Details.—European teachers, 3; children attending, 70 (all boys); Standards, Primer I to Standard III; subjects taught, reading (in Hindi), writing, arithmetic, geography, hygiene, first aid (taught by the Mission Nurse), English (in upper classes), gardening, and the Christian Faith.

(2)—RELIGIOUS INSTRUCTION IN SCHOOLS.

Our interest in this subject is natural and it is further increased by the fact that a considerable proportion of the white children in the Government Schools of Fiji are members of the Church of England. We feel and we ask that these children should be given an opportunity to receive definite religious teaching as an integral part of their education in these schools. The exclusion of religious teaching or the relegation of it to a position outside the ordinary school timetable as a subject extraneous to the natural development of the child not only gives the child's mind a bias against religion but renders its education one-sided and incomplete. The effect of this is felt not only in the school but also in the community generally.

We feel that this is true with regard to all the schools in the Colony. We do not desire a "State" religion but that children, whether Christian or not, should be given the opportunity of

obtaining during school hours the religious teaching desired by the parents and under the tuition of teachers appointed or approved by the religious bodies concerned. In the event of parents expressing a desire that no religious training should be given, the situation may be met by the teachers of the school making other arrangements. An arrangement of this kind has been found feasible and has worked without causing difficulties in other countries, and the New South Wales system which is on these lines is familiar to many people.

It is conceivable that some of the religious teachers appointed in the above-mentioned way might be found incompetent and possibly interfere with the discipline of the school concerned. Such cases might be dealt with individually in the isolated instances likely to arise.

In the cases of denominational schools receiving grants-in-aid such right of entry on the part of religious teachers of other denominations cannot, of course, necessarily be claimed, but parents should still have the right to withdraw their children from the religious instruction given unless the right of entry were conceded.

INSPECTION OF SCHOOLS.

We desire to add a word with regard to the inspection of schools. It is our opinion that all schools whether denominational or private, whether receiving grants-in-aid or not, should be open to inspection by duly qualified and authorised persons having the power to report on the efficiency of such schools. These inspectors might also be regarded as educational advisers, having the right to suggest alterations and improvements in the buildings and organisation of such schools and the methods of teaching employed therein, but the right to differ as to the methods of teaching should be reserved to those in charge of the schools concerned and some liberty should be given in the matter of the prescribed syllabus of teaching.

GENERAL EDUCATIONAL POLICY.

In conclusion we humbly venture to express on general lines what, in our opinion, should be the educational policy of the Government of Fiji.

It should be the aim and policy of the Government—

(1) To see that Elementary Education is available for all children of all races in the Colony and to see that all children avail themselves of it.

By Elementary Education we mean a knowledge of the "three R's" and the acquiring of habits tending to develop the powers of observation, ratiocination, moral rectitude and spiritual devotion; this education to be given per medium of the language with which the child is most familiar.

(2) Not to supplant but to support, supplement and superintend, where necessary, the existing work of existing educational establishments of a non-Government kind.

(3) In carrying out this policy the Government should be ready—

(a) to build and equip schools and provide teachers, or in other ways furnish educational facilities, where and only where such educational facilities do not exist;

(b) to lay down the minimum requirements in the way of educational facilities which must be provided by Native, Indian and European Primary Schools.

(c) to inspect all schools with the object of (1) ascertaining whether the minimum requirements are provided and (2) suggesting to managers and teachers improvements or alterations in method and organisation where these are necessary and desirable;

(d) to support by grants-in-aid all non-Government schools having an average attendance above a certain defined minimum and which are providing primary education in accordance with Government requirements;

(e) not to interfere either with the management, organisation or curriculum of any school in which the minimum requirements of the Government standard are met;

(f) to require the registration of all teachers and to ascertain as far as possible that all teachers are of good moral character and loyal to the Empire and the local administration.

The gist of this policy is—

(1) It puts upon the whole community, as represented by the Government, the responsibility of seeing that every child has an opportunity of learning the prime essentials of education and of seeing that every child avails himself of the opportunity and is taught in an efficient fashion.

(2) It leaves to the pioneers, the enthusiasts, those who are called to the work of education and therefore most keen about it, the work which, on the whole, they are best fitted to do; whilst it gives the community as a whole some opportunity of directing or correcting their efforts should they be misdirected or not in accord with the main ideals and aim of the community.

(3) It secures that the means necessary for carrying out what is the duty of the whole community shall not be left to be found by a few willing and self-sacrificing individuals.

The above remarks apply to Primary Education which we consider is or ought to be the chief concern of the Government. With regard to Secondary or Higher Education we would say that the Government ought to be ready, when means allow, to provide by scholarship grants, provision of schools, and (or) teachers, facilities for higher and vocational education for natives, Indians and Europeans where and when such provision is practicable and in demand. In all such cases the parents of the scholars benefiting should be required to supplement the Government's contribution unless this is obviously impossible and entails an unreasonable hardship.

No. 4.

REPORT BY A. W. McMILLAN, NEW ZEALAND Y.M.C.A. REPRESENTATIVE
AMONG INDIANS IN FIJI.

FROM A. W. McMILLAN to THE CHAIRMAN, EDUCATION COMMISSION.

Sir,

Suva, 13th July, 1926.

I have the honour to thank you for your letter of the 26th ulto., and in compliance therewith to send herewith my personal views concerning the requirements of Indian Education in the Colony. I also enclose a few notes concerning Education for Europeans and Half-castes.

I have, &c.,

A. W. McMILLAN.

FIJI LEAGUE AGAINST ALCOHOLISM.

On behalf of the Executive of the Fiji League against Alcoholism which is an inter-racial organisation, I am instructed to urge upon your Commission which is about to consider the present and future educational requirements of the Colony the urgent desirability of introducing into all schools scientific instruction upon the evil physiological effects of alcohol and other harmful drugs that are in frequent use.

We understand that Australia and New Zealand have already done this, and in the case of the latter a special book upon the subject is in use, a copy of which may be found in the Suva Educational Department.

It is not with a view to utilising the schools for temperance propaganda as such that we make this strong recommendation, but because we view with considerable alarm the steady growth of the use of intoxicants in the Colony. We regard it as an essential feature of education that youth be armed with up-to-date scientific knowledge upon a subject such as this. Europeans, Fijians and Indians alike are in need of this protection and guidance. The tendency towards alcoholism is a real menace to the Fijian race. As to the Indians, they are a people far-removed from the social and religious restraints of their ancient social order and discipline, and the new generation is in need of guidance in a matter such as this if further demoralisation is to be prevented.

We, therefore, urge that any recommendations you may make to the Government concerning a curriculum or text-books will include such scientific instruction as we have stated above in order that the coming generation may be intelligently equipped and prepared to protect itself against a growing evil which is in every way a menace to the Youth of this Colony.

EUROPEAN EDUCATION IN FIJI.

1. *Indian and Fijian Languages.*—In the opinion of the writer provision needs to be made for instruction in the Fijian and the Hindi languages. In so far as the boys in particular are likely to remain in the Colony they ought to have within reach facilities for learning these two languages properly. With regard to Hindi, there is a most unsatisfactory absence of responsible officials in the Civil Service who are acquainted with Hindi as they ought to be, and there is too much dependence upon interpreters. So in commercial life and general intercourse, a sound knowledge of these two languages is very desirable. The present conditions only promote estrangement and misunderstanding.

2. *Religious Instruction.*—Adequate provision should be made for religious instruction in the European schools of the Colony. Not only are we sharing the Colony with a Christianised race, and therefore need to set an example that will be worthy, but the coming generation of Europeans and half-castes will be largely unprepared to deal with some of its gravest problems if unequipped with lofty and helpful religious ideals. The tendencies towards irreligious Godlessness need to be counteracted in this age by constructive religious thinking.

3. *The Menace of Alcohol.*—Scientific instruction upon the physiological harm resulting from drugs such as alcohol, &c., needs to be included in a curriculum which will adequately meet the temptations to which young Europeans are subjected in this Colony.

INDIAN EDUCATION IN FIJI.

1. *Importance.*—In framing a policy of education for the Indians of this Colony the tremendous importance of the task can scarcely be exaggerated. These 19,000 Indian boys and girls of school-going age present a most complex problem, concerning which there are differences of opinion. Stung to the quick by the general illiteracy of the community as compared with non-Indians in the Colony, the more outspoken members are anticipating a rapid expansion of educational facilities, with, in some cases, perhaps an insufficient regard for the numerous difficulties that accompany such expansion. By any means within their reach the people are determined to secure, for their boys at least, the advantages of literacy. They are without expert guidance such as is needed, and for a few years have been stumbling along a path which has peculiar difficulties and dangers, though they are doing their best in spite of the lack of experience and organisation.

2. *Need for Leadership.*—To-day the urgent need is for the Government to give strong, sympathetic leadership. There must be no indifference to or evasion of this responsibility. It must be recognised that a mass movement in the direction of literacy has begun. The Government must be inside this movement, possessing fullest knowledge of all that is going on, giving a

strong lead, handling with understanding and patience, showing a sympathetic appreciation of the people's ambitions, dealing frankly with them, and in all ways seeking to shape this mass of splendid plastic material in the mould of good citizenship. With the strongest possible emphasis let it be said this task is most urgent, both in the interests of good government and of the people themselves. The problem will be even harder in ten years time if not wisely handled now. The complexities and difficulties are in themselves a challenge to statesmanship, and to expend money thus will be a wise insurance and investment for the future.

The following are suggestions and guiding principles resulting from personal observation during many years in the villages of India and nearly two years among Indians in all parts of Fiji.

THE OBJECT OF EDUCATION.

3. *A Training for Life.*—The term "education" needs to be interpreted in its widest sense. It is not merely schooling, but should be regarded in the light of being an all-round training for life. This, in Fiji, needs therefore to be adapted to the special conditions to be found in this Colony. These fundamental principles should be made to apply to the youth of each of the various races living in Fiji. Education should not only be the bestowing of an intellectual equipment and a preparation to learn a livelihood and benefit by the commercial, agricultural, industrial, or professional opportunities as this growing generation will find them to exist in the Colony, but should also definitely make for good character, for intelligent citizenship, for harmonious race relationships, and for the promotion of the health of the communities. The right type of education can do much to create a "public opinion," an "attitude," or "outlook," or a Colonial *esprit de corps* by exerting right influences whilst the habits of life are in the process of formation. In thus providing for an all-round equipment for the duties of life there should be equality of opportunity for all who are capable of benefitting thereby.

TEACHERS AND INSPECTORS.

4. *The most Urgent Task.*—More important in the immediate future than the expenditure of money upon buildings is the pressing demand for teachers of the right sort who shall be suitably trained for their work.

5. *Importance of Character.*—It should be regarded as important that special regard be paid to the personality and character of the teacher, especially during his formative period of training. The age-long reverence for a teacher as "guru," so characteristic of hoary-headed India, will not be lacking when pupils are taught by a man or woman of sterling character, and the history of the Indians in Fiji has unfortunately been such as to make this even more necessary.

6. *The Colonial-born.*—Fullest consideration should be given to the training of Fiji-born boys (and girls) who are permanently settled in the Colony. Their training should be in the hands of those who will be most able to produce in them the right spirit and ideals, whilst at the same time giving regard to scholastic attainment. It would be well to select some of the best and most promising pupil teachers to receive some of their training abroad in a place such as Auckland, in order that they may have a broader vision of their task, and a more thorough training in up-to-date methods than will be possible in Fiji for some time to come.

7. *From India.*—As such a development will necessarily take several years, it will be desirable to cater for the needs of the immediate future by importing a few well-trained teachers from India. It will probably be found that certain religious bodies representing different shades of Hindi thought will be desirous of sending men, or that the Government of India would co-operate. At the same time there is always a risk that a man who has lived a life restricted by caste obligations may find it difficult to adapt himself to foreign conditions. If, as one would expect and desire, he were accompanied by his wife, she would even more likely become a victim to loneliness and home-sickness, whether she come from the seclusion of the zenana, or be an educated lady who has known freedom in refined elements of society outside her own home. Furthermore it needs to be added that India has not yet produced extensively the right type of teacher or of curriculum suited to her vast rural population and which needs to be evolved in Fiji.

8. *Supervisor-Inspectors.*—An immediate need in the Colony is to improve the existing schools by the appointment of a man or two whose main duty it would be to continually visit the many scattered schools. Such a man must be familiar with rural life and needs, and be a man of imagination, adaptability and tact. His duty would be at least four-fold:—

- (a) to help the teacher, explaining methods, criticising constructively, helping, encouraging, preventing stagnation, and guiding in a course of study, in some cases, for the teacher's own improvement;
- (b) to meet the members of School Committees or Panchavats, consult with them on matters pertaining to the school management, &c., and to keep them alive to their own responsibilities;
- (c) to examine the work of the pupils several times each year, suggest improvements, and promote efficiency;
- (d) to co-ordinate the work of the schools and develop an all-round policy.

9. *Isolation that disheartens.*—Such men are sorely needed, especially in the isolated parts of the Colony. At present there is much to dishearten teachers, especially such as are poorly equipped. Few institutions can so easily become deplorably inefficient as a neglected, unsupervised Indian rural school. It is admittedly the greatest weakness in India's educational system to-day. An effective, regular, helpful supervision is the most imperative and urgent need in the rural schools of Fiji.

10. *After-care.*—In a Colony such as this, Indians have no access to public libraries, not even the Carnegie Library in Suva. There is a dearth of helpful reading material. There is an

insularity and limited horizon, which is typical of such small undeveloped Colonies. There is a discouraging isolation in the remote plantations. The teachers have enjoyed but few facilities to gain real efficiency. They are confronted by many local difficulties and are apt to stagnate and lose ambition. Up to the present there has been no visiting inspector, nobody seemed to care. For such reasons as these, the after-care of teachers forms an imperative need.

11. *Refresher Courses.*—Here again is something constructive which can be begun without delay, or at least without waiting for a considerable increase in revenue. These teachers and future teachers require "refresher courses," a prescribed course of study, access to suitable books, mimeographed helps, or a Teachers' Magazine. They should be gathered for some intensive training in the latest methods of kindergarten, child psychology, &c., also for the interchange of ideas. These, say, three or four-week courses, should be arranged at a season of the year such as the rice-planting time, about December, when the farmers usually desire the help of their boys, and the rural schools could conveniently be closed, e.g., for a few weeks before the Christmas holidays. Such annual refresher courses should lead on to a course of reading for self-improvement and even an examination, especially for the younger and least-equipped men. It is in the interests of all concerned to see that the teachers themselves rise above their environment, keep fresh, and move with the times.

CURRICULUM.

12. *Commercial and Professional.*—Provision certainly needs to be made for a type of schooling which will fit boys to enter the Civil Service, commerce, the professions, &c. The best possible arrangements should be made for such, and it will be advisable to adopt a curriculum which will fit in with the New Zealand system of education as that is already established in the Colony. For post-matriculation studies, a few competitive scholarships should be offered by the Government, and by the people, to such as are fitted for further studies abroad.

13. *Facilities for Study Abroad.*—Incidentally, attention may here be drawn to the desirability that the Government of Fiji negotiate with the Australian and New Zealand Governments with a view to granting better facilities for students requiring higher education during a stated period. At present there are practical difficulties in the way of a parent wishing to send his boy or girl, say, to New Zealand. As such would not be going as commercial competitors, or to settle, it would be a friendly gesture on the part of the Governments concerned to ease the way of entrance for a small number of approved students, and a recommendation from the present Commission on this subject would be opportune. Certainly, facilities for higher education must be provided to enable this community to produce its own leaders.

14. *Agricultural and Vocational.*—It is indisputable that most of the educational facilities in this Colony will need to be ruralised. Everything depends upon the produce of the land. The better their quality the more assured of foreign markets will Fiji become. Moreover, the better a man is able to overcome noxious pests, obtain first-class results from his fields, feed his land and produce better sugar-cane, obtain two quarts of milk instead of one, and enjoy fruits and vegetables where there are none, the more contented and prosperous will the cultivator become.

Therefore, ruralise the curriculum and make it thoroughly interesting and attractive. Let it first think of the pupils' daily life, and then of how geography, the three R's, nature-study, and even manual occupation can be so taught as to enlighten and give significance to such details. The text-books too should have this in view.

After the Primary Schools, with their agricultural bias, there will need to be provision for more advanced training in agriculture and in technical knowledge. As to the former, for long centuries the Indian has shown himself to be a born agriculturist, though conservative. With regard to the latter, many centuries of wonderful craftsmanship, still the marvel of the world right down to the present day mechanical aptitude shown everywhere by Indians, all prove that they are well worth training, and, in this mechanical age, to meet the needs of communities here whose standards of living are steadily rising, he, like his brothers of other races, needs to have placed within his reach a system of technical training.

15. *Hygiene.*—There is no need to emphasise the need for this subject. Such instruction is required by a community fast rising out of ancient superstitions and conservatism, and enlightenment will make easier the task of the sanitary and medical authorities and promote the health of the Colony.

16. *Temperance.*—The Indians in this foreign environment are exposed to the new danger of becoming drug-addicts to alcohol. There is urgent need to incorporate into the curriculum modern scientific instruction regarding the deleterious effects of such drugs as alcohol, opium, hemp, &c. Such teaching is given in Australia and New Zealand, and in the case of the latter country a text-book is available. Such text-books in Hindi are also available.

17. *Text-books and Magazine.*—School Readers in an Indian language such as Hindi, specially adapted to this Colony, are a most urgent need. At present a schoolmaster may use any books he may choose, and those imported from India are not as suitable as they ought to be, especially in their dealing with Indian money and with cereals, or with agricultural terms which are quite foreign to the Fiji-born boy or girl.

Furthermore, we would do well to follow the example of Samoa and edit a School Magazine, say, twice or thrice yearly. This would be in English and an Indian language or two. The English pages would be usable in European and Fijian schools also. A small charge could be made to meet the cost of production. The contents should be of direct educational value, and should be taught in the schools and included in the annual examinations. Something of this sort is very necessary to ensure freshness in Indian schools, where the tendency is to memorise the contents of Primers, and for which schools the reading matter is very limited.

18. *Moral and Religious.*—If the formation of high ideals of conduct and character be a prime object of education, then we dare not ignore the need for including moral and religious influences as an integral part of the curriculum. In view of the fact that the community consists of Sanatan Dharw (orthodox) Hindus, Arva Samaj (reformed) Hindus, Sikhs, Moslems, and Christians, the solution of this problem as it will affect Government schools may lie in the direction of incorporating such moral teaching and ethical ideals in text-books or a School Magazine as may be found to be common to each of these religions.

LANGUAGE.

19. *English.*—There is no doubt that for the convenience of the Education and other Government Departments, for the development of commerce, the opening up of the widest possible range of literature, and for the promotion of inter-racial intercourse in these and adjacent islands, the English language is essential. It must inevitably become the unifying *lingua franca* of the Colony.

20. *Attachment to Motherland.*—At the same time we have to recognise the legitimate desire of the Indians to have instruction in their mother-tongue. A love of one's Motherland is a characteristic of all nationalities which commands respect. Unlike the Fijian natives who have, with bewildering suddenness, just emerged from the stone age of cannibalism, the Indian possesses an ancient heritage of culture, literature and philosophy which he naturally regards as a priceless treasure. We are dealing with a proud race, and it is open to question whether such strong feelings of patriotism have ever been sufficiently recognised or understood by non-Indians in Fiji. Moreover, the desire of the people to possess a knowledge of their mother-tongue to enable them to correspond with, or read news from, their Homeland, is a perfectly legitimate one, and must be studied side by side with the future needs of Fiji.

21. *Hindi.*—It is indisputable that the Hindi language has already become the *lingua franca* amongst all Indians in this Colony. The South Indians use it daily. Hindi is not only used by scores of millions of people in India, but it is fast spreading throughout the whole of that great land, and is being taught even in the far south. Not only so, but in these post-war years it has displaced English as a medium of instruction in very many Middle Schools.

Hindi should be recognised as the unifying language of all Indians in Fiji. Let it become the language of the Primary Schools, and within a decade or two benefits will become clearly apparent. Though English should be made the medium of instruction after a certain age is reached, the main purpose should be to grant ability to read and write Hindi, and to do it well. Last month I visited a school in which a Madrassi was teaching Hindi, and saw eight mistakes in 23 Hindi words he had written upon the blackboard. Since then even, I have received Hindi MSS for publication from another Madrassi schoolmaster, and out of 141 words 54 were wrongly spelt.

22. *Other Languages.*—Though at least 65 per cent. of the Indians in this Colony regard Hindi as their mother-tongue, there is a desire among the Madrassi people for Tamil, Telegu, Kanarese, and Malavalam, whilst the small but persistent minority of Mahommedans claim the right for instruction in Urdu.

The solution may lie in the direction of permitting an additional language to be taught in a school merely for purposes of reading and writing, wherever there is a sufficiently strong local demand among parents. With repatriation annually and migrations that proportion may fluctuate.

In the case of the Mahommedans, there is less difficulty than with the Madrassis, because, although the Persian Urdu script is as different from Devanagari Hindi as it could possibly be, and reads from right to left, yet the vocabularies of the two languages are very closely related, so much so that it is rather pedantic to entirely separate them. This Colony would do well to develop a Hindustani which will include a good admixture of Urdu words with a Hindi base and script.

As an example of the way in which the bi-lingual difficulty is met in India the following quotation from the *Eighth Quinquennial Review of Education in India*, issued in 1923, is given:—

“At the request of the Mahommedan community the Bombay Government introduced two special sorts of Urdu standards for Primary Schools in 1918: in the one the medium of instruction is Urdu, the local vernacular being taught as a second language; in the other, the medium is the local vernacular and Urdu is a second language. Of 840 Urdu Primary Schools in the Presidency proper, 505 have adopted the former system and 335 the latter.”

23. *Scripts.*—Tamil and other South Indian languages have never appeared in Roman characters. Hindi and Urdu can be printed and written in Roman letters, and in some ways this would be a convenience in this Colony. At the same time, a few matters need to be borne in mind—

- (a) that there is a strong prejudice against Roman Hindi;
- (b) that in India it has only been used and taught in Christian Missions and in the Indian Army;
- (c) that during the last four years in North India there has been a marked departure from the use of the Roman script by Christian Indians;
- (d) that the amount of literature available is very small and limited to Christian literature;
- (e) it is impossible to as accurately represent the actual sounds as by the use of Devanagari and Persian scripts.

Should it be decided for the convenience of Government and European employers to popularise the Roman script in Fiji in addition to teaching the Indian scripts, it will not be difficult for pupils to learn it in connection with English reading and writing, the alphabet being supplemented by a few dots and dashes.

RURAL SCHOOLS.

24. *Isolation*.—A very un-Indian condition of affairs has arisen in this Colony. With the disappearance of caste with all its accompanying system of village government, and, with the abundance of land that became available for settlement, the people, on the expiry of their indentures, have scattered over wide areas and live on their plots of land far separated from their neighbours. Yet India is a land with 750,000 villages of considerable size, and each village is more or less a self-contained unit, and for a few thousand years communal life has remained well developed.

25. *Part-time Schools*.—This absence of villages and isolation of farmsteads in Fiji adds another problem. Until the people establish small villages the more populous settlements and townships will naturally be the first to receive schooling facilities. Yet it is worth considering whether the needs of the many isolated pupils can be at least partially met by half-time or part-time schools and visiting peripatetic teachers.

26. *Correspondence Courses*.—The needs of the boy in out of the way plantations may be met to some extent by properly-managed boarding schools in certain accessible places. Or, as with isolated Europeans, a Correspondence Course is worthy of experiment until the ultimate growth of facilities would make it unnecessary. Groups of such pupils might meet an itinerant supervising inspector by arrangement periodically on his tours.

CONDITIONAL GRANTS-IN-AID.

27. *Finance*.—Insofar as the people can be shown a progressively adequate system of education, there is good reason to believe that they will be prepared to shoulder reasonable additional taxation, particularly if it be directed towards, not the landless labourer receiving the minimum wage, for he is already heavily burdened, but towards the prospering cultivator, the money-lender, trader, and such as are taking considerable sums back to India periodically.

The inclusion of conditions such as the following should receive consideration in making grants from the Colony's revenue to aid non-Government schools:—

- (a) such schools should be regularly visited by the supervising inspector of that particular area, in addition to an annual examination;
- (b) such aided schools (indeed all schools) should submit its Readers, &c., to a text-book committee for approval;
- (c) no pupil should be admitted who has attended another school until he or she shall produce a transfer certificate duly signed by the headmaster of the school previously attended;
- (d) until education is made compulsory throughout the Colony, compulsory attendance should be required of all boys between 6 and 12 years of age who live within a radius of at least two miles of an aided school;
- (e) some representative person should regularly attend meetings of the school committee. Lacking experience and in the present stage, lack of unity and even mismanagement tend to break continuity and schools are closed from time to time;
- (f) there must be strict insistence upon regular attendance;
- (g) in the event of a School Magazine being started, it should be stipulated that all scholars above a certain age in aided schools subscribe to and use the Magazine in their class-work.

AFTER-CARE OF PUPILS.

28. *Maintenance of Literacy*.—In India no less than 90 per cent. of those under instruction are in the lowest primary classes, and there is a tremendous leakage between the first and the third and fourth classes, followed inevitably by a lapse into illiteracy of those who have undergone the average course of little over three years. It is officially stated that 39 per cent. of the children educated in India relapse into illiteracy within five years of their leaving school. It is estimated that in the Bombay Presidency about 38 per cent. of the pupils in the infant class stagnate there and that of the pupils admitted to that class only some 18 per cent. actually pass the Fourth Standard. Of the 7,594,000 attending schools and colleges in India, no less than 4,898,000 are reading in the infant and first classes. This undue stagnation is attributable to poorly-trained and poorly-paid teachers, a difficult script, poor discipline, and inadequate supervision. No wonder that as a boy reaches the age of about ten and can be useful to his father, seeing that he is making no satisfactory progress at school, he is removed by his parent and soon falls back into illiteracy. How can we avoid this wholesale wastage in Fiji—

- (a) *Better Foundations*.—By employing teachers who will be fitted to produce quicker and better results in the first three years. A typical village school in India is lamentably inefficient, there is noise and lack of attention, and too much of the teaching is mechanical and the learning mere parrot-like memorising;
- (b) *Scholarships*.—The stimulus of competitive scholarships would help to encourage a limited number of boys to proceed with further study through the years of adolescence;
- (c) *More Reading Matter*.—In India, besides bad foundation work, the commonest cause of relapse into illiteracy is the absence in the villages of any reading material, together with the extreme poverty of the people. Grants-in-aid to lending libraries in the more populous centres in Fiji would be of value to Fijians as well as to Indians. The small State of Baroda has 42 town and 496 village libraries open to receiving grants-in-aid, and a system of travelling libraries which, in a single year, were used in 159 centres. In May 1929 Fiji's Indians will be celebrating the Jubilee of their first arrival in the Colony. The Government might well consider some Jubilee scheme such as the endowment of Jubilee libraries;

- (d) *Book Depot.*—Whilst dealing with the matter of books, let it be stated that it is highly desirable that the Education Department speedily establish a Book Depot. Not only is it extraordinarily difficult for Indians to purchase books in this undeveloped Colony, but there is too much profiteering carried on whereby the anna of India is sometimes charged as a shilling in Fiji. The Education Department could keep a stock of educational books which could be sold without any loss to the Government;
- (e) *Night Schools.*—The establishment of night schools in the more important centres would be useful in the after-care of boys. Apprentices' evening classes for mechanics, carpenters, and motor engineering in a place such as Suva might well be considered. In some rural areas even one or two nights a week would be better than no provision at all;
- (f) *Community Work.*—A school should aim at becoming a centre of social service. There are various ways of following up the work of day schools during the years of adolescence. Troops of Boy Scouts would benefit greatly by the discipline, the code of honour, and the ideal of the "good turn each day." Sports need to be developed and encouraged for their disciplinary value as well as for recreation during leisure time that hangs heavy.

29. *Touching the People's Life.*—For the after-care of pupils, as well as being a piece of education, a rural expert could pay periodical visits to schools and give information concerning industries, agriculture, health and sanitation, stock-judging and breeding, co-operative credit societies, improved implements, fruit-growing, and, in so doing, make full use of leaflets, charts, and magic lantern slides. This would all materially assist Fijians as well as Indians to continue progressing after leaving school, it would guide thought constructively during the awkward years of adolescence, it would help to employ leisure time usefully, and it would also prove helpful as a form of adult education even for the illiterate. Having regard to the high rate of infant mortality among Fijians and Indians, largely due to ignorance rather than to climate, it might be found possible to include for women and big girls simple instruction in the care of infants as is provided by the Royal New Zealand Society for the Health of Women and Children, or the Plunket Society—a movement of true educational value which is very much needed in this Colony.

THE GIRLS.

30. *Importance.*—No community can hope to rise which neglects its girlhood. One of India's main hindrances to-day is that the men are so far ahead of the women in the matter of literacy and enlightenment, 99 per cent. of the women being illiterate. In Fiji the girls are bright, intelligent and healthy, freed from the narrow confines of zenana seclusion or insanitary villages, and they form excellent material for the beneficent influences of education. It is imperative that they be given an increasing amount of attention, for at present only about 250 of the 9,000 girls of school age are receiving any schooling, whilst probably over 3,000 of the 9,000 or 10,000 boys are in some way or another learning to read.

31. *Difficulties.*—Early marriage is a hindrance, and can only be met by patiently working for a better state of affairs. Only yesterday's newspaper informed us that even Turkey has just raised the marriage age of boys and girls to a level which is higher than that prevailing in some parts of Canada. The next couple of decades will see tremendous improvements in this direction in Fiji, but the Government must rigidly discountenance anything which would perpetuate this deplorable disproportion of the sexes which accounts for the presence of 10,000 more Indian males than females. The girlhood must be protected.

32. *Indifference of Parents.*—There is a greater readiness in Fiji to have girls taught than is usual among similar rural classes in India. Present indifference where it exists can be largely over-come by adopting a curriculum which will equip the girls to become good housewives and mothers—a training for life as they will know it. Domestic science in its simplest forms, hygiene, household accounts, sewing, and general preparation for mothercraft and the occupations of a farmer's wife will make the most appropriate training for the girls.

33. *Lack of Teachers.*—The woman teacher is not only the best for quite small boys but she is essential for Indian girls. Parents in the Colony will not object to small girls attending school with boys under 12 years of age, particularly where the master is a man of sterling character; but the wave of popularity will not come until women teachers can be employed for girls. It is useless to look to India for an adequate supply of such Indian women. Conditions resulting from caste and early marriage are such that it is impossible to find Indian girls and women as teachers in urban areas, not to mention rural districts. Only one Indian woman in 100 is literate, and the twenty-six million widows as a class, rather than being free from domestic duties and available for such service, have been neglected even more than others.

34. *Backwardness of Women.*—Therefore the Colony must find its own teachers for girls, and, as with the nursing profession, the community must realise and humbly admit its backwardness so long as it is unable to fall into line with other races in finding its own supply of women teachers and nurses. Meanwhile, the only solution lies along the path of allowing small girls to attend primary classes with small boys. In more populous centres it may be possible to have separate schools for girls, to find a few Indian women able and willing to teach, and for the next decade at least to draw upon Australia or New Zealand for such women teachers as may be required. Whenever European men or women teachers are employed for Indian schools, it should be considered essential that they acquire a thorough knowledge of Hindi in order to enter more thoroughly into the thought and life of their pupils.

A LINK WITH GOVERNMENT.

35. *More contact needed.*—As things are at present there is a lack of contact and inter-days of rapid development. We need to be awake to the fact that schools can always be centres of political activity or the propaganda of political attitudes, and the students of every country are always an easy prey and susceptible to disturbing influences, especially when ruled or commercially dominated by an alien race. This has been observed in Europe and from Cairo to Peking.

36. *The Nationalist Spirit.*—Let this psychological tendency be frankly recognised. Let us bear in mind the fact that the nationalist spirit in the youth of any nation, especially in these democratic days, cannot be crushed, but it can be led. Let us remember that the successive waves of political activity in India and other Colonies are bound to break upon these shores from time to time. Let it be clearly understood that the more the Government perpetuates the existing lack of contact with the Indian people, with the rapidly growing schools, unvisited and remote, the more possible it becomes for the development in the Colony of unhealthy growths upon which the germs of discontented criticism can feed and multiply, and which, in turn, will all affect the outlook and attitude of the boy of to-day who is to be the voter of to-morrow.

37. *Promote Mutual Understanding.*—Therefore it will be well at this juncture, standing as we do between two eras, for the Education Commission to think constructively in this connection, and to see in the present deliberations an opportunity for working in the direction of a much-needed specialisation of the Government by which a link with the common people may be forged, by which the educational system as a training for life may inoculate the people's outlook upon civic duties and rights, by which political health and contentment may be promoted, suspicious attitudes may be counteracted by an attitude of frankness, fostering a spirit of mutual understanding and co-operation through the means of school panchayats' and teachers' refresher courses, and so capturing the boyhood of to-day as to be assured of insuring the man of to-morrow against disturbing influences from beyond the Colony. It is for the Government to recognise that if the awakening, race-conscious, ambitious Indian youth of to-day is susceptible to misconceptions, he is also susceptible to frank and sympathetic handling. The Education Department is preeminently the Department of Government which deals with the youth and which by its policy and its methods is all the time shaping the thought of the next generation.

MORAL AND RELIGIOUS.

38. *Moral uplift most needed.*—In framing an educational policy for the Indian community in Fiji, the entire exclusion of moral and religious ideals would be a stupendous blunder. The regrettable history of the people since their migration to the Pacific 47 years ago is such as to make these constructive uplifting influences the greatest need of all. At the same time we are confronted by widely differing religions and denominations of religions. As already stated, the line of solution, so far as Government schools are concerned, should lie in the direction of utilizing all those moral and ethical standards in the various religions which are in general agreement. We need to avoid a purely secular education as much as denominational dogma and controversy, and to act in a broad-minded and tolerant manner. The Indian's nature is religiously inclined.

39. *Conscience Clause.*—For those aided schools in which special denominational or religious instruction is given by Hindu, Moslem, or Christian there needs to be a conscience clause as in India under which a parent who is a follower of a different religion, may have his child exempted from attending such religious teaching if he so desires.

40. *Example of Christian Missions.*—It requires to be gratefully acknowledged that Christian Missions in Fiji, as in India and many other lands, have been the pioneers of education and the champions of the rights of the non-European boy or girl to its beneficent results. In Africa, for instance, to-day 90 per cent. of the education, it is said, is provided by Christian Missions. Here in Fiji also the Christian Missions have blazed a trail during the past 15 years, and young Fiji-born Indians who are educated owe practically their all to these Missions who have employed highly-trained teachers from abroad. The privilege of a well-qualified European teacher in an elementary school is practically unknown in India.

41. *Friendly attitude towards Christian Schools.*—Considerable travel in this Colony has shown me that there is a noticeable absence of ill-will towards Christian Mission Schools. Indeed, there is a spirit of religious tolerance in the Colony, especially among five-sixths of the people who are nominal Hindus, that India herself would do well to emulate in these days of Hindu-Moslem tension. There is nothing like the anti-Christian feeling in Fiji that one might be led to suppose, and we need to foster this spirit of goodwill and co-operation. Christian Mission Schools have an unprecedented opportunity before them during the next 20 years, and insofar as they can carry on their activities in a broad-minded spirit and can continue to make for nobility of character, loyalty, and community service, they will make an indelible impression upon the young and plastic generation now coming forward. The writer does not necessarily pen these words as a missionary but because he has been surprised and impressed by the friendly attitude towards Christian Schools in Fiji and their popularity as compared with the attitude that is common in India in places where religious tension is more noticeable.

42. *Fiji a Christian Land.*—The conditions here are favourable to the promotion of inter-religious tolerance and indeed goodwill which should all make for communal concord and peace

The fact that the Hindus and Mahomedans are living in the midst of a Christianised race, in a Colony in which, unlike India, Christians are in the majority, should all be of assistance to them in adjusting themselves to the religious outlook of others.

43. *Inter-Racial Understanding.*—A system of education will be most suited to the needs of this Colony if it can exercise a subtle influence upon each race that will make for mutual respect for absolute justice, and for a friendly attitude to those whose skin may be of a different colour but who are nevertheless important citizens of the same Colony.

44. *Fiji's Advantages.*—The time is propitious for the Colony to work out a suitable scheme of education for Indians. We possess advantages India lacks. We are unhampered by entrenched traditions, less fettered by the dictates of custom, unhindered by the economic pressure of hunger, able to learn from India's mistakes and successes, and in a position to benefit by modern experiments in education for agricultural populations in Tuskegee, or the Philippines, India, or Africa. The situation constitutes a challenge and an opportunity that should receive a response worthy of the best traditions of British statesmanship and vision.

A. W. McMILLAN,
New Zealand Y.M.C.A. Representative among Indians in Fiji.

No. 5.

REPORT ON EDUCATIONAL WORK OF THE SEVENTH DAY ADVENTIST MISSION.

FROM THE CHAIRMAN, SEVENTH DAY ADVENTIST MISSION, TO THE SECRETARY,
EDUCATION COMMISSION.

Madam,

Suva, 4th July, 1926.

1. True education means more than the persual of a certain course of study. It means more than the preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental and the spiritual powers. For the development of these powers in the Fijian and Indian people of Fiji we have established missions and schools, and are spending on an average of £7,000 annually. Two years ago the amount of money appropriated for the different islands in the South Pacific, by our Mission Board, amounted to the large sum of £30,000. We have been very much interested in the work of Booker Washington of the Tuskegee Institute, and have noticed the wonderful success he has attained by developing industries in his school and teaching his students the dignity of labour. We have large institutions in different parts of the world carried along on similar lines and with much the same success. We feel that the training of the hand in useful lines of labour is very necessary here in Fiji and are working to that end.

2. We have aimed at establishing vernacular schools in all villages where we have adherents, and in these schools the children under native teachers learn to read and write. From these village schools the children are sent to our larger Church school at Navuso, Wainibuka, where they receive instruction in the Scriptures, in Singing, Arithmetic, Geography, Physiology, Hygiene, English, Sewing, Reading and Writing, and under instructors are taught how to cultivate the soil to the best advantage. Between £2,000 and £3,000 has been expended in establishing this school and we now have an enrolment of over 100 boys and girls. The staff consists of two European and one native teacher, with a native farm manager who directs the planting of gardens. About 50 acres of rich river flats are under cultivation, and provide food for this large family.

3. From this school and others of like nature that we plan to establish from time to time. students will go to our head training school at Buresala, the main purpose of which is for the training of native evangelists. This school was commenced, in a small way, some twenty years ago and as our work has grown efforts have been made to model it on better lines. It may be in place to mention here that had our school had the same exemption from taxation as some other denominational schools, it would have been a big help to us and a means of keeping our students hard at class work right through the year, as at present we have to break up school work and let them go for so long a time as it takes them to get their tax money. This break, each year, is disastrous to our educational work at Buresala, and we would respectfully ask the Government to consider the question of putting us on the same footing with other denominations. This property on the island of Ovalau consists of over 260 acres of which about 30 acres are planted in coconuts and 10 with native foods.

4. We now have a large school building with two large class-rooms, also a neat carpenter's shop where the young men receive instruction in carpentering, furniture-making and tin-smithing, besides helping on building work and repairs. Four hours a day on four days a week instruction is given in Bible doctrines, Prophecy, New Testament History, Physiology, Hygiene, Arithmetic, Geography, Reading, Writing and Singing. One whole day is devoted to manual labour.

5. Two well-built houses provide comfortable homes for the two European families employed as teachers, and a dozen native houses with iron roofs provide homes for the married native students, while the young single men live in two large native houses. About £3,000 has been expended in building up this institution, and we are planning to spend another £1,200 this coming year to provide better housing and other facilities. No record is at hand to say just how many native people have received an education at this institution, but I am safe to say that many hundreds have been helped, and a goodly number trained as native teachers and evangelists.

6. For some years we conducted a day school at Toorak for Indian boys, and the attendance reached as high as 80. It was with feelings of regret that we closed this school, but we felt we could do better work if we had a property a little distance from Suva where we could give instruction along industrial lines as well as the usual secular education. For this purpose a property of 100 acres has been purchased, and already a boarding school, and day school for girls, is in operation; and we expect to open a boarding and day school for boys early in the new year.

7. We believe the Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education. To obtain an education worthy of the name, we must receive a knowledge of God the Creator, and of Christ the Redeemer, as they are revealed in the sacred word. Therefore the study of the sacred Scriptures takes the first place in our Mission Schools. What education can be higher than this? What can equal it in value?

"It cannot be gotten for gold,
Neither shall silver be weighed for the price thereof.
It cannot be valued with the gold of Ophir,
With the precious onyx, or the sapphire.
The gold and the crystal cannot equal it;
And the exchange of it shall not be for jewels of finer gold.
No mention shall be made of coral, or of pearls,
For the price of wisdom is above rubies."

8. We believe that all youth need to be taught that life means earnest work, responsibility and caretaking. They need a training that will make them practical men and women who can cope with emergencies. They should be taught that the discipline of systematic, well-regulated labour is essential as an aid to all-round development.

9. "Something better" is the watchword of education, the law of all true living, and is one of the principles for which we stand and which we are striving to inculcate into the lives of our Fijian and Indian young people. Let us, as educators, point out to these needy people, by precept and example, "something better."

H. R. MARTIN,
Chairman, Seventh Day Adventist Mission.

No. 6.

FROM THE GENERAL MANAGER, COLONIAL SUGAR REFINING COMPANY, LIMITED, to THE SECRETARY,
EDUCATION COMMISSION.

Offices, O'Connell Street,

Sydney, 29th July, 1926.

Madam,

On learning from our Manager at Lautoka that your Commission would take evidence in that district last week, we requested him to inform the Commission that this Company would prefer not to offer evidence but would be ready to furnish in writing considered replies to any questions stated by the Commission concerning the education of the Indian children. We have since received from him the points on which the Commission desire our views, and now furnish the following statement, though we would have preferred to consult our local officers on some of the points raised before expressing the opinion found here.

(1) *Languages to be Taught in Indian Schools.*—The language now generally used by Indians in Fiji is Hindi, though in the last ten years of immigration many Tamils from Southern India were introduced and we think Hindi should be the language of the schools and that English should be taught only to a limited extent—say sufficient to enable the students in later years to transact business with Europeans. In our opinion it would be a serious mistake to make English the school language as we believe that this would tend to create a Babu class with a desire for clerical or indoor work in the towns instead of employment in out-door occupations, and we presume the education given will be to fit the students for the life most of them must follow, viz., that of agriculturists. Fiji is and must continue to be dependent almost wholly on agriculture and the industries incidental thereto, and the primary schools will serve their purpose by equipping the boys and girls for a country life.

(2) *Rural Indian Schools.*—The course above stated should we think be followed in the primary rural schools, and these should be conducted by Indian teachers under the supervision of a European manager, the latter working preferably in conjunction with a Committee on which Indians might be represented.

(3) *Education Rates in the Sugar Districts for Europeans and Indians.*—It has been the universal experience that people do not value that for which they do not pay, and unless education is to be compulsory—for which the conditions of the country are hardly ripe—we think the schools should be financed on the fees of the scholars, supplemented to whatever extent may be necessary by the Government.

If education were made compulsory so far as primary schools were concerned it may be assumed that no fees could be demanded, in which case presumably the expenses should be a charge on general revenue. In New South Wales where primary education is free and compulsory there are no educational rates, it being recognised that the expense is consequent on the policy of the country as a whole and should fairly be chargeable to general revenue. No system of rates for such purpose can be equitably adjusted, and this would be particularly the case in a sparsely settled country such as the sugar districts of Fiji.

(4) *Agricultural and Technical Education of Indians and Fijians at a Central College.*—We have grave doubts whether much good would be achieved by the establishment of such a college, of which we think comparatively few individuals would take advantage, though in five years time, if the primary system had been meanwhile at work, it might be possible, perhaps advisable to do something in the way of providing local institutions at which trades, particularly carpentering and house-building, could be taught. If any action in this direction be seriously proposed, however, the first steps should be to consult the Indian education authorities as to the course to be adopted.

(5) *Avenues of Employment for Peoples Trained in Agriculture or Technically.*—Those who have been trained as carpenters would probably find work in the towns or among the Indian settlements in the country, but we doubt whether men who had learnt something of agriculture in college would find employment amongst those who worked their own farms on traditional lines. In conclusion it may be said that we could not advise the admission of Indians to the schools maintained for European children, for whom fees are paid.

Yours faithfully,

H. V. DIXON.

No. 7.

MEMORANDUM ON FIJIAN EDUCATION.

Introduction.—It is difficult at the present time to realise fully the condition in which Fijian natives lived prior to the arrival of Europeans. So much has been written about their former ruthless and barbaric customs that we have apparently lost sight of quite a number of good points under the old order of things. During the last ninety years Europeans have been endeavouring gradually to educate the native Fijian, but we have been doing this almost entirely from a European point of view. At first sight it may not appear that there was any "learning" previous to the arrival of Europeans, as there were certainly no schools in the restricted meaning of that word; but we should not forget that many natives were expert in fishing (of many kinds), canoe-making, wood-carving, house-building, mat-making, tappa-making, plant-lore and some forms of agriculture. Certain tribes were adepts in one of these handicrafts or occupations. And even at the present time in spite of the decay in native customs it often occurs that a European is amazed at the marvellous practical knowledge that some Fijians possess in regard to fishes, native trees, &c. Although there were no present-day type of schools in the old days yet the Fijian youths were trained in one or other of the above handicrafts or occupations. The whole of this training was essentially practical. There was not the least bit of book-knowledge about it. The whole of the learning, or the training as it may be perhaps more aptly described, was naturally a part—and an essential part—of native life. Of its very nature it was suitable to local conditions, and we have numerous accounts on record which show that in house-building, mat-making, navigation, and many other native arts the Fijian had achieved a high standard. For every native handicraft there were acknowledged experts, and either in reserving the knowledge and practice of a handicraft to members of a particular tribe, clan, or family, or at least in passing the knowledge on from one generation to the next, there must undoubtedly have been some form of "schooling."

2. It would be advisable if the above facts were kept in mind when we are speaking generally of educational matters for Fijians. For many years past, emphasis has been given to book-learning, and it is only within the last decade or so that it has been realised that too much of the school-teaching has been in no way consonant with the every-day life of the native. Educational reports from nearly every country in the world have insisted upon the necessity for a close relationship between the subject-matter taught, the method of teaching, and the ordinary every-day life of the pupils taught, more especially in regard to native or primitive races. Educational institutions in the United States, the Philippine Islands, South Africa, &c., &c., have fully demonstrated that native races, no matter how primitive, can be successfully trained to acquire an expert skill in various manual occupations. Many of these manual occupations are entirely of a modern nature, but in many instances also a revival has been made of native manual arts, and in some cases with marked success.

3. *Present Educational Facilities among the Fijians.*—The educational ladder for the Fijian boy begins with the village Mission schools. About 400 of these are non-assisted, and about 24 receive grants-in-aid and are known as Assisted Vernacular Schools. The next step is to proceed to one or other of the 20 Assisted Primary Schools, or to one of the 6 Government Provincial Schools, where the teaching is in English. The next step is to enter the Queen Victoria School at Nasinu, or one or other of the various Mission Training Institutions. After that, for a very limited number of students, provision has been made either by the Government or one of the Missions so that these students may go abroad for further education and training.

4. This educational ladder at first sight appears to be a satisfactory one; but it is generally acknowledged that quite a large number of the village vernacular schools are unsatisfactory; and in addition it is felt that considerable improvements can possibly be made in the Primary (and Provincial) Schools.

5. All teachers of local experience consider that the present educational system for Fijians is lacking in adequate facilities for agricultural and industrial training. It is recognised also that there are at present insufficient facilities for native teacher-training. And last, but not the least important, is the fact that in Fiji the education of native girls has lagged very far behind that of the native boys.

6. It will be seen therefore that the educational problem in Fiji contains in miniature practically all the moot points of the educational problem in other countries.

7. If one were asked to make recommendations for improving the present educational facilities for Fijians, reference might well be made to pages 252 *et seq.* of the Report of the Imperial Educational Conference, 1923. The 1919 Education Commission in South Africa resulted in the drawing-up of special courses for native schools; these courses were based on the following principles:—

1. That the education of the child should be built upon such knowledge as he already possesses;
2. that it should be closely related to his daily life and experience;
3. that it should be such as to fit him for his future career;
4. that, for educational, as well as for economic reasons, manual and industrial training should be especially emphasised;
5. that in view of the fact that 90 per cent. of the native population live on the land and should be encouraged to do so, special attention should be devoted to agricultural subjects;
6. that for the improvement of the economic conditions of the people the elements of hygiene should be taught in schools, and that, as far as possible, girls should receive some instruction in domestic subjects, *e.g.*, the preparation of food, &c.;

7. that while the children should learn one of the official languages, instruction should, in the first instance, be given in their home language. Number 7 only of these principles requires very slight modification so that all these seven principles could be readily adopted as a guide for the formulation of an official educational policy for Fiji.

8. *Native Customs in Fiji.*—The communal system is a marked feature of native life in Fiji. This communal system has been legalised by means of the official *Native Regulations*. Among the numerous customs under the communal system it is recognised that house-building and road-making may well continue to be practised for many more years. But it is also recognised that if a marked progress is going to be made in education among the Fijians there will be a correspondingly marked progress made in individualism and this will result in a decided weakening of the communal bonds. This issue must be faced sooner or later. I would like to quote the following extract:—

“ I gather from those who know and like the race best that they have a keen desire not to spoil him, In short to let him live a life of peace and quietness in his old, old way. I have sympathy with this point of view which is all very well so long as the Fijian is content to remain in his old, old way. That, I venture to prophesy, will not be for very long, and, in principle, that view is, I think, fundamentally unsound, however altruistic.

“ The Fijian is doubtless a simple and lovable race, and in manner and hospitality they are largely ‘ nature’s gentle folk ’

“ The Fijian does not appear to have progressed materially with the rest of the world, since the Stanmore days. He has, to a large extent, been preserved as a somewhat attractive and picturesque figure in an atmosphere of communalism, and has changed apparently little since the ‘ conquest ’ of Fiji by the Missionaries, and the inauguration of the vernacular schools. So far he is said to have been happy to remain in his old groove. Will he remain so as the world progresses round him? I doubt it. Rather, I fear a time will come when he will wish to know why he has not progressed, why he has been left behind, why facilities have not been afforded to him to enable him strike out for himself like other people ”

9. As stated previously, the conflict between the communal system and educational progress must be faced. No one would desire to see a sudden rapid change, and there are a number of the features of the communal system which must be retained. In the lower stages of Fijian education even when vastly improved in accordance with the principles laid down in paragraph 7, there would be in fact a strengthening of the communal system and it would be principally in the higher stages of educational advancement where a marked conflict with the communal system would in course of time have to be carefully managed.

10. From the above remarks it is obvious that no educational policy for the Fijians can be adopted unless there is a complete co-operation between the Native and Education Departments. In fact the formulation of an official educational policy would necessarily involve that the same policy be part of the official native policy. Annual reports of the Directors of Education in such colonies as Kenya, Ceylon, Hong Kong, &c., show how necessary also it is for a close co-operation of the Education Department to be made with the Public Works, Lands, Agriculture and other Government Departments if the principle of agriculture and industrial training is to be adopted for native races.

11. Lack of co-operation between the Government Departments concerned would necessarily render futile any scheme for native Inspectors or a native “ Cadet ” system, or native apprentices. The very satisfactory results given by the Native Medical Practitioners under the Medical Department will give a good guide to any probable future developments. Nearly all these Native Medical Practitioners are from either an Assisted or a Government School, and they are now enrolled as Medical Students by an entrance examination conducted by the Education Department.

12. *Village Schools in Fiji.*—Many of the Fijian village schools are schools in name only. The majority of them do not attempt anything much more than reading and writing with a very little arithmetic. When it is remembered that the Fijian language is a phonetic one it is obvious that an intelligent pupil can probably learn all the instruction that he can get at a village school in one year only. The teachers in village schools are uncertificated, the school requisites are extremely primitive, and in most instances there is very little to praise and much to criticise. This seems rather a black picture, but responsible officials in one or other of the Missions here agree with me on these matters. A thorough reorganisation is necessary. I do not think there is one royal road to success, for conditions vary so much in different parts of the Group. I would suggest that an appropriate curriculum be determined upon and that about 50 or more teachers be trained so that by the end of two years, say, about 20 or 25 “ model ” village vernacular schools could be opened. The principles given in paragraph 7 should be rigidly insisted upon, and a complete co-operation is necessary between all the parties concerned—Government, Missions and the natives. Nothing succeeds like success, and 25 successful “ model ” village schools would immediately lead to applications from other native chiefs for the same facilities to be extended to their districts. Perhaps the most important factor of all in the success of these village schools would be to organise them on a satisfactory financial basis. If proper salaries had been available the Missions would long ago have obtained better teachers for these schools, and it is obvious that unless appropriate school funds are available there can be no success. The drawing-up of a suitable curriculum and the inauguration of a satisfactory financial basis are matters which may be discussed in detail elsewhere. I would like to see 50 per cent. of the school hours devoted to manual work of one kind or another—mat-making, wood-carving, basket-making, embroidery, modelling, &c., &c., and the instruction in the three R’s must be suited to local conditions.

13. So long as the native population is scattered widely apart in many places, there will however always remain numerous small villages where a successful village school could not be provided on an economic basis. I have no remedy to suggest for these cases, except that these small isolated villages should be abolished and the natives be advised to form larger villages where adequate educational, sanitation and co-operation work can be provided for them.

14. Without wishing in any way to criticise the association of village schools with the local Missions there is no doubt that the use of the village church for school purposes has prevented the use of that building for many mundane manual occupations such as a school would ordinarily be used for. School concerts, "mekes," mat-making competitions, wood-carving competitions, &c., &c., are not the type of useful native occupations that may be allowed in a church building, and a new type of open-air school building may become necessary in order to allow of some of the new developments suggested in the above paragraphs.

15. *Assisted Primary Schools.*—The present curriculum for these schools as given in Schedule A, parts I and II of the Regulations requires considerable alteration so that much more time may be devoted to manual work. As many as possible of the native manual arts should be practised. Basketry, mat-weaving, wood-carving, modelling, &c., are all useful occupations and may be made to be of a high educational and economic value. Here in Fiji hundreds of bamboo clumps are allowed to go to waste except for fencing or flooring purposes. In Japan or China or the Philippines the same clumps of bamboo would have a high commercial value. Although the Fijian has made a pillow out of a piece of bamboo he has not yet realised what an excellent chair, or table or even a house can be made with bamboo. It is true that in the old days the Fijians used bamboos in their water supply systems, but nowadays it is scarcely used at all.

I have nothing but admiration for the devoted work of the Mission teachers in Fiji. I know most of the European teachers personally, and I realise that they are doing good work in spite of many adverse circumstances and inadequate facilities. With better trained native assistants, and more and more experimental work in the native manual arts a good deal of progress could be made.

16. One way of adding to the success of a Primary School would be to attach to each school a group of old pupils and to arrange for them to do co-operative work in agriculture or some allied industry with the local European planters or the Colonial Sugar Refining Company. Two or three experiments of this kind have already been successful.

17. *Government Provincial Schools.*—There are at the present time six Government Provincial Schools for Fijian boys. The natives themselves pay for the maintenance of the schools, the annual cost of which varies from £600 to £800 each. The Government pays the head masters' salaries and building expenses. The Provincial School Scheme is part of the demand made by the Fijians for additional educational facilities under direct Government control. These schools are popular and the Fijians take considerable pride in them. In criticising them, however, I would say that the two chief disadvantages under which these Provincial Schools suffer are (a) unsatisfactory selections of pupils for entry to the schools, and (b) inadequately trained native assistant teachers. Good work, however, is being done and already a few pupils from Provincial Schools have proceeded to the Queen Victoria School. One of the chief reasons for the opening of these Provincial Schools was to provide pupils of a sufficiently high standard for further instruction at Nasinu which latter school had previously perforce to accept pupils of a low standard from village schools.

The Provincial School Scheme, is yet only in its infancy; in fact the last of these schools was opened only six weeks ago. Much co-operative work has, however, been done by the Provincial School Head Masters. For example, an excellent pamphlet on the direct method of teaching English to native boys has been prepared and is in use. In addition, a scheme of practical work in Manual instruction is in hand and it is hoped to put it in force next year (1927). Schemes for the teaching of number work, writing and sound work are at present being discussed and it is anticipated that by team work among the European teachers in Government Schools it will be possible at an early date to prepare complete syllabuses of instruction to suit local conditions and to help forward, not only the work in the Provincial Schools themselves, but that of other teachers in the Assisted Mission Schools.

18. Practically all the remarks I have made with reference to the Primary Schools apply also to the Government Provincial Schools.

19. With the formulation of a definite educational policy the work of the Assisted Primary and the Government Provincial Schools could then be directed so as to harmonise with that policy, and no one would welcome this more than the teachers in these schools.

20. *Agricultural and Industrial Training Schools.*—Persons interested in native education in Fiji have recognised that further training is necessary after the vernacular or primary school period. As far back as 1882 there was a Government Industrial School for Fijians at Yanawai. This was removed to Naikorokoro in 1894, and unfortunately was closed a few years later. All the Missions interested in Fijian education have invariably made a strong feature of manual instruction, and excellent work has been done at several centres. There has however been lacking a central organisation or a scheme of co-operation between the various parties so that experience gained in one place may be made known to the other workers.

21. The Navuso Agricultural School under the management of the Methodist Mission marks a definite stage in the history of Fijian education. This Agricultural School is on the way to success in spite of the many difficulties which have been encountered. A visit to this school is necessary in order to appreciate local conditions for agricultural and industrial training.

22. In more densely populated colonies such as Trinidad it has been found to be necessary to appoint an Industrial Board to co-operate with the Board of Education. Here in Fiji there is a shortage of labour and not a surplus, and there is undoubtedly plenty of scope for the native who has been trained in agriculture or one of the allied industries.

23. Agricultural and industrial schools are self-supporting to a certain extent. It is however usually necessary to provide the instructors' salaries, and the original cost of the buildings more and more self-supporting. Much experimental work in craft schools has been done in India, and it has been clearly demonstrated over and over again that the success of such schools depends on the extent to which they meet a real local demand. "The need for an industrial background in the area served by an industrial school is not fully appreciated by many who advocate technical education. These are they who stand fast in the faith that commerce and industry must flourish if commerce and industry are taught in schools, and that employment must follow on the economic blossoming. In reports, in council and in conference we have sought for many years to lay this ghost. Commerce and industry do not start at the bidding of academies. Experience has demonstrated this in the East and in the West. Technical instruction in local institutions for markets which do not locally exist must be expensive and theoretical and futile."—(Extract from page 178 of *Progress of Education in India, 1917–1922*, by J. A. Richey, Esq., C.I.E.).

24. *Special Schools.*—There are already in Fiji several schools of a special nature. These schools include the Mission Training Schools at Davuilevu, Cawai and Buresala, where Fijian youths and men are trained for native missionary work either in Fiji, or in other lands, such as Papua, Solomon Islands, &c. The Methodist Mission has achieved a remarkable success in this work, and their Fijian missionaries in Papua and other places in the Western Pacific have achieved a well-earned and high reputation. No account of the history of educational progress in Fiji would be complete without due credit being given to this part of the Missions' activities, and although this paragraph is not a long one the work it refers to is of paramount importance.

25. *Queen Victoria School, Nasinu.*—This Government School for Fijian boys was established in 1906. More than 300 pupils have passed through this school and many of them are now giving satisfactory service as Native Medical Practitioners, teachers, skilled artisans, native magistrates and other native officials such as clerks, &c. It must be remembered that when this school was opened, the only Fijian pupils available had little or no previous schooling, and it was not until 1912 that there was more than one European master at the school. In spite of these drawbacks, good progress has been made as is indicated by the success of old pupils, and the eagerness with which native chiefs are endeavouring to enter their children in the school at the present time. With the completion of the Provincial School Scheme it is anticipated that Queen Victoria School will be reserved for senior classes only and that greater progress will be made both in practical, manual and agricultural work and scholastic work generally.

This school, at Nasinu, will necessarily continue to form an important part in the educational ladder for Fijians; not only in itself will it provide a stage of education higher than that of Provincial or Primary schools but to the limited number of Fijians, who should be given facilities for higher education abroad, it will form a stepping stone.

26. *Teacher-Training.*—As stated in the annual reports on the Education Department for the last several years, there have been insufficient facilities provided for native teacher-training in the Colony. The Methodist Mission is the only one which has been able to develop an institution devoted to teacher-training. This does not mean that the other Missions or Government Schools have failed to train teachers. In fact, quite a number of Fijians (from the Catholic Mission and Government Schools) have qualified for teacher certificates. But it is now recognised that the demand for additional educational facilities involves, as a first necessity, the *training* of more teachers. A valuable suggestion is contained in the idea that in a colony such as Fiji where the total population is only 160,000, it is advisable that all parties concerned should co-operate in supporting one or more efficiently staffed teacher-training institutions. It would be a pleasing feature if the Christian Missions in this Colony would so co-operate, and such co-operation would be financially economical to all parties concerned.

The importance of teacher-training cannot be over emphasised. It is in fact the crux of the educational problem. Until, however, the formulation of a definite educational policy has been made, the many and varied aspects of teacher-training cannot be fully discussed.

27. *Co-operation of Fijian Parents.*—An interesting contrast may be made between education in a European country and education in Fiji. Here in Fiji a European teacher is endeavouring to teach the native pupils, who differ from himself in their mother tongue, their mode of thought, their likes and dislikes, their home life, their after school life, &c., &c. Whereas in a European country the teacher stands in front of pupils of his own race, whose parents are similar to himself, this position in Fiji is quite reversed. The Fijian parent has hitherto been satisfied to leave the standard of instruction and the form that that instruction may take almost entirely to the European teachers, but it may be taken as axiomatic that without the co-operation of the native parents complete success in education in Fiji will not be obtained. It is no doubt true that the divorce of Fijian teaching in the past from native environment has been due to the lack of the parents' co-operation. It was obvious in the first place that merely to reduce his spoken language to a written form was a marvellous invention from the Fijian's point of view; and to see his children being taught to make a few strokes on paper, which they could readily interpret into spoken language, was in itself a wonderful performance.

In some districts, schools for Fijians have been opened and the local chiefs have assumed their management and control. For example, the Bua Province School at Nabouwalu has been ably conducted for many years past by the Roko Tui Bua. But this has been the exception rather than the rule, and it is not so much in that direction that I would like to see more co-operation from Fijian parents. For it is obvious that there are limitations to entirely Fijian manage-

ment. Very much in the same way as European parents co-operate on school boards and school committees, it is advisable that opportunity should be given for a gradually increasing interest and assistance from native parents in the management of schools for Fijians. Especially will this be so if the native manual arts are to be developed and all forms of practical work given their due share in the new curriculum. A decrease in the amount of book learning and an increase in the amount of native arts would necessarily involve the co-operation of adult native experts in those arts. It is hoped that this progressive move will cause the new schools to take a greater share in the community life. One important result will no doubt be in regard to school work of Fijian girls, for whom the present book learning is even more inadequate than for boys.

28. *Conclusion.*—No matter how complete a system of education may be drawn up, recognition must be given to certain limitations such as finance, scattered population, &c. Compared with "older" countries Fiji is young in educational history. With the limited number of workers and the limited amount of money available, the results in education up to the present have been reasonably good. The marked efforts of all races for improved educational facilities indicate that further progress can and will be made, but if there is one factor above all others which will lead to success, I venture to say that that factor is summed up in the word "co-operation." Race, religion and customs, &c., on occasion present difficulties which unless handled sympathetically will wreck the most perfect scheme.

Suva, 7th July, 1926.

D. W. HOODLESS,
Acting Superintendent of Schools.

No. 8.

MATTERS DISCUSSED AT THE WOMEN WORKERS' CONFERENCE, HELD JULY, 1926.

FIJIAN GIRLS' WORK.

THE SECRETARY, METHODIST MISSIONARY SOCIETY OF AUSTRALASIA IN FIJI, to THE SECRETARY, EDUCATION COMMISSION.

Rural Schools.—The suggested grouped rural schools would be practicable in cases where the girls are able to travel to and from their homes each day; but it would be inadvisable to have the schools so far apart as to render boarding arrangements necessary.

Boarding Schools.—It was the opinion of the conference that girls' boarding schools should be established in every district or circuit because—

- (1) it is impossible to raise the standard of any race without first raising the standard of its women and home life;
- (2) in boarding schools, the aim is to teach how to live rather than to impart knowledge;
- (3) of the impossibility of having women teachers in rural schools;
- (4) in Fiji to-day, one of the most imperative needs is the teaching of practical hygiene;
- (5) of the present high rate of infant mortality;
- (6) in view of the moral perils for girls in their villages boarding schools are the best places for moral and religious training;
- (7) outside of boarding schools, girls have few opportunities for learning needlework;
- (8) the number of boys who receive the efficient training of boarding school far exceeds the number of girls receiving corresponding training.

Ages of Scholars.—Suggested ages for girls in: (1) Rural Schools, 5 to 13 years; (2) Boarding Schools, any age up to 20; (3) Vocational Schools, 12 to 20 years.

Vocational Schools (Suva Central School).

To follow up the work of circuit schools and give vocational training: (a) domestic training; (b) teacher training.

In their domestic training, as in all branches of their training, the ultimate environment of the girls should be kept in mind.

The teaching of hygiene should be stressed. Lectures should be given on baby welfare work. First aid lessons should be given and Fijian invalid cookery taught.

The whole scheme of education should be as practical as possible. Girls should grow their own food and profits from vocational industries should go into school funds for food, equipment, &c.

Fees: £3 per year.

Government assistance recommended.

Staffing.—Essential Points:—

- (1) The Principal is the most important figure in the school, for there must be one head of the whole life of the school. She must be thoroughly acquainted with the life of Fijian girls in the villages, so that she can build on what they are and towards what they will need to be. She must have a thorough knowledge of the Fijian language.
- (2) The Principal having been appointed, the committee, in consultation with her should appoint assistants according to requirements.

Staffing to be:—

- (1) Principal in full charge of the Institution having the organisation of home and school life. If she puts most of her energies into the home life she should not teach much in the school. If she is essentially a teacher, she should have a competent assistant as matron.
- (2) Two European assistants, both teaching if necessary, according to the discretion of the Principal.
- (3) Fijian assistants as required.

Buildings.—That there be separate buildings arranged so as to open on to a quadrangle with the sisters' cottage one side of the quadrangle. That there be one Fijian house where the girls can in turn live under model native conditions. That provision be made in the sisters' house for an isolation ward. Recommended that there be not more than 100 girls in residence.

Suggested Course of Teacher Training for Fijian Girls.—This course should not be the same as for the boys, but should be modified to suit the requirements of girls' schools, the *entrance* to be not higher than the Standard of Fourth Class work.

Recommended that a *Pupil Teachers' Examination* for girls be the same standard only as the Boys' Entrance Examination to the Davuilevu Higher Grade Teachers' Training Institution; but that it be in the vernacular with English as a subject.

That the subjects be as follows:—

English Reading of a set book.

Recitation.

Grammar and Composition: Whitcombe and Tombs Lessons in English, Standards III and IV. Translation from Fijian to English and *vice versa*.

Arithmetic: Fifth Class Arithmetic—exclude area—emphasise bills.

Vernacular: Read two set books, viz., "Vulagi Lako" and "Ai Tukutuku kei Joni Wesele."

Geography: Fiji, Pacific Ocean, Trade Routes, British Empire, with special attention to Australia and New Zealand.

Hygiene: "Sanitation and Hygiene in the Tropics." Students to attend lectures on baby welfare. Practical lessons in first aid.

Nature Study: Mosquito, Fly, Elementary Plant Life—structure and uses of the various parts of the plants.

Drawing: Nature drawing, colour work, model drawing, map drawing.

Methods of Teaching: Mrs. Meek's Method Book in the vernacular.

Practical Teaching Work: To be taught to draw up their own notes of lessons.

Practical teaching in the school itself and in outside schools to give practice in infant teaching.

Demonstration and Criticism Lessons.

Practice in teaching more than one class at a time.

Practical work in teaching needle-work, in supervision of gardening, in cooking, in laundry, in teaching of native arts, in kindergarten and other games, and singing.

Attention to be given to lessons in scripture.

History: In form of simple stories, lives of brave people, deeds of heroism.

History of Fiji.

Half-castes.—Recommended that the Government be asked to provide a school in Suva for half-castes; and that the Mission provide a hostel for boarders.

THE EDUCATION OF INDIAN GIRLS.

In Mission Schools.—It is estimated that about 180 girls are being taught in: (a) day schools; (b) boarding schools in connection with orphanages (two); (c) classes held for two hours once a week.

Among the Christian women there is a keen desire to become literate, and about 40 women (mostly mothers of families) are receiving instruction in reading either Hindi, English or both. The principle worked on, is to teach them to read Hindi first and then English. Usually the women learn sewing also. Some of these women attend school during the whole school day.

From these figures it will be seen, on comparison with the boys receiving instruction, the great disparity in the education of boys and girls.

According to the 1921 Census, 301 women over 15 years of age and 9,508 men over 15 years of age, were able to read and write, *i.e.*, 2.5 per cent. of the women and 38.5 per cent. of the men. The number of Indian girls in the same year between the ages of 5 and 15 was 6,232.

On page 341 of the Report of the Commission on Education in East Africa we read these words:—

"Tragic results will follow if education of the African women does not develop on parallel lines and simultaneously with that of her husband. Together they must advance to full development of civilised life in all its phases.

"The influence of ignorance and uncivilised wives and mothers upon semi-educated boys and men can do nothing but hamper and delay the development of civilisation."

This "tragic result" we will have to face in connection with Indian home life unless steps are at once taken to do away with the disparity between the education of the Indian girl and boy.

SCHEME FOR EDUCATION OF GIRLS.

Day Schools.—Co-education.—A few parents will allow very little girls to attend schools for boys, if their homes are very near the school. This should be allowed but the parents' permission would need to be obtained. Compulsory attendance at such schools would be inadvisable, and therefore we recommend that Part-time schools for girls only should be opened in rural districts for the following reasons:—

- (1) One teacher would have charge of two schools.
- (2) A larger number of girls would have the opportunity of obtaining schooling.
- (3) Mothers would be more willing to allow girls to attend school if the hours were less.
- (4) The difficulty of the distance to school would be overcome. A few girls under the age of 12 years are allowed to come a distance of $\frac{3}{4}$ mile to school if they have supervision, but most mothers will not trust the girls out of their sight. Of girls over 12, most would not be allowed to attend without adult escort—and many not at all.

(5) As most Indian girls have a shorter school life than boys, attention could be paid to the subjects most essential for the girls' education.

Note.—One seldom finds an Indian girl of 14 years unmarried.

Curriculum.—It will thus be seen that a revised curriculum emphasising these essential subjects will be needed for Part-time Girls' Day Schools.

Ages of attendance at Girls' Day Schools—5 to 13 years.

Compulsory Attendance at School.—In the case of Indian girls it is not considered practicable at present.

Place of Vernacular and English in Part-time Day Schools for Girls.—Hindi should be the chief language used and taught up to Class III. English to be taught conversationally and by games and songs from the first—reading and writing in English begun when child can read and write Hindi.

Kindergarten Centres.—It was stated at the Womens' Conference that the establishment of Kindergarten Centres in localities closely settled with Indians would be invaluable in training the children in clean wholesome ways and in teaching them how to play.

BOARDING SCHOOLS AND VOCATIONAL TRAINING.

As it is impossible to raise the standard of any race without first raising the *standard of its women and home-life*, it was the opinion of the Womens' Conference that girls' boarding schools be established in every district with a large population of Indians.

The following reasons were urged:—

- (1) The teaching of how to live rather than the imparting of knowledge is an essential feature of boarding school life.
- (2) Most Indian girls are not allowed to leave their homes unattended after the age of 11 years (making attendance at a day school impossible).
- (3) The number of boys receiving the efficient training of boarding schools exceeds the number of girls receiving a corresponding training.
- (4) In view of the moral peril of girls in their homes and the low standard of morality among Indians in Fiji—boarding schools are the best places for moral and religious training.
- (5) The imperative need for the teaching of practical hygiene.
- (6) The present rate of infant mortality.
- (7) Outside of boarding schools girls have few opportunities for learning anything but the most elementary needle-work.

VERNACULAR AND ENGLISH IN DISTRICT BOARDING SCHOOLS.

In upper classes English should be the medium of instruction. As Hindi is a literary language there should be a definite course in Hindi literature for advanced classes.

Concerning the Curriculum.—The teaching of Hygiene should be stressed. Lectures should be given on Baby Welfare Work. Domestic Arts should form part of the curriculum. First Aid lessons and Home Nursing should be given.

Note.—On page 343 of East African Report *re* a girls' school:—

“The one defect of the institution was the failure to give to the pupils an understanding of the special responsibilities of motherhood.”

TEACHER TRAINING FOR INDIAN GIRLS.

As a number of Indian girls are already teaching, it is evident that there should be a course of training. This course should not be the same as for Indian boys but should be modified to suit the requirements of girls' schools.

It is recommended that in two of the district boarding schools there be a specialised department where girls be trained as *Infant and Domestic Arts Teachers*.

The Entrance Examination should not be higher than that of the Fourth Class work.

The Course should be a Two Years' one.—The standard of the examination at the end of that period being that of the present Pupil Teachers' Qualifying Examination with modifications and additions.

SUGGESTED PROGRAMME FOR TEACHER TRAINING FOR INDIAN GIRLS.

It is recommended that the course be a two years' one and that the following subjects shall be taken for examination:—

- (1) *Hygiene.*—Prevention of Diseases, &c. (Text-book Sanitation for the Tropics); Baby Health; First Aid and Home Nursing.
- (2) *Grammar* as for Pupil Teachers' Qualifying Examination (same text-book till more suitable one available).
Literature to be selected, “The Crescent Moon,” by Tagore (selections from).
Dictation and Spelling from book set.
Composition.—First year Reproduction; second year Letter Writing, Descriptive Narrative, Autobiography.
Oral Test in conversation.
Recitation to be selected.
- (3) *Arithmetic.*—Shopping sums and bills, discount, simple interest, simple practice, area, simple work in fractions, average, proportion, mental and short methods. (A simple treatment of Standard VI work omitting decimals, stocks, compound interest).
- (4) *Geography.*—Fiji, India, Pacific Ocean (first year); British Empire (second year).

- (5) *History*.—Fiji History and Civics (Laborde), Easy Lessons in Indian History (Marsden). Lives of famous men and women—list to be selected and to include at least one educationalist.
- (6) *Nature Study*.—Life of a Plant (Tropical Agriculture Book I). Life of an Insect (Fly and Mosquito as dealt with in the Hygiene Text-book).
- (7) *Drawing*.—Model Drawing, Nature Drawing, Design (geometric only as far as needed in design), B.B. Drawing and Writing.
- (8) *Sewing*.—Simple garment (machine made), Darning, Mending, Sewing on Buttons, Buttonholing.

Fancy Work.—Crotchet, Embroidery, Knitting.

Education: First Year Methods of Teaching.—English and Hindi Reading and Writing, Story Telling, Hand Work up to Standard I (Davu Text-book).

Practical.—Criticism Lessons in above. Preparation of Material—word matching, cards, and sand-paper letters.

Second Year Methods of Teaching.—Arithmetic, Nature Study and Geography, English Conversation, Oral Composition up to Standard I.

Practical.—Number Cards, Composition Cards, Preparation of Kindergarten Material, Criticism lessons on above subjects.

History of Education.—The life of some great educator to be studied—see History Syllabus. Recommended that a separate certificate be given for *Domestic Science*. The subjects for examination being: English, Hindi, Hygiene, Invalid Cookery, Indian Cookery, Arithmetic, Sewing, Drawing, Housewifery, Laundry Work.

The standards in Literary subjects should be that of Class IV. Candidates should be required to give demonstration lessons in practical work as well as pass or test in it themselves.

QUALIFICATIONS OF EUROPEAN TEACHERS.

It was the unanimous opinion that teachers should make themselves thoroughly acquainted with the language and customs—economic and social conditions of the people.

RELIGIOUS TEACHING IN GOVERNMENT SCHOOLS.

Page 12 East African Report:—

"The place of religion in character development is one of the most vital issues in the educational world to-day. There is an increasing agreement that religious instruction and practice are essential to sound character. The pronouncement of British Colonial Officials in favour of religious instruction for the education of the African people is a striking testimony to its importance."

It was recommended that Government Schools should open with a hymn which would be sung by children of any creed—followed by a prayer of the same type such as The Lord's Prayer, and that facilities should be provided in the Government Schools for religious instructions.

A. M. GRIFFIN,
Secretary.

No. 9.

REPORT ON EDUCATION FOR FIJIANS BY A. G. ROSS, NAUSORI.

FROM A. G. ROSS TO THE SECRETARY, EDUCATION COMMISSION.

Madam,

Nausori, 3rd August, 1926.

I welcome your request to submit, in writing, my views on education. Though many years ago I acquired what Sir Arthur Keith designates "the student habit," and am therefore interested in all matters educational, I wish to confine what is written here to the native aspect of the subject.

Seventeen years ago I submitted to the Educational Commission a memorandum dealing with the same question. I find on reading it again that, broadly, I do not want to recant anything I then wrote. If possible, the experience of the intervening years has served to confirm the opinions which I then gave expression to. It has appeared to me a tragedy to allow good human material to drift when that material is capable of development, and, further, when British honour is involved. The previous Commission, as a whole, was in complete sympathy with the object aimed at in that memorandum, and in a resolution which focussed those aims, which I, as a member of the Commission, submitted. Difficulties multiplied in the minds of some of the members. Of course there were difficulties. But what benefit do we, as a civilised people, enjoy which have not been torn from the teeth of difficulty? Surely, interfering with the land polity of the native is a small matter when his very salvation is involved. I do not mean to infer that that interference was the only, or the best, method that could be devised for providing the means for establishing the agricultural school, or schools, which I proposed should be established.

Meantime the years have passed, and the position of the native has become progressively more difficult: at once from his growing environment and from the habit of *laissez-faire*, which he has acquired through the ease with which, under his present status, he has been able to gain his subsistence; and what I must consider, the neglect to provide him with the means of learning how to become a factor in developing his own country.

The success which has attended the agricultural and industrial education of kindred peoples in other parts of the world leaves no doubt as to its value. The difficulty in this Colony appears to centre in a lack of means. I believe such schools would speedily be established were the means available. Yet, if there be truth in the proposition that a country is mainly rich because of its

efficient men and women, it follows it would be a good investment to establish the means of augmenting the number of future revenue producers, even if the money to do so had to be borrowed.

As it is intended what I now write should be read in conjunction with the memorandum above referred to, and as I had the privilege of listening to some objections, when I appeared before the present Commission, I wish to refer here to some of those objections. It was suggested by a member of the Commission that a curriculum which included elementary botany and chemistry was superfluous in-so-far as those subjects are concerned. I have never heard of an agricultural school in which they were not compulsory. Agriculture is now a highly scientific subject, more especially involving the two branches of science referred to. My own experience as an amateur in science is that the actual handling of experiments does more to fix fundamentals in one's mind than a library of text-books. One thing most essential in educating a native, or in fact anyone else, is to enlist his interest in the subject of tuition. The Fijian is specially susceptible in his way. Through the courtesy of the headmaster of the Davuilevu Boy's School, I had the opportunity of giving to the lads a series of weekly talks on elementary science. The series lasted two years. At the end I organised an examination to satisfy myself just how far what I had spoken to them about had penetrated. The result was eminently satisfactory. It confirmed my previous opinion as to the capacity of the Fijian to comprehend. I found the lads very anxious to understand the more or less recondite operations which take place in a growing plant, as also in what constituted its food. If the objector intended that too much time might be devoted to these subjects, I agree with him. That aspect would indicate an attempt to bring forward a chemist, or a biologist, instead of a farmer.

It is said that Napoleon I, when he was approached by Pestalozzi, who proposed to have his system of practical education established in France, delegated his Minister Monge to interview him, with the observation that he "could not be bothered with that ABC business." The result was a rebuff to Pestalozzi. The Germans had more vision. The result was reflected in the respective educational conditions in the two countries, even if France had, probably, a preponderance in men of "genius."

An objection was also lodged against the proposal to establish students, who had finished their courses, at locations. I was led to propose this as a means of focussing the efforts of the school, and to withdraw the student farmer as far as possible from the influence of his old life as a member of his commune. The winning of the native from the many customs which tend to kill initiative will, I take it, have to be done gradually. Even when he is a capable farmer he will in this respect need supervision. His heredity makes him respect those values, even when his experience demonstrates to him how reactionary they are. When it is suggested that the student who had "learned his job" should be flung into the stream of competition and left to make his way, sink or swim, it should not be forgotten that in many aspects he is more or less a child. Though I did not know it, when I made the proposal, the experience of the Americans in the Philippines led them to make of the agricultural schools community centres, round which the finished students were induced to take up land and carry on.

It appears to me that the question of native education on the lines proposed will become progressively more difficult the longer its inception is deferred. Were I asked what will be the result if the scheme of agricultural schools were adopted now—will the native make good? I am content with the knowledge which a long experience has given me, and which leads me to "trust the larger hope." Yet, the outcome will be on the knees of the Gods. Viewing it from its blackest side, even an anticipated failure does not absolve us from the obligation to give him a more than sporting chance. If he fail, we may be sure it will not be from a lack of intelligence, but from a contest of social ideals, not from internal inertia, but a lack of external incentive. And we also would have the knowledge that we failed where we deserve to succeed.

I have. &c.,

ALEX. G. ROSS.

No. 10.

NATIVE MANUAL ARTS IN FIJI.

FROM D. W. HOODLESS TO THE SECRETARY, EDUCATION COMMISSION.

Madam,

Suva, 4th August, 1926.

1. *List of Native Manual Arts in Fiji.*—A list of native Fijian manual arts is given at the end of this memorandum. Many of the manual arts were practised by men only or by women only, e.g., mat-making by women only, but a number of others were performed by both men and women.

2. *The importance of native manual arts for a primitive race.*—If a native race, with no iron tools, were anxious to progress, and not to remain on the bottom rung of the ladder of civilisation like the Australian aborigines—in other words, if the members of the race wished to live in houses instead of in caves, if they wished to sail in good canoes instead of on logs tied together, and if they wished to show respect to their chiefs or their gods by building them special houses, it is obvious that all this progress in communal life could be made only by acquiring a skill in some at least of the simple manual arts.

In house-building and canoe-making the Fijian was acknowledged to be far ahead of many of the Pacific native races. These two arts may be taken as good examples of the progress made by the Fijian race prior to the advent of the European. Whatever forms of native manual arts

the early ancestors of the Fijians may have possessed, it is clear that the native Fijian house is an excellent one for a race of sailor-agriculturist natives to have achieved. No doubt the necessity for a well-made large council house for each tribe demanded good building, and then the building of chiefs' houses or temples would give ample opportunities for improved methods of building. When it is remembered also that the Fijian used no iron tools, the advance that he achieved is all the more remarkable. All forms of wood work must have been extremely laborious, and in many islands the labour was so great that little or no advance was made in house-building or canoe-making.

Even in such a simple thing as a digging stick the Fijians had made considerable progress, but it was in association with native ceremonial customs such as yangona drinking that marked progress was made. A large yangona bowl, three or four feet in diameter, and perfectly carved from a solid block of wood, is a pleasure to look at. Bowls, plates, dishes and troughs all carved out of wood were in constant requisition by the native chiefs and priests.

There can, therefore, be no doubt of the importance of manual arts for a primitive race such as the Fijians, for it was essentially by means of these manual arts that they progressed in civilisation from being merely fisher tribes along the sea-coast, to being highly organised agricultural tribes; but in addition it was by means of the final products of the native manual arts that their principal wealth was accumulated. Canoes, native "cloth," drums, clubs, native-mats, &c., were the chief forms of native wealth, and it was only at a later stage that whales' teeth (*tabua*) became a sort of money on account of their peculiarity and rarity.

3. *The decay of native manual arts since the arrival of the Europeans in Fiji.*—The early traders who came to Fiji were satisfied to bring stick tobacco, Jew's harps, iron goods and little else, and to take away valuable cargoes of sandalwood and coconut oil. Nowadays the native Fijian requires a good supply of cotton goods, ironware, European foodstuffs, and other articles such as soap and kerosene. As the Fijians adopted more and more of European customs there was necessarily a falling away from the old native customs. The cessation of native warfare caused a stoppage in the making of clubs, spears and war-canoes: and the native artisans skilled in the making of these things were given nothing to make in their place. Even such useful articles as troughs, dishes, and plates—all in wood—are now seldom made, as the European articles are readily available. Thus, through disuse, the old skill in wood-working is almost completely lost.

In regard to ropes and nets, the old-fashioned native nets and fish-lines were immediately replaced by European articles: and by using nails the natives saved an enormous amount of time previously spent in plaiting sinnet for binding purposes.

The decay of native manual arts has, however, been most marked among the young natives. Native boys and girls were only too glad to go to schools under European management in order to learn to read and write. But before they could go to school they must learn to dress themselves, and so they began to wear cotton clothes. This change was unavoidable as the native cloth ("tapa") was worn only by chiefs, and even then it was a poor wearing article, and one which could not be washed. But it was unfortunate that with the decay of native manual arts there occurred at the same time a lack of opportunity for native youths to acquire a manual dexterity in simple forms of wood-work, plaiting, or weaving, as was formerly possible.

As civilisation spread throughout the Colony it was necessary that a large number of native customs must disappear. Many of these customs necessitated and developed various kinds of native manual arts, and when the customs were rightly abolished the corresponding manual arts fell into disuse. Some native customs, however, still continue to be followed and a number of these are good and of service even under modern conditions, but the general effect has been that the Fijian now finds himself with a large amount of leisure time for which he has little or no use. He has practically no literature with the exception of the Bible and religion publications, but fortunately he has a "good ear" for music and all visitors to Fiji are impressed with the natives' ability in good singing. In marked contrast to Europeans the Fijians have scarcely any hobbies, and although they lead a healthy open-air life the opinion is held by many Europeans that the Fijians are becoming less virile, and many of those who are interested in the future welfare of the native race are sincerely endeavouring to discover ways and means by which the Fijian may recover his lost stamina and virility.

4. *Suggestions for the revival of certain native manual arts.*—It would be futile to attempt to revive many of the old native manual arts which owing to their associations with barbaric custom or with long tedious stone-age methods of labour have rightly passed into disuse. Most teachers with experience among Fijians will however readily agree that mat-making and basket-weaving for girls, and all kinds of wood-work for boys should be included in the curricula for rural, or central schools, for Fijians. A study of the old native designs in mat-making or wood-carving will well repay the inquiring student, and instead of giving only foreign patterns and designs it would appear that there is ample scope for a revival of many ancient patterns and designs so that these can be extended and improved, and the natural and peculiar characteristics maintained.

An examination of the old native manual arts will show that very few of them can be adopted for use under modern conditions. If some of them such as mat-making, basket-weaving, and wood-carving are incorporated into the general educational scheme, and if these simple forms of native manual arts are gradually developed so that the Fijian girl or boy passes from them into domestic handicrafts or definite woodwork and agricultural training during the age period from 14 years to 20 years say, it is hoped that the Fijians will acquire an ability to take their place alongside other races in the Colony, and at the same time not lose altogether their connections with their old history and associations.

TYPES OF FIJIAN MANUAL ARTS.

For Men.

Agriculture.—Tillage, drainage, irrigation, use of ashes, "burning-off."

Woodwork.—Felling of trees and logging, clubs, throwing sticks, war spears, fish spears, bows and arrows, canoes of various forms, oars, digging sticks, fire sticks, bowls, plates, &c., troughs of many sizes and shapes, carved wood designs for printing native "cloth," cups from coconut shells, drums ("lalis"), combs, forks (wooden), pillows from vesti or bamboo.

Plaiting, baskets, &c.—Sail-making for native canoes, fish fences, crab traps, turtle traps, traps for flying foxes, fly whisks.

Rope-making.—Sinnet plaiting of various strengths and fineness, making of fish-lines, fish-nets.

House-building.—Chief's house, council house, temple, ordinary house, small huts, yam house, decorated plaited sinnet work for houses, flooring, woven bamboo, reeds in various designs.

Stone-axes.—Chisels and boring tools.

Shells.—Prepared for ornament, and design used in shaving and as cutting tools.

Fishing.—Making of fish-hooks, fish lines, fish spears, fish nets.

Tattooing.—Native designs.

Massage.—

Curios.—Wood carvings of animals, &c.

For Women.

Agriculture.—The women helped in the planting and weeding of native crops.

Weaving.—Native mats for sleeping or general purposes, food-mats, native baskets, many shapes and sizes, fans.

Clothing.—Tappa for loin cloths, turbans, &c., also for ceremonial occasions and dances, &c., native kilts.

Ornaments.—For native dances, garlands, necklaces.

Cooking, &c.—Boiling, baking, stone ovens, roasting, fermenting "Fijian bread," dalo, bread-fruit, &c., starch products.

Oils, &c.—Extraction of coconut oil, other oils such as "dilo" for medicinal purposes, scenting oils for body use, native scent trees, "macou" sandalwood, &c.

Household goods.—Brooms, candles from gums, and crude oil lamps, bone needles, thread from "vau," salt-making (from sea water), pottery, pots, basins, glazing, colour dyeing in mud, &c., fruits.

Designs.—Making designs for stencils for tappa.

String figures.—For amusement and story-telling.

D. W. HOODLESS.

No. 11.

RATU DEVE TOGANIVALU, ROKO TUI BUA, to THE SECRETARY, EDUCATION COMMISSION.

Provincial Office,

Madam,

Nabouwalu, Bua, 14th July, 1926.

It is my desire to have this report translated into English. There are a few things concerning the education of the natives of this Colony which I should like to be placed before the Education Commission.

2. Our education as far as we native Fijians are concerned was established by the Wesleyan Mission. The basis of this education was reading and writing. The Bible and tracts that were easily translated into our language formed our text-books. The result of this was that we became enlightened and relinquished some of the usages of our ancestors known as customs of the "dark ages." But we retained the best of them which kept our clans (*Yavusa*), tribes (*Mataqali*), and relations together, and also preserved the chiefly respect for our natural leaders. In those far days we did not have a great variety of food to choose from. The ones we had were those we planted and we ate them with what we got from the sea. From all appearances we were contented with our mode of living in those days.

3. The legislations established by the Government for the benefit of our people since the day of Cession were based on our customs, and underlying it all is the Native Regulations. The laws suited the time and the conditions then prevailing. As time went on big companies like the Colonial Sugar Refining Company and other mercantile houses were formed. The formation of the above brought strangers into the country and with their arrival new conditions sprang up. It was at that very time when we began to acquire the desire for good clothing and to eat the varieties of new food and to drink tea. New schools were then formed to teach our children the new idea introduced by the new conditions. The Government built the Nasinu School and the Roman Catholics and the Wesleyans each opened a school on the same lines. Then came the Lau Provincial School, and last of all the combined Provincial Schools. All these schools were founded for the purpose of giving our children an education in English according to the present standard. But they were not taught any useful trade which they could follow up in after life. A great number of boys have passed through those institutions I have named, but only a small minority find situations. The majority are idle because there are no vacancies in the clerical line for which they have been trained. These people having nothing to do and not being well educated leave their home and customs behind them and take on a roving commission, and by guile and false representation set up certain business for the purpose of enriching themselves. They take the copra and bananas belonging to the people of the village they are staying at without paying for the same. A few years ago certain young men from Davuilevu established the Viti Company which resulted in a great financial loss to the native people. Why, at this juncture, another such a body is being formed by some of the old boys from Davuilevu and Nasinu Schools respectively. The sole aim of this society is to get people to subscribe money to them to be used

for the purpose of gaining for those people their political rights and the doing away of our chiefly customs, native regulations, and any other legislation which concerns our welfare. Others again leave school and return to their villages, but the mode of life there makes them discontented as they do not take any part at all in the communal work. Their work is to harass the local authorities by getting people to disobey any orders for communal work. As far as one can gather the present education scheme for our children is a stimulus for political unrest and unscrupulous methods in business because they are not taught any trade that will be useful to them in after life.

4. I trust that the facts I have stated concerning our education (native) will be duly considered on their merits. Our education system should be revised and improved on. The status of the Queen Victoria School at Nasinu to be raised to that of a Technical College where our boys from the combined schools could complete their education by learning trades which will be of use to them after leaving the institution.

5. Agricultural education should be made compulsory in all the schools as the majority of our children will be dependent on the land for a living. When they learn how to use their own lands under the most up-to-date methods and make money from the sale of the produce they will be quite contented with the life in their respective towns.

6. Legislation should be passed prohibiting money contributions by natives unless sanctioned by the Government and nobody to be allowed to take native produce without paying for the same. This will, I am sure, stamp out the unscrupulous methods employed in business by young fellows who have passed through one of the native schools.

I am, &c.,

DEVE TOGANIVALU,
Roko Tui Bua.

No. 12.

NAVUSO AGRICULTURAL SCHOOL.

SCHEME TO PROVIDE FOR 200 FIJIAN AND 60 INDIAN STUDENTS AT
NAVUSO AGRICULTURAL SCHOOL.

Staff—					
2 European Masters .. .. .	..	..	..	....
10 Fijians (3 married, 7 single)	..	..	..	....
3 Indians (2 married, 1 single)	..	..	..	....
				
European Staff—					
Housing . . . . .	..	..	..	..	£1,500
Furniture . . . . .	..	..	..	..	150
					£1,650
Fijian Staff—					
3 Married Men's Houses	..	..	..	..	300
1 Teacher's Dormitory .	..	..	..	..	150
Furnishings, Kitchens, &c.	..	..	..	..	75
					525
Students' Accommodation—					
10 Fijian Dormitories (20 each)	..	..	..	..	1,750
Kitchens . . . . .	..	..	..	..	150
3 Common Rooms (Dining) for 1st, 2nd, and					
3rd year students	..	..	..	..	600
Furnishing—10 at £30 . . . . .	..	..	..	..	300
3 at £50 . . . . .	..	..	..	..	150
					350
2 Indian Dormitories	..	..	..	..	30
Kitchens . . . . .	..	..	..	..	400
2 Common Rooms (Dining and General)	..	..	..	..	60
Furnishing—2 at £30 .. . . .	..	..	..	..	100
2 at £50 .. . . .	..	..	..	..	100
					3,890
Indian Staff—					
2 Married Men's Houses	..	..	..	..	200
1 Single Man's House .. . . .	..	..	..	..	75
Furnishings, Kitchens, &c.	..	..	..	..	75
					350
Farm Equipment—					
Ploughs, &c. . . . .	..	..	..	..	250
Horses . . . . .	..	..	..	..	250
Bulls . . . . .	..	..	..	..	150
Cattle . . . . .	..	..	..	..	250
Poultry and Yards	..	..	..	..	200
Pigs and Piggery	..	..	..	..	200
					1,300
Plant for—					
Blacksmithy . . . . .	..	..	..	..	} 600 600
Saddlery . . . . .	..	..	..	..
Carpentry . . . . .	..	..	..	..
Engineering . . . . .	..	..	..	..
Lighting, Water, and Incidentals (approximate)	..	..	..	..	685
					£9,000
Total .. . . .				....	£9,000

L. M. THOMPSON,

Secretary for Education, Methodist Mission.

No. 13.

THE DISTRICT COMMISSIONER, REWA, to THE SECRETARY, EDUCATION COMMISSION.

Rewa District Commissioner's Office,
Naduruloulou, 16th July, 1926.

Madam,

I have the honour to acknowledge the receipt of your letter of the 26th ultimo, with regard to the Commission appointed to consider questions concerning education in which you invite me to forward any observations I wish to submit.

2. May I submit the following suggestions for the improvement of the present facilities for the education of the Fijians:—

- (a) That Agricultural and Technical schools be opened in various parts of Fiji and the Fijian boy taught to utilise his land to the best advantage.
- (b) That more teachers be thoroughly trained and sent out to districts to the district and village schools. By this means, all children would have the advantage of a certain amount of education and the Primary and Secondary Schools would have better material to work on.
- (c) I would also like to point out the urgent necessity for providing some simple form of education and domestic training for Fijian girls. To my mind it seems essential that they should receive some form of practical education, particularly in domestic subjects and mothercraft. The infantile mortality is high and I suggest that this can be overcome to a large extent by educating the girls of to-day so that they will be come suitable wives and companions and competent mothers for the future generation.

I have been in close contact with the Fijian for many years and am keenly interested in their future welfare. At the same time I realise my suggestions are merely those of a layman, and, for financial or other reasons, it may be impossible for them to be carried out.

I have dealt entirely with the question of Fijian education; but, at the same time, I would like to suggest that the Indian community should receive support for their district schools on somewhat similar lines; but on account of the various religions, &c., the position is more complicated.

I shall be grateful if you will place my views before the Members of your Commission.

I have, &c.,

A. J. ARMSTRONG,
District Commissioner, Rewa.

No. 14.

THE DISTRICT COMMISSIONER, MACUATA, to THE SECRETARY, EDUCATION COMMISSION.

Government Station,
Labasa, 14th July, 1926.

Madam,

I have the honour to acknowledge the receipt of your letter of the 26th ultimo, advising me of the appointment of an Education Commission, and stating that the Chairman of the Commission would be glad to receive any observations I might desire to submit.

2. One of the greatest difficulties the Indians of the Colony have to overcome when considering the opening of a new school is that of obtaining suitable teachers. Perhaps if some means could be devised by which a school for the training of Indian youths as teachers could be opened, then a very great need would be met. During my experience I have known several attempts to open Indian schools to fail because suitable teachers could not be found, although money was available to pay their salaries. Fijian and English teachers are not so difficult to get.

I have, &c.,

E. L. BAKER,
District Commissioner, Macuata.

COPIES OF TELEGRAMS.

To Secretary, Education Commission, Suva.

17/7/26—Your letter 9th Gazette not yet received will Commission visit Labasa.—BAKER.

To District Commissioner, Labasa.

19/2/26—Commission not visiting Labasa.—EDUCATION.

No. 15.

P. W. FADDY, ESQ., to THE CHAIRMAN, EDUCATION COMMISSION.

Nabaka, Sigatoka River,
18th July, 1926.

Sir,

I regret that I am unable to appear in person before your Commission, but this district has been visited by the influenza epidemic, to which my wife has fallen a victim, and it will be impossible for me to visit Lautoka while the Commission is sitting.

I will esteem it a favour if you will allow me to place before you certain reasons in support of the establishment of a Grammar School on the northern end of Vitilevu. The principal reason is the absence of land communication with Suva. The steamer trip is a lengthy and expensive process, and the mothers are faced with the problem of neglecting their husbands for weeks at a time, or of depriving the children of that home influence so necessary to their future welfare. The question of travelling expenses enter largely into the subject also. The Colonial Sugar Refining Company now grant free passages each year to the wives of their officials, and it would be really cheaper for them to visit their children in Sydney than at Suva. It is beyond question, of course, that the lower salaried employees in the employ of the Government, Colonial Sugar Refining Company, and the commercial houses cannot afford to send their children to Suva, and they have no option but to forego the higher education that Suva offers. It is also urged that this end of the island is blessed with a more temperate climate than Suva. A Grammar School situated at Lautoka would be within easy reach by rail of the whole of the European population from Tavua to Sigatoka, and this embraces the biggest revenue producing section of the Colony.

I wish more particularly to urge the claims of those parents whose circumstances will not permit of sending their children to the Suva Grammar School. These comprise the greater majority of the people situated in the area I have mentioned. I feel sure that your Commission will already have arrived at the conclusion that the present method of education is by no means adequate, and that some alteration is necessary. I respectfully suggest that the establishment of a Grammar School at Lautoka will meet all requirements.

Yours sincerely,
P. W. FADDY.

P. W. FADDY, ESQ., to THE CHAIRMAN, EDUCATION COMMISSION.

Nabaka, Sigatoka River,
18th July, 1926.

Sir,

I have been asked by the half-caste residents of Lautoka, Nadi, and Sigatoka to place before your Commission certain views they hold with regard to the education of their children.

It is worthy of note that no attempt has ever been made by the Government to educate in any manner the half-caste children of the northern end of Vitilevu, with the consequence that the greater majority of them are quite illiterate.

It has been the custom of the boys to enter the service of the Government or the Colonial Sugar Refining Company, Limited, upon attaining the age of sixteen or thereabouts, and to learn as best they can the rudiments of rough carpentry or mechanics. They enter their employment without even a rudimentary knowledge of mathematics, writing or spelling, and, with the exception of very rare cases, are unable to progress beyond the stage of rough carpentry or unskilled workers in iron.

The parents are convinced that if the growing boys had the benefit of technical education that a good proportion would in time arrive at the position of master craftsmen, instead of being doomed to remain in the lower ranks of their trades. They wish me to urge upon your Commission the necessity of establishing a Technical School at Lautoka (or some central place) wherein the boys may be taught such trades as carpentry, cabinet-making, and elementary engineering. It is suggested that some of the Government or Colonial Sugar Refining Company's skilled European employees may be available to assist with night lessons, if the Government would erect a building, and instal the necessary equipment. I am satisfied that the parents will not hesitate to pay such fees for the education of their sons as the Government will require provided that the sums they will be called upon to pay are within their means.

It is also very probable that the Colonial Sugar Refining Company, Limited, will be glad to assist the Government in establishing a Technical School, as that Company will be the first to benefit by the increased efficiency of their half-caste workmen.

The education of the half-caste population is a very real problem in Fiji, and one that requires earnest consideration by your Commission. At the present time they stand half-way between the European and the native races, and, while the education of both European and Fijian children is being catered for, they are debarred entrance to most of the schools of the Colony. They are naturally dissatisfied with the position they occupy in the scale of things, and the institution of a school on the lines I have outlined, would go far to remove the present dissatisfaction, and would implant in its stead a very healthy spirit of self-reliance arising from the increase in efficiency and technical knowledge of the rising generation.

If this matter meets with the approval of your Commission I will be glad to furnish you with an estimate of the building and equipment required.

Yours faithfully,
P. W. FADDY.

No. 16.

THE TOWN CLERK, LEVUKA MUNICIPAL COUNCIL, to THE SECRETARY, EDUCATION COMMISSION.

Madam,

I have been directed by my Council to lay the following points before your Commission for consideration:

The ratepayers are contributing directly to the cost of education by means of an education rate which is collected by my Council although they have no voice in spending it, and local people, generally speaking, appear to be dissatisfied with the school. It is considered that the New Zealand system is not so good as the Victorian system which preceded it. Considerable deterioration is evidenced by the product turned out by the school during recent years in comparison with the product which was turned out a decade ago.

It is contended that the New Zealand system is less suited to the peculiar needs of the Levuka School than the Victorian system. A system which might be suitable for the Suva School which is almost entirely composed of European children would not necessarily be suitable for the Levuka School where the scholars are mostly of mixed blood. The deterioration of the Levuka School is also evidenced by the reduced number of pupils: the average daily attendance has decreased by about forty during the last few years. This seems to prove that parents and guardians do not retain the confidence in the Levuka School which was shown ten years back.

It is necessary to point out that the school enjoyed the greatest measure of popularity and prosperity when it was under the control of a local board which was partly nominated by the Government and partly elected by the ratepayers. Since the abolition of the local board of control and the substitution of an advisory board without any powers it is clear that the school has declined. It is admitted that the type of children who predominate in the school is difficult material from which to get results. It is therefore clear that a stereotyped curriculum for Suva and Levuka Schools is unworkable, as the Levuka School requires special treatment to meet its special needs.

It is regrettable that the technical part of workshop training at Levuka has not received the attention in recent years which it received a decade ago. This section of education was most valuable to the Levuka scholars who are mostly absorbed in the country districts after finishing at school. The frequent changes in recent years in the leadership of the school and the teaching staff have militated against its success. It seems necessary that Head Masters should be engaged for a period of at least five years. It is not reasonable to expect the same results from a temporary Head Master as might be expected from a Head Master who has treated the school as a life work.

The curriculum for the school is presumably laid down in New Zealand but it is generally contended by old residents and parents that the standard of education at the school is on the down grade, *i.e.*, that the children at any given age to-day are not nearly so advanced in general knowledge as the children of the same age at ten years ago.

It is also considered that the Head Master appears to have too much clerical work in connection with the records and correspondence and that it would be an advantage if he were given a clerk. At present the Head Master seldom teaches in school owing presumably to the pressure of clerical work; and the higher classes in the school do not appear to make the progress which might be attained if the Head Master could devote more time to them.

It is thought that it would be ideal if the pupil teachers could be recruited from the senior scholars, but it seems that we do not get the class of scholar at Levuka who is adaptable. It is noticeable that no pupil teachers are recruited from Suva School which may indicate that the teaching profession is not made attractive enough to prevent suitable recruits from entering upon other avenues of activity. If locally-trained teachers could be secured it seems likely that they would be more useful by reason of their local experience and more likely to remain in the school for an extended period.

I have, &c.,

G. W. A. NORTON,
Town Clerk.

No. 17.

THE HONORARY SECRETARY, INDIAN REFORM LEAGUE, to THE SECRETARY, EDUCATION COMMISSION.

Madam,

Suva, 30th June, 1926.

I am directed by the Board of Directors of the Indian Reform League to acknowledge the receipt of your letter of the 28th instant and, in reply, to enclose herewith a joint Memorandum, considered and approved by the Indian Reform League and the Arya Pratinidhi Sabha, containing their views on the question of the education of Indian children in Fiji.

In the event of the Commission desiring my Board to nominate a member or members of the League to appear and give evidence before the Commission be so good as to communicate with me.

I shall be thankful if you will furnish me with a copy of a questionnaire if and when one is issued by the Commission.

I have, &c.,

R. PARMESHWAR,
Hony. Secretary.

MEMORANDUM.

1. *Foreword.*—The following is a joint memorandum considered and approved by the Indian Reform League and the Arya Pratinidhi Sabha.

2. It is not intended here to go minutely into all the details which are likely to arise while considering a question of so varied and complex a character. It is, however, our desire to place before the Commission certain broad and general principles which should govern the introduction of a progressive system of education and indicate the lines along which it is the desire of our community to advance. It is also our object to offer in this memorandum certain suggestions and recommendations which are in the nature of solutions for certain difficulties which might at first appear insuperable but which, we are sure, could be overcome if approached in a sympathetic and statesmanlike manner.

3. *Some Facts.*—It is hardly necessary at this stage to deal at length with the very backward condition in which the Indian community finds its children in this Colony where after so many years of stay the facilities for education are very small and that only up to the primary standard. Nor is it necessary to emphasise the loss to the community and the Colony at large by the large number of youths who are yearly passing the school-going age without any education and are therefore unable to become useful citizens. Suffice it to say that there are now in the Colony about 20,000 children of school-going age of whom only about 1,600 attend Government or assisted schools. About 2,000 more are said to attend other unaided schools but these schools often do not survive for long for reasons which will be stated later and therefore this number is a varying figure. The number of girls attending schools is about 250 out of about 9,000 girls of school-going age. Even the facilities which existed in Fiji for education were not made available for Indian children.

4. The present degree of illiteracy has awakened the Indian community who are justly proud of their ancient civilisation and traditions to the danger of their position which has in a large measure been brought about by their environment. There has arisen, therefore, a keen desire in them to educate their children as evidenced by the large number of schools which have sprung up recently. Some of these, however, had to be closed on account of the difficulty of finding suitable teachers or the inability of the promoters to manage those institutions.

5. *Compulsory Education.*—With all this desire for education, which will certainly help in any scheme which is developed we are convinced that a system of compulsory education should be established to make the scheme both effectual and economic. We therefore recommend that education be made compulsory for all boys between the ages of six and twelve. As a beginning to attain this ideal we would suggest the immediate introduction of compulsory education in all school areas.

6. *Description of Classes.*—The following definition of the different standards will help to explain the suggestions which follow:—

Primary—First to Fourth standards (including Infant standard).

Middle—Fifth to Seventh standards.

Secondary—Eighth to Tenth standards (the highest standard to be equivalent to Matriculation).

7. *Secondary Schools.*—We are of opinion that two secondary schools should be established: one at Suva and one at Lautoka. These secondary schools should teach from the First to the Tenth standards.

8. Primary and Middle schools should be established at other centres. To decide where Primary (or Middle) schools should be opened we suggest that a map should be prepared showing existing schools in Vitilevu and Vanualevu and also all centres of the two islands where an average attendance of say thirty boys might be expected in a school, allowing ordinarily a distance of say two miles to intervene between any two schools. The map will then show where additional schools would be required. The goal should be reached in a period of say five years. These maps should be sent to District Commissioners for them to indicate, after consulting settlers or their representatives, the schools that could be opened at once and those that could be opened during the rest of the period. The result would be a definite even extension of the facilities of primary education.

9. *Education for Girls.*—There is a great need for facilities for educating the girls as the figures given before will show. We therefore propose that there should be separate schools for girls where there are sufficient number of girls to warrant opening of such schools. In other centres mixed schools should be encouraged.

10. *Agricultural and Technical Education.*—In view of the fact that a large number of youths are sons of agriculturists and are likely to be alienated from the land by the nature of the education given it is necessary that agricultural education should figure largely in any scheme of education which is introduced. We are, however, of opinion that the instruction given should not be in the nature of a hobby or an end in itself but should fit the boys who so desire for advanced education in that subject. We therefore suggest that (a) practical training on a reasonably large scale is given in all schools up to the end of Middle standard; (b) the teacher who is entrusted with this is one who has a special training in that subject; (c) agricultural schools be established for higher training in that subject.

11. Schools for training in technical subjects should also be established. We would especially mention Carpentry, Mechanical Engineering, Boat-building, &c.

12. In the first instance we would suggest the opening of an agricultural school at Lautoka and a technical school at Suva. It is not our intention that these schools should be started for the Indian boys only but that all boys of any nationality should be freely admitted to any such

school. Indeed, our ideal is that even in the secondary schools boys of all nationalities should be taught together so that we may at least help the future generation to solve by better understanding of each other the colour problem which looms so largely at present.

13. To encourage the agricultural and technical education scholarships should be given to deserving students.

14. *Higher Education*.—We recommend the award of scholarships to deserving students (a fixed number every year) to proceed overseas for higher education.

15. *Language*.—The question of language is certainly more difficult of solution than many others but we venture to hope that after considering the following it will not be so formidable. A large majority of Indians here are Hindi speaking. The South Indians who speak three languages different to Hindi have to a certain extent inter-married among the Hindi speaking people. Almost the whole of the Fiji-born Indians have at least a speaking knowledge of Hindi. In spite of all this, however, there is a strong desire for every linguistic community to have its own vernacular taught in the schools as a compulsory subject. The Hindi speaking population sympathises fully with the sister communities in their desire for their own vernacular. While the different communities have such a desire the Indian community in general is keen on having an Indian vernacular as the medium of instruction in primary classes. If, therefore, it is not possible for practical reasons to give the education in each of these languages it is our opinion that there should be no objection on the part of the different groups to have it in Hindi. We, therefore, recommend that;—

- (a) the medium of instruction in the primary schools be Hindi (if it is found impracticable to give this instruction in one's own vernacular) with an additional vernacular (Tamil, Urdu, &c.), where there are sufficient number of children desirous of learning that language;
- (b) the medium of instruction in Middle and Secondary schools be English;
- (c) one vernacular to be compulsory second language up to the highest standard in the Middle school and optional thereafter;
- (d) English to be taught in primary schools from the third year.

16. *Teacher Training*.—It is essential that a teacher training institution should be established at Suva to ensure the supply of efficient and properly trained teachers.

17. *Teachers at the Start*.—We are of opinion that at least fifty per cent. of the teachers required in the beginning should be obtained from India by arrangement with the Indian Government. It will not be difficult to get graduates with requisite training. We would like to say that while asking for teachers mention might be made of the necessity of their being not only trained but also otherwise fitted to bring up the children under the peculiar conditions obtaining here. We are sure that individuals and bodies interested in education there would gladly help in this respect.

18. *Lady Teachers*.—Lady teachers for girls' schools could also be got from India. In this respect we are of the opinion that if sufficient inducement is offered there will be no difficulty.

19. *School Inspectors*.—One Inspector of Schools with the knowledge of Hindi, Urdu and English should be got from India and if and when necessary one who knows the South Indian languages.

20. *Night Schools*.—Establishment of night schools for adult education should be encouraged by offering grants.

21. *Roman Script*.—We here like to mention certain suggestions which have been offered, sometimes recommending the writing of the vernacular in Roman script. Such suggestion is quite unacceptable to the Indian community.

22. *Boards*.—We recommend that a Board of Education be established permanently both to advise the Government on educational matters and to decide the minute details regarding text-books, curriculum, &c. We lay stress that in this Board adequate representation should be given to the Indian community. The schools in the districts could be controlled by District Boards working under the directions of the Central Board.

23. *Grants in Aid to Private Schools*.—Only such schools as teach the text-books prescribed by the Board should receive grants.

24. *Finance*.—We are aware that all this must cost money and we desire to say at the outset that the Indian community will not be backward in agreeing to pay the cost of any suitable and adequate scheme for their education to a reasonable extent similar to the other communities, But we feel it our duty to express in this connection their views on the amount of taxation which is already imposed on them. Though they subscribe to a large extent to the revenue of the Colony they do not in return receive such benefits as the other communities do. In the matter of education a large part of the revenue is spent on the other communities but very little on the Indians simply because they do not pay any education rates; whereas they would have paid willingly any necessary rates as, indeed, they did for several years in Suva and, we believe, are still paying at Levuka.

25. It should also be remembered that a large proportion of the increased cost could be avoided if education in secondary schools already in the Colony be made available to all sections of the community resident in Fiji and in our opinion it is only right that such community as insists on separate schools for the education of their children should be required to meet entirely the cost of such separate institutions.

26. Under these circumstances we expect, we believe quite reasonably, that the bulk of the increased cost of education should come from the revenues and if further taxation is necessary

then it should be levied, not like the present residential tax which is still looked upon by the Indian community as unfair and unjust, but on a more equitable basis, like the property tax or the education rate in towns.

27. *Conclusion.*—It is only left for us to say that the Indian community is greatly encouraged at the appointment of this Commission. There is a growing desire to educate their children in schools where their religious susceptibilities will not be interfered with (as for instance in Mission schools) and we are sure their co-operation and help is certain to be given to any scheme which provides them with efficient teaching and ensures religious non-interference. In conclusion we assure the Commission of our readiness to give all possible help in our power and hope that their labours which will be epoch-making in this Colony will be crowned with success.

S. CHOWLA,
President, Indian Reform League.

A. DEVA SAGAYAM,
Chairman, Special Education Committee.

GOPENDRA NARAYAN PATHIK,

B. RAGHUVANAND,
Representative of the Arya Pratinidhi Sabha.

R. PARMESHWAR,
Secretary.

No. 18.

REPORT BY THE ISLAMIC ASSOCIATIONS OF FIJI.

FROM THE ISLAMIC ASSOCIATIONS OF FIJI TO THE SECRETARY, EDUCATION COMMISSION.

Madam,

Nausori, 5th July, 1926.

1. *Islamic Bodies in Fiji.*—We, the representatives of certain Islamic Associations, viz., the Hidayat-ul-Islam of Nausori; the Wayaz-ul-Islam of Samabula, in Suva, and Nadi; the Ishayat-ul-Islam of Lautoka; and Anjuman-Islam of Toorak, in Suva, Ba, Navua and Labasa, beg to submit our views and observations in regard to the question of the education of Indian children in general and Muslim children in particular for favour of consideration.

2. *Views of Indian Reform League.*—We would like to state that representatives of some of the aforesaid Associations attended, by invitation, meetings of the Special Education Committee appointed by the Indian Reform League, that we have seen the Memorandum on the question of education submitted by the said League and that we agree with their recommendations, excepting those dealing with the question of language. This question we beg to submit, is no doubt more difficult than any other and we would like to assure you that it is not the intention of the various Associations, we have the honour to represent, to place any difficulties in the way of your solving this problem; on the contrary we will endeavour in this, our memorial, to assure you that the adoption of our recommendations will be easy for the Government of Fiji and satisfactory to all sections of the Indian community.

3. *Recommendation of the Indian Reform League.*—The recommendation of the Indian Reform League, which is a non-sectarian and philanthropic Association, in regard to the question of language is as follows:—

“(a) The medium of instruction in the primary schools be Hindi (if it is found impracticable to give this instruction in one's own vernacular) with an additional vernacular (Tamil, Urdu, &c.) where there are sufficient number of children desirous of learning that language;

“(b) the medium of instruction in middle and secondary schools be English;

“(c) one vernacular to be compulsory second language up to the highest standard in middle school and optional thereafter;

“(d) English to be taught in primary schools from the third year.”

4. *Our observations thereon.*—We may here submit our observations on the above recommendation before offering our suggestions on the question. The Indian Reform League has definitely recommended that the medium of instruction in primary schools should be one's own vernacular, but have suggested that if it be found impracticable to do so, then it should be Hindi; thereby giving preference to Hindi over other vernaculars such as Urdu, Tamil and Telegu. The recommendation referred to does not seem consistent with what follows:—“(a) with an additional vernacular (Urdu, Tamil, &c.) and (c) one vernacular to be compulsory second language” because if the recommendation in the latter part of (a) and specially that contained in (c) which suggests one vernacular as compulsory subject right up to the seventh standard are given effect to, there can be no doubt as to the possibility of the actual definite recommendation of the Indian Reform League being carried out; and therefore the alternate suggestion seems to us to be superfluous.

5. *Suggestion of one's own vernacular to be medium of instruction.*—In support of our suggestion that Urdu should be the medium of instruction for at least Mohammedan children, we beg leave to state as follows:—

(a) The Census Report of 1921 shows that the number of Mohammedans in Fiji is 6,435 out of a total Indian population of 60,619 i.e., a percentage of 10.6. We enclose

- herewith a table compiled from the Census Report showing (a) Indian population of Hindus (including South Indians), Mohammedans, Christians and others; (b) number of children of school going age (calculated in accordance with population in (a);
- (c) classification of language of children; from which it will be quite clear that the Hindi-speaking children have only a majority over the rest of 1,500. We therefore submit that the adoption of the alternative suggestion of the Indian Reform League will not be fair to 1,190 Urdu-speaking and 3,877 Tamil and Telegu-speaking children as shown in the table referred to;
- (b) if education in primary schools is to be made compulsory and the whole of the Indian community taxed in order to meet increased cost of Education, it will be only right, as a matter of principle, that every effort should be made to provide facilities of education for the children of all sections of the community and not for the children of any particular class of such community;
- (c) Urdu is a non-sectarian and non-religious language. It is true that the Mohammedans prefer Urdu to Hindi in India as well as in Fiji, but their Scriptures are not written in Urdu; whereas excepting the Vedas which are written in Sanskrit, now a dead language, almost all other books of Hindu religion are in Hindi. We consider this a reasonable ground for adopting Urdu as a medium of instruction for all children. Hindi will not be acceptable to Mohammedan children;
- (d) teachers knowing both Hindi and Urdu can be easily brought out to Fiji from the Punjab in order that Mohammedan children may be given education in Urdu. Similarly for the benefit of Tamil and Telegu-speaking people such teachers could be brought out from Southern India as are conversant with both Tamil and Telegu.
6. If our recommendation is given effect to there will be no difficulty in the adoption of one's own vernacular as the medium of instruction in primary classes.
7. In conclusion we desire to express our gratitude to the Government of Fiji for appointing the Education Commission and we pray that benign Providence will guide the labours of the Commission and direct them to a successful end.

ABDUL KARIM (and Others).

STATEMENT COMPILED FROM CENSUS REPORT, 1921.

(a) Population:—		<i>Males.</i>		<i>Females.</i>		<i>Total.</i>
Hindus		32,183	....	20,723	....	52,906
Mohammedans		3,996	....	2,439	....	6,435
Christians		421	....	287	....	708
Others		401	....	169	....	570
Total		37,001	....	23,618	....	60,619
(b) Number of children 5–15 years of age (calculated in accordance with proportion in above tables):—		<i>Males.</i>		<i>Females.</i>		<i>Total.</i>
Hindus		9,230	....	6,593	....	15,823
Mohammedans		1,190	....	735	....	1,925
Christians		126	....	86	....	212
Others		134	....	36	....	170
Total		10,680	....	7,450	....	18,130
(c) Classification of language of children:—		<i>Males.</i>		<i>Females.</i>		<i>Total.</i>
Urdu (Mohammedans)		1,190	....	735	....	1,925
Tamil and Telegu (on a basis of 30% total population)		3,877	....	2,468	....	6,345
Hindi (including Christians and others)		6,031	....	3,829	....	9,860
Total		11,098	....	7,032	....	18,130

Note.—Children of Hindi-speaking parents in majority by:—Males, 964; females, 626; total, 1,590.

No. 19.

SCHOOLS FOR SOUTHERN INDIANS.

The Chairman (Secretary), Education Commission, Suva,

Sir,

Referring your letter of the 26th ultimo, I beg to submit herewith my suggestions may be placed before the members of the Commission for their consideration.

1. In every district there must be erected a preparatory and primary schools by the Government for Indian boys, in which their own mother tongues may be taught. Qualified teachers may be appointed by the Government in respect of every mother tongue. The text-books for all the schools may be approved by the Education Committee for their own vernaculars.

2. For the supervising all these schools, Circle Inspectors, having thoroughly knowledge of their respective tongues, with English language, should be Indians, and they must be imported from India. Teachers for these school, also should be imported from India. They should be married men having good characters and they must work good weal for their country. They are prohibited in drinking and smoking.

3. Some teachers being selected in this Colony, must be understand their own mother tongues to read and write properly with English language. They should be in good conduct, and also they are prohibited for drinking and smoking.

4. A High School should be erected by the Government at Lautoka, in which boys may be taken their own mother tongues, with English, and an accommodation for boarding may be provided also.

5. A separate school for girls may be erected by the Government and they should be taught their own mother tongues, with simple English.

Under these circumstances, I beg to add that this Colony of Fiji Islands being a small and the Indians being poor, and therefore I ask that they be taught their own language, besides an agricultural, and handcrafts work may be trained for the advantage of boys and welfares of this country.

(a) Leaving certificates may be granted to the boys from one school to another school, where their parents are leaving district for work or discontinuing their studies.

(b) In this Colony every boy and girl must be attend school when they attain from ranging ages 7 to 13. Failure, the parents of the boys may be levied a simple punishment for not sending their children to the school.

(c) The duty of the Circle Inspectors may visit every school, and examine the scholars 3 times in every year.

(d) The superintendent of the school, may also examine the scholars in every six months.

(e) The boys must be taught in drill work, gymnastics, drawing and exercise work, and the girl should also be taught in sewing and needle-work.

(f) The Committee may think that Indians are born linguists, and that the importing Circle Inspectors and teachers from India may also be heavy expense.

(1) If the Committee import teachers &c. from South India, the expense is very small, because the South Indian knows Hindi, Tamil, Telugu, Malayalam, Kanaresi, Sanskrit, Urudu, Deva Nagari, English and French languages to read and write throughly.

(2) If the Committee import teachers from North India, the expenses are very great because North Indian only knows Hindi and English only.

In conclusion I urge the Committee that the Circle Inspectors and teachers may be imported from South India and they are proved to be a capable men being educated in Teachers' College in South India, and I strongly recommend that Circle Inspectors and teachers for South Indian and North Indian scholars may be imported from Madras Presidency (South India) so that every scholar knows his own mother tongue with English throughly understand thro the importing teachers from South India.

I hope the request of mine may be considered.

I have, &c.,

M. N. NAIDU.

No. 20.

RESOLUTION PASSED AT MEETING OF INDIANS, NADROGA DISTRICT.

FROM B. BIRIJASI SINGH TO THE SECRETARY, EDUCATION COMMISSION.

Vunasalu, Nadroga,
23rd July, 1926.

Madam,

As the Chairman of a public meeting which took place on Sunday, the 11th instant, I beg to attach herewith a resolution as passed by the meeting for the consideration of the Education Commission.

It was thought that the Commission would tour Nadroga and it was our intention to give evidence before it, but we are now informed, by a reliable source, that it is not the intention of the Commission to visit Nadroga and therefore I make haste to send you the resolution as adopted in the said meeting.

Yours, &c.,

B. BIRIJASI SINGH.

RESOLUTION.

We, the Indians of Nadroga district, assembled in a public meeting, wholly agree with and approve of the suggestions and recommendations made jointly by the Indian Reform League and the Arya Pratinidhi Sabha to the Education Commission.

B. BIRIJASI SINGH,
Chairman, Nadroga Public Meeting.

No. 21.

FROM M. S. BUKSH TO THE CHAIRMAN, EDUCATION COMMISSION.

24th July, 1926.

Sir,
Owing to some difference of opinion in regard to the question as to which of the Indian vernaculars should be recognised by the Government as the medium to impart education in English, I realise it my duty, though a painful one, to express my views with due apologies to my Mohammedan brethren, who fail to see eye to eye with me in their attempt to promote Urdu language on religious ground.

While being in the service of this Colony for over a period of 16 years I had the opportunity of meeting persons of various denominations and sects, and after carefully considering the pros and cons, and the various conditions of life obtaining in this Colony, I come to the conclusion that Hindi should be established as the *lingua franca* of the Indian born in the Colony, in view of the fact that the shape and the phonetic functions of the Nagri characters are more or less akin to the Dravidian languages, viz., Tamil, Telugu, Malayalam, and Canarese, unlike Urdu which is a bit complicatory in the formation of words and more difficult to learn. Yet I would not make the foregoing statements had I been in India before an Indian Commission owing to the fact that Urdu is no doubt a better language of the two and is termed the "Lark of India" on account of its harmonical qualities while spoken, in addition to my being an Urdu student.

I may be permitted to state that as far as possible arrangements be made in all Government schools to meet the wishes of the public to teach Urdu to Mohammedan children and Madrasi to Madrasi children if the number of such children warrant the employment of a Madrasi or an Urdu teacher or of both.

While prescribing text-books in Nagri, care should be taken that no books other than those approved by the committee appointed for that purpose are taught in schools, and in this way religious instructions may be expunged.

I would further beg to suggest that owing to the contact of the Indian children with the English-speaking people, the majority of the Indian children (who know or would like to learn a bit of English language, being of a smarter type than their brethren in India) would not find it difficult to learn the alphabets of the English language side by side to qualify for higher studies.

Lastly, I respectfully suggest that the cost of educating the Indian children be met by levying duty on all imported Indian goods consumed by the Indians whereby every Indian ungrudging would subscribe his share without any strain indirectly.

I beg, &c.,

M. S. BUKSH.

No. 22.

REPORT BY THE MOSLEMS IN NADROGA.

FROM THE MOSLEMS IN NADROGA TO THE ACTING SUPERINTENDENT OF SCHOOLS.

Sir,

Lawaqa, Nadroga, 8th July, 1926.

We, the Moslem residents of Nadroga, have heard that the Government of Fiji has appointed a Commission to inquire into the matters of Education in Fiji.

We understand that the Hindu residents want the Hindi language to be taught to their children with the English language.

Therefore we most humbly and respectfully beg to bring to your notice the fact that we, being Moslems, do not wish our children to learn Hindi. We cannot do our Islam work in the Hindi language. We further beg and request you to consider our situation and make such arrangements which will enable our Moslem children to learn Urdu and Arabic instead of Hindi with the English language which is most essential to us.

We sincerely hope that you will give this matter your favourable consideration.

I am, &c.,

per MUHEMMED EBRAHIM KHEN.

P.S.—I beg to enclose herewith a list of the names of persons who have requested me to write on their behalf.

MOHAMMAD EBRAHIM KHAN (and 132 others).

No. 23.

REPORT BY INDIAN INHABITANTS, LEVUKA.

Sir,

Levuka, 9th July, 1926.

Our respects to the Protector of the Poor and the Dispenser of Justice.
We, the inhabitants of Levuka, have heard that our kind Government is about to appoint a Commission for our betterment and in the interests of our welfare and that the Commission would recommend a useful vernacular for the education of our children. We respectfully beg to state that the knowledge of Urdu language will be most useful for our children, proof of which can be obtained from the Government of India as it is a language which has been accepted by the people in India.

Urdu is a Court language and the official language of other Departments of Service. Urdu, therefore, is badly needed here and it is this vernacular which is most useful for the education of our children. We beg to trust therefore that for the betterment of our children our kind Government will accept Urdu as a recognised vernacular.

Yours obediently,

HAFIZ-UD-DIN (and 71 others).

No. 24.

DUKH HARAN AND B. D. LAKSHMAN to THE SECRETARY, EDUCATION COMMISSION.

Madam,

Suva, 27th July, 1926.

We sincerely feel that it is our duty to put before your Education Commission some suggestions in regard to the education of Indian children in Fiji, and, consequently, we have the honour to submit the following:—

We are of the opinion that:

1. All the populous districts and villages, wherever the average number of twenty-five children of school-going age are found, should have Rural Schools, which should take the children through the elementary stages, say, the Standards I, II, and III.
2. The Indian vernacular (Hindi) be the medium of instruction in the Rural Schools for the first two years; and English should begin in the third year with the vernacular (Hindi) side by side.
3. The Indian vernacular (Hindi), which is the general speaking language of the Indians in Fiji should be taught side by side with English in the Central Schools.
4. Unless the Indian children learn a vernacular of their own with a literature, they cannot hope to progress far along the road of national development.
5. At these Rural Schools the children should acquire a fair knowledge of Hindi vernacular and a very simple knowledge of English.
6. These Rural Schools should be under the charge of thoroughly trained Indian Teachers.
7. In each district there should be at least one Central School attached with boarding establishment which these Rural Schools would feed. Its course of instruction should be from Standards I to VII.
8. There should be sufficient number of Secondary Schools to admit the students who complete the course of study in Central Schools.
9. The right to enter a Secondary School would depend upon a child's ability to pass the Qualifying Certificate Examination; which would be the Examination of the Standard VII. Bursaries could assist deserving cases.
10. There should be Scholarships open for boys (and girls) who pass the Matriculation Examination to proceed overseas for higher education.
11. All classes of schools in the Colony should be subject to Government Inspection.
12. Compulsory education is desirable within a three-mile radius of all Government and Government aided schools, for all the boys from the age of 5 to 13 years, providing that no school fees shall be payable by the parent or guardian in respect of children attending such schools.
13. Separate Girls' Schools should be established wherever there are sufficient number of girls of school-going age.
14. Attempt should be made to import trained Indian lady teachers from India.
15. Provision should be made in technical education, such as Agriculture, Carpentry, Blacksmithy, Plumbing, &c.
16. The Government should take immediate steps to provide at least one Teachers' Training Institution to train Indian youths (and girls).
17. The standard of salaries to be paid to teachers (according to class) in all Government and Government aided schools be fixed the same as those of fourth and third class clerks of the Government Service, and so on for all the other grades.
18. There should be no distinction made in the scale of salaries and privileges between European, Indian, and Fijian teachers of similar qualifications.
19. It is necessary that one or more Assistant Indian School Inspectors, with a thorough knowledge of Hindi and English, be appointed. Their duties would be to visit the schools from time to time, to join tactfully in school activities, and introduce to the permanent teachers such changes in method and management as may be desirable.
20. There should be a sufficient number of Indian members in the Text-book Committee, School Curriculum Committee, and the Board of Education.

Hoping that our suggestions would receive your sympathetic consideration.

We have, &c.,

DUKH HARAN,

Assistant Teacher, Methodist Boys' School, Toorak.

B. D. LAKSHMAN,

Assistant Teacher, Marist Brothers' Indian School, Toorak.

No. 25.

FROM JOHN F. GRANT (AND FOUR OTHERS) to THE CHAIRMAN, EDUCATION COMMISSION.

Suva, 5th August, 1926.

Sir,

We the undersigned have heard with regret that the various sections of the Indian community do not agree with one another as regards the "medium" in which education should be given to their children in State schools. We understand that whereas Indians from South India desire their children to be taught in the three vernacular spoken by them, Mohammedans and Hindus ask that facilities be afforded in Government schools for the teaching of Urdu and Hindi respectively.

2. We are afraid that in view of their attitude the sections of the Indian community referred to above might fail in their desire that elementary education should be made compulsory for boys and girls. We are strongly of the opinion that such education should be made compulsory and we take this opportunity of suggesting a method which should not be objectionable to any section of the community.

3. We recommend the adoption of the British Guiana system of elementary education.

4. There appeared in the issue of the *Fiji Times and Herald* of 17th July, 1926, an article under the heading "India in the West" by Rev. W. Machin, M.A., of Benares (copy enclosed) from which it appears as follows:—

"(a) The population of Indians in British Guiana is 126,000, quite half of whom have been born in the Colony.

"(b) About 10 per cent. of the Indians are Christians, about 15 per cent. Mohammedans, and the balance Hindus.

"(c) Free elementary education is nominally compulsory and actually available for all who desire it.

"(d) The system is English in its basis.

"(e) Grants are given for the teaching of Hindi or Urdu.

"(f) In connection with some of the mosques and temples, there are small vernacular schools.

"(g) Scholarships can be won by elementary pupils leading to higher education and from the main boys' school, Georgetown, an annual scholarship is obtainable of such magnitude as to enable a boy to finish his studies in Europe."

5. It also appears from the article referred to above that general conditions in British Guiana, as far as the Indian are concerned, are very much similar to those in Fiji.

6. We consider that the attitude of such sections of the Indian community here, who say that if they are to be taxed and elementary education made compulsory for their children, no vernacular should be taught in any State school in preference to another vernacular, is a reasonable one.

7. If the Government can provide facilities for the teaching of all vernaculars in Government schools nothing further need be said, but if the Commission considers that would not be possible for the Government to assume the responsibility of teaching all or any particular vernacular, then we strongly recommend that in order that there may be no objection to any section of the community to the education of their children being made compulsory and to their being taxed in order to raise funds necessary for increased facilities of such education, the system of education of the Crown Colony of British Guiana be recommended to be adopted.

We have, &c.,

JOHN F. GRANT (and 4 others).

Extract from article "India in the West" by Rev. W. Machin, M.A., of Benares:—

"*Educational Opportunities and Economic Progress.*—Free elementary education is nominally compulsory, and actually available for all who desire it. The system is English in its basis, grants being given for the teaching of Hindi or Urdu, but this teaching often leaves much to be desired. In connection with some of the mosques and temples, there are small vernacular schools, the former fairly efficient as regards reading and writing, the latter less so as a rule though there are bright exceptions, and one at least is exceedingly good in its Hindi teaching.

"*The System of Elementary Education appears to be a Sound One.*—Scholarships can be won by elementary pupils leading to higher education, and from the main boys' school, Queen's College, Georgetown, an annual scholarship is obtainable of such magnitude as to enable a boy to finish his studies in Europe."

No. 26.

EDUCATION AT ROTUMA.

FROM THE ACTING RESIDENT COMMISSIONER, ROTUMA, TO THE SECRETARY,
EDUCATION COMMISSION, SUVA.

Madam,

Rotuma, 17th July, 1926.

Concerning the above matter I have the honour to submit the following observations:—

1. So far as legislation is concerned, the matter is controlled by Rotuman Regulation 1 of 1887, summarised below:—

Section 1.—Children of between 6 and 15 years to attend school.

Section 2.—Responsibility on parents and guardians who are liable to a penalty (collected by teachers) of 6d. for each absence.

Section 3.—Teachers paid by an annual fee of 1s. 6d. per pupil.

2. The schools are, in four of the seven districts, District Schools, attended by children of the villages. In another large district there are four schools. In two districts the children attend the Roman Catholic School; while, at the other end of the island, Roman Catholic children are taught at the Upu Convent School.

3. The teaching in these schools is of varying degrees, from quasi-kindergarten, to, approximately, a Third Standard, with a few special pupils of a slightly higher grade.

4. The actual number of children between the ages of six and fifteen is, approximately, 597. Of these there are at the Queen Victoria Memorial School, three; while there are a few at Davuilevu Mission, and a number with their parents at Levuka and Suva. The school rolls show an attendance of 439, as below:—

<i>District.</i>	<i>School days per week.</i>	<i>Hours per day.</i>	<i>Rolls.</i>	<i>Religion.</i>
Noatau.. ..	5	4	70	Wesleyan Methodist
Oinafa	irregular	3	70	do.
Itutiu	3	4	72	do.
Malahaha	2	3	50	do.
Itumutu	4	4	30	do.
Juju, Pepsei and elsewhere . . .	5	..	167	Roman Catholic.
Total			459	

5. Teachers' (Wesleyan Methodist) remuneration being 1s. 6d. per pupil, it will be seen from the rolls that this amounts to from £2 5s. to £5 9s. a year, irregularly paid. Recently an extra 6d. per annum has been promised. The teachers, having to work and live, cannot devote much time to the schools.

6 The curriculum include reading and writing in Rotuman, with a little English, simple arithmetic and, in one instance, a little drawing—freehand and geometrical. Instructions in simple hygiene are also given.

7. The teachers at the Wesleyan Methodist Schools are Rotuman and Fijian. Up to three years ago a provincial school was maintained by the Wesleyan Mission, with two European teachers, but this has been discontinued. The school-house, a good stone building, remains.

8. The two Roman Catholic Mission Schools are conducted on different lines. Sumi Mission has 68 boarders out of a roll of 132 pupils; Upu, 35 boarders. Here the teaching staff are French, English and American sisters. I had the pleasure of attending a concert, with theatricals and English recitations, at the Sumi school, which was of a very creditable nature.

9. I have examined the work of all, excepting the Sumi Convent School, a visit to which is pending.

10. A report of a discussion on the Rotuman Council, which might prove of interest to the Commission, will be found on the Colonial Secretary's Office files, in the Council Reports of 6th August and 11th August. The Rev. Mr. MacDonald, also, has views and suggestions on the subject.

11. It has to be borne in mind that the population is about two-thirds Methodist, and one-third Roman Catholic, besides some half-castes.

12. The chiefs and people are of a very intelligent and reasoning type. From the reports of the Council discussion it will be noticed that they were, at that time, not very enthusiastic about rates for this purpose. If a definite plan were before them this might be different.

W. E. RUSSELL,
Acting Resident Commissioner, Rotuma.

APPENDIX E.

PROVINCIAL SCHOOLS FOR FIJIANS.

PROVINCIAL SCHOOLS FOR FIJIANS.

(NOTE BY UNDER SECRETARY FOR NATIVE AFFAIRS.)

In addition to the money contributions set out on the attached list the natives give considerable assistance to educational establishments by contributions in kind and by work. Apart from the money subscribed for Provincial School buildings the natives built native houses, cleared and levelled house sites, made paths and gardens, and gave large quantities of native food. In district and village schools the schoolhouse and teachers' quarters are given by the natives, and the teachers are provided with food. Where no Government grant is given the salaries of the teachers are also paid by the natives either in money or in foodstuffs and goods. In many of the larger Mission schools the natives in addition to paying tuition or entrance fees, provide all the native houses for teachers and pupils. A portion of the money subscribed by the natives to Mission funds forms an indirect contribution to the schools under the charge of the Mission. It is impossible to assess the money value of these contributions, but there is no doubt that they far exceed the sums given as maintenance expenses in the attached list.

3rd July, 1926.

A. L. ARMSTRONG,
Under Secretary for Native Affairs.

JOINT PROVINCIAL SCHOOLS.

Where situated.	Province.	Total amount native contributions.	Total amount of maintenance p.a.	Educational Rate, 1926.	
				s.	d.
Lau—(Lau Provincial School).	Lau	£1,000	£600	7	9
Taveuni—(Provincial School Northern).	Cakaudrove ..	£2,310	£800	3	7
	Macuata				
	Bua				
Lodoni—(Eastern Provincial School).	Tailevu	£2,094	£800	2	9
	Lomaiviti			4	1
	Ra			3	4
Kadavu—(Kadavu Provincial School).	Kadavu	£1,698	£600	9	0
Nadi—(Western Provincial School).	Nadi	£2,047	£640	3	9
	Ba			2	6
	Lautoka			2	3
	Nadroga			5	3
	Colo West			4	10
Sawani—(Southern Provincial School).	Rewa	£1,964	£850	5	0
	Naitasiri			7	3
	Serua			6	1
	Namosi			7	8
	Colo East			5	8
		£11,113	£4,290		

APPENDIX F.
FINANCE.

TABLE SHOWING THE INCREASE IN EXPENDITURE FOR EDUCATION FOR THE DECADE
1914-5 TO 1924-5.

Year.	Amount provided on Estimates.	Amount actually expended.	Building expenses from P.W.D. Votes (estimated.)	Amount recovered by Education Rates.	Amount recovered by Fijian Provincial contributions.	Amount recovered by Boarding Fees.	Amount recovered by Day Fees.	Amount recovered by sale of stationery, &c.	Net amount expended from Revenue.
	£	£	£	£	£	£	£	£	£
1914	3,608	3,262	1,071	993*	245	....	74*	41*	4,088
1915	3,499	3,335	13	1,005*	350	....	79*	42*	2,998
1924	27,103	24,401	1,950†	2,478	3,100	1,708	541	214	18,310
1925	30,039	28,462	3,500†	2,535	2,270‡	1,724§	369	172	24,892

* Amounts collected by School Boards and not by Government. † Approximate.

‡ Of the total £3,306 as given in section 98 of the report only £2,270 was collected during 1925, the balance being paid during 1926.

§ Does not include £735 boarding fees for the 'Girls' Grammar School Boarding Establishment.

NOTE.—The Education Department (Fiji) was created in 1916.

1929.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 95.

M.P. 3782/29.

**Action of the Government in Relation to
the Recommendations of the Education
Commission 1926.**

Laid on the Table, 25 October, 1929.

THE recommendations of the Education Commission are set out in sections 97, 100 and 101 on pages 21 to 27 of the Report of the Commission. On these recommendations the Government has taken action as stated in the following paragraphs, each of which is numbered to correspond with the number of the paragraph in sections 97, 100 and 101 of the Report.

1. A Director of Education was appointed in 1927 and the Department has been reorganised accordingly.

2. An Assistant Director was appointed in 1927 and the Acting Assistant Director is carrying out the duties recommended by the Commission.

3. By the appointment of a Director who had long experience in educational administration in a neighbouring colony and who had twice previously visited and reported on Education in Fiji the Government is satisfied that the Head of the Department has all of the qualifications named by the Commission.

4. A Government Teacher Training Institution with a Principal experienced both in Indian and Fijian education was opened in July, of this year.

5. The Government has made possible the fuller development of the Methodist Mission Teacher Training Institution at Davuilevu by making a new agreement involving considerably increased Government grants.

6. The entrance standard for teacher students has been raised. A Salary Schedule has been approved by the Government.

7. These changes having recently been completed, an Inspector of Schools has been appointed and the Director and Assistant Director will also be more free to inspect schools and stimulate the work of schools and teachers.

8. The new syllabus now ready for issue fully carries out the recommendations of the Commission.

9. The Government has continued its previous policy of giving grants in aid to approved schools. The number of Indian schools thus assisted has been doubled during the past year and a half. Provision has been made on the Estimates for 1930 for the establishment of six Government schools for Indian boys and three schools for Indian girls. Similar provision has also been made for the establishment of an advanced class for Indian boys at Natabua.

10. The previous paragraph shows that the Government is to assist in providing education for Indian girls. Grants in aid are also given to several schools in which Indian girls are being taught, as recommended by the Commission.

11. The establishment of the Training School at Natabua (para. 4) and the considerably increased assistance given to the Davuilevu Institution (para.5) represents a practical endorsement of the Commission's recommendation.

12. The courses of instruction for all primary schools have been recast on the lines recommended by the Commission.

13. The recommendations re the teaching of English have been duly observed in framing the new syllabus.

14, 17, 19 and 20. Instruction through the medium of the vernacular is specially prescribed in the new Education Ordinance recently brought into force, and has been prescribed in detail in the new syllabus.

14 and 16. The provision of suitable reading matter in Hindustani has been furthered by the Government through the importation of a wide range of sample books from India.

18. The Government has obtained a large supply of a good course of lessons in English specially drawn up for non-European children, and these have been distributed as required.

21. Adequate freedom has been given to representatives of religious bodies to give religious instruction in schools outside of the minimum four hours of secular instruction. This freedom is specially provided for in the new Ordinance and in the regulations.

22. The appointment of an Inspector has been made and though he is not of Indian birth he has unusually wide experience of Indian life and language. The new Inspector has the great

1928.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 89.

M.P. 5003/28.

Financial Recommendations of the Education Commission.

(CORRESPONDENCE WITH THE SECRETARY OF STATE ON THE SUBJECT OF THE—)

Laid on the Table, 9 November, 1928.

THE GOVERNOR TO THE SECRETARY OF STATE.

Fiji, No. 141.

Government House,

Suva, 11th May, 1927.

Sir,

Referring to previous correspondence, I have to express my regret for the late submission by me of a further despatch on the subject of the Report of the Education Commission.

2. I considered it desirable to seek the views of the Treasurer on the most important matter connected with the recommendations of the Commission, viz.: the financial aspect of their recommendations. Having received the Treasurer's views on the 5th instant, a copy of which I enclose, (see Enclosure) I have the honour to address you on the subject generally without further delay.

3. I have been impressed by the Kenya Education System adopted in 1924. The foundation of the educational system to which I refer is The School Area Committee, whose duty it is to take an educational survey of each district and to submit recommendations in respect of educational organisation and provision required. I enclose for easy reference a *copy of the Report of the Kenya Education Department for 1925, and I invite attention to that portion of it under the heading "Guiding Principles in Kenya Education during 1925." Particularly do I desire to direct attention to the further guiding principle adopted, viz: that the Government should not be regarded as assisting the Missions, but that the latter should be regarded as lightening the task of the Government in the work of education, and that a substantial portion of the cost of education should be borne from General Revenue provided the fullest supervision is exercised by the Government over the education provided in Mission Schools. I also enclose for similar purposes *copy of Kenya Ordinance No. XVII of 1924. For reasons that I shall state later in this despatch, I consider that Chapter VI of that Ordinance should be varied to some extent to make other provision for providing moneys necessary for establishing or maintaining the Department of Education in Fiji or of any Government Schools, i.e., that the rate to be levied in any district should be a general one based on property holding and should not be confined to any particular race. I am inclined to the opinion that there should be as little interference as possible with the existing system by which the Fijians support their Provincial Schools by the levy of a voluntary provincial rate in Provincial Council, assisted from General Revenue. The same procedure is, in my opinion, not a practical one for adoption in regard to other races in the community of this Colony, viz.: Europeans, Indians and Chinese, owing to the absence of any local self-government in reference to these races except as applying to Municipal areas. I am not prepared to recommend the extension of local self-government to the Indians. I therefore submit that it will be necessary, after thorough investigation, to divide the Colony outside of the Municipal areas into distinct educational districts, to decide what schools are necessary to be established or to be taken over in each district, and to impose by legislation an educational tax or rate in each such district sufficient to meet the estimated requirements for the maintenance of schools in any particular district. In addition, the rates may be required to bear proportionately part of the cost of any loan raised for the purpose of providing school buildings. On this basis General Revenue should bear the cost of the Headquarters' Staff and teachers and provide buildings as required on Loan Account. Apart from the question of charging the Fijian with any portion of the capital cost of their school buildings, the above system is that now adopted in reference to the six Native Fijian Provincial Schools. The native Fijians contribute through a provincial rate, voluntarily imposed by themselves

(b) It is not suggested how funds collected by Missions, both locally and abroad, are to be regarded. Presumably such funds would be regarded as race contributions, and the Missions would declare the race in respect of which they were contributed, regardless of the race source of the funds.

(c) Presumably, it is not intended that any contribution should be made by the Government to an institution of which it has not approved.

Recommendation 3.—(a) For the reasons set out below, it might be wise to adopt this as a fixed and definite principle if, as is no doubt intended, the Government will contribute to no institution which it has not approved as essential for the educational needs of the race concerned.

(b) Special taxation is at present levied on many Europeans and upon Fijians for educational purposes—none upon Indians.

(c) I am of opinion that if the educational system is to be improved and extended, the special taxation will also have to be extended, increased, and possibly varied in form to provide the additional amount to be contributed by the Government from General Revenue, quite apart from the matter of race contributions.

(d) Practically the whole of the Revenue of the Colony is, and must be, found by the population of the Colony, which is almost entirely a working population. There are no wealthy people in Fiji, leisured or otherwise; there are very few who are even well off. On the other hand, there is none of the dire distress to be found in the manufacturing districts of some of the highly industrialised countries.

(e) There is but one wealthy Company operating in Fiji to any extent, and the margin of its Fijian profits is small.

(f) Fiji has no exclusive export commanding much higher prices abroad than the cost of production, by means of which foreigners might be made to contribute to the Revenue of Fiji through a heavy export tax. All exports from Fiji have to meet strong competition or weak demand.

(g) It follows, I think, that no class and no race in Fiji can expect much assistance towards its educational or other needs from any other class or race.

(h) If I am right in my view, then the principle involved in Recommendation 2 would be largely a fiction (but one which might, perhaps, be disguised to some extent), and the adoption of Recommendation 3 would be tantamount to acceptance by the Government, and by the different races, of the view that each race must be prepared to meet the whole cost of its educational institutions. This would be in direct conflict with what I understand by Recommendation 2.

Recommendation 4.—I agree that this is desirable, except in so far as race contributions by Missions may be involved. The recommendations nowhere deal with the funds provided by Missions for educational purposes.

Recommendation 5.—This, I assume, is based upon the considerations set out in paragraphs 90 and 91 of the Report. To accept those recommendations will be expensive, but the reasons given are strong.

Recommendation 6.—(a) This is a qualified recommendation to which I see no objection, provided the words "for race contributions" are added in the first line after the word "rates." The reason for this addition will be found in my comments on Recommendation 3.

(b) The principle underlying this recommendation is, however, in conflict with some of the suggestions put forward under Recommendation 13, hence, presumably, the qualification.

(c) The intention, I take it, is that parents who reside outside a rateable area should not be rated, but that they should pay adequate fees if their children attend a school within a rateable area.

Recommendation 7.—I see no objection to this, but the basis of valuation may have to be varied. The Commission evidently intend this source to provide the race contribution of Europeans. Neither here nor elsewhere have they contemplated the imposition of special taxation, distributed widely, for the purpose of meeting the additional demands on General Revenue for educational purposes. It is a matter which I think must receive some consideration before the basis of taxation for race contributions can be definitely settled.

Recommendation 8.—(a) I see no objection to this, but it is not clear what is meant by "house property."

(b) His Excellency has already appointed a Committee to consider an extension of the Municipal boundaries of Suva. It might be well to ask that Committee to consider and report upon this recommendation in all its bearings.

Recommendation 9.—(a) This is more an expression of opinion than a recommendation. (b) The justification put forward for the smaller proportion of the school precept in Levuka has disappeared now that, in computing the precept, credit is allowed for all fees paid by pupils from outside the Municipality.

(c) The real contention of the rate-payers of Levuka is that they can afford to pay no more than they at present pay, and must look to others to pay for them.

(d) The implication is either in conflict with Recommendation 3, or might cause the rate-payers of say Suva District to contribute towards education in Levuka District, which would be in conflict with Recommendation 6.

Recommendation 10.—(a) This, again, is an expression of opinion rather than a recommendation.

(b) I am insufficiently informed properly to comment upon this point. I believe that a considerable portion of the funds for native education is provided by the Missions, and that most of the remainder is taken from the Provincial Rate. For neither is there, so far as I am aware, any specific legal sanction. If this is so, the expression of opinion is in conflict with Recommendation 4.

Recommendation 11.—(a) This is another expression of opinion. I do not know that the efforts of the Government have fallen behind the legitimate desires of the Indian people of Fiji in any direction, but it may be the case, as here stated by the Commission, that reluctance on the part of the Indian population heretofore to meet the cost of education has discouraged efforts by the Government towards improving the education of that race.

(b) I am a little bewildered by Recommendation 11, taken in conjunction with Recommendation 12, and the two last sentences or sub-paragraphs of Recommendation 13. One is left to conjecture as to the means which might have been evolved by a system of local Government in Indian districts to produce funds for educational purposes.

Recommendation 12.—The opinion here expressed may be sound, but I think otherwise. The system referred to is, doubtless, some form of valuation of property, with a rate assessed thereon.

Recommendation 13.—(a) This contains the recommendations of the Commission on the most difficult financial consideration, i.e., specific means whereby funds for the education of the Indian people of Fiji may be obtained.

(b) I do not know if there are still any independent European sugar planters, but the Colonial Sugar Refining Company have plantations of their own. The Colonial Sugar Refining Company is a "European" Company; its brains, management, finance and overseeing are European.

(c) There are, I believe, European and Fijian cotton planters, as well as Indian cotton planters.

(d) Notwithstanding Recommendation 2, it is here recommended by the Commission that the Colonial Sugar Refining Company, in respect of its own plantations, and European and Fijian cotton planters, should pay a tax on their produce to be applied as a race contribution of Indians for Indian education.

(e) It may, however, be that the intention of the Commission was that only crops grown by Indians should be assessed, but even so, great difficulties present themselves. The prices paid for sugar-cane, seed cotton and paddy rice vary considerably. Would the proportionate additions to licences be related to the minimum or maximum prices paid for sugar-cane, seed cotton and paddy rice? Again, prices paid for these products may, if not now, at least in the future, vary during the currency of a licence.

(f) Sugar-cane is paid for by the Colonial Sugar Refining Company on the percentage of cane-sugar in the cane as tested. At Nausori, it averages, 12s. 6d. per ton; at Labasa, 13s. 9d. per ton; and at Ba, 15s. per ton. The yield of cane per acre also varies considerably. An Indian cultivating with much labour and difficulty an area producing a sparse and poor crop might be called upon to pay exactly the same amount as another one cultivating, with ease, half the area producing a large and rich crop. I think the former would have a legitimate grievance.

(g) Similar conditions prevail in both the rice and cotton industries, except that the prices in the latter case vary more widely. The rates at present guaranteed by the Government range from 1d. to 4d. per lb of seed cotton: 300 per cent. between the lowest and the highest.

(h) I gather that it is the intention of the recommendation that only the products conveyed to mills should be "taxed," it being considered almost impossible to collect the tax or rate in other cases. Practically all cane and cotton goes to a mill or gin, but in the case of rice about one-fifteenth only of the Colony's production goes to a mill. No maize goes to a mill so far as I know and it is not mentioned in the proposals, probably on that account. I find it difficult to believe that the rice growers who sell to mills will be content to be taxed while the great majority of rice producers and all maize producers escape.

(i) Then to take another point, I notice that the more sheltered class of Indians—those employed by the Government or private offices, shops and stores—are to escape taxation. This is not a numerous class, but at least as numerous as some of the classes it is proposed to rate upon their licences.

(j) Notwithstanding the evidence given before the Commission, and the opinion of the Commission expressed thereon, I doubt if such a system of taxation as that proposed would be acceptable to the Indian people, and if it were accepted in the first instance, I doubt if it could possibly survive the experience of its practical application.

(k) My feeling is that if the Government adopt the proposals, and they are challenged by the people taxed, the position of the Government would be untenable.

Recommendations 14 and 15.—(a) I am of opinion that building grants should cease, and that all educational institutions to be supported, in whole or in part, by General Revenue, should be built by the Government, and remain the property of the Government, but that the community to be served by the institution should be required to contribute towards the initial cost as well as towards the annual maintenance.

(b) The Government's share of the initial expenditure would, I think, have to be met from Loan Funds. The Interest and Sinking Charge upon the Government's share should be taken into account as forming part of the Government contribution towards annual maintenance.

Recommendation 16.—I think that by the time existing financial demands, both on Revenue and Loan Account, are met, it will be realised that for some years to come the Colony will have to approach additional commitments with great caution. I doubt if it will be possible, for some years at least, to provide any considerable sum from Loan Funds.

Recommendation 17.—Having regard to the qualifications contemplated by the Commission, this suggestion is modest.

Paragraph 102 of the Report.—I fear that when the people of this Colony realise that there is no such thing as free education, that, except for Mission contributions raised abroad, the whole cost must be borne by the working people of the Colony, they themselves will not be over anxious rapidly to shoulder the heavy burden.

GENERAL.

3. Reading over what I have written, I feel that I have been rather severely critical, and it may be that I have misunderstood the intentions of the Commission. If that be so, I tender my apologies.

4. I greatly dislike destructive criticism unless it is accompanied by constructive suggestion, but while I have given this difficult problem of finance a good deal of thought, I am not prepared, without much closer study, to make any definite detailed proposals.

5. As I have endeavoured to show, there are, under the recommendations of the Commission, two financial requirements to be approached:—

- i. An increase in General Revenue to meet the increased charge which it is proposed the Government should bear.
- ii. Race contributions.

6. A variety of means of meeting these requirements occur to one, but difficulties, either practical or temperamental, confront them all.

7. As to increased Revenue for educational purposes, I suggest that the question be referred to the Tariff Revision and Taxation Committee. That Committee will not be again reporting for some time, but the matter is in no way urgent.

8. In regard to race contributions, the great difficulty is, of course, Indian education, and my present feeling is that it might be well to approach the matter by way of experiment. For the purpose, the district of Labasa might be selected and the essential educational needs of the Indian people, and the initial and annual cost thereof, ascertained. The Government could then determine what shares should be borne by Loan Funds, and Revenue, and invite the Indian community of Labasa, in General Meeting or otherwise, to submit suggestions and guarantees for providing the race contributions. If at all reasonable, the suggestions could be given legal sanction, and the experiment embarked upon. Whether successful or not, experience could be gained which would be of great value in connection with the extension of Indian education elsewhere.

H. H. RUSHTON,
Colonial Treasurer.

5th May, 1927.

THE GOVERNOR TO THE SECRETARY OF STATE.

Fiji, No. 187.

Government House,
Suva, 16th July, 1928.

Sir,

In continuation of my despatch No. 141 of the 11th May, 1927, on the subject of the Report of the Education Commission, I have the honour to report that definite action on the Report, so far as consideration of the question by the Executive Council was concerned, was held over pending the appointment and assumption of office by the Director of Education, Mr. J. Caughley on the 8th December last. I was absent on leave in Australia from 12th November to 13th April, 1928. While no action was taken during my absence as to the consideration of the recommendations and suggestions of the Commission by the Executive Council, the Director of Education had, on my return to the Colony on the 14th April last, given a good deal of consideration to the general question, and had, in addition to preparing statistical information on several important subjects involved, prepared a draft of new Education Ordinance.

2. I had, previous to my departure on leave of absence, appointed a Special Committee to consider and report on the question of extending the existing Education District of Suva. At the request of the Committee I had extended the reference to the Committee to include inquiry and report on the question as to the desirability or otherwise of a change in the method now adopted for imposing the education rate within that District. The method is that prescribed by sections 10 to 14 inclusive of Ordinance No. 1 of 1916. I enclose copy of the Report of the Committee,

dated 30th March, 1928, which was laid on the Table of the Legislative Council on the 1st ultimo (Enclosure No. 1, Council Paper 17 of 1928). No definite action has so far been taken on that Report for the reason that I considered it desirable, before attempting to change the system of valuation and rating of property for the purpose of the Education Rate and for the collection thereof, that I should concurrently seek the advice of the Executive Council on the recommendations of the Education Commission as to the method of taxation to be adopted to raise such funds as may be necessary for the extension of educational facilities in the Colony for all races of the community.

3. I summoned a special meeting of the Executive Council for the 22nd June last, having appointed Mr. J. Caughley, Director of Education, an Extraordinary Member for the purpose of advising on the question. I enclose a printed copy of the summary of recommendations and suggestions by the Education Commission which had been circulated to Members of the Council (Enclosure No. 2). I also enclose extract from the Minutes of the Council at the meeting referred to (Enclosure No. 3). I here desire to explain that I had been advised by the Executive Council, in reference to the draft Education Ordinance which had been prepared by the Director of Education, that all reference in the Bill as to the levy and collection of education rates should be omitted from the measure, and that the means to be adopted for raising special revenue or revenue to supplement General Revenue towards the cost of education, should form the subject of a separate enactment. I had proposed that procedure to the Council, and I concurred in the advice tendered. I enclose also a copy of a Memorandum by the Secretary for Indian Affairs, which was before the Council (Enclosure No. 4); that officer having been absent from the meeting of the Council on the 22nd June owing to illness.

4. You will observe that on the 22nd June, I reserved my decision on the advice tendered to me on the questions under reference. On the 28th June, I received from the Secretary for Indian Affairs a further Memorandum, of which I enclose a copy (Enclosure 5), stating his views as to the manner in which he considered that taxation assessments may be made on Indians in the Colony for an Education Rate.

5. I gave careful consideration both to the advice of the Executive Council and to that offered to me by the Secretary for Indian Affairs as contained in the Enclosures Nos. 4 and 5 herein. Being unable to accept the advice both of the majority of the Executive Council and of the Secretary for Indian Affairs in its entirety, I caused the enclosed statement to be recorded on the Minutes of the Council at a meeting held on the 4th instant (Enclosure No. 6).

6. Although I have not, so far, acted in opposition to the advice tendered to me by a majority of the Executive Council, I have recorded my dissent from that advice on certain points. I therefore consider it my duty, acting under Article 14 of the Royal Instructions, to report to you my grounds and reasons for having taken that decision beyond those contained in my statement which forms Enclosure No. 6 herein.

7. My general attitude and opinion is that stated to you in my despatch No. 141 of the 11th May, 1927, and that which is embodied, briefly, in the first paragraph of my enclosed statement. You will note that I have concurred in the advice as to a racial levy on the Native Fijian, and also that the continuance of the procedure now sanctioned by Native Regulation for a levy on Native taxpayers towards expenditure on Fijian education should be given legal authority by an Ordinance to be passed by the Legislative Council. My reason for accepting that part of the advice is that Native Fijians are, and have been for many years, treated specially in reference to direct taxation; that the existing method of taxing the native directly is recognised as one suitable to their polity under a communal system. I am not prepared to recommend that a change be made in reference to the Fijian, nor do the Education Commission nor the Members of the Executive Council so advise. My divergent view is that similar racial taxation should not be extended to Indians, Europeans and Chinese. I regret that I am unable to recommend the adoption of that procedure. Further, even were that procedure to be adopted, I foresee grave difficulties that would arise in adopting the suggestions of the Commission or those of the Secretary for Indian Affairs for collecting the tax on Indians on their agricultural produce or according to acreage under lease or cultivation. In this view I am supported by the Colonial Treasurer. Nor do I see the necessity of legislating to impose for education rates a special levy on holders of licences as suggested.

8. I have informed the Executive Council that I am opposed to the adoption of the procedure of imposing a flat rate tax on either Europeans, Natives or Indians.

9. I am still of opinion that the appropriate procedure to be followed, if, as it appears, it be necessary to raise further revenue to meet the future cost of education, is to impose direct taxation for that purpose by means of a property tax based on a reasonably low annual value basis. Pending the receipt of your reply to this despatch and any instructions which you may desire to communicate to me, I shall proceed, with the assistance of the Colonial Treasurer, to draft a measure on the lines I have indicated above.

10. I presume that you will agree with my view expressed in Enclosure 6 herein as to the means to be adopted for meeting necessary capital expenditure. You have already approved the inclusion of £5,000 in the Loan Schedule to this year's Estimates to meet the cost of the establishment of a Teachers' Training Institution. It will be necessary, presumably, to defer the imposition of a direct education tax until steps have been taken under the new Education Ordinance to declare and to define the Education Districts, their boundaries and their requirements as to school buildings including teachers' quarters, acquisition of land where necessary, &c., and until schools deemed to be necessary are provided or taken over from Missions or others. My view is that the education rate should be imposed on all inhabitants of each Education District, excluding native Fijians, by a graded property tax; the amount to be so levied to be varied annually according to the accepted educational requirements of each Education District.

11. I have only to-day received the print of the draft Education Ordinance, and it has not yet been circulated to or considered by the Executive Council. I have decided, before moving the Executive Council to consider and to advise me on the draft, to communicate a copy to the Heads of the several Mission Bodies in the Colony and to invite an expression of their views on the proposed measure. I consider it unlikely that the Bill can be introduced into the Legislative Council before the Session to be held in October next.

12. I need hardly state that I shall welcome an expression of your views and your instructions at an early date on the questions raised in this despatch, particularly as to the desirability or otherwise of proposing to the Legislative Council the form of special direct taxation recommended by the Education Commission and by the Secretary for Indian Affairs and endorsed by a majority of the Executive Council.

I have, &c.,

EYRE HUTSON,
Governor.

[Enclosure 1.]

REPORT OF COMMITTEE APPOINTED BY HIS EXCELLENCY THE GOVERNOR TO CONSIDER THE
EXTENSION OF THE BOUNDARIES OF THE EDUCATION DISTRICT OF SUVA.
(COUNCIL PAPER NO. 17 OF 1928.)

Your Excellency,

The Treasury,
Suva, 30th March, 1928.

I have the honour to inform you that the Committee appointed by His Excellency the Governor to inquire into and report on the question of extending the boundaries of the Education District of Suva in January last year, met twice last year. As the Committee was originally constituted the Colonial Treasurer, Mr. Rushton, was Chairman; on his departure from the Colony on leave, His Excellency the Governor was pleased to appoint me in his place. The first meeting of the Committee therefore was presided over by Mr. Rushton, the second by myself. The Committee consists at the moment of—

The Acting Colonial Treasurer (Chairman).
The Commissioner of Lands.
The Hon. Sir J. M. Hedstrom.
The Hon. Sir H. M. Scott, K.C.
The Hon. H. Marks, C.B.E.

2. At the first meeting the Committee, after discussing the question of new boundaries for the Education District, stated that they were unable to see their way to make any definite recommendations unless and until the terms of reference were widened so as to enable them to deal with the system of valuation and rating of property and the method of collecting the education rate. His Excellency the Governor in Council accordingly extended the terms of reference; and further stated that he wished the Assistant Director of Education to be invited to attend at the next meeting of the Committee and to be given an opportunity of expressing his views, as acting head of the Education Department, upon the subject under reference to the Committee.

3. In accordance with His Excellency's directions Mr. Hoodless attended the next meeting and addressed the Committee. At that meeting the Committee decided to adopt the boundaries discussed at the previous meeting, and dealt with the question arising from the extension of the terms of reference.

4. After careful consideration of the various aspects of the questions involved, the Committee recommend as follows:—

(1) That the new boundaries of the Education District of Suva should be as under:—

Commencing at a point on the northern side of Lami village on the left bank of the Lami River. Thence by a line in an easterly direction to the three-mile post on the Prince's (Tamavua) Road. Thence by a line in a south-easterly direction to the junction of the Rifle Range road with the Suva-Nausori road at the three-mile post. Thence by the said Rifle Range road southerly to the Vatuwaqa River. Thence by the said river to the sea-coast and thence by the sea-coast in a general southerly and westerly direction to the mouth of the Lami River and thence by said river upwards to the point of commencement at Lami village.

(2) That the basis of rating should be the same as that for the Water Rate and the rate collected by the Treasury. Where properties have already been valued for the Water Rate that valuation should be adopted; where properties have not been valued for the Water Rate they should be valued on the same basis for the purposes of the Education Rate.

(3) That section 14 of Ordinance No. 1 of 1916 should be amended so as to provide that business premises by whomsoever occupied shall bear the Education Rate and that the residence only of the persons not entitled to use Government Schools should be exempt from that rate.

H. W. HARCOURT,
Acting Colonial Treasurer, Chairman.

[Enclosure 2.]

EXTRACT FROM EDUCATION COMMISSION'S REPORT, 1926.

Recommendations and Suggestions.

101. Your Commission is of opinion—

- (1) That the cost of general educational administration should be met from Government funds.
- (2) That the cost of educational institutions for each race should be met partly from Government funds and partly from funds specially contributed by each race towards the education of its children.
- (3) That the proportion of Government funds to funds contributed should, in the case of each race, be as nearly as possible the same.
- (4) That the assessment and collection of funds from each race should be based on legal enactment.
- (5) That no educational tax or rates should be collected from a member of any race for the maintenance of any educational institution to which members of that race have not the right of entry.
- (6) That, as far as possible, rates should not be collected in any area for an institution outside that area with the exception of a Central Teacher Training Institution, or of any school designed for the purpose of receiving pupils from all parts of the Colony.
- (7) That the principle of the present method of obtaining funds for European schools, i.e., by rates, is satisfactory. It should be extended to all districts where there is a European Government School.
- (8) In the case of Municipalities, that it is desirable to extend the Municipal Boundaries and the assessment of house property for the purpose only of levying an educational rate.
- (9) That the smaller proportion of the school precept in Levuka than in Suva is fully justified by the fact that there is a larger proportion of pupils from outside the rateable area in Levuka than in Suva.
- (10) That the present method of obtaining funds for Fijian education is satisfactory, and could with advantage be extended to provide for grouped or village schools.
- (11) That the difficulty of obtaining funds from the Indian population is due to the lack of any system of local Government in Indian districts, and in a large measure is also responsible for the lack of effort on the part of the Government and the consequent backwardness of Indian education.
- (12) That the system applied in the Municipalities could not be applied in any Indian district without an expense that would be prohibitive.
- (13) That the funds for Indian education should be obtained by a tax on sugar-cane, rice for milling, and cotton to be collected at the factories, and by an addition to trading, motor car and other licences. The relation of the sums collected from these sources should be in the following proportions:—

Sugar-cane, per ton	1	} To be collected from Indians only.
Cotton, per hundred pounds	..	..	..	..	..	3
Paddy rice, per ton	..	..	..	..	..	10
Public vehicle licences	..	..	..	..	80, 120, 160	
Retail store licence (town)	..	..	..	..	..	200
Retail store licence (country)	..	..	..	..	..	200
Wholesale and retail licence (town)	..	..	..	..	..	800
Wholesale and retail licence (country)	..	..	..	..	..	800
Hawker's licence	..	..	..	..	..	80
Tailor's licence (town)	..	..	..	..	..	200
Tailor's licence (country)	..	..	..	..	..	200

The balance required from each educational district should be obtained by a special rate levied on Indian males between the ages of 18 and 60.

Mr. Badri Mahraj and Mr. Hakim Din would prefer that no part of the Indian educational tax should take the form of a flat rate on all male adult Indians.

- (14) That the cost of erecting buildings for educational purposes under any educational scheme should, in the first instance, be met from Loan Funds, that charges for interest and sinking fund should be made and paid from General Revenue and from the educational rate or tax, imposed on the class benefiting by the building, in the same proportions as the cost of maintenance of the institution is paid.
- (15) That building grants to non-Government schools should be provided from Loan Funds and the interest and sinking fund thereon should form a charge on General Revenue.
- (16) That in order that there may be continuity of policy in regard to any scheme recommended by the Commission it is important that a definite sum out of Loan Funds be allocated for the above purposes.
- (17) That the salary of the Director of Education be £1,000 per annum.

[Enclosure 3.]

EXTRACT FROM THE MINUTES OF A MEETING OF THE EXECUTIVE COUNCIL HELD ON FRIDAY, THE 22ND DAY OF JUNE, 1928.

Consideration of the Recommendations of the Education Commission's Report, 1926.

His Excellency read the following statement to the Council:—

The time has arrived, already much delayed, to formally consider, and to take a decision on the recommendations of the Education Commission. For convenience of reference these have been extracted from the Report, printed separately and circulated to honourable members. The delay in formally considering these recommendations has been due, in the first instance, to the advisability of awaiting the appointment of a Director of Education.

Honourable Members who have been able to examine the papers circulated will have noted that I considered it desirable, for the reasons explained in my despatch to the Secretary of State, to express my personal views in regard to some of the recommendations made in the Report. I, however, made it clear to the Secretary of State that the Report had not been considered in Executive Council.

The Director of Education, who arrived and assumed duty after my departure on leave of absence in November last, has submitted his recommendations, apart from the financial question involved, by means of a Bill to amend the Education Ordinance which he has prepared and which has been circulated.

I do not propose to ask you to consider that Bill to-day, except as to the following questions, viz.:—

- (i) It being conceded that capital expenditure in the establishment of new buildings for schools should be provided from Loan Funds, do you advise that it will be necessary to provide funds for the extension of educational facilities otherwise than from General Revenue apart from administration charges?
- (ii) If I am advised that funds should be provided by education rates, do you advise approval of the Commission's recommendations in (2) to (5) inclusive, and (12), (13), and (14) as shown in print, which has been circulated to Honourable Members, referred to above?
- (iii) Should I be advised not to act on those recommendations, I propose to appoint a Select Committee of the Council to consider and to submit recommendations to govern the imposition and collection of education rates, according to districts to be established, the amount to be raised in each district according to its requirements on the advice of the Board of Education.
- (iv) Whether the procedure to be adopted in the levy and collection of education rates should form the subject of a special Ordinance or be incorporated in the Education amending Ordinance.

The Council advised unanimously:—

- (1) In regard to paragraph (i) of His Excellency's Memorandum—
 - (a) that expenditure for the establishment of new buildings for schools should be provided from Loan Funds;
 - (b) that funds required for the extension of educational facilities should be provided by special taxation, as well as from General Revenue;
 - (c) that the cost of Headquarters, General Administration, should be paid for from General Revenue.
- (2) In regard to paragraph (ii) of His Excellency's Memorandum, His Excellency read to the Council an extract, paragraphs 4 to 8 of a Memorandum on the question of rates, submitted by the Secretary for Indian Affairs (see Enclosure 4), who on account of illness had been unable to attend the Council meeting—
 - (a) the Council advised unanimously that recommendation No. 2 of the Education Commission in paragraph 101 of their Report of 1926 should be approved;
 - (b) that recommendation No. 3 of the Education Commission should be approved;
 - (c) that recommendation No. 4 of the Education Commission should be approved and that the levy of the contribution to be made by the Natives should be legalised by enactment to the effect that the rate shall be assessed in Provincial Council each year;
 - (d) that recommendation No. 5 of the Education Commission should be approved with the insertion of the word "individual" before the word "member" in the first line thereof;
 - (e) a majority of the Council advised that recommendation No. 12 of the Education Commission should be approved;
 - (f) a majority of the Council advised that recommendation No. 13 of the Education Commission should be approved in principle, but not in incidence;
 - (g) that recommendation No. 14 of the Education Commission should be approved.

3. His Excellency informed the Council that in view of the advice tendered he would not proceed with the appointment of a Select Committee as proposed in paragraph (iii) of his Memorandum until he had further considered the matter.

4. The Council advised in regard to paragraph (iv) of His Excellency's Memorandum that the levy and collection of education rates and necessary financial provisions should form the subject of a separate Ordinance and that the present draft Education Ordinance should have the financial sections deleted therefrom. Further, that a copy of the draft Education Ordinance, when prepared, should be communicated to the Missions, for an expression of their views thereon.

His Excellency reserved his decision on the advice tendered to him as set out above.

C. R. HARLEY NOTT,
Clerk, Executive Council,

22nd June, 1928.

[Enclosure 4.]

QUESTIONS ABOUT EXISTING EDUCATIONAL RATES.

1. I think the principle of recommendation (8) of the report of the Commission should be accepted, though in the case of Suva, there may perhaps be some difficulty over unimproved value. I am not clear about this. I presume that the extension contemplated is only a suburban one, not to other towns or settlements, and that the main object is to assess European houses on the outskirts.

2. In the case of Indian assessments for Indian educational purposes it would probably be better to include the Municipality in the Headquarters educational area and assess town dwellers on their Municipal rates and those outside on crop areas or harvest. Other questions raised I have noted, I think, in connection with this Minute Paper.

Education Rates.

1. The immediate question is whether the provisions for raising an educational rate (or rates) should be embodied in the educational Ordinance or provided for separately.

2. The present Ordinance provides for raising rates for educational purposes in Municipalities under the Municipal rating system and apparently contemplates raising rates in other areas, where it proves necessary to do so, in the same way. This would seem to limit rates to those on land or house values though the provisions for collection would be of general application.

3. Clearly, if rates of other description are to be imposed, the scope of the section will have to be widened. Whether the new provisions are to be included in the Ordinance or not seems to me largely a question of drafting. But at the present stage, with questions of rating for Indian education in particular largely in the experimental stage, *it might possibly be better to deal with the whole matter by separate Ordinance which could be more easily amended than the main Ordinance and could be more complete in itself in the matter of provision for collection.*

4. The question of general rates or communal rates is also raised in this Minute Paper, I think the principle of recommendation (2) of the Education Commission should be accepted. I think it important that Indians should realise that they are taxing themselves specially for their own educational needs, otherwise there will be no incentive to local effort and an inevitable tendency to consider that Government alone is responsible and there is no connection between the taxes paid and the benefits derived, and not improbably, a tendency to suspect that other communities are getting the lion's share of the proceeds.

5. As suggested in (6) of the recommendations and suggestions, part of the rate would go to the support of the Central Institutions (Teaching Training School and Colonial High School and the like). The amount to be levied from each area on this account would have to be determined and added to the local rate for local services.

6. The matter may not come up for discussion yet, but I may say that I incline pretty definitely to the opinion *that the principle of (13) of the recommendations is the right one* and that a flat rate should, if possible, be avoided. It would not, I think, be difficult to assess sugar and cotton growers on factory returns, but rice growers and other cultivators should, I think, be assessed on a sliding scale *for the area of the crop.* One advantage of this would be that the principle of crop rents or rates is one with which quite a number of the Indians here or their parents must be familiar. Assessment on actual out-turn I think too complicated.

7. In the case of permanent wage-earners, or contract labourers assessment should not be difficult, and here too I should prefer a sliding scale if possible. This would leave only a small minority for assessment, say on the Residential Tax, and personally I would prefer to see a few escape the net, than to risk greater complications and high cost of assessment and collection by attempting to tax every single individual.

8. I do not think crop and area assessments should be difficult with the factory returns, and lease records as a basis, and one advantage would be that it would promote local public activities if, as I presume, there is a local rating authority with one or two non-officials on it and also incidentally might conduce to greater accuracy in crop statistics. Rating based on the Residential Tax might leave out quite well-to-do females with families.

Question whether grant policy should be embodied in the Ordinance.—I am not very clear on this point but should say it is important that the main principles should be embodied as a guide to the Board of Education.

21st June, 1928.

J. R. PEARSON,
Secretary for Indian Affairs.

[Enclosure 5.]

QUESTION OF RATES FOR THE PURPOSE OF INDIAN EDUCATION.

1. I attempt in the statement* attached to show how assessments might be made on the principle of (13) of the Commission's recommendations. I take it the general idea would be that if it was necessary to raise, say, from the Nadi District £250 for Central Institutions, and £750 for local purposes the District Educational Authority would proceed to calculate how the different classes should be assessed according to the proportions adopted in order to raise the £1,000.

2. In the statement I have merely taken £4 as a convenient maximum for the highest class given in the scale proposed by the Commission and attempted to work out the proportions for other classes. The probability is, I should imagine, that it will not be found necessary to pitch the maximum so high, but it is convenient for purposes of illustration to avoid fractions as far as possible.

3. I have added a considerable number of other classes with the idea of facilitating assessments on taxes already paid and also to make assessment as wide as possible.

4. In the case of farmers, I have suggested acreage rates on the crop *harvested* for all. This seems to me preferable to attempting elaborate inquiries as to out-turn. The rate per unit of assessment would not I fancy be high enough to make the amount oppressive even where crops were poor, but the actual number of units for assessment, in the case of farmers, proposed by the Commission seems to me low and I have suggested modifications.

5. I have put query marks against several of the proposed rates for licences which I think might well be increased.

6. The landlord class should clearly be assessed, but in this case there should be a maximum, as the general idea is payment for services rendered though on a sliding scale.

7. The suggested scale for wage-earners is merely to illustrate the scheme and would probably have to be modified considerably on further examination. Gradation is perhaps too elaborate.

8. I have put in money-lenders as a class as they certainly should be assessed high, but at present with the business not registered or licensed it would not be easy to say who should be included, though a few are well known.

9. I am convinced that assessment on a sliding scale like this would be far more acceptable to Indian opinion than a flat rate even if it did cost a little more to organise. It is important to carry Indian opinion with us over this matter and if we can enlist local interest in local needs, *Indian members of district Educational Authority could probably give material assistance over assessments.* A flat rate would be considered merely a tax. Contributions on a sliding scale would be looked on as genuine subscription to educational needs. It is very necessary that the rate should be so looked on. If it is, we may get quite considerable contributions to capital expenditure.

28th June, 1928.

J. R. PEARSON,
Secretary for Indian Affairs.

[Enclosure 6.]

STATEMENT MADE BY HIS EXCELLENCY THE GOVERNOR AT A MEETING OF THE EXECUTIVE COUNCIL HELD ON THE 4TH JULY, 1928, IN REFERENCE TO THE ADVICE TENDERED TO HIM BY THE EXECUTIVE COUNCIL ON THE 22ND JUNE, 1928, ON THE CONSIDERATION OF THE RECOMMENDATIONS OF THE EDUCATION COMMISSION'S REPORT, 1926.

I AM unable to accept the advice tendered in reference to recommendations contained in paragraph 101 (2) of the Education Commission's Report. I understand the meaning of the advice in regard to that recommendation to be that the funds to be specially contributed by each race shall be devoted solely to educational facilities to be provided for the race contributing to the special fund. In other words, I am unable to accept the advice of the Council in reference to other recommendations in the Report in so far as it relates to the adoption of a principle and procedure for the establishment of racial educational rates to be used for racial purposes. On the other hand I accept that advice as referring to Native Fijians.

2. I accept the advice of the minority tendered in reference to recommendation (12) of the Report and also that of the minority in reference to recommendation (13).

3. I am unable to accept the advice of the Council tendered in reference to recommendation (14) in so far as it relates to the principle that a portion of the cost of the loan shall be borne by any particular class or classes of the community in any educational district benefiting from the provision of school buildings.

4th July, 1928.

EYRE HUTSON,
Governor.

* Statement not printed. It merely attempts to apply the principle of summary assessment of different classes proposed by the Commission in their recommendation (13) but see paragraph (4), it provides in the case of cultivators for assessment on acreage harvested, the number of units taken for the chief crops being sugar-cane, 50 per acre, cotton 40 and rice (paddy) 30 instead of a varying number of units on the weight of out-turn.—J.R.P.

THE SECRETARY OF STATE TO THE GOVERNOR.

Fiji, No. 163.

Downing Street,
19th September, 1928.

Sir,

I have the honour to acknowledge the receipt of your despatches No. 141 of the 11th May, 1927, and No. 187 of the 16th July last, on the subject of the Report of the Education Commission.

2. On a careful consideration of the position in the light of these despatches, I find myself unable to accept the full series of financial recommendations and suggestions submitted in paragraph 101 of the Report of the Commission.

3. I concur in the maintenance of the existing method of obtaining funds for meeting expenditure on the education of Fijians, and the suggestion that this system should be authorised by Ordinance.

4. With regard to the provision of funds for the extension of educational facilities for other races in the Colony, I prefer the alternative which you advise, viz., the introduction of graded property tax, the rate of tax not to exceed a stated maximum but otherwise to be variable on a district basis.

5. I also accept your view that it is inadvisable to adopt the proposal that a portion of the cost of school buildings defrayed from Loan Funds should be regarded as a direct charge upon the particular class or classes of the community benefiting from the buildings.

I have, &c.,

L. S. AMERY.

1928.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 97.

M.P. 3580/28.

Imperial Education Conference 1927

(REPORT OF PROCEEDINGS OF, BY THE REVEREND L. M. THOMPSON, M.A., DIP. EDUC.,
REPRESENTATIVE OF THE COLONY OF FIJI.)

Laid on the Table, 15 November, 1928.

Your Excellency,

I have the honour to submit a Report of my representation of the Colony of Fiji at the Imperial Education Conference 1927, in London, in accordance with a letter of appointment sent at Your Excellency's request by the Secretary of State for the Colonies, and dated 2nd June, 1927.

I have not considered it necessary to submit a detailed Report of the Conference. Its deliberations included much that, while of general educational interest, was of primary importance to the British Isles, the Dominions and India. I have confined this Memorandum, therefore, to matters of specific importance to this Colony, and have taken the liberty to put forward certain recommendations which, in my belief, express the findings of the Conference in their application to some of the problems awaiting solution in Fiji. This action is taken to carry out the desire of the Home Government expressed by Lord Eustace Percy, M.P. (President of the Board of Education), who urged delegates, at the conclusion of the Conference, not to allow its work to end in mere discussions and resolutions, but to see that practical results are achieved.

This Report is based upon documents made available to members of the Conference, as well as my own notes of proceedings.

Membership.—The total number in attendance was 95, including 17 delegates from Great Britain, 12 from the Dominions, 20 from the Crown Colonies, 5 from Mandated Territories, and 24 from India.

Agenda.—Suggestions as to subjects of discussion had been requested from Governments by the Advisory Committee in 1925. A classified list was drawn up in 1926 and finalised in 1927. In endeavouring to secure the inclusion of certain matters of particular interest to Fiji, I was informed that it was not practicable at that stage to insert any fresh matter into the Agenda.

Organisation.—The Duchess of Atholl, D.B.E., M.P., (Parliamentary Secretary to the Board of Education), was unanimously elected Chairman of the Conference, and the Right Honourable W. Ormsby Gore, M.P., (Parliamentary Under-Secretary of State for the Colonies), was invited to preside at sessions dealing specially with the affairs of tropical countries.

Four special Committees were appointed to deal with the following subjects:—

- (a) Temporary interchange of teachers (within the Empire).
- (b) Teachers' Superannuation Schemes and Salary Scales.
- (c) Training of Teachers: Mutual recognition of certificates.
- (d) Co-operation between Education Departments with reference to statistics, &c.

Meetings of the full Conference were held each morning and on certain afternoons. While the above Committees met for discussion the delegates from tropical countries held a number of meetings. Early in the proceedings Mr. Ormsby Gore called these delegates to his office for a general discussion and invited an expression of opinion regarding a recommendation from the Colonial Office Conference, 1927, that the functions of the Advisory Committee to the Colonial Office on Education in Tropical Africa, might be extended to deal with the affairs of the Tropical Colonies within the Empire. The delegates present were heartily in favour of this proposal.

Opening.—The Conference was opened at the offices of the Board of Education, Whitehall, London, on 21st June, by His Royal Highness the Prince of Wales. The Right Hon. Lord Eustace Percy presided. In welcoming the delegates His Royal Highness, while mentioning such general problems as the relation of Education to the pupils' after career, the methods of rural education, &c., laid particular stress upon the problems peculiar to our Empire in providing for the education of native races, and of populations of more than one race. He emphasised also the value attached to a free interchange of teachers within the Empire.

The members of the Conference were subsequently presented to His Royal Highness.

Conclusion.—At the final meeting of the Conference on 8th July, a message of loyalty and devotion was sent to His Majesty the King, which was suitably acknowledged by His Majesty's command. Both messages emphasised the importance of the Conference to the development of the Empire.

On 22nd July members of the Conference were presented to Their Majesties at a Garden Party at Buckingham Palace.

The Prime Minister, the Right Hon. Stanley Baldwin, M.P., also received the delegates personally at No. 10 Downing Street. The extent of the Government's social recognition of the Conference delegates and the wide facilities afforded them for contact with modern movements in England, are indicative of the fact that the educationalist, particularly so far as his activities are practical, is coming into his own as an important factor in the Empire's preservation and development. The Government's views may be summed up in His Majesty's statement: "reciprocating the views of the Conference as to the importance of Education in promoting that knowledge so essential to ensure mutual understanding and goodwill among the different parts of His Majesty's Dominions." And in Lord Percy's remarks emphasising "the intense practical utility of this Conference, and the importance that public opinion should realise it. You have been discussing here during the last three weeks not academic matters, the affairs of the quadrangle and the campus, but you have been discussing the actual fundamental problems of every part of the Empire—economic problems, the value of agriculture, the development of industry, the distribution of population and the racial problems of the Empire."

ADMINISTRATION.

Interchange of teachers.—This question proved to be one of importance, particularly to the Dominions and larger portions of the Empire. It was agreed that every effort should be made to facilitate the movement within British territories of the best teachers who would be true missionaries of Empire. Preliminary steps were taken to draft the details of an adequate scheme of interchange for submission to the various Governments and Departments concerned. A suggestion was favourably received that a hostel should be provided for the accommodation of overseas teachers in London, which might serve as a community centre for the exchange of information, opinions and experience of teachers from all parts of the Empire.

Superannuation schemes and salary scales were points at which difficulties arose. With regard to the former, efforts are being made to reach an arrangement by which a teacher should be free to migrate from one part of the Empire to another without incurring any loss of Superannuation rights. In reference to the latter it was sought to find a basis of allowance for previous service in another part of the Empire in determining the initial salary of a migrant teacher.

While this Colony is probably not in the position of having teachers to interchange, it is vitally affected by the policy of co-operation now being carried out by various States of the Commonwealth of Australia and by the Dominion of New Zealand. It is difficult indeed to see how the educational work of the Colony could be maintained without the loaning of teachers by Victoria and New Zealand, on the existing terms, which are exceedingly favourable to Fiji. With the Victorian Director in London, and the Assistant Director in Melbourne, arrangements were confirmed for the loaning of teachers for service in Assisted Schools in Fiji under a scheme providing for Government inspection and supervision. Under this agreement the teaching staff here will be strengthened by the addition during 1928 of several qualified teachers from Victoria. While the conditions of Public Service in New South Wales and South Australia do not yet permit of teachers accepting service in Fiji without resigning from their respective Education Departments, the Directors of both States signified their personal desire to help in the securing of teachers, if necessary, subject to the conditions at present imposed.

Training and qualifications of interchanging teachers.—While it was agreed that each Education Department must retain discretion with regard to its own educational system and local circumstances, the desirability was affirmed of simplifying standards throughout the Empire with a view to mutual recognition of certificates. Certain requirements were laid down by which the status of a certificated teacher in an elementary school might be conferred by the various Education Departments upon any teacher coming from another part of the Empire.

Inter-Empire co-operation.—Discussion took place regarding the supply of statistics and information, educational legislation, books, educational films, school equipment, &c. The most important constructive proposal was one with reference to the formation of an Imperial Bureau of Education. The Imperial Conference, 1927, followed the lead given by the preceding Conference of 1923, that the most important need at present is the formation of Regional Bureaux for different portions of the Empire.

It was recommended that Regional Conferences should be held at intervals.

In my view the importance of this recommendation to Fiji and adjacent Island Groups is very great.

The respective functions in Educational administration of—

- (a) Central Government.
- (b) Local Government.
- (c) Voluntary effort.

There were found to be varying relations of Central and Local Education Authorities in different parts of the Empire, these relations being determined not so much by abstract theories of administration as by historical and political causes. The State must be responsible both for providing an adequate system of education and also for financing that system. It may, however,

devolve upon Local Authorities some of its administrative and financial responsibilities. Amongst questions discussed at this point were the following:—

- (1) The extent to which the Central Government should devolve its responsibilities upon Local Bodies.
- (2) Whether Local Bodies should be *ad hoc* authorities, concerned only with education, or whether education should be administered locally by bodies charged with other functions of local government.
- (3) What system of grants should be made to Local Bodies in respect of education.

Experience gained towards the solution of these problems in Madras, Bombay and Burma, as well as the East African Colonies, was detailed for the guidance of the Conference.

It was suggested that, when a new country is being developed, it is often most desirable that the Government should definitely set aside portion of its resources as an endowment for public education. If land were set aside not only would financial income be provided but good school sites would be provided for posterity with space for school gardens as well as for exercises and games.

In Malaya the Government aims at reserving about four acres for each school—two acres for buildings and gardens and two acres for recreation grounds.

Throughout India, Africa and most tropical Colonies, aided schools form the greater part of the provision for Education. The policy of liberal aid to voluntary effort was found particularly effective in regard to spreading female education.

A tribute was paid to the work of Missionary bodies, particularly in regard to experimental education. Indian experience was quoted to show that, while Government administration produces results of a fairly high average quality, there is a greater range of efficiency under aided voluntary effort. The best voluntary schools were better than the best Government ones, particularly in adaptation to existing conditions; while the poorest were lower in attainment than the weakest controlled by Government.

In India, again, a "programme" system had been worked to advantage, a Local Authority being entrusted to work out a financial and educational programme approved by the Central Authorities.

Opinion was divided as to whether an adequate system of public education should precede training in local self-government. It was held in certain quarters that loss of efficiency would result through handing over education to inexperienced local bodies; but it was contended that in the atmosphere of local self-government a healthy public opinion regarding education was much more likely to develop.

Examination and inspection.—The respective functions of examination and inspection were keenly discussed, and the vital need of improved method was emphasised. The guns of the critics were trained upon examinations. While it was allowed that there is a proper place for good examinations in the educational system, that necessity is subject to the following modifications:—

- (1) The external examination must not be allowed to dominate the school or the teacher. The latter should be free to teach subjects by the most suitable approach, without concern as to an external examiner's views. The external examination is not a part of education. Properly regarded it is not the completion of an educational stage, but the threshold of a new stage. It is most useful as an entrance test to a new course.
- (2) The pupil's school record should take an important place. The performance of a student throughout the course should surely weigh as heavily as his achievement on the one day of examination. The capricious results of written examinations should be checked by taking the most careful account of school records.
- (3) Intelligence tests, particularly group tests, as a means of grading children, should be added. It is hoped to evolve a system of tests to determine scientifically which pupils ought to proceed to the different types of post-primary education. Intelligence tests should cover the practical subjects which are being regarded as increasingly important in modern education.
- (4) The securing of properly representative examining bodies.

Inspection.—Along with more rational methods of examination should go improved types of inspection. Great emphasis was placed upon the personality of the Inspector—"He must have a sound digestion and a sense of humour"; "he must be the friend and helper of the teacher"; "the inspector is more and more to be regarded as the counsellor and friend rather than the person who imposes tests."

EDUCATION AND AFTER-CAREER, POST-PRIMARY AND VOCATIONAL EDUCATION.

A great deal of discussion under these heads had reference to the Home Countries, Dominions, and India, rather than to less advanced Colonies such as Fiji. This Colony is vitally concerned however, in the much larger problem that is raised by post-primary courses, i.e., the question of bringing the work of the school into closer contact with reality. In this is involved also the relations between the school and industry.

It was held that we have advanced beyond attempting to provide narrow vocational training at an early age. The primary course should be regarded as preparatory for the pupil's life work and should for the most part develop his powers in a general way, furnishing him with reading, writing and the like as the "tools of study." The school should, throughout, prepare the child

for citizenship within the Empire. From the infants' school up, nevertheless, emphasis was placed upon encouraging the practical interests of the child so that he may be made to feel that his school activities may have a genuine practical value.

The key to the position at this point, it was generally recognised, is the teacher; and the greatest emphasis was placed upon training native teachers so that they might have the realistic rather than the academic type of mind. "The supreme need is for teachers whose interest in the life around them is greater than in academic examinations, who can perceive and convey the relation at every point between the work of the school and the everyday activities of men." With native children all school work should as far as possible be brought to bear upon the chief vocations of their people. By competent educationalists this can be done without any narrowing of the mind or losing touch with wider human interests. Almost every speaker from tropical colonies held that, both in primary and post primary curricula, it is of fundamental importance to develop the pupils' interest in agriculture and to preserve their interest and pride in the land. The majority of tropical colonies and India gave to us, in Fiji, guidance through their blunders, by recounting the grave injuries that have been done both to pupils and the community "by giving to large numbers an education professedly cultural, but in reality narrowly vocational, and adapted only to vocations which were unable to absorb more than a small number of those trained. The majority, who were not absorbed, have been unfitted by the narrowness of their training, for other vocations." Delegates thought it probable that an education which takes cognisance of vocations other than purely clerical occupations will be found more truly cultural. Attempts in this direction, with special reference to agriculture, are now being made in certain tropical countries and offer some encouragement for the future.

The discussion opened and closed upon the supreme importance in these regards the teacher, apart from whom educational organisation will remain ineffectual. The teacher is the heart and centre of the whole matter, and in the selection and training of the teacher lies the solution of the problem of devising an education which will be at once liberal and realistic, in domestic and industrial as well as in other subjects.

Girls' courses.—Particulars were given as to the steps taken in various countries to train girls in homecraft and mothercraft. In view of the fact that, whatever career a young girl may choose, it is probable she will find her later vocation in wifehood and motherhood, it was agreed that all schools should endeavour to give a preparation for this probable ultimate career.

PROBLEMS OF TROPICAL COUNTRIES.

Three whole days were given to "Problems of Special Interest to Tropical Countries" which appeared as Group D on the Agenda. Although Fiji had not forwarded any specific items for inclusion in the Agenda, nearly all the matters discussed were of interest to this Colony, and the results that emerged from several of the discussions confirm and amplify the findings of the recent Education Commission appointed by Your Excellency, in matters which still await action.

Matters of discussion.—It speedily became evident that the time allotted for Tropical Subjects would be all too short. Suggestions were made in the direction of the delegates from tropical Colonies meeting separately. It was felt, however, that the advantages so gained would be outweighed by the loss incurred through withdrawal from certain sessions of the full Conference even if the Conference itself were inclined to consent.

The Colonial Office decided to issue a Quarterly Bulletin in which it is hoped to embody the educational experience of the British Colonies.

The first subject approached was "The Place of English and Vernaculars as Media for Teaching and as Subjects of Instruction."

(a) *The Place of English and Vernaculars as Media for Teaching, and as Subjects of Instruction.*

The discussion upon this question was representative of practically all types of experience in India and the Colonies. While the importance of English as a world language and as the lingua franca of the Empire remained undisputed, this 1927 Imperial Conference unquestionably marked progress in the recognition by British Administrative opinion of the rights of non-English speaking peoples to their vernacular and to the necessity of giving it due place in the school programme.

The general tendency of the discussion was to emphasise the importance of local languages in the tropics and to deprecate a too early adoption of English as a teaching medium or a too rigid insistence upon a knowledge of English throughout the population. The view of the Conference was unmistakable that there are spheres in which no language can replace the mother tongue—that it is the embodiment of the spirit of the people—and that in the things which lie nearest the human heart the mother tongue, heard from earliest childhood and associated with the earliest impressions, is the only adequate expression of personality. It was clearly laid down as considered opinion based on an accumulating experience under post-war conditions that "if the improvement of the condition of a whole people, as well as the advanced education of the few, is to be the object of tropical administration, care must be taken that the indigenous tongues are not enfeebled or despised; further, that a full command of the mother tongue is hardly to be obtained without the help of the school, that such command is the birthright of every child capable of it, and that the enrichment of vernacular literature and of the vernacular itself is usually worthy of any encouragement which Government may be able to provide."

An interesting scheme was propounded to the Conference by Dr. Michael West of Bengal, aiming to give a student power to read and understand English without insisting that he shall be able to express his own thoughts fluently in spoken or written English. This would enable the

student to have access to the information only obtainable through a world language like English while retaining the vernacular as his readiest means of expression. The system is worked out principles appeared to be that of reserved judgment. In Burmah and several parts of India translation bureaux have been established to make modern knowledge available in the local languages. In parts of India and Africa where there is a multiplicity of vernaculars, some spoken by comparatively small sections of the population, efforts have been made to develop a lingua franca such as Hindi or Swahili as a written language for purposes of study, and to concentrate upon the production of books in that language.

The most significant fact about the recognition of local languages, to which the Imperial Conference undoubtedly gave its sanction, is that it is clearly based upon a principle guiding British policy in administration. The importance was emphasised of preserving contact with the past and with the valuable elements found in every indigenous culture. It was freely admitted that harm had been done in earlier times by introducing suddenly to native peoples alien systems of habits and ideas. The culture which a people has developed for itself remains the base for its progress, and harm will ensue from attempts to impose European habits, languages and ideas upon people who have not behind them the long evolution upon which those habits and ideas are based. "The wide propagation of a smattering of English has its dangers, as experience shows; it tends to divorce the student from the past of his race while providing no sure foothold for the future. It is better to make a thorough knowledge of English accessible to those who have the desire and capacity for European studies, but for the rest to use and encourage an indigenous language, wherever possible, the mother tongue. In so doing the administrator will avoid, on the one hand, waste of educational effort; on the other, he will have done something to minimise the danger of a Europeanisation in mere externals which, being violent and premature, can only produce in the end disappointment and disillusion."

Guidance may be found for the development of policy in Fiji in the summing up of the day's discussion by Mr. Ormsby Gore (Under Secretary of State) as Chairman. "There is common agreement," he said, "that vernacular must be used in the first stages of elementary education. The teaching of English is not a means for superseding and suppressing native life, but the means by which native life could be enriched and could express itself. Our aim must be to make the African a better African, not an imitation European." Those who were thus taught should remain in touch with their communities and should become the leaders of their people.

The policy thus put forward as an authoritative British pronouncement was of peculiar interest to the writer as contrasted with that observed a few months earlier in American territories where the aim for other races under the American flag was avowedly to teach them all English "and make them 100 per cent. American."

(b) *Methods to attain Literacy and to counter the lapse into Illiteracy.*

Mention is made here of the Conference's deliberations concerning efforts to establish and maintain literacy in the Punjab, since the situation there has some bearing upon rural conditions amongst Indians in Fiji, particularly in view of the contemplated extension of the franchise. In Fiji also it is known to educational workers amongst Indians that there is a considerable leakage from the ranks of the literate amongst those who have attended schools.

In many areas in the Punjab where the mass of the population is distributed in scattered villages, the parents are often illiterate and apathetic towards education, and such children as are sent to school live in surroundings which not only hinder their educational progress during the brief period of school life, but also tend after they have left school to the gradual loss of any hold on literacy which may have been achieved. The problem is thus to create a new atmosphere and a new attitude among the adult population, and at the same time to provide for the children an education whose results will be permanent.

The following are among the measures taken by the Punjab Government to bring the benefits of education to bear upon the whole community:—

(1) *Rural community work.*—District community boards are formed comprising public spirited private individuals as well as Government representatives. The Government gives financial assistance and expert help. The boards arrange for the production of pamphlets and lantern slides, and disseminate useful information through teachers and other helpers. By means of books, magic lantern lectures, readings and discussions on the village green and other activities, an attitude, favourable to education and appreciative of it, is created.

(2) *Village libraries.*—Sixteen hundred village libraries have been commenced, with support from the Government. The library is the local school, and one of the teachers receives a grant as librarian. It is his duty to read appropriate books and pamphlets to the villagers and to stimulate discussion. It is hoped this work will tend to encourage the production of local vernacular literature. At present the books used are small simple works, affecting the personal, social and economic welfare of the people.

(3) *Night schools.*—The main part of adult education is carried out in night schools, of which there were last year over 3,000 with an enrolment of over 85,000 adult pupils. These are conducted by trained teachers, who receive an honorarium for the work.

(4) *Compulsory school attendance.*—It is interesting to note the manner in which the Punjab Government approached the delicate question, in an Indian community, of compulsory school attendance. The Punjab was the first of the Indian Governments to pass, in 1919, a Compulsory Attendance Act. Under it, the people of a school area may apply for the introduction of compulsion in that area. When sanction has been accorded, it becomes the duty of parents within the area to send their children of primary school age regularly to school. At first progress

was slow. Even the most advanced areas hesitated to venture on so novel and daring a step. In the favourable atmosphere to education above referred to, however, a commencement was made and the movement soon gathered impetus. In six areas the number of boys enrolled in schools has risen from 557,000 to 1,063,000. The time is not yet ripe, it appears, for female education in the Punjab.

(5) *Suitable curriculum and competent teaching staff.*—The curriculum has been simplified in order to ensure concentration upon essentials. The aim of the Government is stated as follows:

“In regard to primary schools the subject matter taught and the methods of instruction pursued should be such as to bring the work of a primary school into the closest relation with the life and experience of the pupils. In the second place, the acquisition of suitable knowledge and the attainment of literacy should be the main objects of the course.”

The main desiderata regarding teaching staff are first to eliminate the one-teacher school and second to eliminate the untrained teacher.

The Punjab's experiment is here quoted as an illustration of freshness of methods, of escape from the slavish educational conventions, and of an application of the blessings of education to a community as a whole.

(c) *Types of Education required in comparatively undeveloped Tropical Countries.*

(1) *Female education.*—This important topic was opened by a delegate from Tanganyika, whose text was the waste involved in educating the men of native communities and neglecting the women. The “responsibilities of the educationist are not merely academic, they extend to the social and economic life of the whole community. To neglect the influence of the wife and mother in the home is to neglect a most powerful instrument for social advance and economic development.”

The discussion of African conditions as affecting women and girls was closely applicable to Fiji. It was recognised, for example, that the terrible infant mortality prevailing can be combated only by spreading among the female population a knowledge of healthier ways of living. Again, that the uneconomic and unhealthy drift into the towns can be stemmed only by creating a cheerful and prosperous village community.

The system of female education to meet the above imperative needs should be based upon the requirements of the village community and the village home. The curriculum should take account of recreations, improved housing, agriculture, mothercraft, hygiene and simple domestic economy. As an example, the experience of the Gold Coast was mentioned. In that country the most successful type of girls' school has been the boarding school, and among these the schools conducted by Missions appear to have better success than those managed directly by the Government. In such schools there is a community life resembling the community life of the village, and it is possible to give more reality to the practical work than is feasible in a day school. The instruction can be based upon the actual work of running a native house in which boarders reside. In Kumasi a scheme has just been approved for the establishment of such a Central Girls' School at a cost of £20,000, of which the Government is contributing £12,000 and the Wesleyan Mission £8,000.

The insistence upon conformity to reality and getting away from artificial academic education for girls was strongly evidenced. The future should stand strongly upon the present. The girls should be kept in touch with their existing environment and natural avocations, lest by a too sudden introduction to European customs they should be uprooted from the soil from which they spring without hope of finding elsewhere the sort of life the school has taught them to expect. “Any academic theory of a rigid line between general and vocational education, any such dogma as ‘vocational education is out of place in the primary school’ is therefore irrelevant to the actual conditions which must be faced.”

The need was emphatically stated for “a careful adaptation of European educational theories to existing circumstances in Africa.” What is thus affirmed for Africa applies with equal force to the non-European races of the Pacific.

(2) *Education of boys.*—The fact that the parent sees an economic advantage in the education of his boy removes one of the prejudices that operates against his consent to the education of his girl. While it is admitted that economic considerations should not be allowed to be paramount it was made clear that if the school is out to touch with economic realities a great opportunity has been missed, and the seeds of discontent and social disruption have been sown.

The principle was laid down that the true measure of educational progress is to be found in the advancement of the standard of life throughout the community, rather than in the attainment of academic distinction by the exceptional few. It is therefore the duty of the educational administrator to take account of the actual economic position and the actual needs, so far as they can be ascertained, of the various groups of occupations open to the pupils. While it is well that he should provide for those exceptional students who show capacity for advanced studies on European lines, it is vital that he should provide for the majority an education which shall be in a real sense a preparation for life and not one which shall produce, in large numbers, distaste for the life of the community to which they belong, or unfit them for its service.

Where vocational training is provided, it is important that the numbers trained should not exceed the numbers for whom openings can be found in the particular vocations concerned.

It is now generally recognised that in tropical countries the curriculum even of the elementary school should aim at developing knowledge and interest by practical instruction in such things

as arts and crafts, agriculture, forestry, and animal husbandry. In the Uganda syllabus for elementary schools, for example, 12 periods in the week out of a total of 30 are devoted to such practical subjects in addition to the time allowed for games and physical exercises. It is not so generally recognised that in the tropics, as in temperate climates, higher technical training must be based upon a sound general preparation. While it is true that at the elementary stage pupils should learn to take an interest in manual occupations of various kinds, it is no less true that those who are to receive higher training should be adequately prepared in the intermediate stages by means of a general curriculum, including English and Natural Science.

In carrying out all schemes of practical work, the necessity was affirmed of co-operation between Education Departments and other Departments of Government. In some cases it is found that officers of the Department concerned can give technical instruction more conveniently than can full time teachers. In the Gold Coast and Sudan, as well as other African colonies, remarkable results are being achieved in these directions.

In connection with the emphasis placed in this discussion upon linking up the school with real life, it was agreed that teachers should, as far as possible, be educated in the same Institutions as students intended for other vocations.

(3) *Training of Teachers in Tropical and Sub-Tropical Colonies.*

This topic was recognised as one of the most important of all before the Conference. It was reserved for the final session dealing with tropical countries, when clear conceptions had been reached of the main principles on which education in general should be organised in those countries.

The outstanding contributions were those made by representatives from Tanganyika and Malaya.

The Tanganyika delegate emphasised the fact that the future of African civilisation rests on the native teacher. One of the main difficulties to face is that the natural tendency of the native is to learn by heart without understanding the principles involved.

It was strongly urged that the training of the native teacher must preserve his contact with the life and thought of his own people.

The point of primary importance in training is the personal influence of the Training College staff, founded on moral character and a respect for and knowledge of native village life.

There is a great body of educational opinion in Africa which is opposed to the segregation of students in a Teacher Training Institution, and prefers that the training of student teachers should be carried on in one Department of a larger Institution serving other purposes of higher education as well as the training of teachers. Examples of this system were given.

The African contribution to discussion of teacher training told much of elastic methods, fertile resource, and courageous experiment. The following are examples:—

(a) The "refresher" course is not an absolutely new idea. In the Gold Coast in order that this idea, however, might be worked out under natural rather than artificial conditions, the College terms have been re-arranged so that during school holidays the teachers can return for "refresher" courses to a College still in full session, sleep in their old dormitories, dine in their old places, and sit under their old teachers. In this way it is hoped that the College atmosphere and ideals will be recaptured in full force.

(b) Travelling Supervising Teachers are provided, who stay with the village teacher for a period at intervals. In Tanganyika a European travelling teacher visits each school about once in six months, spending a week at the school, and pays shorter visits at shorter intervals in between.

In Southern Rhodesia the Education Department now requires the Missionaries to visit each native school four times a year, and provides grants for the purpose.

South West Africa finds it advantageous to arrange for the teachers to be visited at intervals by a Training College teacher under whom they were trained. The advantages of this plan are held to outweigh the disorganisation it involves in the work of the College.

(c) The "Jeanes" School at Nairobi, in Kenya, is a remarkable adaptation of an American idea for the training of travelling African teachers, who will be able to go from village to village, supervising 10 or 15 schools each, and taking an active part not only in the work of the schools but also in the life of the villages. The students at the "Jeanes" School bring their wives and families, and live in little communities on the school site under conditions approximating as closely as possible to village conditions, in huts not too remote from the aspirations of the African villager. The experiment constitutes, in fact, an attempt to train the home, as a home, rather than to train the individual man or woman. The teachers now in residence are building a new village upon African lines, and all the problems of dairying, agriculture, sanitation, &c., are faced as they arise in actual practice, but with expert guidance. The site of the "Jeanes" School is rural, it covers over 100 acres including grazing and agricultural land. It is near the principal agricultural laboratory and veterinary library of Kenya, the main native industrial training centre, the reformatory and a number of village schools.

It is surely not too much to hope that Fiji's educational policy, now under reconstruction, may include, either through Government or voluntary agency, progressive measures for the rehabilitation of native and Indian rural life on somewhat similar lines to those of Africa.

Even more stimulating in this matter of the application of modern principles to the practical training of native teachers in the tropics was the report from Malaya. It would be difficult in any way to do it justice by attempting a summary and I therefore append a copy in full for Your Excellency's perusal. The Under Secretary of State for the Colonies, the Right Hon. W. Ormsby Gore, commends it to educationalists throughout the Empire in his comment following the reading of the Report:—

“ That has been an extremely interesting paper on the now, to the Colonial Empire, famous Sultan Idris Training College which is certainly one of the most interesting experiments in the training of teachers in what is, in some respects, the richest country of the British Empire.”

The results of something like a decade of work on modern lines may be crystallised in the following words of the Director of Education, Malaya:—

“ The old fashioned Malay teacher, puffed up with a little learning and full of the old Oriental scholar's prejudice against manual labour, was ashamed to dig; the new delights in handicraft and its practical acquaintance with the rotation of crops, the selection of seeds and the study of pests.”

It would be difficult to wish for Fiji anything better than the achievement of equal success on similar lines. The Malayan Report may be commended to this Colony as a study of the methods to be followed in the task which at present confronts it of re-organising teacher training on lines that will lead to the right development of the various races forming its population.

RECOMMENDATIONS.

In accordance with the desire of the Home Government as indicated in the body of this Report (page 1) that the deliberations of the Imperial Education Conference should issue in practical results in every part of the Empire, I would suggest for Your Excellency's consideration;—

1. *Regional Conference.*—That in view of the recommendation of the Committee appointed by the Imperial Education Conference to deal with the question of co-operation within the Empire (Official Report, Chap. 2, page 19) it is desirable that steps be taken to institute a Regional Conference of the Island Groups of the South Pacific under British control to consider questions of educational policy and method as they affect the development of native and immigrant populations resident in that area.

2. *Endowment for education.*—That consideration be given to the advisability of setting aside a portion of the Colony's resources as an endowment for public education, including reservation of suitable and adequate areas of land for school sites. (*Vide* Official Report, Chap. 2, section E, page 21).

I desire further to direct Your Excellency's attention to the convictions expressed by the Imperial Education Conference as set out in the body of this Report (pp. 3 and 4) in regard to Education and After Career with relation to Industry; and to recommend:—

3. *Education and After Career with relation to Industry.*—That the following recommendation of the Fiji Education Commission's Report, 1926 (No. 12, page 22) be put into force as speedily as possible:—

“ 12. That the courses of study of all primary schools be re-cast, and brought into intimate relation with life and needs within the Colony, and, further, that the details of subjects be reduced to those which can readily be accomplished and can be readily applied in the lives of the children. Great stress should be laid upon the teaching and application of the elementary truths and rules of hygiene. The syllabus of health lessons for all schools should include a simple treatment of the dangers incidental to the abuse of alcohol and narcotics.”

Vernaculars.—I desire also to direct Your Excellency's attention to the strongly expressed view of the Conference as to the vital necessity—

- (a) of endeavouring to avoid a “ Europeanisation in mere externals which, being violent and premature, can only produce in the end disappointment and disillusion ”;
- (b) of ensuring that indigenous tongues are not enfeebled or despised;
- (c) of recognising that the enrichment of vernacular literature and of the vernacular itself is usually worthy of any encouragement that Government might be able to provide; and
- (d) that a full command of the mother tongue is hardly to be obtained without the help of the school.

4. *Vernaculars.*—I would therefore recommend that the Departmental programme in Fiji should be framed with careful recognition of the above pronouncements, and also of the following recommendations of the Fiji Education Commission, 1926 (Nos. 14, 15, 16 and 17, page 22):—

“ 14. That in Fijian and Indian Primary Schools, instruction in the vernacular should be given so that every child may have a good knowledge of reading and writing in his own mother tongue.

“ 15. That for use in Fijian and Indian schools respectively, there should be prepared suitable reading material in the mother tongue. This may take the form either of simple Readers or of a periodical ‘ School Paper.’

“ 16. That other text-books adapted to Fijian conditions be issued from time to time, covering the Primary School course for Fijian and Indian schools respectively, in Arithmetic, Geography, Hygiene, History and Civics.

" 17. That in Fijian and Indian schools instruction in the general subjects of the course should be through the medium of the vernacular, until such time as the pupils have the necessary knowledge of English. That in Central and advanced schools, instruction should be, so far as practicable, through the medium of English."

5. *Examinations*.—I recommend that the system of examinations in this Colony should be modified to conform to the considered opinion of the Conference (*vide* pp. 24 and 25 of the Official Report) and to the general usage in British Dominions, and that in the examinations for (a) teachers in training, (b) technical students, and (c) agricultural students, examining bodies be constituted which shall include representatives of the respective specialised teaching staffs.

6. *The School as a Social Centre*.—I suggest that consideration be given to the practicability of adapting the educational methods worked out in the Punjab to suit the needs of a rural Indian constituency in Fiji, and to pave the way for the introduction of compulsory education if that measure should be decided upon, as, admittedly, the difficulties would be great in bringing about so drastic a change with the Indian community.

7. *Education of Girls in undeveloped Tropical Countries*.—I submit for Your Excellency's consideration:—That the following factors which menace life in Africa are operative also in Fiji and call here for similar educative measures:—

- (a) that the terrible infant mortality prevailing can be combated only by spreading among the female population a knowledge of healthier ways of living;
- (b) that the uneconomic and unhealthy drift into the towns can be stemmed only by creating a cheerful and prosperous village community;

In order to remedy this position, I recommend—

- (c) that the system of female education should be organised on the requirements of the village community and the village home, operating as far as possible through boarding schools in which instruction should be based upon the actual conditions under which the people live.

8. *Teacher Training*.—To give effect to the important conclusions of the Conference on the subject of Teacher Training, I would urge:—

- (1) that primary place in Teacher Training be given to the all-important needs of—
 - (a) moral character of all candidates;
 - (b) a respect for and knowledge of native village life;
- (2) that in order effectively to link up the school with real life, it is undesirable that teachers in training should be segregated in a separate institution; but their training should be carried on in one department of a larger institution serving other purposes of higher education as well as the training of teachers;
- (3) that such a Government Institution for Fiji embracing the Department of Teacher Training should be situated in a rural area;
- (4) that its curricula and general organisation should be essentially of a practical nature, following as closely as possible the lines of the highly successful institution of this kind in Malaya.

In conclusion, I trust that the above observations and recommendations may be of some assistance to Your Excellency in consideration of the educational problems still awaiting solution in this Colony.

I have, &c.,

L. M. THOMPSON.

APPENDIX.

THE TRAINING OF TEACHERS FOR VERNACULAR SCHOOLS IN THE TROPICS.

Mr. A. Keir (Straits Settlements and Federated Malay States).—Mr. Chairman, ladies and gentlemen, I should like to say that the title of my paper was not chosen by me, but that it was put forward by some Government as a subject for discussion at the Conference, and I was asked by the Secretary, Mr. Burrows, to introduce it. This fact explains why I am unable in some cases to quote exact figures or to give full details of the time allotted to the various subjects in the curriculum in the training college.

I propose to confine my paper to the question of training vernacular school teachers for a tropical country, where the great majority of the indigenous population is engaged in agriculture. Such a country is Malaya, which I have the honour to represent at this Conference. The Malaya I should explain, are not a warlike people and the men have therefore had no excuse for putting on their womenfolk the whole burden of providing food for the family, as we have heard is the case with some African tribes. Instead there is a fair division of labour. In the rice fields, for example, the men do the heavy work of digging and preparing the soil, while the women usually do a good deal of the planting and harvesting, tasks for which their more nimble fingers are admirably adapted.

The general educational policy of the Federated Malay States Government was expressed by Sir George Maxwell, late Chief Secretary to that Government, in his annual report for 1920 in the following words:—"The aim of this Government is not to turn out a few well educated youths, nor yet numbers of less well educated boys; rather it is to improve the bulk of the people and to make the son of the fisherman or peasant a more intelligent fisherman or peasant than his father had been, and a man whose education will enable him to understand how his own lot in life fits in with the scheme of life around him."

That policy has been followed by the Education Department of the Straits Settlements and the Federated Malay States for a decade at least.

In 1916 our present Director of Education, who was at that time Assistant Director in charge of Vernacular Schools, made the following recommendation:—"In the vernacular schools horticulture and at least one other industry should be taught, and a pass in one industrial subject required for a certificate. A system of school and home gardens should be adopted. It will be absolutely essential to have European Inspectors of Agriculture attached to the training colleges as teachers to supervise agriculture." (I should say that the certificate referred to is that awarded to a pupil who has passed the highest standard in a vernacular school—Standard V).

The Government adopted the recommendation, and the curriculum of our training college is designed to carry it out.

We have now only one training college for Malay vernacular school teachers. Until 1920 we had two colleges, but they were then amalgamated for greater efficiency and economy of staffing.

The college is situated in a rural area, and not near a large town. I consider that this is important as affecting the mental outlook of the students. We do not desire to do anything to increase the lure which the towns undoubtedly exercise on the youth of all countries and races. The choice of a rural site had the additional advantage of enabling us to acquire a sufficient area of land at a moderate price. In view of what has already been said at the Conference I need not stress the importance of this factor. The college grounds cover an area of 70 acres of good land, and the buildings provide accommodation for 300 students. From this it will be seen that we can turn out 100 trained teachers each year. The ratio of output of trained teachers for any one year to the total number of teachers employed in the vernacular schools in the Straits Settlements and the Federated Malay States is about 1 to 15 or 16. That, I understand, is considerably higher than is the case in this country, where it is about 1 to 23 or 24. The reason is that the number of our schools is rapidly increasing, and when we can find room for them, we train teachers for the Unfederated Malay States, which as yet have no training colleges of their own. That explains the rather high ratio of trained teachers to total staff.

SELECTION OF STUDENTS.

We consider it important that the students should have some idea of the conditions and difficulties of their profession before entering college, and so we have a system of probationer teachers, or to use a more familiar term, pupil teachers. The probationers are required to teach for about two years before entering college, and are selected for training as follows. (I hope you will pardon me if I am giving you too much detail, but some of the delegates have expressed a desire for detail). The Inspector of Schools—perhaps I should explain that he is in charge of the administration of the Education Department as well as being Principal Inspecting Officer—the Inspector of Schools of each state (or settlement) is told how many places at the college have been allotted to him. He then holds an examination of probationers and selects about twice the required number. These candidates then take a qualifying examination set by the college authorities, and thereafter the Inspector of Schools makes his final selection from those who reach the necessary standard (usually about 70 per cent. of the candidates presented get the necessary marks). There is also a strict medical examination as the college curriculum is a fairly strenuous one. I may say that the examination of probationers is also used for weeding-out purposes.

The course of training covers three years, and the students are housed and fed entirely at Government expense. They are also given a small allowance of pocket money and travelling expenses to and from their homes. You will readily understand that under these conditions there is no lack of candidates for admission. The medium of instruction in all subjects is Malay.

THE CURRICULUM.

In addition to the ordinary literary subjects including Mathematics, History, Geography, Language and Literature, Theory and Practice of Teaching, and Drawing, the course includes Physical Training and the teaching of Physical Training, Basketry, rough Carpentry and netmaking, and, most important of all, gardening and agriculture, both theory and practice. These subjects are taught throughout the three years' course. I am sorry that I am unable, owing to the circumstances mentioned earlier, to tell you how the time is apportioned to the various subjects.

The gardening course includes such subjects as classification and selection of soils; drainage, tillage and general improvement of soils; plant growth and the functions of the various parts of the plant; plant propagation, including selection of seeds; rotation of crops; manuring; laying out of gardens; the elements of practical surveying; arboriculture (the college has planted a fruit orchard); study of insect pests and plant diseases; and poultry keeping. Each student looks after a plot of his own in addition to assisting with the work on communal plots.

Both individual and communal plots are worked on a proper rotation and continuous records are kept of the history of each plot. The records include such information as nature of crops planted, dates of planting and harvesting, the quantity planted and harvested, and any other matters of interest affecting the crop either adversely or favourably.

The communal plots are used to raise vegetables for the use of the college, and for experiments in manuring and experiments to show the effects of good and bad methods.

At our present college at Tanjong Malim there is a highly qualified European Instructor in charge of this kind of work. He is a trained teacher in addition to being a trained agriculturist. Incidentally, he has the additional advantage of being a Scotsman.

I was myself in charge of the Training College where gardening was first taught, and I taught it in addition to my other duties. The first year was fairly heavy work and I found it a very great help in the following years to put each new student under the charge of a senior student for the practical work. The two students worked on one plot and the senior taught the junior all that he knew. In return the junior did a good deal of the work, presumably. This was good for both of them. It gave the senior an opportunity of teaching which also helped to clarify and fix his own knowledge, and the co-operation of the senior and junior students did much to help the *esprit de corps* of the college. I should add that the pupils of the Practising School which is attached to the College run a very good school garden, and the Training College students during the time they are working in the Practising School take part in the lessons in gardening just as they do in other school work.

Basketry is taught as a form of hand and eye training, and as a training in art. It is well adapted for these purposes. As those of you know who saw the basketry made by selected college students at Wembley, the baskets are very beautiful and there can be endless variety in shape and decoration, so that the work can never become monotonous, mechanical and uninteresting. Now, that is a very important point, I think. The materials required such as bamboo, cane and part of the coconut tree leaf are cheap and are readily procurable in most parts of the country. Basketry is taught at all Malay schools where there is an instructor capable of teaching it. The principal instructor at the College, I should say, was imported from the Philippines.

Carpentry is also taught at some Malay schools, but in my opinion it does not yet get as much attention as it ought to get in the College course. The Malays are a race of smallholders, and a smallholder needs to be a handy-man as well as an agriculturist, and I know of no training which is of greater general value to him than carpentry. Malays, I should say, have a great natural aptitude for such work as well as sufficient leisure to develop that aptitude if they so desire.

The capital cost of the College up to the end of 1925 was approximately £90,000, or £300 per student accommodated, and the running expenses for the year 1925 amounted to just over £40 (forty pounds) per student.

After he leaves College the student is kept in touch with agricultural developments by Bulletins printed in Malay, which are issued by the Department of Agriculture and sent to the schools free of charge. On application, the Agricultural Department also supplies, for distribution to the schools, selected planting materials including new varieties of plants imported from other tropical countries, and pure and improved strains of rice from the Government Experimental Rice Stations. Officers of the Agricultural Department also assist in the supervision of the school gardens.

The College itself has what is called a Translation Bureau which includes in its activities:—

- (a) preparation of new books;
- (b) revision of books;
- (c) reprinting of books which need no revision;
- (d) translation;
- (e) training of translators.

Malay boys who show special aptitude in translation at the English schools are selected and trained at the College.

A College magazine is issued and it has a good sale among former students.

You will probably wish to know how all this training of his teacher affects the person whom it chiefly concerns, namely, the boy in the village school.

Some years ago one of our Directors of Education wrote in his annual Report:—"In time the village school should be the scientific centre for village agriculture. With the stimulus of scientific training, more village boys may be led to stick to the staple industries of their race and country. The introduction of school gardening will then have conferred an incalculable benefit on the Malay race."

However far we may be from the full attainment of that ideal, I can say with confidence that the introduction of manual training, and particularly of school gardening, has had a profound effect on the attitude of the Malay schoolboy towards manual work of all kinds. A good many years ago a Malay father wrote me a letter in which he said, in effect:—"Sir,—In obedience to the law I sent my son to one of your schools. Through his diligence and perseverance he completed the course of study and obtained a certificate. He has applied to Government for admission to an English school, for admission to college, for employment as a teacher, and for employment even as a messenger, but all his applications have been refused. I wish him to work in my paddy fields, but he does not know how to do it, and does not want to learn. I have another son. I hope that you will not be angry if I put him to school in the paddy fields!"

The attitude of this boy towards manual labour was far too common in the old days. The attitude of the boys only reflected that of their teachers. I cannot improve on the language used in this connection by the Director of Education:—"The old-fashioned Malay teacher, puffed up with a little learning, and full of the old Oriental scholar's prejudice against manual labour, was ashamed to dig; the new delights in handicraft and its practical acquaintance with the rotation of crops, the selection of seeds and the study of pests."

The attitude of the new teacher is reflected in the new pupil. The new pupil has begun to realise that his education in the school is a real preparation for life, and that the attainment of a certificate does not necessarily mean that he has a claim to receive Government employment. Moreover, I know that many pupils have started vegetable plots at their own homes, and that parents are interested in the school gardens and anxious to get planting material from them.

Here I should like to emphasise the necessity for reserving a sufficient area of land for school purposes in new countries—even where there is as yet little population and no need of a school. If the population increases the school site is there, and if it does not increase little harm has been done, as the land has probably little value. We aim at reserving about four acres—two acres for buildings and gardening, and two acres for recreation grounds. It may be that this area is generous (I am referring to rural areas), but I hope to see the day when we shall have a Malay girls' school near every boys' school. Meantime the proportion in my own State is one girls' school for four boys' schools and it is considerably less favourable in the other States, but the proportion will, I think, very rapidly increase. The Malays are beginning to see that the girls require education just as much as the boys.

The boys' schools take part in organised movements against pests—sometimes a very large part. For example, in one rice planting district in my State the Government instituted in November, 1924, a campaign against rats in the rice fields. To the end of 1925 the schools in that district accounted for nearly a quarter of a million rats out of a total bag from all sources of about two-thirds of a million; i.e., the schools got about 40 per cent. of the total bag. In 1926 the number of tails brought to the schools by the pupils was considerably higher (they had to produce evidence of their kill), but as I have not the exact figures, I refrain from quoting them. I should explain that the Government makes a small payment for each rat killed. The school master entered up the bag for each day and there were frequent checkings by the officer in charge of the rat campaign, who also paid cash to the pupils for their kill.

GIRLS' SCHOOLS.

So far we have no Training College for women teachers, and at present it would be somewhat difficult to establish one, as Malays are averse to letting their unmarried daughters leave home. Personally, I encourage our young trained assistants to marry girls who have passed the highest standard in the Vernacular Girls' Schools, and then, if possible, employ husband and wife in schools in the same village. The husband is expected to help his wife (who would be employed in a separate school, I should say) and to show her good methods. I am quite sure that the community of interest and the slight position of authority which this arrangement confers on the husband, not to mention the increased income, make for happiness.

For the teaching of cookery and housewifery to women teachers, the Government proposes to establish a model Malay house at the girls' school near my headquarters, and this building is included in our budget for this year. Provision has also been made for the appointment of a European teacher of housecraft, and her duties will be, first of all, to train the teachers and pupils of that school in housecraft of all kinds, and then to train teachers from village schools who will be brought in for that purpose. These teachers will live in the model Malay house attached to the school, and the work of the house including the cooking will be done by the senior school girls in turn, and for a fixed period by the teachers themselves. If this scheme is found successful, I hope to have it extended to all the village girls' schools by building similar houses as quarters for the Malay women teachers.

I do not propose to deal with our system of training English school teachers. If anyone is interested, it is given in detail in the Federated Malay States Year Book for 1926.

Regulations for the Registration, Recognition and Classification of Schools.

IN the exercise of the powers conferred upon it by the Education Ordinance 1929, the Board of Education with the approval of the Governor in Council has made the following regulations:—

Title.

1. These regulations may be cited as the Registration, Recognition and Classification of Schools Regulations 1929.

Government Schools.

2. All Government Schools shall be deemed to be Registered Schools of which the Education Department shall be registered as the Controlling Authority, and the Head Teacher shall be registered as the Manager.

Application.

3. Applications for the Registration or Recognition or notices of intention to apply for the Registration or Recognition of a school shall be made to the Director by the Controlling Authority according to the appropriate form in Schedule I attached to these Regulations.

Conditions of Registration.

4. The terms of clause (b) of subsection six of section seventeen of the Ordinance will not in general be deemed to be satisfied unless:—

- (a) There is available for the use of the school a suitable area for the recreation of the pupils and for the teaching of practical agriculture.
- (b) The grounds are fenced and properly drained.
- (c) The floor of the school is free from dampness.
- (d) The ceilings of the classrooms are at least 9 feet above the floor.
- (e) The shortest side of each class room is at least 12 feet in length.
- (f) The roof, if of galvanised iron, is lined.
- (g) There are on the average at least 8 square feet of class room floor space per pupil.
- (h) There is adequate lighting and ventilation.
- (i) As far as is possible there is a class room for each adult teacher.
- (j) One privy per 25 boys and one privy per twenty girls in average attendance is provided of a type that complies with the requirements of the Local Health Authority.
- (k) The school is supplied with suitable desks giving at least two feet of length for each pupil in average attendance.

Provided that the Board may exempt any school with respect to any of the provisions of this clause.

Minimum Standard of Instruction for Registration.

5. No school for non-European children shall be registered unless in the opinion of the Board it is eligible to be classified under clause 10 hereof in Sub-grade 2 or a Higher Sub-grade, and no school for European children shall be registered unless it provides instruction at least up to Standard 2 of the Syllabus prescribed for such schools.

Registration of School for a Particular Race.

6. The Board may declare any school to be registered as a school for the instruction of European children or of any race of non-European children or of children of specified different races.

Form of Register.

7. The Register of Schools, Registered or Recognised under these Regulations, shall be kept according to the appropriate form shown in Schedule II attached to these Regulations.

Certificate of Registration and of Recognition.

8. The Board shall issue to the Manager of each school, Registered or Recognised under these Regulations, a certificate of Registration or of Recognition according to Schedule III attached to these Regulations, and such certificate shall be suitably mounted and hung in the school by the Manager.

Return of Certificate.

9. If the Registration or Recognition of any school is cancelled by the Board, the Manager of such school shall return the certificate of Registration or Recognition of the school to the Board.

Classification of Schools.

10.—(a) All schools shall be classified into grades based on the average attendance of the school for the previous three months:—

Grade A	average attendance	under 20
Grade B	"	20 to 25
Grade C	"	26 to 50
Grade D	"	51 to 80
Grade E, F, G, &c.,	with an addition of	30 to the minimum and maximum average attendance for the previous grade.

(b) Schools graded as in sub-clause (a) of this clause shall be further classified into sub-grades 1 to 8 according to whether the school provides instruction up to but not beyond that prescribed for Class 1 to Class 8 respectively in the Regulations for Course of Instruction and Management of Schools.

(c) Schools classified in grades D, E, and F will in general be expected to qualify for admission at least to sub-grade 3, 4 and 5 respectively and schools classified above grade F to sub-grade 6 or higher.

Made by the Board of Education this 11th day of October, 1929.

ALFRED H. PHILLIPS,
Secretary, Board of Education.

Approved by the Governor in Council this 19th day of December, 1929.

M.P. 5667/29.

G. K. ROTH,
Acting Clerk, Executive Council.

SCHEDULE I.
FORM A.

(Clause 3, Regulations for the Registration, Recognition and Classification of Schools, 1929.)

EDUCATION DEPARTMENT FIJI.

APPLICATION FOR THE REGISTRATION OR RECOGNITION OF A SCHOOL.

1. Name of school
2. Distance and direction from some well known place
3. How long has the school been established
4. Name of Controlling Authority
5. Name and address of Secretary or Agent
6. Name and address of Manager.....
7. By what funds will the school be maintained
8. What school fees are charged or are proposed to be charged?
9. Name and address of holder of title or lease of school ground.....
10. Who paid for erection of buildings?
11. Names of schools within 5 miles of this school
12. Average attendance for last 3 months of pupils of the ages of 6 up to 14 years inclusive?
13. Names of teachers. Underline names of registered teachers:
14. Language used for teaching
15. Other languages that are taught.....
16. What is the standard of instruction provided
17. What water supply has the school?
18. How many weeks will school be open each year?
19. Description of Building—
 - (a) Material of construction .. Roof..... Walls..... Floor..... Ceiling.....
 - (b) Total area of classrooms .. Square feet
 - (c) Length of shortest side of smallest classroom Feet
 - (d) Height of wall in lowest classroom Feet
 - (e) Number and size of Doors..... Windows.....
 - (f) Total length of desk space already provided Feet
 - (g) Is the privy accommodation according to the requirements of the Local Authority?
20. Description of grounds Area..... Fenced..... Drained.....
 Attach simple sketch map of floor area.
 20. There must be attached to this form—
 - (a) a simple sketch showing the names and position of schools named in 11 on this form;
 - (b) a copy of the Constitution of the Controlling Authority showing when and how it was appointed and who have the right to take part in the election of the officers;
 - (c) a copy of the timetable of the school;
 - (d) a list of the books used by the pupils in the school;
 - (e) a brief statement showing what provision is made for teaching school gardening and handwork.

I hereby declare that I shall be directly responsible under the Controlling Authority for the control and management of the above school.

.....
Manager.

As Secretary of the Controlling Authority financially responsible for the maintenance of the school, I hereby declare the accuracy of the particulars given in this form and I hereby apply for the *Registration/Recognition of the.....school under the Education Ordinance 1929.

* Cross out word not applicable.

SCHEDULE I.

FORM B.

(Clause 3, Regulations for the Registration, Recognition Classification of Schools 1929.)

NOTICE OF INTENTION TO APPLY FOR THE REGISTRATION OR
RECOGNITION OF A PROPOSED SCHOOL.

1. Name of proposed school
2. Distance and direction from some well known place
3. When is it proposed to open the school?
4. Name of Controlling Authority.....
5. Name and address of secretary or agent
6. By what funds will school be maintained when opened?
7. How is it proposed to obtain a site and erect a school?
8. Names of schools within 5 miles of proposed school.
9. Number of intending pupils of age 6 up to 14 inclusive Boys..... Girls..... Total.....
10. Language to be used in teaching

Note.—There must be attached to this form:—

- (a) A simple sketch showing the names and position of the schools named in 8 of this form.
- (b) A copy of the Constitution of the Controlling Authority if one has been appointed.
- (c) A list of names and ages of intending pupils underlining the names of children who are attending or who have attended any of the schools named in 8 of this form.

Note.—Any names or particulars given in 1, 4, and 5 above may with the approval of the Board be changed before the school is finally registered.

Declaration.—As Secretary of the Controlling Authority, I hereby give notice of intention to apply for the *Registration/Recognition of the above school and I declare the accuracy of the particulars given in this form.

* Cross out word not applicable.

SCHEDULE II.

(Clause 7, Regulation for the Registration, Recognition and Classification of Schools, 1929).

FORM A.

REGISTER OF REGISTERED SCHOOLS.

(Under the Education Ordinance 1929.)

Registration Number	File Number	Name of school.	Location.	Race of pupils.	Controlling authority.	Address.	Manager and address.	Date of registration.	Date of expiration of temporary registration.	Date of cancellation of registration.

SCHEDULE II.

(Clause 7, Regulations for the Registration, Recognition and Classification of schools 1929.)

FORM B.

REGISTER OF RECOGNISED SCHOOLS.

(Under the Education Ordinance 1929.)

Recognition Number	File Number	Name of school.	Location.	Race of pupils.	Controlling authority.	Address.	Manager and address.	Date of recognition.	Date of expiration of temporary recognition.	Date of cancellation of recognition.

SCHEDULE III.

(Clause 8, Regulations for the Registration, Recognition and Classification of Schools 1929.)

CERTIFICATE OF REGISTRATION (OR RECOGNITION) OF A SCHOOL
UNDER THE EDUCATION ORDINANCE 1929.

This is to certify that under the powers conferred upon it by the Education Ordinance 1929, the Board of Education has Registered/Recognised the..... school.

Number
 Name of Controlling Authority
 Name of Manager
 Dated.....19.....
 Suva.

.....
 Director of Education.
 Chairman of the Board of Education.

Regulations for the making of Grants-in-Aid to Assisted Primary Schools.

*Embodying amendments
to date 5.7.34*

In exercise of the powers conferred upon it by the Education Ordinance 1929, the Board of Education, has, with the approval of the Governor in Council, made the following Regulations:—

Short Title.

1. These Regulations may for all purposes be cited as the Grants-in-Aid to Assisted Primary Schools Regulations 1929.

Interpretation.

2. In these Regulations "Primary School" shall mean a school in which pupils of the ages of six to fourteen years, inclusive, are receiving primary instruction as prescribed in the Regulations for the Registration, Recognition and Classification of Schools.

Application for Grants.

3. Applications for grants-in-aid for registered schools under section twelve of the Education Ordinance 1929 shall be made according to the form of Schedule I attached to these Regulations.

Date of Application.

4. Every application for a grant to a school for any calendar year must reach the Director of Education not later than June 30th of the preceding year, provided that under special circumstances the Board may accept such applications not later than July 31st, and further provided that applications for grants for the year 1930 may be received up to December 31st of the year 1929.

Condition of Eligibility.

5. To be eligible for admission to receive grants-in-aid a school must comply with the provisions of the Education Ordinance 1929 and fulfil the following conditions to the satisfaction of the Board of Education:—

School to be Necessary.

(a) It must be necessary for its locality and unsuitable for being combined with an adjacent school or schools.

Established Three Months.

(b) It must, for a period of at least three months, have complied with the conditions and regulations prescribed for registered schools.

Efficiency.

(c) A report on the condition and efficiency of the school by an Inspector or any other officer authorised by the Board must have been approved as satisfactory by the Board.

Grade of School.

(d) The school must be approved by the Board as eligible to be classed in Sub-Grade 3 or a higher Sub-grade as defined in the Regulations for the Registration, Recognition and Classification of Schools.

Number and Status of Staff.

(e) The school must be staffed to the satisfaction of the Board.

Manager not Paid.

(f) The Manager must not, without the special approval of the Board, be a paid member of the teaching staff of the school.

Average Attendance.

(g) The average daily attendance of pupils between the ages of six and fourteen for the previous three months must have been at least twenty, provided that the Board may accept a lower average attendance in the case of a school for girls.

Minimum Openings.

(h) The Manager shall undertake that the school will be open during each year for purposes of secular instruction for not less than 380 periods of at least two hours each, provided that under exceptional circumstances and in particular in the case of any disease or other unavoidable cause affecting the attendance of the pupils of the school the Board may approve of a smaller number of periods or of periods of longer or shorter duration.

Basis of Payments.

6.—(a) The staff of an Assisted Primary School which shall be recognised for the payment of salary grants as hereinafter provided shall be calculated on the average attendance of pupils of school age for the three months preceding the date of application or for the purpose of Regulation 11 hereof for the four months preceding 1st July, and shall be as set out in Schedule II of these Regulations.

(b) The Board may, on the application of the manager of any school, approve of any variation from the scale of staff set out in Schedule II.

Determination of Grants.

7. The grants-in-aid which may be paid to Assisted Primary Schools that satisfy the conditions laid down by these Regulations shall be:

- (a) A Salary Grant according to the position held by the teacher on the staff as provided for in Schedule II attached to these Regulations or in Schedule II as modified by the Board under Regulation 6 hereof:—

	<i>Rate per annum.</i>
For a Probationer . . .	£15
For a position of Grade V	36
IV	54
III	75
II	102
I	132

- (b) An Efficiency Grant of the First, Second or Third Efficiency Class according to the report of the Director on the efficiency and equipment of the school. The amount of the Efficiency Grant shall be reckoned as follows:—With respect to each pupil of school age who has made at least 300 attendances during the year a grant of five, three and two shillings for schools graded in First, Second and Third Efficiency Class respectively under this Regulation, provided that if in the opinion of the Board the attendance of any school in such year was seriously affected by an epidemic or any other cause deemed to be exceptional, 250 attendances may be taken as the minimum for the purpose of this subclause.
- (c) If the Salary and Efficiency Grants earned by Assisted Primary Schools under these Regulations exceed the amount provided in any year by the Legislative Council for the payments of such grants, the Efficiency Grants, and if necessary the Salary Grants shall be reduced pro rata.

Scales of Salaries.

8. The application of Regulations 6 and 7 hereof shall be subject to the following conditions:—

- (a) Teachers classified in Grades A, B, C and D shall in general be held to be equivalent in classification to teachers in Grades I, II, III and IV respectively.
- (b) No teacher shall be regarded as holding a position on the staff of an assisted school unless he is engaged in teaching subjects prescribed for such school for at least twenty hours per week.
- (c) Trained Manual or Agricultural Instructors in Assisted Schools may, with the approval of the Board be regarded as teachers holding positions of Grade IV or III and the Board may pay grant accordingly with respect to such Instructors.
- (d) The salary grant with respect to a Head Teacher holding a position of Grade IV or Grade III provided for in Schedule II shall, as the Board may determine, be £6, £9 or £12 more than that payable for an assistant teacher holding a position of corresponding grade.

- (e) In exceptional cases the Board may approve in respect of any teacher the payment of grant not higher than midway between the grant payable for the position held by such teacher and that for a position corresponding numerically to the class of certificate held by such teacher.

Maximum Grant.

9. Every grant, approved by the Board under these Regulations, shall be paid to the Manager by the Director of Education in monthly instalments at least three weeks before the end of each month towards the payment of the salaries of teachers for that month provided that, if for any reason provided for in these Regulations the Board during the year alters the amount of the annual grant-in-aid for any school, the Director may adjust accordingly the payment of the grant in that year for the months following such alteration.

Manager to make return of salaries paid.

10. Not later than the seventh day of each month the Manager of every school, for which an instalment of the grant-in-aid was paid in the previous month, shall forward to the Director a statement showing the amount of the grant paid by way of salary during the previous month to each teacher on the staff of the school and acknowledged by the teacher.

Revision of Grants.

11. Not later than the month of September in each year the Board shall proceed to revise, as it deems fit, the list of schools previously admitted to receive grants-in-aid together with the amount of the grant payable to any school and shall as soon as possible thereafter inform the Manager of each assisted school of the amount of grant, if any, that will, subject to the provision of the Ordinance and the Regulations, be payable to such school in the following year, provided that the Board may at any time in accordance with subsection 4 of section 12 of the Ordinance, reduce or discontinue the grant to any school.

Absence of Teachers.

12.—(a) When a teacher on the staff of an assisted primary school is absent from duty on account of illness or other unavoidable cause for a period not exceeding one week the Manager, if he is satisfied as to the cause of such absence, may make arrangements among the staff for the performance of the duties of the absent teacher. All such absences shall be recorded in the log book under the teacher's name and the entry shall be endorsed by the Manager.

(b) If the absence extends beyond one week it shall be reported, without delay, by the Manager to the Director of Education and if the Director does not approve of the arrangements made by the Manager for the performance of the duties of the absent teacher, the Board may either make a reduction of the grant in respect of the absent teacher by an amount proportional to the duration of the absence or may call upon the Manager to appoint a substitute possessing at least the qualifications of the absent teacher.

(c) The total leave for which payment of grants shall be made in respect of any teacher on account of illness or other unavoidable cause shall not exceed twenty-eight days in any one year exclusive of the school vacations and holidays.

School Vacations and Holidays.

13.—(a) The first term shall consist of fourteen weeks and shall begin on the fourth Monday in January. The second term shall consist of fourteen weeks and shall begin on the fourth Monday in May. The third term shall consist of thirteen weeks and shall begin on the third Monday in September. Provided that in approved schools the Manager may vary the terms of any one year in such a way as to permit of vacations amounting to not less than eight weeks and not more than thirteen weeks in all. The Manager of every approved school shall at the beginning of each year submit all vacations and special holidays in respect of the school year for the approval of the Director of Education.

(b) Saturdays and days proclaimed by law to be Public Holidays shall be observed as School Holidays.

Attendance Register and Admission Register.

14. In every Assisted School the following registers and records shall be kept:—

- (a) An Attendance Register.
- (b) An Admission Register.

In the keeping of these registers the instructions issued by the Director of Education shall be strictly followed.

Log book.

(c) A log book, in which shall be recorded any event of importance connected with the school or any event to which reference at any future time may be necessary; unavoidable closing of the school; the grant of special holidays; change or absence of teachers; notes on the conditions of school buildings, &c.; receipt of circulars and instructions; and visits. No entries shall be made in the log book except by the Manager, the Head Teacher, the Director of Education, Inspector of Schools, Members of the Board of Education or the School Committee of the district.

Ledger.

(d) A Cash Book, showing the receipts under the Heads "Government Grants"; "School Fees"; and the expenditure of the school, including the salaries of each teacher. The Cash Book shall be open at all times to inspection by the Director and Inspectors of Schools.

Instruction book.

(e) An Instruction Book in which all Circulars, rules, instructions and reports received from the Director shall be filed.

Ages for admission to and for leaving school.

15.—(a) No child under the age of five years shall be admitted to any school. No pupil shall be allowed to remain at school after the end of the school year in which he reaches the age of sixteen years in schools for boys or for girls only, or the age of fifteen years in mixed schools, provided that the above age limits may be extended in individual cases with the approval of the Director.

(b) Nothing in the foregoing clause shall preclude the Director from raising the age of entry, or lowering the age at which pupils must leave any particular school, when he is satisfied that the staff is insufficient to teach the numbers normally attending.

School hours.

16.—(a) Instruction shall be given to pupils in classes 1 and 2 for not less than four and one-quarter hours and in the remaining classes for not less than four and three-quarter hours a day exclusive of any recesses, provided that the Director may in particular schools order that the pupils be taught in two divisions each of which shall be taught for not less than two and one-half hours at a session in each school day.

(b) Teachers shall be in their class-rooms at least ten minutes before the time indicated on the time-table for commencing school.

Regularity of attendance.

17. The Director may order the exclusion for any period of a pupil who fails to attend regularly.

Probationers.

18. The Head Teacher shall be responsible to the Manager for giving instruction to the probationers appointed to his school for at least four hours per week outside of school hours for secular instruction, in accordance with the syllabus prescribed for the Examinations for Teachers' Certificates and with a timetable to be submitted for approval by the Head Teacher to the Director.

Inspection.

19. Once every year and at a time fixed by the Director as near as convenient to the end of the school year the pupils of each assisted school shall, as far as is practicable, be examined by an Inspector of Schools, or by any other officer authorised by the Board. The inspecting officer shall furnish to the Board a written report on the examination and a copy of such report shall be forwarded to the Manager of the school and thereafter become part of the records of the school.

20. Notwithstanding anything contained in these Regulations the Board may, while applications for grants under these Regulations are being considered, continue to make temporarily in the year 1930, to any school which received a salary grant in the year 1929, a similar grant according to the scale in operation up to August 31st, 1929. If and when the Board makes for any such school a salary grant under these Regulations, the Board may make an adjustment of the payment made under such temporary grant.

Bonus.

21. Notwithstanding anything to the contrary in the preceding regulations, the Board may for the year 1930 and 1931 make such payments by way of bonus as it shall deem fit to those teachers who are recommended by controlling authorities and approved by an authorised officer.

Made by the Board of Education this 11th day of October, 1929.

ALFRED H. PHILLIPS,
Secretary, Board of Education.

Approved by the Governor in Council this 27th day of November, 1929.

G. K. ROTH,
Acting Clerk, Executive Council.

DEPARTMENT OF EDUCATION, FIJI.

SCHEDULE I.

FORM OF APPLICATION FOR A GRANT-IN-AID OF AN ASSISTED SCHOOL.

(Clause 3 of the Regulations for Grants-in-Aid to Assisted Primary Schools, 1929).

1. Name of school as previously registered
2. Name of controlling authority.....
3. Address of Secretary or Agent.....
4. Name and address of Manager.....
5. Statement showing present income and expenditure of school
6. Rate of fees charged to pupils.....
(included in 5).
7. Declaration by controlling authority that it takes the financial responsibility for the maintenance of the school in accordance with the Regulations for Assisted Schools

Date.....

Signed.....
(Manager)

DEPARTMENT OF EDUCATION, FIJI.

SCHEDULE II.

NUMBER AND GRADES OF TEACHERS FOR ASSISTED PRIMARY SCHOOLS—(Regulation 6).

Grade.	Average attendance of pupils of school age.	Grades of teachers.	
A	20—28	4	
B	29—36	4,	P.
C	37—46	4,	5
D	47—56	3,	5
E	57—64	3,	5, P.
F	65—74	3,	4, P.
G	75—82	3,	5, 5, P.
H	83—92	3,	4, 5, P.
I	93—102	3,	4, 4, P.
J	103—112	3,	4, 4, 5.
K	113—120	3,	4, 4, 5, P.
L	121—130	2,	4, 4, 5, P.
M	131—140	2,	3, 4, 5, P.
N	141—150	2,	3, 4, 4, P.
O	151—158	2,	3, 4, 5, 5, P.
P	159—168	2,	3, 4, 4, 5, P.
Q	169—178	2,	3, 3, 4, 5, P.
R	179—193	1,	3, 4, 4, 4, P.
S	194—203	1,	3, 3, 4, 5, 5, P.

1929.
—
LEGISLATIVE COUNCIL,
FIJI.
—

COUNCIL PAPER, No. 93.

M.P. 4447/29.

Regulations for the Government Teachers' Training School.

—
Laid on the Table, 25 October, 1929.
—

IN exercise of the powers conferred upon it by sections 27 and 30 of the Education Ordinance 1929, the Board of Education, has, with the approval of the Governor in Council, made the following regulations:—

Title.

1. These Regulations may be cited for all purposes as the Government Teachers' Training School Regulations 1929.

Eligibility.

2. To be eligible for admission to the Teachers' Training School a candidate must comply with the following conditions:—

- (a) be 16 years of age, or over;
- (b) have passed either an Entrance Examination conducted by the Department or the Sixth Standard Examination in a registered or recognised school;
- (c) produce a certificate of character and intelligence to the satisfaction of the Board from the Head Teacher or Manager of the school last attended as the Board may require;
- (d) produce a certified copy of his birth certificate or other satisfactory evidence of his age;
- (e) be certified by a duly qualified medical practitioner to be of sound constitution free from any physical defect that would interfere with his efficiency as a teacher and free from infectious and contagious diseases.

Application.

3. Application for admission shall be made according to form A shown in Schedule 1 attached to these Regulations which shall be forwarded to the Principal, together with the certificates required, so that it reaches him not later than August 31st in any year.

Entrance Examination.

4. An entrance examination shall be held at such centres and under such conditions as shall be approved by the Director, not later than December 15th in any one year, and full particulars of the examination shall be notified in the *Royal Gazette*, *Na Mata*, and *Rajdut* not later than June 30th in any year. The fee for this examination shall be two shillings.

Bond.

5. Every candidate shall give a written undertaking that he will, unless the Director otherwise directs or permits, complete his course of training to the satisfaction of the Director; that he will be well behaved during his course of training, and that he will, within a period of four years immediately after leaving the Government Teacher's Training School, teach for a period of three years in a registered or recognised school in Fiji.

When a candidate has been selected he shall, before he is admitted, find a surety in the sum of £10 to assure the performance of the undertaking, which may be made according to the form B in Schedule I attached to these Regulations.

Clothing.

6. Every selected candidate shall before admission provide himself with the regulation outfit detailed in Schedule II attached to these regulations.

Allowance.

7. Each student shall be given free board and lodging during the session of the school and an allowance at the rate of ten shillings per month subject to the conditions of clause 8.

8. The Principal may as he deems fit deduct from a student's allowance such sums of money as may be required to make good damage carelessly or wilfully done to the school property, to pay arrears of his Sports subscription, to replace articles of clothing of students who neglect to provide adequately for their clothing, and to pay such disciplinary fines as may be levied in accordance with the rules of the school.

Discipline.

9.—(1) Every student shall conform to the school rules and show unquestioning obedience to the teachers.

(2) No student shall be outside the school bounds between the hours of 9 p.m. and 6 a.m. without first obtaining permission from the Principal.

(3) A student failing to comply with clause 9 subclause (2) shall be liable to instant suspension by the Principal under the following subclause.

(4) The Principal may at any time temporarily suspend any student whom he deems guilty of grave misconduct or breach of the school rules and shall forward a full report of the case to the Director who shall order such action to be taken as he shall deem fit.

(5) Any student who, in the opinion of the Principal has failed to make satisfactory progress during any term or who shows little aptitude for teaching, shall be reported to the Director who may require him to leave the school.

Books.

10. Books and stationery for the use of students shall be free, provided that the Principal may require students to furnish themselves with special and necessary textbooks which shall be supplied by the school at cost price.

Sports and Physical Training.

11. Every student must take part in all the school sports and drill or physical exercises provided that a student may be temporarily excused by the Principal if he produces a medical certificate of physical unfitness to take part therein.

School Year.

12. The dates and the duration of the School Year terms and vacations shall be fixed from time to time by the Director.

Curriculum.

13.—(1) The course of instruction shall include for all students practice and theory of Teaching, Agricultural and Manual Training, Animal Husbandry, Physical Training and Organised Games, Hygiene, English, Arithmetic, History and Civics, Geography, Drawing, Singing and such other subjects as may be approved by the Board.

(2) The subjects shall be taught in accordance with a syllabus approved by the Director.

School Rules.

14. The Principal may with the approval of the Director make School Rules.

Timetable.

15. At the beginning of each school year the Principal shall submit to the Director for approval a timetable showing the periods of instruction allotted to each subject in the several classes and the name of the teacher taking each subject.

Examinations.

16.—(1) The Principal shall conduct an examination at the end of each term and the marks scored by each student together with a report of his skill in teaching shall be entered in his record.

(2) The Principal shall give to the Director an annual report on the conduct, diligence, progress and the aptitude for teaching of each student.

(3) Every student preparing for the Fifth Class Teachers' Certificate shall present himself for examination at the end of his first year.

(4) Those students preparing for higher certificates shall present themselves for their respective certificate examinations within two years of their admission to the school, provided that with the approval of the Director the periods specified in this clause may, as he deems fit, be extended.

(5) The conditions governing the certificate examinations and the award of certificates shall be those set down under the Regulations for the Admission, Examination and Classification of Teachers.

Sports Fund.

17.—(1) Every student in training shall pay to the Principal, in such instalments as the Principal deems fit, a Sports fee which shall not exceed ten shillings per annum.

(2) The Principal shall keep in a Sports Account Book a true account of all sums he may be authorised to receive or required to disburse for this fund.

Medical Inspection.

18.—(1) Every student shall submit himself for medical examination when required to do so.

(2) If any student is found to be physically unfit to continue his training as a teacher he may be required by the Director to leave the school.

19.—(1) Opportunities shall be given by the Principal to Ministers of recognised religious denominations to afford religious instruction to the students of their respective creeds. Such ministers shall be authorised by the Heads of the respective Churches.

(2) Classes of religious instruction of not more than half an hour in duration may be held in the school twice a week either at the beginning or the end of the hours prescribed for secular instruction.

(3) No payment for such religious instruction shall be made from Public Funds.

(4) Such ministers shall deposit with the Principal a copy of the syllabus of the religious instruction to be given.

Made by the Board of Education this 4th day of September, 1929.

ALFRED H. PHILLIPS
Secretary, Board of Education.

Approved by His Excellency the Acting Governor in Council at Suva this 24th day of October, 1929.

C. R. HARLEY NOTT,
Clerk, Executive Council.

SCHEDULE I.

FORM A.

(Government Teachers' Training School Regulations, Clauses 3 and 4.)

DEPARTMENT OF EDUCATION, FIJI.

GOVERNMENT TEACHERS' TRAINING SCHOOL, NATABUA.

APPLICATION FOR ADMISSION.

1. Full Name and Address
2. Race and Religion
3. Date and Place of Birth ⁽¹⁾
4. Father's Name and Address
5. Schools previously attended (give periods) ⁽²⁾
6. What Examinations have you passed? (give copies of certificates)
7. What is your present appointment
8. Language usually spoken
9. Teaching experience (give schools and periods)
10. General Health ⁽³⁾
11. Other Information

I....., the undersigned, hereby solemnly agree to conform to the Rules and Regulations governing the Government Teachers' Training School, to be responsible for all damage to the school property done by me and to complete my course of training to the satisfaction of the Director. Further I solemnly promise that within four years immediately after leaving the Government Teachers' Training School to teach for a period of three years in a registered or recognised school in Fiji.

Witnessed

Date

.....
Signature of Candidate.

Date

⁽¹⁾ Attach copy of birth certificate. ⁽²⁾ Attach testimonial from your last Head Teacher.

⁽³⁾ Certificate on the back hereof to be completed.

Note.—This form must be accompanied by an examination fee of two shillings.

CERTIFICATE OF CHARACTER.

(To be signed by two registered teachers or by two Government Officials.)

I certify that.....is personally known to me, and is, to the best of my knowledge and belief, of good moral character.

Date.....

CERTIFICATE OF HEALTH.

I certify thatis free from tubercular or other infectious or contagious disease, and is physically fit to undergo a course in teacher-training.

Date.....

.....
M.O. or N.M.P.

SCHEDULE I.

FORM B.

(Government Teachers' Training School Regulations, Clause 5.)

Know all men by these presents that I residing at in the Colony of Fiji, am personally held bound to the Attorney-General for the time being, his successors or Assigns in the sum of £10 (ten pounds) to be paid to the Attorney-General for the time being at Suva, in the Colony of Fiji, for which payment to be well and faithfully made I bind myself my heirs, executors and administrators to the Attorney-General firmly by these presents.

Sealed with my seal thisday of.....19....

Whereas.....has been selected for admission to the Government Teachers' Training School, Natabua, with a view to his being trained as a school teacher, and whereas the Government of Fiji has undertaken to give free tuition and training as a teacher, board and lodging, together with a monetary allowance at the rate of six pounds per annum tounder the conditions set out in the Regulations for the Government Teachers' Training School.

Now the condition of the above bond is that if the student in training..... is well behaved and if he completes his course of training as prescribed by the Regulations for the Government Teachers' Training School to the satisfaction of the Director of Education, and if the said.....shall within a period of four years immediately after leaving the Government Teachers' Training School teach for a period of three years in a registered or recognised school in the Colony of Fiji, then the above written bond shall be void otherwise the same shall remain in full effect and virtue. Always provided that in exceptional circumstances the Attorney-General for the time being may, as he shall deem fit, cancel this bond.

In witness whereof I have hereunto set my hand and seal the day and year first before mentioned.

Signed and sealed and delivered byin the presence of.....

SCHEDULE II.

(Government Teachers' Training School Regulations, Clause 6.)

LIST OF OUTFIT.

- 1.—*Compulsory*.—For Fijian and Indian Students:—
 - (a) white shirts 6, khaki shirts 2, Singlets 3, khaki shorts 2, Belt 1, White Handkerchiefs 3, towels 3, sheets 4, mosquito net 1, blanket 1, pillow 1, comb 1, toothbrush 1, razor 1, jacket (dark blue or dark grey 1), mirror 1, clothes box 1, clothes bag 1, weeding knife 1, file 1.
 - (b) For Fijians in addition to (a):—
white sulus 6, white shorts 1, sleeping mats 4.
 - (c) For Indian students in addition to (a):—
puggaree 1, white shorts 4, sleeping sulus 2.
2. *Optional*.—
Shoes, stockings, boot brushes, hair brushes, pyjamas, trousers (grey or white).

1929.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 120.

Indian Education Estimates, 1930.

(CORRESPONDENCE WITH THE SECRETARY OF STATE.)

Laid on the Table, 14 November, 1929.

TELEGRAM FROM ACTING GOVERNOR
TO SECRETARY OF STATE.

7th November, 1929.

Following from six European Elected Members Legislative Council is forwarded at their instance. Begins:—

Indian Education:—We refer Your Lordship to Governor Hutson's Message 13 of 1928.

Sir Eyre Hutson is an experienced Administrator and we are in complete accord with policy outlined in above Message.

Owing mixed races and creeds Government schools for Indians in nature of experiment which should be commenced on modest scale as outlined in above Message.

Not impossible that in certain districts Government schools intended for Indians of all creeds would meet boycott or non-co-operation.

If first schools successful we would agree accelerate programme but point out that programme of Director of Education in Annexure Message 13 of 1928 is far beyond present financial capacity of Colony.

Without consulting Executive Council and without consulting a single Elected Member Acting Governor has abandoned policy framed by Governor Hutson and approved by Elected Members.

Acting Governor proposes make provision nine new Indian schools, 1930.

Total Education Estimates 1930 show increase £10,000 over this year.

Necessity for caution emphasised by fact that no financial scheme yet devised for general educational rating.

Education Estimates accompanied by Acting Governor's extremely provocative Message 18 of 1929 to which we take strong exception.

We realise necessity providing facilities Indian education and will support establishment three new schools next year but Acting Governor declines give way and proposes use official majority force his views on Council.

Course of action taken and threatened is without precedent and indicates entire disregard rights and privileges of Elected Members established over a period of twenty-five years.

If Your Lordship will not intervene we must by every constitutional means endeavour prevent passing of Estimates until arrival of Sir Murchison Fletcher on 22nd instant in the hope that wiser counsels will then prevail.

J. M. HEDSTROM,
HENRY M. SCOTT,
ALPORT BARKER,
HUGH RAGG,
W. WILLOUGHBY TOTTENHAM,
JOHN P. BAYLY.

Message ends.

TELEGRAM FROM SECRETARY OF STATE
TO ACTING GOVERNOR.

12th November, 1929.

Your telegram dated 7th November, please inform the European Elected Members that I consider ideal to be aimed at is equal educational facilities for all races but that I am of course aware that the ideal can be reached only by stages and with due consideration for the financial resources. I cannot however consider their proposal for only three additional schools for Indians next year to be adequate, but I will not press for larger expenditure than is involved in the establishment of three schools in connection with the present Estimates. As soon as possible after arrival the new Governor should take the matter into consideration with a view, after consideration of the report of the Committee on Education rate and on return of Indian Members to the Council, to submitting a supplementary Estimate for such additional provision for Indian Education as may then be found advisable.

PASSFIELD.

1930.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 24.

M.P. 5738/29.

Course of Instruction for non-European Registered Primary Schools

(REGULATIONS PRESCRIBING)

Laid on the Table 13 May, 1930.

IN exercise of the powers conferred upon it by the Education Ordinance 1929, the Board of Education, with the approval of the Governor in Council, has made the following Regulations:

Short Title.

1. These Regulations may be cited for all purposes as the non-European Primary Course of Instruction Regulations 1929 for Registered Schools.

Course of Instruction.

2. The course of instruction in non-European Registered Schools shall be as set out in Schedule I attached to these Regulations subject to such qualifications and interpretations as are contained in these Regulations. Provided that subject to the provisions of the Ordinance the Board may approve of any alteration in such course proposed by the Head Teacher through the Manager of any particular Registered or Recognised School.

Classification of Pupils.

3. In these Regulations Class 1 shall in general mean a class of pupils of about six years of age or pupils in their first year of attendance at school. Class 2 shall mean a class of pupils of about seven years of age or pupils in their second year of attendance at school; and so on up to Class 8.

Lower, Middle, Upper and Advanced Courses.

4. The work prescribed herein for Classes 1, 2 and 3 shall be named the Lower Course. The work prescribed herein for Classes 4, 5 and 6 shall be named the Middle Course, and that prescribed for Classes 7 and 8 shall be named the Upper Course. Work for Classes above Class 8 shall be named the Advanced Course.

Grading of Pupils.

5. Each pupil shall be placed in a class according to his ability to carry on comfortably and profitably the work prescribed for that class, especially the work in Language and in Number. A pupil need not be placed in the same class for

all subjects. A pupil need not be placed in a class merely according to his age or to the number of years he has attended school, nor need he be kept a whole year in the same class.

Efficiency of Organisation.

6. The grouping of pupils into classes according to their ability and proficiency, the construction of a time-table covering the subjects prescribed in Schedule I and the laying out in the Work Book of a plan of class work week by week as prescribed in Regulation 8 will form special grounds for judging the efficiency of a teacher in charge of a school.

Text-books to be approved.

7. A list of the text books proposed to be used for teaching the various school subjects shall be forwarded by the Head Teacher to the Director not later than the first day of May, 1930, or in the case of a new school, within three weeks prior to the opening of such school. Not later than the first day of February in each year thereafter the Head Teacher shall notify the Director of any changes in the list of school books to be used for the ensuing year. After 1st June, 1930, no books shall be used which have not been expressly approved by the Board.

Work Book.

8. Each teacher shall, in consultation with the Head Teacher, draw up in each week an outline of the work in each subject which he proposes to teach in the following week. This outline shall be entered, with date, in an exercise book, with separate pages for each subject, and the various items of work shall be ticked off by the teacher after they are taken in the class.

Vernacular as the medium of Instruction.

9. Pupils shall be taught in and shall be taught to speak, read and write in the vernacular, in accordance with section 23 (1) (d) of the Ordinance, and as prescribed in Schedule I Part A attached to these Regulations.

10. In accordance with section 23 (1) (d) of the Education Ordinance the Board hereby prescribes that the vernacular shall be the medium of instruction in general subjects at least up to and including the stage of Class 4 except in the case of specially approved schools referred to in the last proviso to section 23 (1) (d) of the Ordinance.

11. In schools, for which a suitable whole or part-time teacher approved by the Director is available, pupils desiring to learn to read, speak or write any Indian language or script, other than Hindustani in the Nagari script, may be given instruction accordingly for not more than half an hour per day during school hours.

Lessons in English.

12.—(1) English lessons as set out in Part B of Schedule I attached to these Regulations may be taught only in schools approved by the Board for the teaching of English.

(2) To be eligible for consideration for such approval a school must:—

(a) provide efficiently, to the satisfaction of the Board, instruction at least up to and including Class 4 in the Vernacular Course as set out in Part A of Schedule I; and

(b) have on the staff a teacher or teachers approved by the Director, the Assistant Director or an Inspector of Schools as being competent to teach efficiently at least up to and including Class 4 the lessons in English as set out in Part B of Schedule I.

13.—(a) The Head Teacher of every school established before the first day of January, 1930,

shall, before the first day of May, 1930, forward through the Manager to the Director, for his approval, a copy of the school time-table showing the times in which the various lessons are taken, and by which teacher each lesson is given.

(b) The Head Teacher of every school established after the first day of January, 1930, shall, not later than four weeks after the opening of such school, forward through the Manager a time-table conforming to the description of sub-clause (a) hereof.

(c) In such time-table the time for marking the daily attendance of pupils in the register shall be entered not later than half an hour after the opening of the morning and afternoon sessions respectively.

(d) If it is desired to alter such time-table after it has been approved by the Director, the Head Teacher shall apply through the Manager to the Director for the approval of such alteration.

(e) If religious instruction is given at the beginning or the end of any school session the time for such instruction is to be shown in the time-table and the names, addresses and religious denominations of the persons giving such religious instruction shall be forwarded by the Manager to the Director.

Made by the Board of Education this 24th day of March, 1930.

D. W. HOODLESS,
M.P. 5738/29. *Secretary, Board of Education.*

Approved by the Governor in Council at Suva this 23rd day of April, 1930.

G. K. ROTH,
Acting Clerk, Executive Council.

SCHEDULE I.

(Clause 2, Non-European Primary Course of Instruction Regulations 1929.)

COURSE OF INSTRUCTION FOR NON-EUROPEAN PRIMARY SCHOOLS.

GENERAL SUBJECTS FOR ALL CLASSES.

Character Training.—Regular talks are to be given to children in all classes on such subjects as Truthfulness; Honesty with regard to property, work, lessons, games, &c.; Unselfishness; Kindness to animals; Punctuality; Obedience; Duty; Loyalty; Politeness; Good manners; Cleanliness of body, speech and mind. In addition to giving such talks the teacher should make use of incidents in the class-room and in the play-ground, as well as of any point that arises in reading, history or other lessons, to create a love and respect for what is good, and a distaste and aversion to what is base.

Physical Training.—On every fine day the teachers shall conduct physical exercise in the open air.

Games.—Teachers are to take a regular and personal interest in school games and even in the general play of the school children. By example and by suggestion the teacher may give some of the most valuable training for life through the informal guidance of games and sports. Here the pupil may be helped to learn how to seek the good of the team instead of personal satisfaction, to be patient, brave, self-controlled, loyal, obedient to rules and honourable to friend and opponent. In the play-ground, almost more than anywhere else, children can be taught how to "play the game" in after life.

Handwork.—Teachers are to remember that education is not merely a matter of learning from books. Education consists in developing the character and the body as well as the mind. The training of the mind involves power to think clearly, to act definitely, to concentrate, to overcome difficulties, to press on to a desired end and to aim at a high standard of result. There are many respects in which learning from books largely fails to cultivate the above qualities, but which learning by making something with the hands can develop in a special manner. Thus handwork is to be regarded and taught by the teacher as a valuable means of educative development, much of which can be given in no other way or in no equally serviceable manner. Therefore in all classes the pupils are to be taught to think and to plan and reason and execute, by doing. In lower classes simple articles such as mats and baskets can be made or woven from any suitable material at hand. In higher classes girls should

be taught to do sewing and embroidery. Where there is no woman teacher in the school girls should be taught sewing by a part time woman teacher. Boys should be taught simple woodwork by making articles through the use at first only of the knife, hammer and saw. Later on the use of the spokeshave, chisel and plane might be taught. Carving, leatherwork, or any other suitable handwork, could also be taught as opportunity offered.

PART A.—VERNACULAR.

CLASS I.

1. *Conversation.*—Oral answers, in correct sentences, to questions about the reading, pictures shown, stories, nature-study, hygiene, daily life, games, &c. Free conversation on simple topics.

2. Acting of simple stories.

3. Recitation of simple poetry with actions.

4. *Reading.*—To read and spell easy words and very simple sentences. (For Fijians, the standard of *Sala ni Wilitola*, Book 1. For Indians, the Nagari script. Very simple words with pictures from charts or simple Primer).

5. Singing simple songs, with actions where possible.

6. *Writing.*—Fijians.—Print writing, or cursive writing.

Indians.—Writing in Nagari script. Learning to write all the small letters and some simple words that occur in the reading.

7. *Drawing, Colour Work and Handwork.*—From simple objects, i.e., mango, coconut, banana, pineapple, bottle, &c. Simple handwork, basket-making, raffia, &c. The use of colour is strongly recommended.

8. *Number.*—English figures to be used.

(1) Counting and knowing numbers up to 20 in the vernacular.

(2) Reading and writing numbers up to 20.

(3) Analysing numbers up to 10, and memorising the facts.

(4) A great deal of concrete work should be given before proceeding to abstract examples. Count with shells, stones, sticks, seeds, &c. Fijian teachers are recommended to use *Na Fiha me balesi ira na Gone lalai*—Davui Series.

9. *Nature Study.*—Simple lessons on trees, plants, animals, insects, birds, found in the school garden or in the neighbourhood. Encourage the children to bring specimens and to ask questions about things they do not understand.

10. *Hygiene and Physiology*.—Daily inspection for personal cleanliness and health. Talks on personal hygiene.

11. *Stories*.—Stories of children of other lands; nature stories; animal stories; fairy tales of all lands; stories appealing to the child's sense of humour.

CLASS 2.

1. *Conversation*.—As in Class 1.

2. *Dramatic Work*.—As in Class 1.

3. *Recitation*.—As in Class 1.

4. *Reading*.—To read simple continuous lessons in short sentences. (For Fijians, *Sala ni Wilivola*, Book 2. (For Indians, an approved Primer, Nagari script). Children should be trained to read as naturally as when speaking and in a clear voice. A little silent reading should be given as well as reading aloud. Oral questions about the reading. Spelling of common words.

5. *Writing*.—Learning to write sentences. Writing from the blackboard words and sentences based on the reading lesson. Scripts as for Class 1.

6. *Drawing, Colour Work and Handwork*.—As for Class 1.

7. *Arithmetic*.—English figures to be used. Revision and extension of work taken in Class 1. Counting and knowing numbers up to 50. Analysis of numbers up to 20 and memorising the facts.

8. *Nature Study*.—As in Class 1.

9. *Hygiene and Physiology*.—As in Class 1.

CLASS 3.

1. *Oral Composition*.—As in Class 2. Oral description of the room or any picture or object put before the class. Repetition of stories told or read. Talks about daily events, local events, natural phenomena.

2. *Dramatic work*.—As in previous classes but more advanced.

3. *Recitation and Singing*.—Suitable songs, and very simple poetry. Children should be able to give the thought in their own words.

4. *Reading*.—As in Class 2 but more advanced. Spelling of common words. (For Fijians, *Fijian Reader* 1, Davui series. For Indians, an approved simple Reader). In oral answers to questions about the reading, the children should be trained to express their ideas clearly. They should be required to give clearly in their own words the thought contained in the reading. Answers may be printed on blackboard as matter for reading.

5. *Written Composition*.—Writing sentences, at first on blackboard, about simple subjects in the schoolroom, an object or picture put before the class. Writing answers on topics in 1 above, nature study questions, stories, &c. The use of the full stop and of the capital letter.

6. *Writing*.—Print or cursive writing. Writing from copies on the blackboard, or from the Reader. Children should be trained to write carefully in all lessons, not only in set writing lessons.

7. *Drawing, Colour Work and Handwork*.—As in Class 2, but more advanced. Quick free sketches rather than elaborately finished drawings should be required.

8. *Arithmetic*.—English numerals.

(1) Counting to 100. Serial counting by addition of tens up to 100, e.g., 9+5, 19+5, 29+5, &c.

(2) Multiplication tables—2, 3, 4, 5 and 10 times. Counting to 24 by twos, to 36 by threes, to 48 by fours, to 60 by fives, to 120 by tens. (Some work in tables and serial counting should be done every day).

(3) Mental money sums up to 2s. only; up to £1 if only shillings are involved.

(4) Analysing numbers up to 100 into tens and ones.

(5) Addition of numbers less than ten to numbers more than ten, the total not exceeding 100.

(6) Halves and quarters by dividing objects and lines and then simple numbers.

(7) Using the foot-rule. Measuring objects and drawing lines of given length in inches and half-inches.

(8) *Telling the time*.—The Roman numerals up to 12.

NOTE.—The work in the class should be as concrete as possible. Much more time should be given to mental than to written work. Problems should be connected with the practical affairs of daily life, simple purchases at the stores, &c.

9. *Nature Study*.—As in previous classes but more advanced. Observation of garden work of upper classes.

10. *Hygiene and Physiology*.—As in the previous classes.

11. *Stories, History, Current Events*.—(1) An extension of work taken in the lower classes.

(2) Stories of how people lived in the early times, e.g., "The First Cook," "The First Canoe." (Expression work, e.g., modelling utensils used). Discoverers, Explorers, Navigators, Inventors.

CLASS 4.

1. Reading as in Class 3 but more advanced. (For Fijians, the standard of *Senipate na Dauvisokoyaki*. For Indians, the standard of any approved Readers). Continuous story Readers.

2. Composition as in Class 3 but more advanced.

3. Recitation as in Class 3 but more advanced.

4. Dramatic work as in Class 3 but more advanced.

5. *Dictation and Spelling*.—Based on reading and also unseen work.

6. *Oral Composition*.—Reproduction of simple story, talks on common topics, pictures, &c.

7. *Written Composition*.—Sentences as given in Oral Composition.

8. *Writing*.—As in Class 3.

Writing.—As in Class 3 but more advanced.

9. *Drawing, Colour Work and Handwork*.—As for lower classes. Articles to be made from local materials.

10. *Arithmetic* :—

(1) Revision and extension of work taken in Class 3.

(2) Multiplication tables up to 12 times. Daily revision is necessary.

(3) Numeration and notation up to 999.

(4) The four simple rules involving numbers up to 999 and easy problems based on these rules. In multiplication and division the multipliers and divisors should not exceed 9.

(5) *Money*.—All the English coins. Simple addition and multiplication of sums of money (omit farthings).

(6) Weights and measures in oral and mental exercises. The dozen. The days in a week. Pint and quart. Ounce and pound. Measuring in feet and inches up to a yard.

(7) Halves and quarters by dividing lines and numbers.

(8) Drawing lines in inches and half-inches.

NOTE.—A good proportion of the time should be given in each lesson to mental examples which should be based on the above-mentioned work. Simple problems should be given that are connected with the practical business of daily life.

11. *Nature Study*.—Plants, animals and insects known to the children. Simple drawing of same. Life history of a few plants and birds. Observation of school gardening and some simple operation such as weeding or watering.

12. *Geography* :—

(1) Cardinal points and direction.

(2) Physical features of the district.

(3) How children in other lands live and play.

(4) Elementary plan-making, map-reading, as applied to the school district. Simple observations of sun, moon, tides, rain, dew and wind.

(5) Recognition of continents and oceans. The Globe.

13. *Hygiene and Physiology*.—Daily inspection *re* cleanliness, cuts, sores. Talks on topics thus arising.

14. *History, &c.*—Stories of famous people and outstanding events taken from World History, e.g., Captain Cook, Sir Francis Drake, Julius Caesar, Pilgrim Fathers, Hannibal, Marco Polo, Akbar the Great, Ramabai, a Great Indian Woman, Livingstone, Ross Smith's Flight, Florence Nightingale. The Globe and Map of the World to be freely used.

CLASS 5.

1. *Reading*.—As in Class 4 but more advanced. Silent reading. The children should be able to give the thought in their own words.

2. *Oral Composition*.—To give the thought contained in the reading, oral answers to questions about hygiene, nature study, geography, stories, &c. Simple descriptions of pictures, &c. Reproduction of stories. Children should be trained to express themselves clearly in continuous speech.

3. *Singing and Recitation*.—Suitable songs. Children should recite clearly and intelligently, and give the thought contained in the poetry.

4. *Dictation and Spelling*.—Based on the reading; also unseen work but more advanced than in Class 4.

5. *Written Composition*.—As in Class 4 but more advanced. Use of comma, question mark, &c.

6. *Writing*.—Instead of continuing to set writing lessons from a copy, good, neat, careful writing should be insisted upon in all the composition, dictation and other language lessons.

7. *Drawing*.—Drawing of simple objects, birds, flowers, fruits, &c.

8. *Handwork*.—Making simple articles with knife, hammer, thread, fibre, needle, &c.

9. *Arithmetic* :—

(1) Revision and extension of work taken in lower classes.

(2) Numeration and notation up to 9999.

(3) The four simple rules and their application to problems, involving numbers up to 9999. Multiplication and division by factors, the multiplier and divisor not exceeding 144.

(4) The four rules applied to money. Pence tables, Simple reduction of money, involving not more than one step.

(5) Weights and measures as in Class 4. The gallon. The chain. Practice in estimating and stepping out distances.

(6) *Fractions*.—To find by measurement or by dividing objects, or by paper-folding, a half, a third, a quarter, of any given number or quantity.

NOTE.—Much time should be given to mental arithmetic. All mental as well as written work should be as practical as possible.

10. *Nature Study*.—As in Class 4 but more advanced. Drawing of insects, parts of plants. Life history of mosquito, and a few other insects.

11. *Gardening*.—Children to prepare and keep garden plots, noting growth of seeds, cuttings, suckers, tubers, &c.

12. *Geography*.—Simple Geography of Fiji; position on globe; island groups; build and shoreline; products; inter-island routes. Countries from which we obtain common articles. Routes and ports of call of vessels visiting Fiji.

13. *Hygiene and Physiology*.—Practical—How to dress cuts and sores, &c. Rules of personal health with regard to food, drink, clothes, cleanliness, fresh air, keeping clean the house, school-room and grounds.

14. *History*.—Topics selected from the following:—Exploration in the South Seas—Balboa; Magellan; Tasman; Cook; Bligh. Fiji:—Stories of the Missionaries and early traders. The story of Cakobau. Movement of races in the Pacific, e.g., Maoris, Tongans. Stories of famous people and outstanding events taken from World History:—Captain Cook, Sir Francis Drake, Julius Caesar, Hannibal, Pilgrim Fathers, Marco Polo, Akbar the Great, Ramabai, Livingstone, Ross Smith's Flight, Florence Nightingale.

CLASS 6.

1. *Reading*.—As in Class 5 but more advanced. Home reading to be encouraged. Free periods for supplementary reading recommended.

2. *Oral Composition*.—As in Class 5 but more advanced.

3. *Singing and Recitation*.—As in Class 5 but more advanced.

4. *Dictation and Spelling*.—As in Class 5 but more advanced.

5. *Written Composition*.—As in Class 5 but more advanced. Correct setting out of letters, writing addresses, use of inverted commas.

6. *Writing*.—As in Class 5.

7. *Drawing and Handwork*.—As for Class 5. Use of wire and leather where possible.

8. *Arithmetic* :—

(1) Revision and extension of work of previous classes.

(2) Numeration and notation beyond 9999.

(3) The four simple rules. Long division and multiplication by numbers exceeding 12, by factors and by parts of a number.

(4) The four compound rules and very simple problems based on these rules. Very simple Bills of Accounts.

(5) *Weights and Measures*.—As in previous classes. Ideas of a quarter, a hundredweight, a mile.

(6) Practical exercises in measuring weights. Very simple reduction.

(7) The application of fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and 2 to simple quantities.

(8) The application of mental rules—the dozen and the score rule.

(9) Aliquot parts of 1s. and £1, and their application to mental problems.

NOTE.—Mental arithmetic should still be given an important place in the arithmetic lessons, applying the work mentioned above to practical problems of every-day life. Short methods to be taught.

9. *Nature Study*.—As in Class 5 but more advanced. Simple life histories of insects. Collecting of specimens. Parts of plants and the work of each part. Study of dew, rain, clouds, tides, winds.

10. *Gardening*.—Lessons and experiments on effects of gardening operations, fertilisers, applied to garden plots in school ground or other areas.

11. *Geography*.—Chief island groups of the South Pacific—Samoa, Tonga, New Guinea, New Britain, Solomons, New Hebrides. Coral reefs. Trade routes from Fiji to America, New Zealand, Australia and England. Chief countries of Europe. Other countries trading with Fiji. The work of rivers, formation of plains.

12. *Hygiene and Physiology*.—As for Class 5.

13. *History*.—Revision of work of Lower Classes. History of the Pacific:—(a) Further explorations in the Pacific. (b) How the following islands entered the Empire:—Fiji, Tonga, Samoa, New Britain, New Hebrides, Papua, Solomons, Rotuma, New Zealand, Australia.

CLASS 7.

1. *Reading*.—As in Class 6 but more advanced. The amount of silent reading should be increased.

2. *Oral Composition*.—As in previous class but more advanced. Simple debating.

3. *Singing and Recitation*.—As in previous classes but more advanced.

4. *Dictation and Spelling*.—Unseen work.

5. *Written Composition*.—As in Class 6 but more advanced.

6. *Writing*.—As in Class 5.

7. *Drawing and Handwork*.—As in Class 6 but more advanced. Use of saw and chisel.

8. *Arithmetic*.—For Classes 7 and 8 spread over two years:—

(1) Revision and extension of work of previous grades.

(2) Tables of weights and measures in common use. (Omit Troy Weight). (In long measure omit rods, perches and poles. In square measure omit square poles and roods. In measure of capacity omit gill, peck, and quarter). The knowledge of these tables should be based on practical work related to every-day life. Give problems (oral and written) involving the use of these tables.

(3) The Unitary method with one ratio.

(4) *Fractions*.—Simple vulgar fractions, the denominator not to exceed 12. Decimal notation to hundredths. Practical exercises in making fractional parts, both vulgar and decimal.

(5) Simple practice.

(6) Very simple percentages treated as fractional parts. Interest and discount treated as aliquot parts of a pound.

(7) Long Tots.

9. *Nature Study*.—As in Class 6 but more advanced. Life histories of insects. Study of growth of plants and crops. Specialised study of plants (sugar production, oil products, cotton). Drawing to be correlated with this course.

10. *Gardening*.—Pupils of Classes 7 and 8 to have charge of garden plots; to grow root and other crops, and to receive instruction on principles connected with gardening operations.

11. *Geography*.—The British Empire in simple broad outlines, with special attention to Australia, New Zealand, India and Canada. Simple study of zones and the peculiarities of each zone.

12. *Hygiene and Physiology*.—Simple lessons on physiology. For boys, First Aid; for girls, Simple Mothercraft. Hygiene, more advanced, dealing with causes and prevention of diseases peculiar to Fiji.

13. *History, &c.*—(Combined course for Classes 7 and 8):—

(A) Selected stories showing progress of civilisation. For example:—

1. Crusades.

2. Discovery of printing.

3. The Growing World—(a) Prince Henry the Navigator and Vasco da Gama, (b) Columbus, (c) English Sailors—Drake and Raleigh, (d) the opening up of India.

4. Africa in America—(a) Colonisation of America, (b) Introduction of Africans, (c) Wilberforce, Lincoln, Booker Washington.

5. The First Steam Engine.

6. The Opening up of Africa.

7. The Panama Canal. The Suez Canal.

8. Transcontinental Railways.

9. Modern Inventions.

10. Discoveries in Science affecting health.

11. Lessons from the Great War (League of Nations).

(B) *Civics*.—Forms of Government in Fiji and in various parts of the British Empire. The need for and uses of rates and taxes.

CLASS 8.

All subjects.—As in Class 7 but more advanced.

Written Composition.—Additional—Paragraphing, writing summaries.

Arithmetic :—

(1) Revision and extension of work of previous grades.

(2) Simple percentages applied to trade and interest.

(3) Averages.

(4) Factors and multiples. Easy exercises in H.C.F. and L.C.M. as far as can be worked mentally.

(5) Elementary mensuration of square and oblong. This should be essentially practical.

For Mental Arithmetic see Class 6 Schedule.

Nature Study.—As in Class 7 but more advanced.

Gardening.—As for Class 7.

Geography.—Simple study of world commodities—wool, rice, oil, coal, iron, rubber, sugar. Revision of previous work.

Hygiene and Physiology.—Combined with Class 7.

History, &c.—See Class 7 Schedule for combined course.

PART B.—ENGLISH.

CLASS 1.

1. Learning by conversation common words such as the names of things in the school-room, things in the house, parts of the body, clothes, &c., through the use of objects, drawings or pictures. Sentences to be short and simple. Careful pronunciation should be insisted upon, and daily sound drill in the special English sounds should be given.

2. *Easy songs*.—Children should understand the thought contained in the songs, and accompany them with actions.

3. No reading or writing in English is to be taken in this class.

CLASS 2.

1. *Conversation and sound-drill*.—As in Class 1.
2. *Recitation and Singing*.—As in Class 1.

CLASS 3.

1. *Reading*.—As for Vernacular in Class 2. Careful pronunciation and daily sound drill during the reading lessons. New words and expressions to be used in sentence drill. Questions must be asked in the vernacular to see if the children understand the reading. Also in every lesson simple oral questions in English should be given to provide practice in conversation.

2. *Phonetic Work*.—As in Class 1 and 2.

3. *Spelling*.—Oral spelling based on the reading.

4. *Conversation and Oral Composition*.—Sentences describing the room, a picture, &c.

5. *Singing and Recitation*.—Simple songs and poems. Children should be able to explain the main thought in the poems.

CLASS 4.

1. *Reading*.—As in Class 3 but more advanced. The standard of an approved Infant Reader.

2. *Phonetic Work*.—As in Class 3. The children should arrange lists of words containing similar vowel sounds, under the teacher's direction. The lists should be regularly practised.

3. Spelling based on reading.

4. *Oral and Written Composition*.—Sentences describing the school building, a picture, every-day events, games.

CLASS 5.

Reading.—To read a book of the standard of the English Reader, Davui Series. Supplementary reading from simple story books.

2. *Phonetic Work*.—As in lower classes.

3. Spelling and Dictation based on simple passages in the reading.

4. *Oral and Written Composition*.—As in Class 4 but more advanced. Re-telling in English the substance of a paragraph.

5. *Singing and Recitation*.—As in previous class; poetry to be of simple character easily understood by the children.

CLASS 6.

1. *Reading*.—To read a book of the standard of English Reader II, Davui Series. Supplementary reading as far Class 5.

2. *Phonetic Work*.—As in Class 5.

3. *Spelling and Dictation*.—As in Class 5.

4. *Oral and Written Composition*.—As in Class 5 but more advanced. Re-telling a simple story. Simple letter writing.

5. *Singing and Recitation*.—As in previous classes.

6. *Writing*.—As in Class 5.

7. *Grammar*.—Changing short sentences or phrases from Singular to Plural, and from Plural to Singular. Changing short sentences from present to past and to future tense.

CLASS 7.

1. *Reading*.—Up to the standard of a No. 3 English reader Simple continuous Readers.

2. *Other English Subjects*.—As in Class 6 but more advanced.

3. *Written Composition*.—Simple narration, letter-writing, imitation.

4. *Grammar*.—Revision of work in Class 6. Use of negatives, interrogatives and personal pronouns.

CLASS 8.

English.—As for Class 7 but more advanced. Reader No. 4 and Story Books.

Grammar.—In addition, enlargement of sentences and simple comparative construction.

1934.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 4.

F. 28/21.

The Education Ordinance 1929.

Laid on the Table, 20 March, 1934.

REGULATIONS PRESCRIBING THE COURSE OF INSTRUCTION
FOR NON-EUROPEAN SCHOOLS.

IN exercise of the powers conferred on it by sections 7 and 30 of the Education Ordinance (No. 1 of 1929) the Board of Education has, with the approval of the Governor in Council, made the following Regulations:—

1. These Regulations may be cited as the Non-European Primary Course of Instruction (Amendment) Regulations 1933, and shall be read as one with the Non-European Primary Course of Instruction Regulations 1929 for Registered Schools, hereinafter called the Principal Regulations.

2. Clause 11 of the Principal Regulations, as amended by the Regulations made on 8th October, 1931, and published in 1931 Gazette at page 417, is hereby revoked and replaced as follows:—

“ 11. In approved schools instruction in the speaking, reading
“ and writing of the predominant Indian language other than Hindu-
“ stani may be given with the approval of the Director during one
“ period of half an hour in the morning and afternoon, inside of the
“ regular school hours, provided that there are at least 15 pupils in
“ average attendance receiving instruction in that predominant
“ language, and provided that the Director is satisfied that it is
“ being taught efficiently.”

Made by the Board of Education this 17th day of October, 1933.

M. FORSTER,
Secretary, Board of Education.

Approved by the Governor in Council this 29th day of November, 1933.

J. W. GITTINS,
Clerk, Executive Council.

EDUCATION ORDINANCE 1929.

REGULATIONS FOR THE REGISTRATION, RECOGNITION, AND CLASSIFICATION OF TEACHERS.

IN exercise of the powers conferred upon it by the Education Ordinance 1929, the Board of Education has made the following Regulations.

Short Title.

1. These Regulations may be cited as the Registration, Recognition and Classification of Teachers Regulations 1934.

Application for Registration.

2. Every applicant for Registration or Recognition as a teacher shall, in his own writing, furnish the Director of Education with the particulars required in the appropriate form shown in Schedule I attached to these Regulations.

Eligibility for Registration.

3. No such applicant shall be eligible for Registration under the Education Ordinance 1929 unless he—

Character.

- (a) furnishes a certificate of good character signed by any one of the following:—
The Head of a Missionary Society in Fiji, a Registered European Minister, a member of the Legislative Council, a Justice of the Peace, a District Commissioner, a District Medical Officer, a European Officer of Constabulary, or any other person approved by the Board;

Knowledge of English.

- (b) satisfies the Director that he can adequately speak, read and write English;

Academic attainment.

- (c) has passed the prescribed examination for the Teachers' Certificate of the Fifth or higher Grade or an examination accepted by the Director as equivalent thereto;

Standard of Teaching.

- (d) satisfies the Director that he can teach by suitable methods the subjects for Classes 1, 2 and 3 in the Regulations prescribing the Course of Instruction for Non-European Primary Schools;

Physical fitness.

- (e) supplies a certificate from a registered Medical Practitioner that he is free from any mental and physical defect that would interfere with his efficiency as a teacher or with the health of his pupils.

Certificate of Recognition.

4. Any applicant for Registration or Recognition as a teacher who does not in the opinion of the Director fully satisfy each of the conditions in (b), (c) and (d) of Regulation 3 of these Regulations may be declared to be a Recognised Teacher if he—

Character of physical fitness.

- (a) satisfies the conditions in (a) and (e) of Regulation 3; and

Standard of Teaching.

- (b) satisfies the Director that he can teach by suitable methods the vernacular subjects for classes 1 and 2 in the Regulations prescribing the Course of Instruction for Registered non-European schools.

Issue of Certificates of Registration or Recognition.

5. If the Director in compliance with the Ordinance and these Regulations decides to register or recognise a teacher, he shall issue to such teacher a Certificate of Registration or Recognition as the case may be in the appropriate form shown in Schedule II attached to these Regulations and such certificate shall be shown by the teacher to the Manager on taking up a new appointment and shall be produced when required by any person authorised by the Board.

Register.

6. The register of all teachers under the Ordinance shall be kept according to the form of Schedule III attached to these Regulations.

Teachers to notify Director of transfers.

7. It shall be the duty of every Registered or Recognised teacher, on leaving or entering upon a position in any school, to notify the Director accordingly and to forward his certificate of Registration or Recognition to the Director for endorsement.

Return of Certificate.

8. If at any time the Board cancels the Registration or Recognition of any teacher, such teacher shall return to the Director the Certificate issued under Regulation 3 or 4 hereof.

European teachers— Classification of.

9. Regulations 10 to 18 inclusive of these Regulations shall, unless otherwise specified, apply only to European teachers.

10. Registered European teachers other than those employed in Government Schools shall be classified under the authority of the Board of Education into four Grades—A, B, C and D, of which A shall be the highest.

Scheme of Grading.

11. The Grade in which a teacher is classified shall be determined by the total number of marks awarded by the Director of Education, as grading officer for the Board, under the respective headings, as under:—

	Maximum marks.
(a) Teaching ability	80
(b) Powers of organisation & discipline	30
(c) Personality	30
(d) Educational attainments	40
(e) Special qualifications	20
Total	200

Method of grading.—Reports.

12. In the award of marks the Director shall take into account the written reports of Inspectors of Schools, Head Teachers, Managers, Controlling Authorities and of any Government officials competent to report on some aspects of the efficiency of a teacher or a school.

Teaching ability.

13. Marks under Regulation 11 (a) for Teaching Ability shall be awarded in relation to the methods and results of the teacher's practical class teaching.

Organisation and Discipline.

14. Marks under Regulation 11 (b) for Organisation and Discipline shall be awarded chiefly for the manner in which the pupils are graded into classes and promoted from class to class; for the keeping of proper records, particularly schemes of work; for arrangements made for the smooth and effective working of the school; for the tidiness and beauty of the school grounds; for order, discipline and good tone inside and outside the school; for the supervision of games, and in general for the training of the children in character and for the existence of a good tone in the school.

Personality.

15. Marks for personality under Regulation 11 (c) shall be awarded for the manner in which the teacher's life, character and demeanour are likely to influence the children of the school, and the community to which the school belongs. Credit shall also be given for originality and initiative and the ability to make the best of difficult or adverse conditions.

Educational attainments.

16. Marks for educational attainments under Regulation 11 (d) shall be awarded according to the examinations wholly or partly passed by the teacher; to the recorded and certificated evidence of educational attainment accepted by the Director, or to the results of any examination of the teacher held by the Department.

Special Qualification.

17. Marks for Special Qualifications under Regulation 11 (e) shall be awarded for special ability in teaching agriculture, manual work, domestic science, singing, for ability to speak or teach in any of the vernaculars spoken in Fiji, and for any similar qualification deemed by the Director to be of value for teaching children in the Colony.

Definition of Grades.

18. According to the total number of marks awarded under the preceding Regulations the Director may grade teachers as follows:—

- | | |
|-----------------------------------|------------|
| (a) Total not exceeding 100 marks | Grade D |
| (b) Total 101 to 130 marks | .. Grade C |
| (c) Total 131 to 160 marks | .. Grade B |
| (d) Total 161 to 200 marks | .. Grade A |

First Grading provisional.

19. The first grading of a teacher under these Regulations shall be regarded as provisional and may be revised by the Board on the recommendation of the Director at any time during the year in which the first grading is made.

Annual revision of grading.

20. The Classification of all teachers graded under these Regulations shall be reviewed by the Director at the end of each calendar year, and he may in accordance with these Regulations increase or reduce the marks and revise the grade

of any teacher, provided that before reducing the marks or the grade of any teacher the Director shall inform the teacher of the reasons for any proposed reduction of marks or grade and shall consider any statement the teacher may forward to him.

Classification of non-European Teachers.

21. Regulations 22 and 23 inclusive shall apply only to teachers who are of non-European race.

Application for Recognition as a Probationer or Student-in-Training.

22. Every person between the ages of sixteen and nineteen years who desires to be trained as a teacher shall apply to the Director for recognition, either as—

- (a) if a male, a Student-in-Training in a Government or an approved Training School for Teachers; or
- (b) if a female, a Probationer in a school or a Student-in-Training in an approved Training School for Teachers; provided that the Director may in special cases recognise students over nineteen years of age.

Educational Standard.

23. Every such applicant must—

- (a) have passed the Teachers' Qualifying Examination.

Character.

- (b) be certified by the Head Teacher of the school or schools attended by him during the previous two years as being of good character and intelligence and as having shown evidence of aptitude for teaching;

Physical Fitness.

- (c) be certified by a registered medical practitioner to be free from any mental and physical defect that would interfere with his efficiency as a teacher or with the health of his pupils.

Minimum Period for Qualifying.

24.—(a) Every Probationer and Student-in-Training shall, unless exempted by the Director, present himself for the prescribed Fifth Grade Teachers Examination within one year and for the Fourth Grade Examination within two years of such recognition.

(b) Any probationer or student who fails at such Fifth or Fourth Grade Examination may be informed by the Director that he cannot continue to be so recognised.

Classification of non-Europeans.

25. Registered teachers shall be classified by the Director as grading officer to the Board into Grades I, II, III, IV and V, of which Grade I shall be the highest.

Classification in Grade V.

26. To be eligible for classification in Grade V a teacher shall—

Character and Physical Fitness.

- (a) have satisfied the conditions prescribed in Regulation 3 of these Regulations;

Training.

- (b) have completed to the satisfaction of the Director two years of service as a Probationer or as a Student-in-Training unless exempted from such service by the Director.

*Classification in Higher Grades—Teachers
previously classified.*

27. To be eligible for classification in Grade IV, III, II or I a teacher, if he has been previously classified, shall—

- (a) have passed the Certificate Examination prescribed for Grade IV, III, II or I respectively, provided that the Director may in respect of any of these examinations accept proof of the attainment of an equivalent standard and range of education; and
- (b) have been certified by an Inspector of Schools or other person authorised by the Board, to have maintained a good record of conduct and diligence and to have shown a satisfactory advance in efficiency as a teacher for a period of two years after he was classified in his present grade, due consideration being given to the qualifications and duties referred to in Regulations 13, 14 and 15 of these Regulations.

*Classification in Higher Grades—Teachers
not previously classified.*

28. To be eligible for classification in a Grade higher than Grade V, a teacher, not previously classified, shall—

- (a) comply with the conditions prescribed in Regulations 3 and 27 (a) of these Regulations;
- (b) give satisfactory evidence of his efficiency as a teacher which will be considered in the light of the qualifications set out in Regulations 13, 14, 15 and 16.

Grades of Examinations.

29. There shall be five grades of examinations for non-European teachers and these shall be called First, Second, Third, Fourth and Fifth Grade respectively. The First being the highest.

30. Candidates wishing to sit for the Teachers' Qualifying Examination or any of the Teachers' Certificate Examinations shall comply with the following conditions:—

- (a) apply before the 15th September to the Director and be given permission to sit for the examination;
- (b) unless exempted by the Director, have passed in the case of the Teachers' Certificate Examinations the examination of the next lower class;
- (c) forward with his application the prescribed fee which shall be—

(1) for the Teachers' Qualifying Examination ..	s. d.
	2 0
(2) for any of the Teachers' Certificate Examinations .	5 0
(3) for completion of a Teachers' Certificate Examination .	2 6

Syllabus of Examinations.

31. The requirements for the examinations prescribed in Regulations 23 (a) and 29 hereof shall be those set out from time to time by the Director for circulation to candidates.

Date of Examinations.

32. Such examinations shall be held in Suva and in such other centres as the Director may approve and shall take place as nearly as possible in the first week of December of each year.

Partial Passes.

33. A candidate who fails in not more than three subjects may with the approval of the Director be granted a partial pass and may within two years thereafter complete the examination by passing in the subject or subjects in which he previously failed, but a candidate shall not be entitled to be promoted to a higher grade on a partial pass.

Notification of Results.

34. The Director shall notify each candidate of the result of his examination but no certificate shall be issued until the candidate is classified in accordance with the provisions of these Regulations.

35. Regulations 36 to 40 inclusive shall apply to all teachers affected by these Regulations.

Appeal.

36. Any teacher who is not satisfied with any decision under these Regulations may in writing appeal to the Board.

Report of Classification.

37. The Director shall as soon as possible in each year report to the Board the result of the classification of teachers under these Regulations and such classification as approved by the Board shall be the classification of such teachers for that year, provided that in exceptional circumstances the Board may at any time authorise the classification of a teacher.

Gazetting of Classification and Grading.

38. The Director shall as soon as possible there- after publish in the Gazette a list, as approved by the Board, showing the names of teachers classified under these Regulations and the grades in which such teachers are placed.

Issue of Certificates.

39. The Board shall issue to each teacher classified under these Regulations a certificate according to the appropriate form shown in Schedule IV attached to these Regulations, stating that the teacher is classified in Grade A, B, C or D or in Grade I, II, III, IV or V as the case may be.

Cancellation of Certificates.

40. If the Board at any time cancels the registration of any teacher graded under these Regulations the certificate issued to such teacher by the Board shall be returned by him to the Board.

Revocation of Previous Regulations.

41. The Registration, Recognition and Classification of Teachers Regulations 1929 published in the *Fiji Royal Gazette* No. 6 of 7th February, 1930, are hereby revoked provided that such revocation shall not affect any certificate issued or any classification made under the said Regulations before the commencement of these Regulations.

Made by the Board of Education this fifth day of July, 1934.

M. FORSTER,
Secretary, Board of Education.

Approved by the Governor in Council at Suva this twenty-sixth day of July, 1934.

K. V. MACQUIRE,
Clerk, Executive Council.

M.P. 2742/30.

SCHEDULE I.

(Regulation 2, Registration, Recognition and Classification of Teachers Regulations 1934.)

APPLICATION FOR THE REGISTRATION OR RECOGNITION OF A TEACHER.

Write plainly.

1. Name and address in full
 2. Date and place of birth
 3. Are you a British subject?
 4. Can you speak, read and write English. If so, to what standard?
 5. In what schools were you educated? Give periods and standard of education
 6. What examinations have you passed?
 7. What Teaching Certificates have you gained?
 8. Can you teach the Course of Instruction prescribed for Class 3 of a non-European Primary School?
 9. What languages other than English can you speak, read and write to the standard of Class 3?
 10. Number of years engaged in teaching? Give names of schools
 11. School in which now employed and appointment held
- I, the undersigned....., do solemnly declare that the information given above is to the best of my knowledge and belief true and correct.
 Date....., 193...
 Witnessed by....., 193...

Signature of Candidate.

[To be printed on the back of the Application Form.]

(To be signed by one of the following:—District Commissioner, Medical Officer, Justice of the Peace, European Minister, Member of Legislative Council, or Inspector of Constabulary).

I certify that.....is known to me and is to the best of my knowledge and belief of good character and a fit person to teach in a school.
 Date.....

(To be signed by a Medical Officer or a Native Medical Practitioner.)

I certify that.....is free from any mental and..... physical defect that would interfere with his efficiency as a teacher, or with the health of his pupils.
 Date....., 193...

SCHEDULE II.

(Regulation 5, Registration, Recognition and Classification of Teachers Regulations 1934.)

DEPARTMENT OF EDUCATION.

[Arms.]

CERTIFICATE OF REGISTRATION OR RECOGNITION OF A TEACHER.

This is to certify that.....has been Registered/Recognised as a Teacher under the provisions of the Education Ordinance 1929.

Director of Education.

Registration Recognition } Number..... Date....., 193...

Employed in	Date.		Endorsement.
	From	To	

This certificate is valid only so long as the Teacher's name remains on the Register.
 The names of any schools in which the holder of this Certificate is subsequently employed must be entered above and the certificates must be sent to the Director of Education for endorsement.

SCHEDULE III.

(Regulation 6, Registration, Recognition and Classification of Teachers Regulations 1934.)

REGISTER OF TEACHERS REGISTERED OR RECOGNISED UNDER THE EDUCATION ORDINANCE 1929.

Registration or Recognition No.	Date.	Name of person.	Address.	Name and address of school in which employed.	Appointment.	Teaching & other qualifications.	Remarks.

SCHEDULE IV.

(Regulation 39, Registration, Recognition and Classification of Teachers Regulations 1934.)

DEPARTMENT OF EDUCATION.

[Arms.]

TEACHER'S CERTIFICATE.

<i>European.</i>	<i>Non-European.</i>
Grade A	Grade I
Grade B	Grade II
Grade C	Grade III
Grade D	Grade IV
	Grade V

This is to certify that.....has satisfied the examination and other requirements of the Regulations for the Registration, Recognition and Classification of Teachers, 1934, and has been classified and registered by the Board of Education as a teacher of the—

<i>European.</i>	<i>Non-European.</i>
Grade A	Grade I
Grade B	Grade II
Grade C	Grade III
Grade D	Grade IV
	Grade V

Date....., 193...
 Certificate Number.....
 Date of issue....., 193...
 Chairman of the Board of Education.

DEPARTMENT OF EDUCATION.

APPLICATION FORM.

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

To the Director of Education, Suva.
 I, [full name], of [present address] do hereby make this application for permission to present myself for the class examination to be held this year.

- (a) Place of birth..... (b) Age.....
- (c) Record of education and training. Give schools attended and periods (years):.....
- (d) Certificates obtained and dates of award.....
- (e) School in which now employed.....
- (f) Position in school.....
- (g) I have taught in the following schools for.....years since I received my last certificate:—

Name of school.	Date of entry.	Date of leaving	Period served
Total			

Date....., 193...
 Signature of applicant.

I certify that to the best of my knowledge and belief the information given above is correct.
 Date....., 193...

[Manager.]
 [Head Master.]

DEPARTMENT OF EDUCATION.

LIST OF REGISTERED/RECOGNISED TEACHERS.

(Under the Education Ordinance 1929.)

Date....., 193...

Registration Recognition number.	Name of Teacher.	Grade.	School in which employed.

1934.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 34.

F. 28/69/2.

Regulations.
GRANTS-IN-AID TO ASSISTED PRIMARY SCHOOLS.

Laid on the Table, 22 June, 1934.

IN exercise of the powers conferred upon it by Sections 7 and 30 of the Education Ordinance (No. 1 of 1929) the Board of Education has made the following regulations:—

1. These Regulations may be cited as the Grants-in-Aid to Assisted Primary Schools (Amendment) Regulations (No. 2), 1934, and shall be read as one with the Grants-in-Aid to Assisted Primary Schools Regulations 1929 hereinafter referred to as the Principal Regulations.

2. The word "twelve" in the seventh line and the word "August" in the eighth line of Regulation 6 (a) of the Principal Regulations are hereby deleted and replaced by the words "four" and "July" respectively.

3. Regulation 15 of the Principal Regulations is hereby revoked and the following Regulation substituted therefor:—

"Ages for Admission to and for Leaving School.—

" 15.—(a) No child under the age of five years shall be admitted to any school. No pupil shall be allowed to remain at school after the end of the school year in which he reaches the age of sixteen years in schools for boys or for girls only, or the age of fifteen years in mixed schools, provided that the above age limits may be extended in individual cases with the approval of the Director.

"(b) Nothing in the foregoing clause shall preclude the Director from raising the age of entry, or lowering the age at which pupils must leave any particular school, when he is satisfied that the staff is insufficient to teach the numbers normally attending.

" School Hours.

" 16.—(a) Instruction shall be given to pupils in classes 1 and 2 for not less than four and one-quarter hours and in the remaining classes for not less than four and three-quarter hours a day exclusive of any recesses, provided that the Director may in particular schools order that the pupils be taught in two divisions each of which shall be taught for not less than two and one-half hours at a session in each school day.

"(b) Teachers shall be in their classrooms at least ten minutes before the time indicated on the time-table for commencing school.

" Regularity of Attendance.

" 17.—The Director may order the exclusion for any period of a pupil who fails to attend regularly.

" 18.—Regulations 16, 17, 18 and 19 of the Principal Regulations are hereby renumbered 17, 18, 19 and 20 respectively."

Made by the Board of Education this 24th day of May, 1934.

ALAN G. REAY,
Acting Secretary, Board of Education.

Approved by the Governor in Council this 14th day of June, 1934.

K. V. MACQUIRE,
Clerk, Executive Council.

1934.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 44.

F. 28/94.

**Report on Visit to Ceylon, Malaya
and the Philippine Islands**

(CARNEGIE CORPORATION SCHOLARSHIP)

BY

JAMES RUSSELL, M.C., B.A.
(Director of Education, Fiji).

Laid on the Table, 5 October, 1934.

FIJI.

THE following figures refer to the year 1932:—

Population	189,398
Population in schools	19,506
Percentage of total population in schools	10.3
Total expenditure from Colonial revenue	£528,603 19 2
Total expenditure on education	£45,057 12 5
Percentage of total expenditure from Colonial revenue	8.5
Average cost per head of population	4s. 9.09d.

By comparing these figures with those given for the other countries, it will be seen that the population of Fiji is very much smaller; the percentage of population in school, the percentage of expenditure from Colonial Revenue on education and the average cost per head of population are much the same. These statements, however, require qualification.

As regards population, Fiji has in proportion a larger permanent population of people of European or partly European descent. None of the other countries makes separate provision for the education of European children whereas in Fiji fairly complete provision is made either in schools or in the correspondence classes. This service absorbs 24.9 per cent. of the gross or 15.4 per cent. of the net expenditure on education.

Of the 19,506 pupils, 29 per cent. are in schools which receive no assistance from Government funds. In the other countries practically all are in Government or Assisted schools. In Ceylon and Malaya the staffs of Assisted schools receive the same salaries as those in Government schools. Fiji has established a few Government schools for the children of each race and assists non-Government schools by grants-in-aid.

The number and grades of salaries of teachers for whom grants are paid depend on the average daily attendance. These grants are smaller than the salaries paid to teachers of similar grades in Government schools. In this respect education in Fiji is not as expensive.

The amount received by Government in payment for educational services which shows both in the total expenditure from Colonial Revenue and in the expenditure on education is greater in proportion than in the other countries. If this amount were deducted from both amounts, the percentage of the expenditure on education to net expenditure from Colonial Revenue would be reduced to 6.49 and the average cost per head to 3s. 6.52d.

EDUCATION OF GIRLS.

Whereas in Ceylon and Malaya the main distinction is between English and vernacular schools, in Fiji it is between European, Indian and Fijian schools.

Of the pupils in European schools, 50.5 per cent., in Indian schools, 22.9 per cent., and in Fijian schools, 40.7 per cent. are girls.

The education of non-European girls has been comparatively neglected in the past. At present there are no Government schools for Fijian and only one for Indian girls.

The Missions, however, have supplied the deficiency and there are now more European teachers in girls' schools than in boys'.

Training in needlework and other branches of home craft is being given and will grow rapidly when more trained non-European women teachers are available.

The elementary education of girls, which lays the foundation for more advanced work, is undoubtedly weak. The six years in which the Education Department has been functioning have not afforded sufficient time to remedy this defect.

FUNDS FOR EDUCATIONAL PURPOSES.

In Ceylon only 3 per cent. of the total expenditure on education from General Revenue is recovered from school fees.

In Malaya the Board of Education receives the proceeds of a 2 per cent. rate on the annual value of property in municipalities and in districts where rural boards are requested by Government to levy a like rate. It also receives the school fees.

Of the total expenditure on education in the Straits Settlements 9.3 per cent. is recovered from school fees, 17 per cent. from rates and the remaining 73.7 per cent. from General Revenue. In the Federated Malay States the corresponding percentages are 8.1, 7.7 and 84.2. As the machinery for collecting rates in the form of municipal councils or rural boards were already in existence the cost of collection is comparatively low.

It will be seen that rates account for 17 per cent. in the Straits Settlements as against 7.7 per cent. in the Federated Malay States. This is due to the fact that the Settlements are predominantly urban, 60.7 per cent. of the population living in large towns, whereas in the States the urban population is only 25.4 per cent. of the total. The annual value of properties in large towns is, as a rule, greater than that in rural areas.

In Fiji where the population is predominantly rural the amount collected from rates at 2 per cent. of the annual value would be very small. As a small part only of the Colony is covered by rating authorities, the cost of collection would be relatively high.

COMPULSORY ATTENDANCE.

In Malaya and Ceylon education is compulsory. The percentage of attendance, however, is not higher than in the Philippine Islands where there is no compulsion.

In Fiji the provisions of the Education Ordinance dealing with compulsory attendance have not yet been brought into operation. Under a section of the Native Regulations, however, Fijian parents may be, and occasionally are, fined for not sending their children to school. In a country where facilities for education are not provided for all, it should be considered a privilege to be allowed to attend school. If this view is taken, children that fail to attend regularly should, after due warning to the parents, be excluded from school. As compulsory education is worse than useless unless strictly enforced and as enforcement is more or less expensive, this method of improving attendance is worth trying. The Board of Education has recently empowered the Director to exclude from school children that fail to attend regularly.

The Board has recently passed regulations which will ultimately restrict the number of classes in most schools to four or five as advocated by the Advisory Committee on Education in the Colonies. By reducing the number of classes teachers will be enabled to devote more attention to each pupil who will make better progress. This will give them an incentive to attend regularly. Until the results of these changes are known, I do not advocate the introduction of compulsory attendance in Fiji.

MEDIUM OF INSTRUCTION.

The existing practice in Fiji corresponds closely to that in Ceylon. Schools for Europeans and those for mixed races in the larger centres naturally use English as the medium of instruction and correspond to the English schools of Ceylon.

In assisted non-European schools, the vernacular is compulsory up to Class IV and English optional. In Indian schools, Hindustani is regarded as the vernacular of all Indians and is accordingly taught in all Indian schools. The Muhammadans have been given the right to substitute the Urdu script for Deva Nagari. Tamils and other South Indians are urging the claims of their languages for use in their schools although it is doubtful whether their children know a word of any language but Hindustani before entering school.

Although there is a difference of opinion as to the relative claims of the different Indian languages, practically all Indian schools teach English. It is usually introduced as a subject in Class III or even lower and eventually becomes the medium of instruction. An Indian must know both English and Hindustani to obtain a Teacher's Certificate.

In Fijian schools, Fijian is compulsory and English optional. Most assisted schools teach English as a subject from the lowest classes and it becomes the medium of instruction in the upper classes. A knowledge of both languages is required for a Fijian Teachers' Certificate. Both Indian and Fijian assisted schools correspond to bilingual schools in Ceylon.

A number of unassisted schools use Fijian only as the medium of instruction. These correspond to the vernacular schools of Ceylon.

SCHOOL AGE.

In the countries mentioned above provision is made for a course extending over a period of eleven or twelve years. Because of economic pressure comparatively few children complete the full course.

In Fiji facilities are provided in the Suva Grammar Schools for European children to reach University Entrance standard. Comparatively few do this. Some are sent away to schools in England, Australia or New Zealand. Of the remainder, many, especially those living in country districts, cannot afford to pay the hostel and tuition fees required and leave at about the age of fourteen.

In non-European assisted primary schools pupils may enter school at the age of five and remain to the age of sixteen or seventeen. Grants, however, are based on the average attendance of children between the ages of six and fourteen only.

At present the majority of Indian girls leave school before the age of ten, while boys, as a rule, leave about the age of twelve. Racial customs and economic conditions are the deciding factors.

Fijian pupils are prepared to remain at school as long as they possibly can. It is possible that the number of pupils over the age of fourteen is relatively greater than in most countries. This is accounted for by the fact that the segregation of young males is an old Fijian custom. This custom was strengthened by the fact that the first Mission schools for Fijians drew their pupils from a wide area, and maintained boarding establishments for them. As funds for their maintenance were not sufficient, pupils were required to grow their own food. As young children could not do this, very few were enrolled and pupils between the ages of fourteen and twenty were in the majority. Even to-day where day schools have been established in many places, Fijians do their best to start a boarding school for boys or girls, in which the pupils are eventually required to support themselves. This has the effect of crowding out the younger children and we have the result that pupils of sixteen and over are kept at a standard which could normally be reached by a child of ten.

COURSE OF INSTRUCTION.

The course of instruction in non-European schools is intended to ensure that pupils receive a sound primary education with a strong agricultural bias. Owing to the lines on which the education of Fijians first developed the amount of time devoted to agriculture compares favourably with most countries. Much of the work attempted is, however, of little educational value except perhaps that it includes habits of industry and familiarity with manual work. Experience elsewhere shows that it is not possible to give satisfactory vocational work unless the pupils have had a sound primary education. It is in this respect that Fiji compares most unfavourably with the other countries visited. Until Fijians in general realise the value of education between the ages of six and twelve the Government and Mission schools which are capable of giving a post primary education cannot devote themselves to their proper functions. There are no secondary schools for Fijians.

Indians are inclined to resent the introduction of practical work into schools although each year sees an increase in the attention paid to it in primary schools. One small secondary department with a four-years' course based on the syllabus in use in New Zealand has been established, in which the brightest Indians can be prepared for the University Entrance Examination. This school is at present handicapped by the fact that its pupils have not had a thorough grounding in a primary school. This, however, is to be expected of a system that is as yet in its infancy.

The majority of the children of partly European descent can obtain a sound primary education. As the half-caste population is a scattered one the schools are small. Before the depression, Government maintained a hostel in connection with Levuka Public School for the convenience of children living in isolated places. The Anglican Mission, with substantial Government aid, is now attempting to conduct it but very few parents can afford to send their children to it.

This school specialises in manual instruction which is well suited to the pupils as they supply a great number of the skilled artisans employed in the Colony. If the number of pupils ever becomes great enough to justify the expenditure it would be advisable to add training in agriculture also.

In health education Fiji is not as far advanced as other countries. Instruction is given in hygiene, but as yet the teachers have not realised that lessons in hygiene are useless unless applied.

SUPERVISION.

In comparison with other countries, Fiji has not a sufficient number of organising or supervising teachers. The best method of improving existing schools is to have thorough and frequent inspection.

TRAINING OF TEACHERS.

The successful operation of any educational system depends mainly on the efficiency of the teachers employed. Their efficiency depends on intelligence, scholastic attainments and skill in teaching. While intelligence is a factor which cannot be altered, the setting of scholastic standards for entrance to the teaching profession is a rough and ready method of eliminating those of low intelligence besides ensuring that the teacher has sufficient knowledge of a subject to teach it.

In the three countries mentioned above, the qualifications for entrance to the teaching profession are high enough to ensure that those accepted are of a fairly high level of intelligence and have sufficient knowledge to teach the usual subjects. In consequence where teachers' training schools are in operation the greater part of the course can be devoted to professional training.

In Fiji, owing to the fact that the present system has been in operation for less than six years, the standard required from students entering a training school is low. It does not select students with sufficient knowledge to teach the usual school subjects. In consequence the training schools have to devote most of their time to teaching the students and comparatively little to professional training.

The situation is, however, improving every year and the standard is now strikingly higher than it was a few years ago although it is still much lower than that obtaining elsewhere.

The maximum number of students-in-training at any one time will never be very great in Fiji. At present the number of approved students is approximately sixty. This number depends partly on the money available for training schools and on the number of suitable students offering.

One training school would be sufficient for this number instead of the three we now have. If all the students were assembled in one institution, it would be possible to employ specialists in various subjects such as handwork, singing and art, without materially increasing the cost. At present one man in each school is required to teach the necessary subjects and attend to professional training as well. Judging by the practice of the Government Training College in Ceylon, there is no reason why the one institute should not be co-educational.

The above refers to non-Europeans only. Practically all European teachers are recruited from New Zealand.

PHILIPPINE ISLANDS.

The following figures are taken from the Annual Report on Education for the year 1932:—

Population	12,590,369
Pupils in schools	1,194,802
Percentage of total population in public schools	9.49
Total Government expenditure (including provincial & municipal)	£16,416,352*
Expenditure on education	£3,152,538
Percentage of total Government expenditure	19.20
Average cost per head of population	5s. 1d.

* Figures given in pesos have been converted into sterling. Peso=2s. 1d.

ENROLMENT BY GRADES AND SEXES.

Of the 1,194,802 pupils enrolled 79.43 per cent. are in the four primary grades, 14.92 per cent. in the three intermediate grades and 5.65 per cent. in the four secondary grades. Of the total enrolment 56.6 per cent. are boys and 43.4 per cent. girls distributed as follows:—

	Boys.	Girls.
Primary grades	55.3 per cent.	44.7 per cent.
Intermediate grades	61.5 "	38.5 "
Secondary grades	62.5 "	37.5 "

Of the pupils enrolled in secondary grades in 1932, 65.42 per cent. were taking the general academic course, 11.21 per cent. the trade course, 6.15 per cent. the agricultural course, 8.04 per cent. the normal course and 8.12 per cent. the Home Economics course.

ATTENDANCE.

The average daily attendance is 96.77 per cent. of the average monthly enrolment. Education is not compulsory. As there is not accommodation for all children competition for admittance is very keen. If necessary a child who did not attend regularly would be expelled.

It is estimated that 36 per cent. of the children of school-going age (6—17) are enrolled in public schools.

DUAL SESSIONS.

Owing to the large waiting list of children anxious to enter school but who cannot be enrolled owing to lack of accommodation, a number of schools enrol double classes in Grades I and II in central schools and in Grades I—IV in barrio schools. The teachers' working day, always very long under ordinary circumstances, has been increased and the length of the school day for the individual child has been decreased by nearly one-half.

The Bureau of Education is watching the experiment closely to see what the effect will be on the scholastic achievement of the pupils concerned and on the health of the teachers.

SCHOOL BUILDINGS AND EQUIPMENT.

Most of the schools visited are well planned and built with large class-rooms, offices, first-aid rooms and libraries. The Home Economics departments are usually housed in separate buildings which have been planned and furnished like modern dwelling-houses in order that the instruction may be as realistic as possible.

Most of the schools are well supplied with playground apparatus such as swings, giant slides, etc., much of which was made in the school workshop.

All school requisites except exercise books and pencils are supplied free in elementary grades. A plentiful supply of readers is found in each school as well as teaching aids made by the teachers themselves. More than half of the total number of primary schools and practically all intermediate and high schools maintain libraries.

SCHOOL FEES.

Owing to the financial depression, many municipalities have been compelled to charge school fees ranging from £1 to £5 per annum in secondary departments and in some cases for intermediate grades. As a general rule, vocational courses are free.

MEDIUM OF INSTRUCTION.

English is used as the medium of instruction in every grade, and pupils make excellent progress in the use of what is to most of them a foreign tongue. Teachers agreed that the standard was improving each year possibly owing to the fact that even if English is not the speech of the home it is nevertheless being used more widely each year.

A full supply of textbooks, most of which have been specially prepared for the Philippines, is available for each grade.

The aims and objectives in each subject and grade are set out in instructions issued by the Department. As the work of the primary, intermediate and secondary grades is controlled by the Bureau there is no overlapping.

There are no external examinations. Pupils are promoted on the results of work done throughout the year.

The full course is four years in the Primary and in the Intermediate grades, and four years in the Secondary grade.

SUPERVISION.

The Bureau of Education believes strongly in the value of adequate supervision. It maintains a supervising teacher for approximately 36 teachers in addition to superintendents and specialists. The supervising teachers see every teacher at work twice a month. Their reports ensure that weaknesses in individual teachers are pointed out and remedied.

HANDWORK.

In the primary and intermediate grades, gardening, handweaving and shop work may be taught. Of 5,928 schools, 5,396 have school gardens. Older pupils are encouraged to have home gardens which are supervised by the teachers.

Approximately 16 per cent. of the total enrolment take handweaving and 5.5 per cent. shop work.

HEALTH EDUCATION.

Every effort is made to ensure that the health of the pupils and of the community is maintained and improved. Funds are not sufficient to maintain enough school nurses to do all the work required and it has been necessary to train teachers to supplement the work of the relatively small number employed. The instruction is given in the Philippine Normal School and in vacation courses and includes the fundamental principles in asepsis and disinfection, first-aid, application of certain simple remedies and the care of equipment for remedial work in the schools.

In the larger schools a sick room is provided and children requiring attention are treated during school hours. Where funds permit, dental service is provided.

The Home Economics course stresses the importance of a well-balanced diet.

Instruction that favourably affects the personal and community health is given in all classes.

VOCATIONAL TRAINING.

In 1932, 17 per cent. of the pupils in intermediate grades were taking the trade course and 1.22 per cent. the agricultural course. The trade courses in these grades are being discontinued and vocational courses in the secondary schools strengthened. In the Philippine School of Art and Trades it is intended in future to enrol only those who have finished the secondary course. In this school mechanical drawing is strongly emphasised, being compulsory in all courses.

Home Economics is part of the general course for girls.

More facilities for vocational education are to be provided in secondary classes instead of the general academic secondary course. The first two years will be exploratory, to be followed by two years of advanced vocational training in Agronomy, Horticulture, Woodworking and Poultry- or Pig-keeping.

The Islands maintain 14 Agricultural High Schools, 15 Rural High Schools, 1 Farm School, and 269 Settlement Farm Schools with a total enrolment of 27,509.

Of these the Central Luzon Agricultural School, which provides a four-years' course, is the largest. It has an enrolment of approximately 1,000 pupils who must have completed the intermediate course. No tuition fees are charged.

The pupils are divided into two groups of morning and afternoon workers. While one group is attending classes, the other is doing practical work. The theoretical work includes such subjects as Literature and Composition, Current Events, Horticulture and General Science, Animal Husbandry, Accounting, Arithmetic, Plant Pests and Diseases, Farm Crops, Farming, Farm Physics, Agriculture, Economics. Four forty minute periods five days a week are devoted to these subjects.

The first and fourth year students are required to work for four hours every school day, five days a week and may also be called on for five hours on Saturday.

They are paid 1½d. an hour for such work, and this amount is sufficient to pay for their board.

The second and third year boys live in cottages and do the work of the farm under supervision. They do the same work as they will be required to do on their own farms even to cooking their own food and keeping the cottages clean. They receive three-quarters of the proceeds of the rice crop they raise, the remainder going to the school. They can also raise poultry and pigs and can grow garden crops for their own consumption. They have to provide their own food.

The school is not self-supporting. The gross average cost per student is £13 10s. 0d., and the average value of the crops raised is £6. The net cost to Government is thus approximately £7 10s. 0d. per student.

TRAINING OF TEACHERS.

There are 18 schools for the training of teachers. The Philippine Normal School enrolls students that have finished the general secondary course; the Philippine School of Arts and Trades has, in addition to other courses, a two-years' course for principals of trade schools and teachers of vocational and industrial subjects; provincial normal schools and high schools offer a four-years' normal course to students that have completed the elementary course; two Agricultural High Schools offer a special two-years' course for those that have completed two years of an agricultural or home economics course.

In 1932, one-third of the teachers had completed a full course of training. There are now very few teachers who have not partially completed a course which will entitle them to be regarded as trained teachers. These courses may be taken in vacation schools which are held regularly every year during the long vacation.

The efficiency of the teachers is increased by constant supervision and by demonstration lessons which are given by the best teachers in the district. In certain provinces, certain schools are selected as training centres and the supervisors detail teachers to visit them to observe lessons given by the class teacher.

STRAITS SETTLEMENTS AND FEDERATED MALAY STATES.

The following figures are taken from the Annual Report on Education for the year 1932:—

	Straits Settlements.	Federated States.
Population (non-European)	1,104,012	1,706,746
Pupils in school	87,796	93,996
Percentage of total population	7.9	5.5
Total expenditure from Colonial revenue	£3,989,589 13 8	£6,269,682 17 8
Expenditure on education from Colonial revenue	£272,060 19 0	£392,212 9 0
Percentage of total expenditure from Colonial revenue	6.8	6.25
Average cost per head of population ..	£0 4 10½	£0 4 7

ATTENDANCE.

Attendance is compulsory for Malay boys between the ages of seven and fourteen living within a radius of 1½ miles (2 miles in Federated Malay States) from a school. The percentage of attendance was 94.8 per cent. in the Straits Settlement and 91.9 per cent. in the Federated Malay States.

ENROLMENT BY SCHOOLS AND SEXES.

Of the 93,996 pupils in Federated Malay States schools 18.6 per cent. are in English schools, 21.2 per cent. in Chinese Vernacular schools, 9.2 per cent. in Tamil Vernacular schools and 43.9 per cent. in Malay Vernacular schools. In English schools 72.4 per cent. are boys and 27.6 per cent. girls. In Malay Vernacular schools 86.9 per cent. are boys and 13.1 per cent. girls.

In the Straits Settlements, 30 per cent. are in English schools, 25.1 per cent. in Chinese Vernacular schools, 1.7 per cent. in Tamil Vernacular schools and 25.1 per cent. in Malay Vernacular schools.

In English schools 71.9 per cent. are boys and 28.1 per cent. girls; in the Chinese schools, 75 per cent. are boys and 25 per cent. girls and the Malay Vernacular schools 88.8 per cent. are boys and 11.2 per cent. girls.

SCHOOL BUILDINGS.

Many of the English schools are housed in well-built, commodious buildings with ample space and equipment for all purposes.

MEDIUM OF INSTRUCTION.

The population of Malaya is made up of several groups each speaking its own language or dialect. As it would have been practically impossible for Government to provide schools for each group, the situation has been met by providing English and Malay Vernacular schools and by subsidising Tamil and Chinese schools.

EDUCATION POLICY.

The aim of Government is to supply a sound primary education free in the Malay vernacular and at as cheap a rate as possible in English schools.

As regards secondary education it is considered not unreasonable that ultimately the full cost should be borne by the parents.

Schools in which the medium of instruction is a language other than Malay or English will as a general rule not receive assistance from Government funds. Where such schools already receive Government assistance it may be continued but as a rule new applications will not be entertained.

The school fees in English schools will be £4 4s. 0d. up to Standard VI and above Standard VI £8 8s. 0d. or £12 12s. 0d. per annum. Fifty per cent. of the pupils shall pay the lower rate, the selection to be made by examination. No remission of fees is to be allowed in secondary classes although Government will award a number of scholarships and free places.

The above scale will apply only to pupils enrolled after January 1st, 1934, and will therefore not apply to all pupils until 1944.

MALAY VERNACULAR SCHOOLS.

In these schools no fees are charged and books are supplied free. Instruction is given in the vernacular only. The schools are well equipped and a full range of text-books is available. The school course normally lasts for five years. In addition to the usual school subjects, gardening and basket-making are widely taught. Needlework is emphasised in girls' schools as well as a craft such as domestic service, lace-making or cloth-weaving.

Drill and practical hygiene are taught in all schools. The medical inspection of school children is carried out by officers belonging to the Medical and Health Departments who visit all controlled schools at least once a year.

Pupils that pass out of Standard IV before they reach their eleventh birthday qualify for free places in English schools.

ENGLISH SCHOOLS.

Pupils are drawn from all races. The majority of them know no English when first enrolled. They are accepted at the age of six or seven and normally leave school at the age of sixteen after passing the Cambridge Junior Certificate examination or a year later after passing the Senior School Certificate examination. The usual school subjects are taught.

Hygiene is a subject of the curriculum in every class and is usually presented for the Cambridge Local examinations.

Handwork is taught in all primary divisions and is specially good in the schools that have European mistresses in charge. Gardening is taught in a few schools. In general the English schools are chiefly concerned with preparing their pupils for the Cambridge Local examinations and in consequence do not emphasise manual instruction.

The curriculum followed by girls in English schools is very much the same as that in boys' schools except that needlework is a subject.

PHYSICAL EDUCATION.

This receives adequate attention in both English and Malay schools. Annual drill, games and football competitions are held in most parts of British Malaya and do much to stimulate keenness.

TRAINING OF TEACHERS.

Malay Vernacular Schools.—Those who are to become teachers are selected from the brightest boys in the vernacular schools. As pupil teachers they both study and teach till they attain their sixteenth birthday when they sit for an examination, a pass in which qualifies them for admission to the Sultan Idris Training College where they are given a three-years' course. All instruction is in Malay, the text-books being prepared in the Translation Bureau which is attached to the College.

All students are taught drawing and basket-making and in addition selected students are taught painting, music, bookbinding, rope and net-making or rough carpentry. Gardening receives much attention. The College grows and prepares sufficient tea for its own use in addition to vegetables and fruit.

A post-graduate course is given to a limited number of students in art and handicraft, the subjects of instruction being cotton printery, batik work, painting, stencilling, pottery, lampshade-making, bookbinding and the making of fancy boxes. The instruction is entirely free. The cost per student in 1932 was £34 5s. 0d.

Women teachers are taught in normal classes held weekly in the more important centres.

ENGLISH SCHOOLS.

Training of teachers for English schools is given in normal classes held in the larger towns. All students, men and women, are required to hold Cambridge School Certificates and to have satisfied the Education Department in an oral English examination. Those selected are appointed student teachers and are attached to an English school for three years. In the mornings they spend at least two hours in the class-rooms studying teaching methods or teaching. In the afternoon and on Saturday mornings they attend the normal classes. An examination has to be passed each year.

Each year a number of students who may be school pupils, student teachers or trained teachers are selected and given three-year scholarships at Raffles College where they undergo a course of university standard to fit them to undertake the teaching of subjects in secondary classes.

Refresher courses are also held annually in such subjects as physical training and crafts.

VOCATIONAL TRAINING.

In the Malay Vernacular schools there is no deliberate intention to supply vocational training but the general trend of the education provided is, while giving a sound grounding in "the three R's", foster an interest in agriculture and the other business of the villages. Experience however has shown that this is not sufficient to prepare Malays to compete with Chinese artisans. In consequence two trade schools for Malays have been started in the Federated Malay States where carpentry and elementary cabinet making are taught.

In the native state of Johore Malays are trained as carpenters and tailors.

In addition to these, more advanced trade schools open to all races are in existence, two in the Straits Settlements and two in the Federated Malay States. These schools train youths to become general fitters and motor mechanics. It is interesting to note that these schools are beginning to attract students that have obtained the Senior School Certificate.

Commercial education is given in two schools in the Straits Settlements. Students are required to hold at least the Junior School Certificate.

CEYLON.

The following figures are taken from the Annual Report on Education for the year 1932:—

Population	5,427,000
Pupils in schools *	613,210
Percentage of total population	11.3
Total expenditure from Colonial revenue	£7,265,250†
Amount recovered from school fees	£28,309
Expenditure from Colonial revenue on education	£923,700
Percentage of total expenditure from Colonial revenue	12.7
Average cost per head of population	4s. 2½d.

* Omitting Ceylon University College and Ceylon Medical College.

† Figures given in Rupees have been converted into sterling. 1 Rupee=1s. 6d.

ENROLMENT BY SCHOOLS AND SEXES.

Of the 579,510 pupils in Government and assisted schools 11 per cent. are in English schools, 2 per cent. in bilingual schools and the remainder in vernacular schools. Of the total enrolment 67.6 per cent. are boys and 32.4 per cent. girls. The percentages in the various types of schools are as follows:—

	Boys.	Girls.
English	88.3 per cent.	11.7 per cent.
Bilingual	75.9 "	24.1 "
Vernacular	61.6 "	38.4 "
Training Schools	53.8 "	46.2 "

ATTENDANCE.

District Committees have power to make by-laws requiring the parent of any child between the ages of six and fourteen years, or in the case of Muhammadan and Tamil girls between the ages of six and ten, to cause such child to attend an elementary school provided that no such by-law shall involve the attendance at any school of any child from any distance exceeding three miles.

Such by-laws usually reduce the distance from a school within which attendance is compulsory to two miles; compulsion is only possible where adequate accommodation is provided, and this has not yet been provided in all places. Complete figures are not readily available but the following indicate the proportion of children that are not yet in schools:—

	Children attending school.	Children not attending school.
Galle Municipal Area	4,268	2,097
Kurunigalu Urban Area	780	281
Jaffna Rural Area	36,993	4,883

The average attendance at all schools is approximately 80 per cent.

DUAL SESSIONS.

As it has not been possible, owing to the financial depression, to provide funds for building new schools to accommodate those children not being educated at present, dual sessions are held in certain schools. The teachers are not as a rule required to work more than five hours a day, but the children are divided into two divisions which are taught at different times for 2½ hours.

SCHOOL BUILDINGS.

Although many of the schools are permanent buildings with halls, libraries and laboratories as well as adequate class-rooms, the cost of providing such facilities for all is prohibitive. A cheaper type consists of a half walled building without partitions and with tile or cadjan (plaited coconut leaves) low pitched roofs. This is excellent for light and ventilation but can only be used in districts where there is very little wind. The type is not used in the hills where the force of the wind demands full walls and tiled roofs.

MEDIUM OF INSTRUCTION.

Ceylon, like other countries where the official language and that of commerce is not the language of the majority of the inhabitants, has had to decide which language should be used as the medium of instruction. The vernacular has been recognised as the most valuable for the great majority of the population but the insistent demand by the non-European inhabitants for an English education which opens up many avenues to employment could not be ignored. The situation has been met by providing three types of schools known as Vernacular, Bilingual and English schools.

VERNACULAR SCHOOLS.

In the Vernacular schools, where no fees are charged, the pupils may take an eight-years' course in either Singhalese or Tamil, for which an adequate supply of text-books is available. Those wishing to transfer to a bilingual or English school are examined by the Divisional Inspector on the work of Standard III which is normally a four-years' course. Another examination is held by the Divisional Inspector on the work of Standard V which marks the completion of the primary age. Post-primary education is also provided leading to the Junior School Certificate (Tamil or Singhalese) taken by pupils who have completed a further three-years' course. Eighteen months after passing the Junior School Certificate candidates may enter for the Senior School Certificate. The successful candidates may enter for the Teachers' Certificate Examination after a further year's work. The subjects for the certificate examination may be chosen from the following:—Language and Composition, Literature, Elementary Mathematics, History, Geography, Elementary Science, Rural Science or Housecraft, Drawing, English, Pali or Sanskrit.

Physical exercises are compulsory in all schools and include organised games as well as drill. Boxing is actively encouraged, an instructor being paid by the Department.

The post-primary scheme has been criticised on the grounds that it is too bookish in character and is completely divorced from life in the villages and that successful pupils are fit only for training others to go through the same course.

RURAL SCHEME.

To remedy this, the Department is introducing a new post-primary course known as the Handessa or Rural Scheme which will fit the pupils for a useful life in their own villages.

Under this, pupils that have passed Standard V devote the first part of the day to tasks done outside the schools and the second part to lessons and written exercises which develop out of the practical work.

The work is drawn up under the following headings:—

- (1) Health Work.
- (2) Study of the Locality.
- (3) Occupations.
- (4) Literature, Art, Music.

Under health work, in addition to lessons on personal hygiene, the following tasks are undertaken:—

- Erection of latrines.
- Testing sources of water supply in the vicinity.
- Destruction of mosquito larvæ by oiling and draining.
- Improving wells and building walls to prevent pollution.

The local medical services are studied and health statistics compiled and studied. Training in first-aid is given.

Under (2) the neighbourhood is surveyed with simple instruments made by pupils. A large scale map is drawn and statistics relating to the area of land under cultivation and the crops grown are collected. School gardening including the cultivation of flowers, vegetables, fruits and paddy are the chief occupations. Experimental plots are kept and the best methods of cultivation determined. The yields are compared with those obtained by the villager using traditional methods. At some schools bricks have been made and used to build retaining walls, tool-sheds, etc. The maintenance and repair of buildings have been undertaken by the pupils and these have resulted in worth-while economies. Some schools do pit-sawing and so provide timber for making various useful articles of furniture. Articles of every-day use are made from coir or cane.

One morning is spent on Health work, two on Study of the Locality and two on Occupations. Two afternoons are allotted to Literature, Art and Music, one to Study of the Locality, one to Occupations and one to Health.

BILINGUAL SCHOOLS.

These follow two methods. After successfully completing the course of study in the vernacular up to and including Standard III pupils study English for one period a day in the first year, two in the second, and so on.

Other schools devote one period a day at the Kindergarten stage to the study of English. An extra period of English is added each year until in the final year it is the medium of instruction except in the vernacular language itself.

Fees are charged for instruction in English.

ENGLISH SCHOOLS.

Two alternative methods are in use. Where the pupil has a working knowledge of English before admission, English is the medium of instruction. Where the pupil is transferred from a Vernacular school after completing the first stage, he spends two years in a special class where he studies English intensively. He is then placed in the ordinary standards where the medium of instruction is English. The study of the vernacular is however compulsory up to Standard V.

Fees are charged in all English schools.

The English schools provide a course of instruction from the Kindergarten up to the standard of the London Matriculation Examination. The primary course, which can be covered in six years, goes up to Standard V. The Junior Secondary stage which usually lasts for four years leads to the Junior School Leaving Certificate Examination which corresponds to the Cambridge Junior. The Senior Secondary stage lasts for a further period of two years after which the Senior School Leaving Certificate Examination, corresponding to the Cambridge Senior, may be taken.

VOCATIONAL SCHOOLS.

In addition to the above, provision is made in various classes of vocational schools, comprising teacher training schools, technical schools, agricultural schools and industrial schools for a specialised form of instruction.

The latter enrol pupils who are at least 13 years of age for a course of two or three years. One of the following may be practised:—Carpentry, Weaving, Basket work, Pottery, Printing, Lacquer work, Iron work.

These schools are conducted on a profit sharing system. Twenty per cent. is usually retained by the school, 20 per cent. by the teacher who also receives a fixed salary and 60 per cent. by the pupil who made the article. The pupil may make up to 18s. a month, though the average is much lower than this as the amount of work done is naturally dependent on the orders received. A central shop in Colombo takes some of the products of these schools for sale.

The buildings and equipment are as simple as possible, home made equipment and tools being used as much as possible. A student trained on these lines requires very little capital to set up as a tradesman in his village.

TEACHER TRAINING.

Candidates must have passed the Senior School Certificate before admission. In and after 1935 only those who have passed the Teachers' Certificate Examination, which normally requires one year's work after passing the Senior School Certificate Examination, will be eligible for a grant. Candidates have therefore been under instruction for 11—13 years. As their standard of attainment in academic subjects is reasonably high, the course at the training schools is mainly concerned with improving the professional skill of the students. Experimental and hand work, the application of lessons to everyday life, and the basing of teaching on carefully thought out steps of learning are emphasized. Students are required to teach 90 hours annually in the Practising Schools under supervision. As a rule the training schools are residential and co-educational.

Games and social activities are encouraged in every way. After a two years' course the students should be well prepared for their life's work.

I was very much impressed by the high standard of the theses submitted by students of the Government Training School. These had been prepared in the students' own time and all of them showed evidence of much hard work and many of originality.

Students are now required to pay for their board the amount ranging from 15 to 30 shillings a month.

TEACHERS' CERTIFICATES.

On completion of the course students that have reached a satisfactory standard are given a full trained teachers' certificate (second class); others receive a provisional trained teachers' certificate (second class) which can be changed for a full certificate after completing three years' teaching to the satisfaction of the department; the remainder receive an untrained teachers' certificate.

A third class certificate (English) may be awarded to teachers over 21 years of age who have passed the Teachers' Certificate Examination and a third class certificate (Vernacular) to those over 17 years of age who have passed the Vernacular Teachers' Certificate Examination.

Three years satisfactory work is then required for a second class certificate and a further three years for a first class certificate.

AIM OF PRIMARY EDUCATION.

Although the syllabus of instruction in use has emphasised the fact that the ability to apply knowledge or skill is the end of education while lessons are only means, the average teacher is not yet freed sufficiently from the traditional view that schools exist to impart information, to carry out this policy properly.

To assist the teacher to get away from his former methods, and to emphasize the fact that intellectual development is but one aspect of education, the department has introduced a new scheme of work for primary classes which is now being tried out in the Government Training College and attached Practising Schools. The aim is to emphasize that education is development and the work is accordingly set out under four heads:—Health and Physical Development, Intellectual Development, Aesthetic and Social Development and Practical Development. These are subdivided into "Lessons" and "Applications," the former of which deals with the information that has to be imparted and the latter with the application of the information to concrete situations with which the pupils themselves may deal.

EDUCATIONAL BROADCASTING.

An Educational Broadcasting Service was inaugurated during 1931. Owing to the financial stringency comparatively few schools have been able to purchase a suitable receiving set. As conditions improve more sets will be purchased and more schools will be able to participate in this modern method of teaching, particularly by receiving lectures from specialists.

The pupils themselves are identified with the service through an annual elocution contest in which selected boys and girls read and recite, and listeners in the schools help to decide on the best performance by voting.

1935.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 8.

F. 28/96.

**SCHEME OF CO-OPERATION BETWEEN THE DEPARTMENTS
OF EDUCATION OF NEW ZEALAND AND OF FIJI.**

Laid on the Table, 10 May, 1935.

A—APPOINTMENT OF TEACHERS.

1. The New Zealand Education Department agrees to advertise for and select for appointment such teachers, who are contributors to the New Zealand Teachers' Superannuation Fund, as may be required for service in schools established under the Department of Education, Fiji, and the Fiji Government agrees to defray all reasonable expenses incurred in connection therewith, provided that no charge shall be made for personal services.

2.—(a) The Director of Education, New Zealand, shall arrange for the medical examination of the selected teachers and shall recommend for appointment only those teachers whose medical reports are of a satisfactory nature. The medical reports of the successful candidates for appointment shall be forwarded by the Director to the Fiji Government's Agents in Auckland who will accept such reports on behalf of the Government.

(b) The successful candidate shall also obtain at his own expense a certificate stating that within fourteen days prior to embarkation he has been protected against small-pox by successful vaccination and by inoculation against Typhoid and Para Typhoid A.B. and shall show such certificate to the Agents of the Fiji Government in Auckland when applying for a passage order.

3. The Director of Education, New Zealand, shall notify the successful applicants of their appointment and expedite and assist, as far as possible, their departure for Fiji.

4. The Fiji Government agrees to accept and appoint the teachers selected by the Director of Education, New Zealand, under the terms of this scheme, and any teacher so appointed may continue in his position in Fiji subject to the conditions herein set out.

5.—(1) In the first instance the term of appointment for teachers engaged under this scheme shall be—

(a) for a Head Teacher, three years;

(b) for an Assistant Teacher, two years, which may by agreement be extended to three years if reports on his work are satisfactory.

(2) After a teacher has thus served for three years, his appointment may by agreement be renewed on the same conditions as in 5 (1).

6. The Fiji Government may terminate the appointment of any teacher by giving him six months' notice in writing.

7. No New Zealand teacher appointed by the Fiji Government under this scheme shall be at liberty to relinquish his engagement without giving to the Director of Education, Fiji, at least six months' notice in writing of his intention to do so unless the circumstances in the opinion of the Fiji Government justify a shorter notice of intention to resign.

8. Nothing in this agreement shall preclude or prevent the Fiji Government from suspending or if necessary, peremptorily dismissing any New Zealand teacher in Fiji for immoral conduct, gross misbehaviour or neglect of duty, or on the recommendation of the New Zealand Inspector of Schools for incompetence, and any such suspension or dismissal shall be at once reported to the Director of Education, New Zealand. The decision of His Excellency the Governor of Fiji shall be final.

B—SALARIES AND ALLOWANCES.

9.—(1) The salary payable to a New Zealand teacher employed in the Girls' Grammar School, Suva, the Boys' Grammar School, Suva, and the Levuka Public School shall be one of the grades of salary prescribed for public school teachers in New Zealand, together with the same grading additions to salary that would be paid to such teachers if employed in New Zealand, and also such other additions to salary by way of married allowance, house allowance, tropical allowance or other allowance as may be determined by the Fiji Government. Where furnished quarters are provided the house allowance or other allowance may be modified accordingly.

(2) The salary and allowances and conditions with respect to payment of house allowance or the provision of furnished quarters shall be clearly indicated in the advertisement calling for applications.

(3) In the event of a general reduction in the salaries of public officers being made in Fiji salaries and allowances shall be subject to such reductions as would be made if the teachers specified in this section were public officers in the service of the Colony of Fiji.

10. The salaries, allowances, duties, and so on, for positions in schools other than those included in clause 9 (1) shall be fully set out in the advertisement for applications.

11. Teachers appointed under this scheme shall receive salary exclusive of tropical allowance at half rates from the date of leaving their place of residence in New Zealand to the date of their arrival in Fiji, provided that the total period for which half salary is thus claimed shall not exceed nine days. Salary and allowances at full rates shall be paid from the date of the teacher's arrival in Fiji.

C—TRANSPORT OF NEW ZEALAND TEACHERS TO FIJI.

12.—(1) The transport and incidental expenses as set out herein shall be borne by the Government of Fiji.

(2) A New Zealand teacher shall be reimbursed actual and reasonable travelling expenses incurred in respect of himself, his wife, and children on assuming his initial appointment. Such expenses shall include—

(a) medical fee for certificate of physical fitness;

(b) cost of passport;

(c) cost of first-class transport by the shortest route within New Zealand up to a maximum value of three adult fares from his place of residence in New Zealand to Auckland or the port of embarkation;

(d) Incidentals and boarding expenses necessarily and reasonably incurred, provided that the period over which such expenses are claimed shall not exceed four days.

(3) Free minimum first-class passages up to a maximum of three adult passages from the port of embarkation to Suva shall be provided by the Government of Fiji through its agents in Auckland and it shall provide transport from Suva to the school in Fiji to which the teacher has been appointed and a subsistence allowance during the period which he is detained in Suva at a rate specified for an officer of an equivalent status in the Fiji Civil Service.

(4)—(a) Claims for amounts over five shillings made under paragraph (1) hereof for reimbursement shall as far as possible be supported by receipts.

(b) Freight on excess baggage shall be paid by the teacher.

13. Every New Zealand teacher entering the service of the Fiji Government under this scheme shall enter into an agreement, in the form of Schedule A, with the said Government's Agents in Auckland or elsewhere to refund all travelling expenses mentioned in the preceding paragraph, and also the cost of fares by steamer from Auckland to Suva in case such teacher shall not complete at least two years' service in Fiji, provided that the Governor of Fiji may in special circumstances waive, wholly or in part, any claim to such refund.

14.—(1) On the completion of a period of at least three years satisfactory service a teacher, who has given due notice of his intention to resign, will be provided by the Fiji Government, for himself, wife and children with free first-class passages up to a maximum value of three adult passages from his post in Fiji to a town in New Zealand approved by the Governor of Fiji.

(2) In the case of a teacher, whose appointment has been renewed under the conditions set out in paragraphs 5 (1) and 5 (2) return passages for himself, wife and children from his post in Fiji to a town in New Zealand approved by the Governor and back to his post in Fiji will be granted provided—

(a) that such passages shall not exceed in value three adult return passages each of a value not exceeding £30.

(b) that the teacher enters into an agreement in the form of Schedule B with the Government of Fiji before he leaves the Colony, to refund to it or its agents the cost of the rail fares and the passages incurred by it in returning him, his wife and children from a town in New Zealand to Suva should he fail to complete two years' service from the date of the renewal of his contract. Provided further that the Governor may in special circumstances and if he deems fit modify the conditions of such refund.

D—SUPERANNUATION.

15. From the salaries of New Zealand teachers employed in Fiji under this scheme the Fiji Government shall in the case of those who are contributors to the New Zealand Superannuation Fund deduct such a percentage for superannuation purposes as would have been deducted had such teachers continued in the Education Service in New Zealand. To the total amount of the teachers' contributions as above assessed, the Fiji Government shall add 80 per cent. of that total amount and the whole of these contributions from New Zealand teachers in Fiji along with the Fiji Government's contribution shall be paid in quarterly instalments to the New Zealand Teachers' Superannuation Fund. All questions relating to the superannuation contributions of New Zealand teachers in Fiji shall be referred to the Teachers' Superannuation Board, New Zealand.

E—MEDICAL ATTENTION AND SICK LEAVE.

16.—(1) in the case of illness, a New Zealand teacher may, without forfeiting full pay, be absent from duty for a period not exceeding twenty-eight days in a space of one calendar year, provided that where possible his illness is duly certified by a Medical Practitioner within forty-eight hours of his first absencing himself. Failing such certificate he will be considered absent without leave unless he is placed in circumstances in which it is impossible for him to obtain a medical certificate.

(2) All New Zealand teachers shall be provided with free medical advice and in cases where illness is directly attributable to the performance of his ordinary duties as a school teacher, free surgical and hospital treatment for a period not exceeding ten days in the space of one calendar year.

(3) The Governor of Fiji reserves the right to terminate the appointment of a teacher who is frequently absent from his duties through ill-health.

F—FURLOUGH AND SCHOOL HOLIDAYS.

17.—(1) In general, the schools referred to in paragraph 9 (1) will have at least eleven weeks' holiday in each year, including at least eight weeks at Christmas and two term holidays during the year, provided that in the event of a renewal of their appointments, teachers who have hostel duties to perform shall be eligible at the end of each two tours of three years' service for at least twelve weeks' holiday at Christmas.

(2) Teachers in schools other than those referred to in paragraph 9 (1) shall as far as is practicable have holidays similar to those for primary schools in New Zealand, provided that in the event of the renewal of their contracts they shall be eligible, at the end of each tour of three years' service, for at least sixteen weeks' holiday at Christmas.

G—TYPES OF EUROPEAN SCHOOLS IN FIJI.

18. For the purpose of classification, the Boys' and the Girls' Grammar Schools, Suva, may be regarded as being equivalent to District High Schools and the Public School, Levuka, to a mixed Primary School.

19. The courses of instruction in the three schools named in the preceding paragraph shall be such as may be prescribed by the Director of Education, Fiji, and will in general be those prescribed for similar schools in New Zealand.

H—INSPECTION OF SCHOOLS.

20. By arrangement between the Education Department of Fiji and the New Zealand Education Department the inspection of the teachers appointed under this scheme shall be undertaken annually by an Inspector of Schools of the last named Department.

21. The Inspector shall forward a copy of his report to the Director of the Fiji Education Department and also to the Director of the New Zealand Education Department.

22. The report may deal with (a) the efficiency of the individual teachers, (b) the efficiency of the school as a whole, (c) the tone, management and organisation of the school, (d) the suitability of the schemes of work, (e) the equipment of the school, and (f) the condition and suitability of the buildings.

23. The Inspector shall recommend grading marks for each of the New Zealand teachers appointed under this scheme who are entitled to be graded under the regulations for the grading of New Zealand teachers and shall forward such a recommendation to the Director of Education New Zealand.

24. The Director of Education, Fiji, shall place at the disposal of the Inspector all the necessary information in regard to all New Zealand teachers who are employed by the Fiji Government and who are entitled to be allotted grading marks. The Inspector shall have authority to call for all school records, schemes of work, &c., of every school which he inspects.

25.—(1) The cost of the inspection shall be paid by the Government of Fiji and shall include—

- (a) salary at the same rate as the Inspector receives in New Zealand;
- (b) subsistence allowance of one pound per day while he is on land and is not maintained by the Government, and ten shillings for the first day and two shillings and sixpence per day thereafter while he is at sea, or while he is maintained by the Government
- (c) such reasonable travelling expenses as are allowed to an Inspector in New Zealand.

(2) The charges referred to in (a), (b) and (c) above shall be computed from the time of the departure of the Inspector from his place of residence in New Zealand until his return thereto. Provided that in the event of such Inspector combining a visit to Samoa with his visit to Fiji, the Government of Fiji shall pay only half of that portion of such charges which is incurred between New Zealand and Fiji.

26. This scheme of co-operation has been approved by the Director of Education, New Zealand, and by the Government of Fiji, and shall come into operation on the first day of January 1935.

JAMES RUSSELL,
Director of Education, Fiji.

SCHEDULE A.

(Clause 13 of the Scheme of Co-operation between the Department of Education in New Zealand and the Government of Fiji.)

TRAVELLING EXPENSES AGREEMENT.

I,....., of....., having accepted the position of..... under the Government of Fiji, do hereby agree, in the event of my not completing two years' service in such capacity, to refund to the Government of Fiji or to its Agents the transport and incidental expenses incurred by it in bringing me, my wife and children from.....to Suva.

Date
Place.....

Signature
Witness.....

SCHEDULE B.

(Clause 14 of the Scheme of Co-operation between the Department of Education in New Zealand and the Government of Fiji.)

TRAVELLING EXPENSES AGREEMENT.

I,....., of....., having renewed my contract with the Government of Fiji do hereby agree that in the event of my not completing two years of service from the date of the renewal of my contract with the Government of Fiji, to refund to the said Government or its Agents the transport expenses incurred by it in bringing me, my wife and children from.....to Suva.

Date
Place.....

Signature
Witness.....

1936.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 31.

F. 28/97.

**Natambua Secondary Department
Regulations 1936.**

Laid on the Table, 23 October, 1936.

IN exercise of the powers conferred upon it by sections 7 and 30 of the Education Ordinance (No. 1 of 1929), the Board of Education has made the following regulations:—

Title.

1. These Regulations may be cited as the Natambua Secondary Department Regulations 1936.

Eligibility.

2. To be eligible for admission a candidate shall comply with the following conditions, he shall:—

- (a) be of Indian parentage, provided that the Director may in special cases approve of the admission of children of other races;
- (b) be of good character and free from any infectious or contagious diseases;
- (c) be over twelve and under eighteen years of age; and
- (d) have passed an entrance examination.

Admission.

3. Application for admission shall be made in the form of Schedule A attached to these Regulations and forwarded to the Principal.

Fees.

4. (a) *General.*—

- (1) tuition, sports, and hostel fees shall be paid to the Principal when a student is enrolled and thereafter at the beginning of each term;
- (2) no student whose fees remain in arrears for more than two weeks shall be allowed to remain at school or in the hostel without the consent of the Director;
- (3) the Governor may, in his discretion, remit wholly or in part any of the fees due under these regulations.

(b) *Tuition Fees.*—The tuition fee for each pupil shall be £2 10s. 0d. for each term, provided that—

- (1) if two or more children of the same parents are attending the school, the tuition fee for each student shall be two-thirds of the whole fee;
- (2) if a pupil is enrolled after half term, the tuition fee for that term shall be one half of the whole fee;
- (3) if a pupil leaves the school before half term, the Director may, in his discretion, order a refund of one half of the fee paid.

(c) *Sports Fees.*—The sports fees shall be an amount not exceeding four shillings for each term or part of a term.

(d) *Hostel Fees.*—(1) The Hostel fee shall be £8 a term, provided that—

- (a) when two or more children of the same parents are boarding at the hostel, the fees and refunds of fees shall be reduced by fifteen per cent. for two, twenty per cent. for three and twenty-five per cent. for more than three boarders;

(b) in the event of a boarder being admitted after the first fortnight of term, the hostel fee shall be twelve shillings a week or part of a week for the remainder of the term;

(c) if reasonable notice of the withdrawal of a boarder is given to the Principal, the hostel fee for that part of the term during which the boarder was not in residence shall be refunded, subject to the provisions of proviso (a) hereof, at the rate of one shilling and sixpence a day;

(d) when a Boarder is absent on the advice of a Medical Practitioner, the hostel fee may be refunded, subject to the provisions of proviso (a) hereof, at the rate of one shilling and sixpence for each day that the period of absence exceeds seven days.

(2) The hostel fee for students who remain in residence during the first and second term's vacations shall be one shilling and sixpence a day. No boarder may remain at the hostel during the Christmas vacation.

Rules and Discipline.

5.—(a) The Principal may with the approval of the Director make school rules.

(b) The Principal may at any time temporarily suspend any pupil who is deemed to be guilty of grave misconduct or of grave breach of the school rules and shall immediately forward a report to the Director who shall order such action to be taken as he shall deem fit.

Exclusion from School.

6.—(a) Pupils shall be required to leave the school at the end of the year in which they attain the age of 18 years, provided that the Director may in special cases approve of this limit being extended for one year.

(b) Pupils who fail to make satisfactory progress or who are found guilty of grave misconduct or grave breach of the school rules, may be excluded from school on the order of the Director.

(c) Pupils who are physically unfit may be excluded from school on the advice of a Medical Practitioner.

School Requisites.

7. Pupils shall provide themselves with the necessary text books and school requisites.

Clothing.

8. Boarders shall provide themselves with the outfit detailed in Schedule B of these regulations.

Sports.

9. Every pupil shall take part in school sports and physical training provided that the Principal may excuse any pupil who produces a medical certificate of unfitness to take part therein.

School Year.

10.—(a) Subject to circumstances permitting, the school year shall commence on the eighth Monday after the third Monday in December of the previous year and shall end on the Friday following the second Monday in December.

(b) The duration of the school year shall be not less than forty weeks and it shall be divided into three terms each of which shall have a duration of not less than twelve weeks.

(c) The dates and duration of the term vacations shall be fixed by the Director.

(d) Saturdays and days proclaimed by law to be Public Holidays shall be treated as school holidays.

Hours.

11.—(a) The hours of attendance at school shall be not less than five hours a day exclusive of any recesses.

(b) At the beginning of the school year the Principal shall submit for approval a time table showing the periods allotted to each subject for each class and the name of the teacher taking each subject.

Curriculum.

12. The subjects to be taught shall be those approved by the Director from time to time and shall include Manual and Physical Training.

Examinations.

13. An examination shall be held at the end of each term and a record of the marks and progress of each pupil shall be kept in a book, and term reports of the pupils' school work and examination results shall be sent to each parent.

Prizes may be awarded annually on the results of the pupils' work during the year.

Religious Instruction.

14.—(a) The Principal may permit ministers of recognised religious denominations to give religious instruction to the pupils in their respective creeds.

(b) Classes of religious instruction of not more than half an hour in duration may be held twice a week at the beginning or the end of any meeting. No pupil shall be required to attend these classes except in accordance with the expressed wish of the parent.

(c) No payment for such religious instruction shall be made from public funds.

Interpretation.

15. For the purpose of these Regulations the word "parent" shall include any person who in the opinion of the Board is wholly responsible for the maintenance of any pupil and the decision of the Board in this matter shall be final.

Revocation.

16. The Natambua Indian Secondary School Regulations, 1934, are hereby revoked.

Commencement.

17. These Regulations shall come into operation on the 1st day of January, 1937.

Made by the Board of Education this 11th day of May, 1936.

M. FORSTER,
Secretary, Board of Education.

Approved by the Governor in Council at Suva this 30th day of July, 1936.

N. J. BRADLEY,
Clerk, Executive Council.

SCHEDULE A.

APPLICATION FOR ADMISSION TO THE NATAMBUA INDIAN SECONDARY SCHOOL.
(Regulation 3 of Natambua Secondary Department Regulations, 1936.)

1. Name of applicant.....
2. Date and place of birth (a).....
3. Religion
4. Father's name and address.....
5. Father's occupation.....
6. School or schools previously attended, duration of attendance and class passed (b).....
7. Health (c).....
8. Name of brothers of applicant attending this school.....

I, the undersigned, the parent/guardian of....., hereby undertake to pay, in advance, the tuition and hostel fees due for the education and board of my son when he is admitted, and to conform to the regulations governing the school and hostel and to hold myself responsible for all damage done by him to the property of the school or hostel.

.....
Parent or guardian.

.....
Witness to signature.

.....
Date.....

- Note.*—(a) A birth certificate should be attached.
(b) A testimonial from the Head Master of the school last attended by applicant should be attached.
(c) The certificate of Health must be completed. (See reverse).

CERTIFICATE OF HEALTH.

I certify that this candidate for admission to the Secondary Department is free from tubercular or other infectious or contagious diseases.

Date..... *M.O. or N.M.P.*

SCHEDULE B.

LIST OF OUTFIT FOR BOARDERS.

(Regulation 8 Natambua Secondary Department Regulations 1936).

Minimum requirements of a pupil on admission:—

- | | |
|---|-------------------------|
| 6 Shirts, white, with collars (preferably short sleeves). | 3 Bath-towels. |
| 1 Tie and tie-pin. | 1 Tooth-brush. |
| 3 Singlets, white. | 1 Comb and mirror. |
| 6 Shorts, white. | 1 Clothes Box. |
| 2 Shorts, khaki. | 1 Portmanteau. |
| 1 Belt, preferably dark brown leather. | 1 Soiled Linen Bag. |
| 3 Handkerchiefs, white. | 1 Fijian Mat. |
| 1 Pair Shoes, preferably black. | 3 Sheets, single. |
| 1 Pair Stockings, preferably black. | 3 Pillow slips. |
| 1 Brush and polish for shoes. | 1 Blanket or Rug. |
| 2 Pairs Pyjamas. | 1 Mosquito net, single. |
- Optional:—Trousers (white), hair brushes, umbrella, raincoat.

1936.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 29.

F. 28/122.

**Government Teachers' Training
School Regulations 1936.**

Laid on the Table, 23 October, 1936.

IN exercise of the powers conferred upon it by sections 7 and 30 of the Education Ordinance (No. 1 of 1929), the Board of Education has made the following regulations:—

Title.

1. These Regulations may be cited as the Government Teachers' Training School Regulations 1936.

Eligibility.

2.—(a) Candidates for admission to the Teachers' Training School in any year shall be selected by the Director from the persons who shall have satisfied the examiners at the Qualifying Examination held during the previous year under the provisions of the Registration, Recognition and Classification of Teachers Regulations 1934; provided that in special cases certificated teachers or persons who have passed some other approved examination may be selected for admission.

(b) A candidate must—

- (1) be sixteen years of age or over;
- (2) produce a certificate of character to the satisfaction of the Director; and
- (3) be certified by a duly qualified medical practitioner to be of sound constitution, free from any physical defect that would interfere with his efficiency as a teacher, and not suffering from any infectious or contagious disease.

Application.

3. Applications for admission shall be made on the form of application for permission to sit for the Qualifying Examination, obtainable from the Director.

Bond.

4. Every candidate shall give a written undertaking that he will, unless the Director otherwise directs or permits, complete his course of training to the satisfaction of the Director; that he will be well behaved during his course of training, and that he will, within a period of four years immediately after leaving the Government Teachers' Training School, teach for a period of three years in a registered or recognised school in Fiji.

When a candidate has been selected he shall, before he is admitted, find a surety in the sum of £10 to assure the performance of the undertaking, which may be made according to the form in Schedule I attached to these Regulations.

Clothing.

5. Every selected candidate shall before admission provide himself with the regulation outfit detailed in Schedule II attached to these Regulations.

Allowance.

6. Each student shall be given free board and lodging during the session of the school and an allowance at the rate of ten shillings per month subject to the conditions of Clause 7.

7. The Principal may as he deems fit deduct from a student's allowance such sums of money as may be required to make good damage carelessly or wilfully done to the school property, to pay arrears of his sports subscription, to replace articles of clothing of students who neglect to provide adequately for their clothing, and to pay such disciplinary fines as may be levied in accordance with the rules of the school.

Discipline.

8.—(1) Every student shall conform to the school rules and show unquestioning obedience to the teachers.

(2) No student shall be outside the school bounds between the hours of 9 p.m. and 6 a.m. without first obtaining permission from the Principal.

(3) A student failing to comply with Regulation 8 subclause (2) shall be liable to instant suspension by the Principal under the following subclause.

(4) The Principal may at any time temporarily suspend any student for grave misconduct or breach of the school rules and shall forward a full report of the case to the Director who shall order such action to be taken as he shall deem fit.

(5) Any student who, in the opinion of the Principal, has failed to make satisfactory progress during any term or who shows little aptitude for teaching, shall be reported to the Director, who may require him to leave the school.

Books.

9. Books and stationery for use of students shall be free, provided that the Principal may require students to furnish themselves with necessary textbooks which shall be supplied by the school at cost price.

Sports and Physical Training.

10. Every student must take part in all the school sports and drill or physical exercises, provided that a student may be temporarily excused by the Principal if he produces a medical certificate of physical unfitness to take part therein.

School Year.

11. The dates and the duration of the School Year terms and vacation shall be fixed from time to time by the Director.

Curriculum.

12.—(1) The course of instruction shall include practice and theory of teaching, agricultural, manual and physical training, organised games and such other subjects as may be prescribed from time to time for the Teachers' Certificate Examinations.

(2) The subjects shall be taught in accordance with a syllabus approved by the Director.

School Rules.

13. The Principal may with the approval of the Director make School Rules.

Time Table.

14. At the beginning of each school year the Principal shall submit to the Director for approval a timetable showing the periods of instruction allotted to each subject in the several classes and the name of the teacher taking each subject.

Examinations.

15.—(1) The Principal shall conduct an examination or test at the end of each term and the marks scored by each student together with a report on his skill in teaching shall be entered in his record.

(2) The Principal shall give to the Director an annual report on the conduct, diligence, progress and the aptitude for teaching of each student.

(3) Every student preparing for the Fifth Class Teachers' Certificate shall present himself for examination at the end of his first year unless exempted by the Director.

(4) Those students preparing for higher certificates shall present themselves for their respective certificate examinations within two years of their admission to the school, provided that, with the approval of the Director, the periods specified in this Regulation may, as he deems fit, be extended.

Sports Fund.

16.—(1) Every student in training shall pay to the Principal, in such instalments as the Principal deems fit, a Sports fee which shall not exceed ten shillings per annum.

(2) The Principal shall keep in a Sports Account Book a true account of all sums he receives or disburses on account of this fund and shall post a statement of receipts and expenditure on the school notice board at the end of each term:

Medical Inspection.

17.—(1) Every student shall submit himself for medical examination when required to do so.

(2) If any student is found to be physically unfit to continue his training as a teacher he may be required by the Director to leave the school.

Religious Instruction.

18.—(1) Opportunities shall be given by the Principal to Ministers of recognised religious denominations to afford religious instruction to the students of their respective creeds. Such Ministers shall be authorised by the Heads of the respective Churches.

(2) Classes of religious instruction of not more than half an hour in duration may be held in the school twice a week either at the beginning or the end of the hours prescribed for secular instruction.

(3) No payment for such religious instruction shall be made from Public Funds.

(4) Such ministers shall deposit with the Principal a copy of the syllabus of the religious instruction to be given.

Revocation.

19. The Government Teachers' Training School Regulations 1929 are hereby revoked.

Made by the Board of Education this 1st day of June, 1936.

M. FORSTER,
Secretary, Board of Education.

Approved by His Excellency the Governor in Council at Suva this 23rd day of July, 1936.

F. 28/122.

N. J. BRADLEY,
Clerk, Executive Council.

SCHEDULE I.

(Government Teachers' Training School Regulations, Clause 4.)

Know all men by these presents that I..... residing at..... in the Colony of Fiji, am personally held bound to the Attorney-General for the time being, his successors or Assigns in the sum of £10 (ten pounds) to be paid to the Attorney-General for the time being at Suva, in the Colony of Fiji, for which payment to be well and faithfully made I bind myself, my heirs, executors and administrators to the Attorney-General firmly by these presents.

Scaled with my seal this.....day of....., 19.....

.....
Signature of Bondsman.

Whereas.....has been selected for admission to the Government Teachers' Training School, Natabua, with a view to his being trained as a school teacher, and whereas the Government of Fiji has undertaken to give free tuition and training as a teacher, board and lodging, together with a monetary allowance at the rate of six pounds per annum to.....under the conditions set out in the Regulations for the Government Teachers' Training School.

Now the condition of the above bond is that if the student in training.....is well behaved and if he completes his course of training as prescribed by the Regulations for the Government Teachers' Training School to the satisfaction of the Director of Education, and if the said.....shall within a period of four years immediately after leaving the Government Teachers' Training School teach for a period of three years in a registered or recognised school in the Colony of Fiji, then the above written bond shall be void otherwise the same shall remain in full effect and virtue. Always provided that in exceptional circumstances the Attorney-General for the time being may, as he shall deem fit, cancel this bond.

In witness whereof I have hereunto set my hand and seal the day and year first before mentioned.

Signed and sealed and delivered by.....in the presence of.....

SCHEDULE II.

(Government Teachers' Training School Regulations, Clause 5.)

LIST OF OUTFIT.

1. *Compulsory.*—For Fijian and Indian Students:—

(a) white shirts 6, khaki shirts 2, singlets 3, khaki shorts 2, belt 1, white handkerchiefs 3, towels 3, sheets 4, mosquito net 1, blanket 1, pillow 1, comb 1, toothbrush 1, razor 1, jacket (dark blue or dark grey) 1, mirror 1, clothes box 1, clothes bag 1, weeding knife 1, file 1.

(b) For Fijians in addition to (a):—

White sulus 6, white shorts 1, sleeping mats 4.

(c) For Indian students in addition to (a):—

Puggaree 1, white shorts 4, sleeping sulus 2.

2. *Optional.*—

Shoes, stockings, boot brushes, hair brushes, pyjamas, trousers (grey or white).

1936.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 32.

F. 48/4/20.

The Central Medical School, Suva.

(REPORT FOR THE YEAR 1935.)

Laid on the Table, 23 October, 1936.

Students.—During the year there were 40 students in residence at the two dormitories. The following table shows the race of the different students in each year:—

	1st year.	2nd year.	3rd year.	4th year.	Post-graduates.	Total.
Western Samoa	3	.	.	1	.	4
Eastern Samoa	1	.	.	.	.	1
Tonga	1	.	1	2	.	4
Gilbert and Ellice Islands	1	.	1	2	1	5
Solomon Islands	1	1	1	1	.	4
New Hebrides . . . .	.	1	.	.	.	1
Nauru	1	.	.	.	.	1
Cook Islands	2	.	.	1	.	3
Fiji—Fijians	4	.	5	5	1	15
Rotumans .. ..	.	.	2	.	.	2
Indians	1	.	1	.	.	2
	<u>15</u>	<u>2</u>	<u>11</u>	<u>12</u>	<u>2</u>	<u>42</u>

The two post-graduates in the above list are qualified Native Medical Practitioners, and do not reside in the students' dormitories. The 12 Fijian students who reside in the smaller dormitory are required to keep their rooms and grounds in good order. The remaining 28 students who live in the large dormitory are expected to keep their own bedroom tidy and clean, but an Indian servant is provided to assist in the general management of the other rooms and the surrounding grounds. The students' dining-room is in the large dormitory so that during the continuous rainy weather which lasted for about six months during 1935 the Fijian students were put to great inconvenience as the two dormitories are about a quarter of a mile apart.

2. *Course of Studies.*—The students are divided into two groups, juniors and seniors. The junior course covers one and a half years, and the senior course two and a half years. During the first half year the junior students receive instruction in Chemistry, Physics, and Biology; and during the remaining twelve months of the junior course, instruction in Anatomy and Physiology. Owing to the temporary arrangements made during the first half of 1935 the above scheme of instruction was slightly changed, and lectures in the three preliminary subjects were continued into the third and fourth quarters. The regular course of lectures and practical work in Anatomy and Physiology was commenced during August and continued up to December 18th, so that by the end of the year the usual routine was being again followed. Strictly speaking, the junior students are not required to do any clinical duty, but in actual practice one or two of them volunteer every afternoon for relieving duty in the out-patients' department while the senior students are at lectures, and again during the Christmas and mid-year holidays all the junior students put in four weeks of relieving duty in the hospital so that the senior students may take their own holidays. The senior students are on duty in the hospital from 8 a.m. to 1 p.m. each day, and their lectures are given to them in the afternoons and evenings by the members of the honorary staff. The four chief subjects are Medicine, Surgery, Obstetrics, and Public Health, and shorter courses of instruction are given in Materia Medica, Anæsthetics, Diseases of the Eye, Diseases of Children, Dentistry, and Bacteriology.

3. *Examinations during 1935.*—The usual final examinations were held during the period from December 7th to December 23rd, 1935. Out of the twelve students in the fourth year eight of them passed the qualifying examinations in all subjects, and were granted their certificates as qualified Native Medical Practitioners. Of the remaining four students, all Fijians, two failed in one subject only (Public Health), and the other two failed completely. These latter two

students have now been given employment in auxiliary medical work, and the two students who failed in one subject only were allowed to re-take that subject early in January, 1936, and were successful.

Third-year Students.—The various class examinations were given to those students throughout the year with the exception of those in Medicine, in which subject it was not possible to arrange for a complete course of lectures.

Second-year Students.—There were only two students in this year, and as neither of them had completed the course in Anatomy and Physiology these two students were allowed to continue with the junior students, and they will continue so to do until the next qualifying examination in Anatomy and Physiology which will be held in June, 1936.

First-year Students.—All the fifteen students in the first year qualified in Chemistry, Physics and Biology before the end of the school year, repeat examinations being required in four cases only. At the December quarterly examinations in Anatomy and Physiology for these same fifteen students four of them failed to obtain a satisfactory standard, and special reports were sent to the various Administrations concerned.

4. Class Prizes and Medals.—

Sir Maynard Hedstrom's gold medal in Public Health has been awarded for 1935 to Mathiu Esika Salato (Fijian).

The Hon. Alport Barker's gold medal in Medicine has been awarded for 1935 to Mathiu Esika Salato (Fijian).

The B.M.A. (Fiji branch) gold medal in Surgery has been awarded for 1935 to Jiaoji Niumeitolu (Tongan).

The Hon. Dr. A. H. B. Pearce's gold medal in Obstetrics has been awarded for 1935 to Mathiu Esika Salato (Fijian).

Sir Henry Scott's gold medal in Anatomy was not awarded during 1935 as no qualifying examination in Anatomy was held.

The list of class prize-winners is as follows:—

<i>First Year.</i>				
Chemistry	..	..	..	Tere Williams (Cook Is.)
Physics	.	..	..	Alapati T. Williams (Samoa).
Biology	.	..	..	Tu Nia Rua (Cook Is.).
Anatomy	..	..	..	Alapati T. Williams (Samoa).
Physiology	..	..	..	Josateki Nawalowalo (Fiji).

Second Year.
(No examinations).

<i>Third Year.</i>				
Surgery	.	..	..	Wilisoni T. Fonmoa (Rotumah).
Anæsthetics	..	..	..	Aisea M. Erasito (Rotumah).
Materia Medica	..	..	..	B. Vakatawa Tailasa (Fiji).
Diseases of Children	..	..	..	B. Vakatawa Tailasa (Fiji). Gullam Ali Din (Indian).

<i>Fourth Year.</i>				
Medicine	..	..	..	Mathiu Esika Salato (Fiji).
Surgery	.	..	..	Jiaoji Niumeitolu (Tonga).
Obstetrics	..	..	..	Mathiu Esika Salato (Fiji).
Diseases of Children	.	..	..	Iete Kea (Gilbert & Ellice).
Materia Medica	..	..	..	John Adam Numa (Cook Is.). S. Ma'afu Tubou (Tonga).
Public Health	.	..	..	Mathiu Esika Salato (Fiji).

5. Lectures.—The following list gives the names of the lecturers and the subjects taken during 1935:—

Obstetrics	..	..	..	Dr. A. H. B. Pearce.
Public Health and Hygiene	..	..	..	Dr. S. M. Lambert and Dr. D. C. M. Macpherson.
Surgery	..	..	..	Dr. T. Clunie.
Medicine	..	..	..	Dr. D. C. M. Macpherson & Dr. R. W. D. Maxwell.
Diseases of Children	..	..	..	Dr. W. M. Ramsay.
Diseases of the Eye	..	..	..	Dr. C. H. B. Thompson.
Anæsthetics	..	..	..	Dr. I. H. Beattie.
Dentistry	..	..	..	Dr. L. B. Hart.
Materia Medica	..	..	..	Mr. D. K. Palmer.
Anatomy and Physiology	..	..	..	Dr. D. W. Hoodless.
Biology	..	..	..	Dr. D. C. M. Macpherson.
Chemistry and Physics	..	..	..	Mr. W. J. Blackie.

Dr. T. Clunie continued to act as Tutor up to February 12th, when Dr. D. C. M. Macpherson was appointed as Acting Tutor in charge of the Central Medical School, and Dr. D. W. Hoodless returned from vacation leave in England and resumed duties as Tutor on August 7th, 1935.

6. Sports.—The members of the C.M.S. Rugby team were the winners for 1935 of the Costello Challenge Shield, winning 10 out of 12 games with a lead of 4 points over the second team (Police). This was a very pleasing success, for the Central Medical School team is unable

to retain the services of its players for more than four years in succession, and very often a student player has not had enough training to get into the A team until his second or third year at the Medical School, so that we can retain his services then for only one or two years more. There are seven teams in the competition, and all the other teams can go on building up a well-organised and regular team for many years in succession. This 1935 success in Rugby could not have been achieved without the splendid coaching and training which was freely given by Mr. J. R. Baird, M.C. All the students and staff unite in giving Mr. Baird their very deepest appreciation for his services.

The sports' fund now has a good balance in hand, and ample funds are available for the purchase of the necessary materials for cricket, boxing and other sports. As time goes on it is hoped that either a gymnasium room or a suitable playing-field will be made available for the students during the half-year when Rugby is not being played. The importance of proper exercise and physical training for these native medical students cannot be too much emphasised, as their hours of duty are long, they are in constant association with disease of all kinds, and above all they are unable to obtain in Suva their regular swimming exercises in the sea which normally they would enjoy daily in their own island homes.

7. *Terms and Vacations.*—The school year is divided into four quarters. The students are given two weeks' holidays at Christmas, and again at the end of June. Half the number of students are away for two weeks, and then the other half have two weeks' holidays. There are therefore two periods of four weeks each when no lectures are given. The first quarter each year is arranged to commence on or about January 15th. During the first half of 1935 the above arrangements were slightly changed owing to the temporary staffing arrangements, but the regular routine is now again being followed. These arrangements are made with a view to facilitating the return of newly-qualified Native Medical Practitioners to distant island groups, such as the Solomon Islands, the Cook Islands or the Gilbert and Ellice Islands, and at the same time it is hoped that the entering new students will arrive in each case prior to January 15th each year. During 1935 two new students for 1936 were admitted as early as 15th November, 1935, being from the Gilbert and Ellice Islands where transport facilities are very few. The two new Tongan students for 1936 arrived on 17th December, 1935, and in every case we were able to make satisfactory temporary arrangements for their accommodation. The only students who were unable to arrive in good time before the re-opening of the Medical School were the two students from Western Samoa, who were travelling on a launch which was lost at sea between Apia and Pago Pago. Fortunately, no lives were lost owing to the timely arrival of s.s. "Hauraki," but the two students were not able to arrive until five weeks after the commencement of lectures in 1936.

In December, 1935, it was necessary to make arrangements for the return of seven newly-qualified Native Medical Practitioners to their distant homes in various parts of the South Sea Islands, and, in addition, to arrange for the arrival of no less than nine new students from similarly distant islands. All these arrangements were satisfactorily completed, but it is interesting to note that this large interchange of "distant" students will not occur again until December, 1938.

8. *Board Meetings.*—Six meetings of the Central Medical School Advisory Board were held during 1935, with the Director of Medical Services, Dr. A. H. B. Pearce, as Chairman. Mr. K. W. A. Black, Chief Clerk to the Medical Department, acted as Secretary to the Board for the first four of these meetings, and Dr. D. W. Hoodless assumed his duties again as Secretary to the Board on August 7th. The Board continued to carry out its usual routine business of recommending the award of certificates to newly-qualified Native Medical Practitioners, deciding the number of new students to be admitted from each participating Administration, selecting the new Fijian and Indian students for the year, and making suitable recommendations on lectures, courses of studies, regulations, disciplinary measures, and repairs to buildings. Dr. S. M. Lambert of the Rockefeller Foundation who has been a member of the Board since its first meeting on July 10th, 1928, attended the first four meetings during 1935, and Mr. C.W.T. Johnson acted as substitute for Dr. Lambert during the latter's absence from the Colony on vacation leave.

9. *Visitors.*—There was a record number of 125 visitors to the Central Medical School during 1935. Among the distinguished visitors were H.R.H. the Duke of Gloucester, Professor Dean Lewis (Johns Hopkins Hospital), Professor John Fraser (Edinburgh University), Miss Sheila MacDonald, Dr. Bernard Myers, the Right Hon. G. W. Forbes, Prime Minister of New Zealand, Professor Peter Buck, Professor Sydney Smith (Edinburgh), Dr. Carmichael Low (London), all the members of the official party of the British Medical Association *en route* to Melbourne, Sir Comyns Berkeley, and Lord Horder. When time permits it is our usual practice, in the case of medical visitors, to invite the visitor to select any question in Anatomy and to ask a junior student to volunteer to give a demonstration on that question on the black-board. This practice has continued to be successful during the past seven years, and the students, one and all, very sincerely appreciate the kind and friendly interest which is invariably given to them. There can be no doubt that all the students present will long remember that particular morning when Lord Horder visited the Medical School and insisted upon sitting amongst the students themselves whilst a Fijian student gave a good demonstration for about half an hour on the intricacies of the scapular region.

10. *Finance.*—During the period 1926—1928, prior to the opening of the present Central Medical School, there was lengthy consideration of various schemes for the inauguration of a new medical school. Finally, the alternative schemes were (a) a four-group school for 28 students at an average annual estimate of £91 per student, and (b) the Rockefeller Foundation seven-group school for 40 students at an average annual cost of £90 per student. The latter scheme was ultimately adopted, and it is interesting to note what the actual annual expenditure has been sub-

sequently. Over a period of five years from 1930 to 1934 the average annual expenditure per student has been £75 11s. 10d., so that there has been an annual reduction in the total estimated expenditure of approximately £550 per annum. The following table shows the annual cost per student for 1930—1934:—

Year.	Filled studentship.	Unfilled studentship.	Contributions from Rockefeller Foundation.
1930	£35 8 5	£18 16 11	£1,650 0 0
1931	44 18 8	26 5 6	1,237 10 0
1932	54 12 4	30 15 2	825 0 0
1933	76 19 2	42 4 8	Nil.
1934	73 4 3	39 11 8	Nil.

The corresponding figures for 1935 are not yet available although they will probably be very similar to those for 1933 and 1934. When more complete arrangements have been made for the students' dining-room and laundry-room it may be stated that the average annual cost per student should be about £80, which covers board and lodgings, tuition fees, maintenance expenses, clothing, and a small pocket-money allowance of 10s. per month per student.

11. General.—We have continued to receive very satisfactory reports on former students who are now practising as Native Medical Practitioners in various island groups in the Western Pacific.

The year's work during 1935 has again been a successful one. Under the guidance of the Director of Medical Services, Dr. A. H. B. Pearce, and with the continued assistance of the members of the Advisory Board, the Central Medical School has now completed its first seven years, and it has been instrumental in training qualified men for the inauguration of a Native Medical Practitioner Service in five other Administrations. When the Central Medical School was opened on December 28th, 1928, it was understood that on or before the completion of the first ten years the whole scheme of co-operation should be reviewed for the consideration of any alterations that may be necessary, *e.g.*, the number of students from any particular Administration. As we are now entering on the eighth year of the School the time is approaching when consideration may be given to some of these questions, including the number of students from each Administration, dormitory accommodation, buildings, and financial arrangements.

Suva, March 4th, 1936.

D. W. HOODLESS,
Principal

1936.
 LEGISLATIVE COUNCIL,
 FIJI.

COUNCIL PAPER, No. 40.

F. 28/115.

School for Indian Children

(REPORT OF COMMITTEE.)

Laid on the Table, 23 October, 1936.

REPORT OF COMMITTEE APPOINTED BY HIS EXCELLENCY THE GOVERNOR ON
 6TH MARCH, 1936, TO CONSIDER AND REPORT UPON THE QUESTION OF
 PROVIDING IN SUVA A SCHOOL FOR INDIAN CHILDREN.

Members.

The DIRECTOR OF EDUCATION (Chairman).
 The ACTING SECRETARY FOR INDIAN AFFAIRS.
 The Honourable K. B. SINGH.
 Mr. S. HASAN.
 Mr. K. L. TILLAK.

2. The Indian Reform League and the Indian Association of Fiji were invited to submit their views. The President of the Indian Reform League, Mr. Ilahi Ramjan, attended the third meeting and made a statement and answered questions.

3. The Committee met on three occasions and resolved to recommend:—

- (a) A Government secondary school for Indian boys providing a course for Forms 1—6 should be established.
- (b) Boys of other races should be admitted at the discretion of the Director of Education provided that preference is given to Indian boys in the first instance.
- (c) Provision should be made for the teaching of technical and commercial subjects.
- (d) Pupils should be selected by means of an entrance examination or test.
- (e) Tuition fees should be at the rate of £2 a term in Forms 1 and 2 and £2 10s. 0d. a term in Forms 3—6 with reductions of 33½ per cent. if two or more members of one family attend. An additional charge of 5s. a term should be made for books and stationery to be supplied by the school.
- (f) The secondary classes should begin in 1937.

4. As the size of the required building depends on the number of pupils and as this number cannot be estimated accurately at present, the Committee agrees that the construction of the building should be postponed, although a suitable site should be acquired as soon as possible. The site should be large enough to provide for the necessary school buildings and hostel as well as playing fields. In the meantime a hall or other suitable building should be leased for the purpose.

5. The annual recurrent cost, exclusive of rent, of a secondary school with 50—60 pupils is estimated to be:—

Teachers (2)	.. .. .	£750
Books and Requisites	.. .. .	80
Incidentals	.. .. .	45
		£875
Recoveries—		
Fees	.. .. .	400
Books	.. .. .	45
		445
Net cost to Government	.. .. .	430
Special expenditure—Furniture, &c.	.. .. .	130
		£560
Total for 1st year	.. .. .	£560

JAMES RUSSELL, Director of Education.
 J. JUDD, Acting Secretary for Indian Affairs.
 S. HASAN.
 KAY L. TILLAK.
 K. B. SINGH.

1927.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 21.

M.P. 1544/27.

Education Department

(REPORT ON, FOR THE YEAR 1926.)

Laid on the Table, 26 May, 1927.

THE ASSISTANT DIRECTOR OF EDUCATION TO THE COLONIAL SECRETARY.

Education Office,
Suva, 31st March, 1927.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1926.

I.—LEGISLATION.

2. *Regulations Made.*—Ordinance No. 9 of 1926 was passed on 10th June, in order to amend the principal Education Ordinance of 1916 to enable the Board to provide for and to regulate school medical inspections. Regulations for the award of two Government scholarships to Indian pupils were made on 1st December, 1926. Ordinance No. 25 of 1926 which was passed on 30th November provides for the reconstitution of the Board of Education under the chairmanship of the Director of Education, but the date of giving effect to this Ordinance has not yet been fixed.

When the Department has been reorganised under a Director of Education a considerable amount of work will be necessary in order to revise not only the Ordinances passed in 1916–1919, but also the numerous Regulations made in accordance with these Ordinances.

II.—BOARD OF EDUCATION.

3. *Grants in Aid.*—During 1926 there were four meetings of the Board. Approval was given for the admission to grants in aid of two additional schools (the Gurukula School at Saweni, Lautoka, and a school at Kasavu, Natewa Bay) from July, 1926. No building grants were made during 1926.

By 31st December, 1926, the list of schools waiting to be admitted to grants in aid contained 33 names, including 15 schools for Indians, 15 for Fijians, 2 for half-castes, and 1 for European pupils. To admit all these schools to grants in aid will involve an additional expenditure of about £3,000 per annum, but before admitting these schools to grants it will be necessary to consider whether in some cases more *modern*, or, in other cases more *central* schools should not be built. In addition, there are a number of schools whose names are not on the waiting list but whose needs for Government assistance are greater than some of those on the list.

In addition to salary grants, applications have been received for building grants amounting to more than £7,000. The Board, however, agreed that both the admission of additional schools to grants in aid and the award of building grants to new schools should be postponed pending the appointment of the Director of Education during 1927.

4. *Other Business.*—The Board fixed the amounts to be raised by means of the Education Rates in 1927 by the Municipal Councils in Suva and Levuka, namely, £1,900 and £700 respectively. The Board awarded three local scholarships during 1926, and approved the exemption of fees of 12 pupils at the Grammar Schools in Suva and one pupil at Levuka. The special scholarships for four Fijian boys at the Wanganui Technical College, New Zealand, were continued for 1926. The agricultural grant of £500 per annum was continued during the year in assistance to the Methodist Mission Agricultural School at Navuso. Salary grants payable to the assisted primary or assisted vernacular schools were continued during 1926 at the increased rates.

A Sub-committee of the Board was appointed on 1st December to inquire into and to report upon the maintenance expenses of the Government Boarding Establishments in Suva and Levuka.

5. *Members of the Board.*—The Rev. Father Oreve took the place of the Rev. Father Dupont as a member of the Board in March, 1926, and later on the Hon. H. M. Scott, K.C., took the place of the Hon. H. Marks, C.B.E. The Board is complete with twelve members—*vide* Annexure VI.

III.—ADMINISTRATION.

6. The appointment of Acting Superintendent of Schools was continued during 1926. No Inspector of Schools was appointed during the year, and, as a result, it was not possible to issue a grading list for efficiency grants to the assisted primary schools. The appointment of a relieving teacher was made early in 1926, in order that Head Masters at Government schools for Fijians may take their vacation leave.

7. *Finance*.—Expenditure from General Revenue on education amounted to about £3,000 only in 1915, but had increased to £31,584 for 1926. The following figures show the expenditure on education for the last five years: 1922, £28,957; 1923, £26,108; 1924, £27,103; 1925, £30,039; and 1926, £31,584.

8. *Conference in New Zealand on Education*.—A conference on education for the native races in the South Pacific Islands was held in Wellington during January, 1926. Education officers from Fiji, Samoa, and the Cook Islands attended this conference. The report of the conference contains a suggested syllabus for native village schools and specimen schemes of work. The recommendations of the conference stress the importance of: (a) teacher training, (b) suitable text-books, (c) teaching of hygiene, and (d) the development of a suitable educational scheme in each island group.

9. *Education Commission, 1926*.—The chief result of the 1908 Education Commission was the formation of an Education Department in 1916, and the department has now completed its first ten years. It may be briefly stated that the chief result of the 1926 Education Commission is to reorganise the department and to define its policy. Appointed in July, 1926, under the chairmanship of Dr. A. Montague, Chief Medical Officer, with Mr. F. Tate, C.M.G., I.S.O., Director of Education, Victoria, and Mr. F. H. Bakewell, M.A., of the New Zealand Education Department, the Education Commission was able to submit its report in September, 1926. This report, containing, with notes of evidence and appendices, 107 pages, gives no less than 79 recommendations, the chief of which refer to: (a) the reorganisation of the Education Department under a Director of Education, (b) teacher training, (c) problems of Indian education, (d) manual and vocational training, and (e) text-books and suitable schedules of school work for the different types of schools recommended.

IV.—GOVERNMENT SCHOOLS.

10. There are now twelve Government schools, four for European pupils, seven for Fijian, and one for Indian pupils. The reports of the Principals of these Government schools are included as Annexure II of this Annual Report.

11. *Boys' Grammar School*.—Under the scheme of co-operation with the Education Department of New Zealand, the teaching staff at this school continued during 1926 the same as in 1925. The school was visited and inspected by the New Zealand Inspector of Schools (F. H. Bakewell, Esq.) on 19th–20th August, 1926—(Vide Annexure I.) The number of boarding pupils was 39, the previous numbers being 31 for 1922, 23 for 1923, 18 for 1924, and 22 for 1925. The average number of pupils on the roll for 1926 was 101 and the average attendance was 93. About one-third of the pupils are boarders who pay boarding fees at the rate of £40 or £50 per annum. School games and sports have been well practised during the year. Routine games such as cricket and football are played on the Albert Park ground. The school grounds have been much improved with ornamental shrubs and flower beds, and a grass tennis court has been made on the school grounds. Excellent results were obtained at the New Zealand Proficiency Examination in November, 12 pupils obtaining the Proficiency and one pupil the Competency certificates; also three candidates in the secondary class were successful at the New Zealand Public Service Entrance Examination, and one pupil passed the New Zealand Matriculation Examination. The Head Master's Annual Report for 1926 is included as Annexure II—B.

12. *Girls' Grammar School*.—Under the scheme of co-operation with the Education Department of New Zealand the teaching staff continued during 1926 the same as in 1925 with the exception of Miss Tebbs who was succeeded by Miss G. Banks, and Miss Hill who was succeeded by Miss M. Banks. The average number of pupils on the roll for 1926 was 144 with an average attendance of 130. The corresponding numbers for 1925 were 116 and 96 respectively. At the Boarding Establishment for pupils there were 32 boarders under the control of Mrs. L. Spence as Matron. The staff of six teachers occupy separate quarters at "Mount Pleasant." The building of a new ferro-concrete boarding establishment has been postponed for consideration during 1927. At the school there are now six class-rooms including two detached "open-air" ones, and there is accommodation for about 200 pupils in all. Single desks of an improved type have been provided for all the senior classes. The school building is an old wooden one and it will be necessary at an early date to reconstruct it on modern principles. The grass tennis court has now been converted into a hard court which is proving to be a great success. The present playground is not very suitable for the usual school games—basket-ball and hockey. The curriculum followed was in accordance with the New Zealand syllabus of studies for Public Schools together with a secondary class, and instruction in domestic science was given to the senior pupils. All the thirteen pupils of Standard VI, who were entered for the New Zealand Proficiency Examinations, were successful, and four secondary pupils passed the New Zealand Public Service Entrance Examination. The continued success of both the Grammar Schools was evident from the well-attended combined Prize Distribution, on 29th November, at which His Excellency the Governor and Lady Hutson distributed the prizes. The New Zealand Inspector (Mr. F. H. Bakewell, M.A.), visited and inspected the school on the 17th and 18th August, and the Head Mistress' annual report is included as Annexure II—C.

13. *Levuka Public School*.—Under the scheme of co-operation with the Education Department of New Zealand this school reopened in February with four new teachers with Mr. Downard and Mrs. Bailey who continued their services from 1925. The average number of pupils on the roll was 162 and the average attendance was 137. The corresponding figures for 1925 were 188 and 152 respectively. There were five teachers and 21 pupil-boarders in residence at the Boarding Establishment during the year. No increase has been made in the extremely low boarding fee for pupils. These fees are only £32 per annum with a reduction of one-fifth if more than one of a family are boarders. The school grounds have a good appearance and contain several forms of apparatus for physical games as well as trees and plants of ornamental or economic value. There are five class-rooms, with accommodation for at least 250 pupils. The additional residence purchased in 1926 has been used as the Head Master's quarters during 1927. The New Zealand syllabus of studies for Public Schools was followed during 1926 with attention paid in particular to the teaching of English and manual work. In spite of the small percentage of pupils wholly of European descent the Standard of acquirement in English has continued to make progress during the year, and out of seven candidates presented for the New Zealand Standard VI Proficiency Examination all were successful. These results are very satisfactory. Paragraph 95 of the report of the 1926 Education Commission states that: "In regard to the complaints made to the Commission that the management of the Levuka Public School is unsatisfactory and that the course of study is unsuitable, the Commission is of opinion that these complaints have no foundation in fact."

The New Zealand Inspector visited and inspected this school on the 23rd and 24th of August, 1926, and reported that the school was "thoroughly efficient in all its departments." The Head Master's annual report for 1926 is included as Annexure II—D.

14. *Queen Victoria School, Nasinu*.—The average number of pupils on the roll for 1926 was 88, with an average attendance of 83. All these pupils are boarders. A small annual fee of £6 is charged, but exemption from fees has been granted to about twelve of the pupils. The First Assistant Master Mr. P. E. Warner returned from long leave in September and a new Second Assistant Master with special qualifications in agriculture (Mr. T. Mason, B.Sc.), assumed duties in December, 1926. During the year a small class of pupils was prepared for the Department's Pupil Teachers' certificate examination and four out of five of the pupils qualified. Arrangements have been made for each of the six Provincial Schools to send one scholar to Nasinu each year, and in addition to these scholarship pupils it is anticipated that all the vacancies for pupils at Nasinu will be filled with senior pupils from Provincial Schools or from Assisted Mission Schools so that by 1930 senior classes only will be held at Nasinu. Continued progress in manual and agricultural training has been made at Nasinu during 1926. The extensive school grounds and gardens have been well planted with native food crops. Owing to drought and other adverse conditions it has not been possible to put the new large playing field into first class condition for games and sports so that this side of the school activities has necessarily decreased during 1926. During the year two new schemes have been developed for giving employment to old Nasinu pupils. Under these schemes three old pupils are now being trained as native draughtsmen in the Lands Department and four other old pupils are being trained as wireless operators in the Telegraph Department. The Head Master's report for 1926 is included as Annexure II—A.

15. *Lau Provincial School, Lakeba*.—The average number of pupils on the roll for 1926 was 60, with an average attendance of 58. Four of these were day pupils and the rest were boarders. Mr. C. J. Haskoll continued to act as Head Master during 1926 and there were two native assistants and one native manual instructor. The school, which was opened in 1908, is the oldest of the provincial schools for Fijian boys. An elementary education in English subjects together with some applied manual instruction is given. The school was visited and inspected on 3rd and 4th October. Good progress has been made during 1926, and the excellent tone and reputation of this school is being maintained satisfactorily. Old pupils of this school have achieved a remarkable success as native medical students and practitioners, and each year one or more additional Lau pupils come to Suva for this medical training. Consideration will be given in the near future, of extra class-room accommodation, the water supply, and the quarters for native teachers. The Head Master's annual report for 1926 is included as Annexure II—E.

16. *Northern Provincial School, Taveuni*.—The average number of pupils on the roll during 1926 was 57 with an average attendance of 52 only. These numbers are lower than those for any other Provincial School. The reasons for the low numbers are, difficulty of transport from Macuata and Bua, and lack of proper dormitory accommodation. The latter difficulty has been remedied by the repairs and improvements to the Macuata dormitory which were completed in December, 1926. The school is established to accommodate 80 boarders, but up to the present the average has been less than 60. In addition to the ordinary subjects of the curriculum special attention is given to manual instruction of the kind suitable for Fijians on an island such as Taveuni where there are large coconut and cattle estates. Mr. J. Russell, the Head Master was absent on long leave from 16th April, 1926, and Mr. T. Thomas, acted as Head Master. The Head Master's annual report is included as Annexure II—F.

17. *Eastern Provincial School, Tailevu*.—The average number on the roll for 1926 was 83, with an average attendance of 77. Six of the pupils were day boys from neighbouring villages. Mr. W. O'Connor has continued as Head Master during 1926. The school was visited by the New Zealand Inspector, Mr. F. H. Bakewell, on 25th August. During 1926 the school building was enlarged so that there is now ample accommodation for about 90 pupils. Special attention has been paid to the teaching of English, and excellent progress has been made in that subject during the year. The school grounds contain extensive gardens of native food crops. Arrangements have been completed for the construction of a school workshop for manual instruction during 1927 and a native manual instructor will be appointed to supervise this work. The Head Master's annual report for 1926 is included as Annexure II—G.

18. *Kadavu Provincial School*.—The average number of pupils on the roll for 1926 was 65 with an average attendance of 60. Of these 14 are day boys and the remainder boarders. Mr. S. H. Thomas was appointed Head Master in January, 1926, in succession to Mr. A. A. Thomson. Native Manual Instructor, Tomu Lawaniyasana was appointed in June, 1926, in succession to Marika, who resigned in December 1925. The satisfactory record of good health of the pupils has been broken by two epidemics of influenza and chicken-pox. In spite of the decreased attendance satisfactory progress has been made in general school work. Special attention has been given to written and conversational English. The school was visited by the New Zealand Inspector on 18th and 19th July. Although the school has been opened for three years only, a number of the senior pupils have already qualified for admission to the senior schools at Nasinu and Davuilevu. The Head Master's annual report for 1926 is enclosed as Annexure II—H.

19. *Western Provincial School, Nadi*.—The number of pupils on the roll for 1926 was 70 with an average attendance of 61. Mr. J. G. Brown, M.A., has continued as Head Master during 1926. A new school workshop was opened and Native Manual Instructor, Sailasa Vuda, was appointed on 9th March, 1926. In addition to Sailasa there are two native assistant teachers. The school buildings including the pupils' dormitories are in good condition. There is ample accommodation for 90 pupils. School games and sports have been well practised throughout the year. Arrangements have now been completed with the neighbouring Fijian village so that good planting land will be available for the planting of dalo and other native food crops. Good progress has been made during the year not only in the routine school work but in school games and sports. The school was visited and inspected in April and again in July. The Head Master's report for 1926 is included as Annexure II—I.

20. *Southern Provincial School*.—This school was opened on 26th March, 1926. The average number of pupils on the roll was 93 with an average attendance of 90. Mr. A. A. Thomson, formerly of Kadavu Provincial School, has been appointed Head Master at this new school. There are two native assistants and one pupil teacher. The school was inspected in December and good progress has been made during the year. The buildings, school grounds, and food gardens are all in excellent condition. Arrangements have been made for the opening of a workshop and the appointment of a native manual instructor during 1927. This school is the last of the Joint Provincial Schools for Fijian boys, and it is very satisfactory to be able to report that it is already in full working order and taking its share of preparing boys for the senior schools. The Head Master's report for 1926 is included as Annexure II—J.

21. *Rarawai Government School*.—This is a mixed primary school for European and other pupils. The average number on the roll for 1926 was 43, with an average attendance of 32. Miss M. Ogden has continued as Head Mistress during 1926. There is a pupil teacher (Miss O. Sinclair) to assist with the junior classes. The school building is owned by the Colonial Sugar Refining Company and the agreement between the Fiji Government and the Company will continue to 1928. Further reference to this school is made in section 39 and in Annexure II—K.

22. *Natabua School for Indians, Lautoka*.—This school for Indian pupils occupies part of the former Experimental Farm at Lautoka. The school reserve of 23 acres has now been increased by an additional 10 acres. The average number on the roll for 1926 was 34 with an average attendance of 27 only. The corresponding numbers for 1924 were 61 and 45, and for 1925 were 44 and 34. Syed Dildar Ali Shah has continued as Head Master during 1926. Owing to the serious decrease in the number of pupils it will be necessary in the near future to consider whether this school shall be moved to another district or converted into another type of school. The scheme of practical agriculture has been only partially a success owing to adverse weather conditions but this scheme will be continued during 1927. Reference to this school is made also in section 52 and in Annexure II—L.

V.—ASSISTED PRIMARY SCHOOLS.

23. *Number of Schools*.—There were 20 assisted primary schools in 1919, 22 in 1920, 24 in 1921, 1922, and 1923, 27 in 1924, and 29 in 1925 and 1926. Nacekoro school was closed in 1925, and the Navua Methodist Mission School was closed during 1926. The Gurukula School at Saweni, Lautoka, was admitted to grants from 1st July, 1926. Sixteen of the schools are for Indians, seven for Fijians, two for Europeans and half-castes, three for Indians and Fijians, and one admits half-castes, Chinese, Samoans, &c. Thirteen are boys' schools, four are girls' schools, and twelve receive both boys and girls. There are sixteen Methodist Mission Schools, seven Catholic Mission Schools, one under the Church of England Mission, and five under private management. A table is given in Annexure III showing the names of all the assisted primary schools, and the names of the managers together with the average number of pupils on the roll and the average monthly attendance.

24. *Attendance*.—The average number on the roll in 1926 was 2,339 and the average attendance was 1,847 which was 78·9 per cent. of the average enrolment. The corresponding percentages for 1922, 1923, 1924, and 1925 were 72, 81, 81, and 77. Eight of the schools are boarding schools, and 21 are day schools.

25. *Teachers*.—There are 32 European teachers, of whom 11 are in Methodist Mission Schools, 16 in Catholic Mission Schools, and 5 in private schools. There are 28 Indian and 13 Fijian teachers and pupil teachers. The number of native pupil teachers is gradually increasing and several additional Indian and Fijian teachers have passed their qualifying examinations during the year.

26. *Buildings and Equipment.*—Considerable improvement in buildings, equipment, and school playing-grounds continues to be necessary. At many schools the desks, cupboards, and walls, &c., are not maintained in good repair. Amounts varying from £4 to £51 have been paid as efficiency grants in order that these grants may be used for the purchase of a portion of the additional school equipment necessary year by year. Much improvement may still be made in the continual maintenance of cleanliness and tidiness with regard to floors, windows, school books and materials, &c. More especially among Fijian and Indian pupils there are many obvious examples of cleanliness and neatness that can well be given at the schools.

27. *General Organisation.*—During 1926 there were 73 teachers to 29 schools and to 2,339 pupils. This number of teachers includes untrained pupil teachers. A marked improvement has been made at many of the schools where school concerts, prize distributions, &c., have been held, and a larger number of the schools are gradually becoming part of the life of the local district community. It still remains, however, for greater progress to be made not merely in obtaining the interest of the Fijian or Indian parents when the children are enrolled but in maintaining that interest and co-operation for the whole time. As stated in previous reports education in Fiji offers a wide scope to European teachers for experimental work in the extended use of all the various forms of handwork or the manual arts and in the various methods of teaching languages. Up to the present no annual camp for refresher courses for teachers has been held, nor is there any official or non-official journal for teachers.

28. *School Records.*—The monthly attendance returns of pupils and of teachers have continued to be regularly received during 1926. A uniform type of daily register and of admission register has been in use for about nine years, and these registers are sold at cost price to all managers. Annual reports for 1926 have been received from most of the assisted primary schools. Weekly or daily schemes of work are in use at some of the schools but not at all schools. Although many of the schools have been in existence for ten or twenty years there are very few schools where records have been kept of the history of the school, and old registers are frequently missing or destroyed after two or three years. By means of an admission register and a good log book a complete record of a school's activities in outline can be made, and such records are of great use for purposes of reference, and they may become of great interest and value, say in fifty years time.

29. *Special Subjects.*—No prepared courses (in detail) in nature study, hygiene, geography, or history for primary schools have been sent in to the Education Office; nor has the Department received any replies to its invitations for suggestions for alterations or amendments to Schedules A and B in order that these schedules may be more adapted to local conditions and to race requirements. During the sittings of the 1926 Education Commission numerous suggestions were made by teachers for alterations in Schedule C for the syllabus for the examination for teachers' certificates. These suggestions are being considered, but in the first place it is essential that the complete courses in detail in such subjects as tropical agriculture, hygiene, or geography be prepared by team work either by a group of teachers belonging to one or other of the missions or by a group of teachers such as the six Provincial School Head Masters, for Schedules A and B are in use at Government Schools as well as at Assisted Primary Schools.

VI.—ASSISTED VERNACULAR SCHOOLS.

30. In December, 1926, there were 25 schools receiving grants in aid under the Vernacular Schools Regulations. Of these 19 were for Fijian and 6 for Indian pupils. The Methodist Mission conducts 15 of them; the Catholic Mission, 2; the Native Provinces, 3; and 5 are under Indian management. There are one European, 51 Fijian, and 12 Indian teachers together with an average roll number of 1,496 Fijian pupils and 306 Indian pupils. Of the total number (64) of teachers there are only six who are certificated. Some of these assisted vernacular schools for Fijians are in isolated places such as the one on Vatulele island.

During 1926, the Board of Education agreed to allow the Methodist Mission to spread their total annual grant for vernacular schools over 18 instead of 15 schools only. A similar concession was allowed in 1924 and 1925, but it is a temporary expedient only, and will be discontinued as soon as more vernacular schools are being admitted to grants in aid.

The Board of Education has not yet fixed a limit to the period of years (under section one of the Rules and Regulations for Assisted Vernacular Schools) for which the present vernacular grants shall be continued.

The distribution of the assisted vernacular schools over the whole of the islands is very irregular at present. For example there is neither an assisted primary school nor an assisted vernacular school in the whole province of Lau; and there is a marked disparity between the number of vernacular schools in Vanualevu and Vitilevu. Before additional schools are admitted to vernacular grants it is necessary that a survey be made so that the grants are evenly distributed in the various provinces in accordance with population and varying conditions, and so that the school which merely sends in the more numerous and clamorous petitions for assistance does not necessarily obtain grants in aid. During 1925, the Methodist Mission appointed a trained native teacher together with a European minister to visit each of the Mission's assisted vernacular schools. The native teacher has now gone to New Zealand for further education and training.

No annual reports from the managers or head teachers of the assisted vernacular schools have been submitted to the Department.

During 1926, owing to no appointment of an Inspector of Schools being made and to the pressure of work caused by the Education Commission only seven of the twenty-five schools were officially inspected. All returns and correspondence except for three vernacular schools under local Indian management were received fairly regularly and grants were paid accordingly.

VII.—TRAINING OF TEACHERS.

31. No Government institutions have been established for the training of teachers. The Methodist Mission Training Institution at Davuilevu has continued to prepare candidates for teachers' certificates under section 14 of the Assisted Training Schools Regulations. During 1926 five candidates qualified as pupil teachers and two as third class teachers, and for these candidates the pass grant of £20 each has been paid to the institute. Section 14 of the Assisted Training School Regulations, which were to remain in force until February, 1923 only, has been extended for a fifth year extra, namely, up to February, 1928.

32. *Examinations.*—Examinations for teachers' certificates were held by the Department only once during 1926, from 2nd—5th November. In previous years the examinations have been held both in July and November. It has now become customary to hold these teachers' examinations simultaneously in Suva and at Davuilevu for the convenience of the candidates from the two Missions. The examinations in November, 1926, were for primary teachers' (pupil teacher, third class, and second class) certificates. The standard of the candidates' papers has gradually improved and a reasonable number of the candidates have qualified. The syllabus for teachers' examinations as given in Schedule C of the Rules and Regulations for Assisted Primary Schools has been largely modified. The text-books of the Philippine Bureau of Education have been adopted for the syllabus in tropical agriculture and in hygiene, and the results have been very satisfactory. The principal difficulty is one of obtaining a suitable text-book in "school method" for the use of Fijian and Indian teachers in training. The teaching staff at Davuilevu has prepared a text-book in manuscript for teacher training in arithmetic, reading and writing. Further alterations in Schedule C are necessary so that junior teachers for primary schools may be adequately trained in simple forms of manual work such as paper folding, plasticine work, weaving, &c., and it will probably be necessary to extend the pupil teachers' course to two years training and to introduce one or more additional teachers' certificates between the present ones for qualified pupil teachers and third class certificated teachers.

33. In addition to the seven teacher certificate passes in the above section 31, gained by candidates trained by the Methodist Mission, there were, during 1926, eight other teacher certificates awarded on examination results. All these eight were for pupil teachers' certificates, and they included two pupil teachers at the Marist Brothers' School in Suva, one from Cawaci Catholic Mission School, four trained at the Queen Victoria Memorial School at Nasinu, and one European candidate who prepared privately for the examination.

34. As stated in previous reports the importance of teacher training cannot be too strongly emphasised. The success of any new development in vernacular education or agricultural or technical training will depend largely on the obtaining of qualified teachers and the training of suitable assistant native teachers to work with them. The report of the 1926 Education Commission is emphatic in its recommendation that teacher training is the most important work to be developed as soon as a Director of Education has been appointed. The Commission recommends that a Government teacher training institution be commenced as early as possible, and that the Methodist Mission teacher training institution at Davuilevu also be continued.

There is no doubt that the chief weakness of the present system of education for Indians and Fijians lies in the overwhelming majority of untrained and uncertificated teachers.

VII.—EDUCATION OF EUROPEANS.

35. There are less than 700 European children of school age in the Colony, and ample provision for education is provided for all of them. Pupils in remote country districts can be enrolled in the Correspondence Classes, other pupils at one or other of the sugar centres may be enrolled at the Company's schools at Lautoka, Rarawai, Nausori, and Labasa; and pupils in Suva or Levuka may enter one of the Government or Catholic Mission schools at these places.

36. The three Government and the three Catholic schools in Suva and Levuka have each a boarding establishment, and about one-quarter of the total number of pupils are boarders. The boarding fees range from £25 to £53 per annum, and have been maintained at pre-war rates. A sub-committee of the Board of Education was appointed in December, 1926, to enquire into the cost of maintaining the Government boarding establishment, and it may become necessary to increase the boarding fees at one or more of the schools.

37. *Scheme of Co-operation with New Zealand Education Department.*—This scheme of co-operation has been in operation since January, 1924. The three main benefits from this co-operation are: (a) New Zealand trained and graded teachers are available for appointment in Fiji; (b) the New Zealand course of instruction is adopted for the three Government schools for Europeans, together with the usual New Zealand school examinations; and (c) a New Zealand Inspector of Schools visits Fiji each year. The number of education appointments in Fiji directly affected by the scheme is sixteen, which is about half the total number of appointments in the Education Department at present. The superannuation rights of the New Zealand teachers in Fiji under the scheme are safe-guarded by the Fiji Government. The scheme has been most successful, and has greatly facilitated the management of the three schools which have made marked progress during the last three years. This progress has been very evident in the lower primary and infant classes, and the average age in the upper classes has already been reduced by nearly six months. No amendments to the scheme of co-operation were necessary during 1926. At the present time Head Teachers accept appointment in Fiji under the scheme for a minimum period of three years, and Assistant Teachers for not less than two years. It would be much more satisfactory if all the appointments were for a minimum period of three years, but in order to arrange for this some additional inducement will have to be given to assistant teachers for this purpose.

38. *Visit to Fiji of a New Zealand Inspector of Schools.*—In July, 1926, Mr. F. H. Bakewell, M.A., formerly Chief Inspector of Primary Schools in the Wellington District, visited Fiji. Mr. Bakewell was the New Zealand visiting Inspector during 1925 also, but during 1926 he not only acted as visiting Inspector but he was also the official representative from New Zealand on the Education Commission. At the request of the Fiji Government Mr. Bakewell visited and inspected the Girls' and Boys' Grammar Schools in Suva and the Levuka Public School in Levuka. Extracts from Mr. Bakewell's reports of inspection are included as Annexure I.

39. *Primary Schools for Europeans.*—The Rarawai School taken over from the Colonial Sugar Refining Company in 1919 has continued to make satisfactory progress during 1926. Further reference to this school is made in section 21 and in Annexure II—K. The Colonial Sugar Refining Company has three schools for European children at Lautoka, Nausori, and Labasa. The average monthly attendance at Lautoka was 40 and at Nausori was 25. Both the Lautoka and Nausori schools have been admitted to primary school grants in aid, and the Labasa school has applied for admission to grants also. Pupils at these schools may receive instruction up to Standard VI grade and the New Zealand standard VI Proficiency Examination will be held at any one of these schools if pupils are duly prepared for this examination. In November, 1926, two pupils at Lautoka took the examination and one obtained the Proficiency Certificate and the other the Competency Certificate. The small school at the Returned Soldiers' Settlement at Korovou has been closed owing to lack of pupils.

40. *Education Districts.*—Up to the present only two education districts have been declared in accordance with the Education Ordinance of 1916. At present each education district coincides with the municipal areas in Suva and Levuka, but as education rates are so very dissimilar from other rates it may become necessary at an early date to prescribe new limits for the education districts in Suva and Levuka. Moot questions of educational facilities in country districts also suggest that new educational districts for pupils of European and of mixed European descent may shortly have to be considered.

41. *Tuition by Correspondence Classes.*—Correspondence classes for children in isolated country districts have been held since January, 1924. By means of this tuition, parents in country districts may ensure that their children are adequately prepared to enter one or other of the boarding establishments in Suva or Levuka at the age of nine or ten years without much loss of early school training. These classes provide tuition for pupils up to the grade of Standard VI. The annual fee is £2 which includes free stationery up to a value of 10s., and all postage is free. Several very appreciative letters have been received from parents of pupils in these classes, and in general the progress made by the correspondence pupils has been very satisfactory. The number of pupils enrolled appears to be gradually decreasing chiefly owing to the increased popularity of the boarding establishments in Suva. The Supervisor's annual report for 1926 is included as Annexure III.

42. *Private Schools for Europeans.*—St. Felix College and St. Joseph's Convent School, Suva, and the Convent School of the Sacred Heart, Levuka, are private schools receiving European pupils. These three schools, all under the Catholic Mission, share with the Government the education of European children in the Colony, and each school admits a number of country children as boarders. Several proposals have been made for the erection of a boarding school at the hill station at Nadarivatu, but up to the present no definite scheme has been submitted to the Department.

Up to the end of 1924, there were in Suva two private preparatory schools, but both have since been discontinued. With the improved facilities for infant and lower primary education at the Government and Catholic Schools there is little or no necessity for such preparatory schools.

43. The total number of half-caste children in the Colony is about 900, and of these more than half are at one or other of the Government and assisted primary schools. About 400 of the remaining children are scattered over the various provinces, there being probably about 150 of them in the long stretch of coast line between Savusavu and Natewa Bay. During 1925 a school was opened at Nacekoro, Savusavu, and although the average number on the roll was 17 only the Board of Education admitted it to grants in aid. This school however was closed in November, 1925, and there is need for a few of these schools at various centres such as Savusavu, Natewa Bay, North Taveuni, and Dreketi.

44. Paragraphs 92 to 94 of the Report of the 1926 Education Commission deal with education for Europeans and pupils of mixed European descent.

IX.—EDUCATION OF FIJIANS.

45. During 1926, there were seven primary schools and nineteen assisted vernacular schools for Fijian pupils. In addition there are several hundreds of village Mission schools. The majority of the assisted primary schools have at least one European teacher on the staff and a satisfactory standard has been maintained throughout the year. The vernacular schools, however, have made little or no progress during 1926, the chief reason being the lack of a suitable syllabus and the lack of trained teachers.

46. A lengthy and complete memorandum on education for Fijians is included as Appendix No. 7 of the Report of the 1926 Education Commission. In paragraph 12 of that Appendix definite suggestions are made for reorganising the village schools for Fijians. Appendices Nos. 9 and 10 of the Report of the Education Commission contain also important suggestions in regard to Fijian education. Paragraph 4 of Appendix No. 10 was adopted unanimously by the members of the Commission and included as section 78 of the Report. There is no doubt that a revival of a few of the old native manual arts will necessarily be included in a reorganisation of the educational system for native Fijians.

47. At various centres throughout the group there are boarding schools for Fijian pupils. The total number of these boarding schools probably exceeds forty, and most of them are under the management of one or other of the Missions.

48. *The Joint Provincial School Scheme.*—Reference to these schools has already been made in sections 15, 16, 17, 18, 19, and 20. The scheme was completed with the opening of the sixth school at Sawani in March, 1926. These schools follow the curriculum set out in Schedules A and B of the Regulations, and they are very similar in standard to the assisted primary schools. Of the total number of about 20,000 native children of school age only about 1 in every 50 will be given a primary education at these Provincial Schools, and opportunity will be given to a limited few of the senior pupils from these schools to enter Queen Victoria School at Nasinu, from which school a few pupils may obtain scholarships for further education in New Zealand. The staffs at the Provincial Schools have been improved by the appointment of native manual instructors trained by the Methodist Mission at Davuilevu, and the staffs will be further strengthened by the appointment of old Nasinu pupils who have had a three years' training at Wanganui, New Zealand. The success of the Provincial Schools is dependent on the continued co-operation and good-will of the Fijian Chiefs and people, and this co-operation and good-will has been freely and most satisfactorily given.

49. *Scholarships for Fijians.*—During 1926, the four Fijian scholars continued at the Wanganui Technical College, New Zealand. The reports from the Principal have been very satisfactory. The boys have excelled at games and made satisfactory progress in their studies. Two of the scholars will complete this training as manual instructors in December, 1927, and will then return to Fiji for appointment as assistants at Provincial Schools. The other two scholars will take the New Zealand Matriculation Examination during 1927, with a view to proceeding later on to a complete medical qualification. In addition to these four Fijian youths who have obtained Government scholarships for further education in New Zealand there are two or three other Fijians in Australia or New Zealand for further training at one or other of the Mission Institutions. The Department has no definite information on the number of such students or about their training, &c.

X.—EDUCATION OF INDIANS.

50. In 1926, there were one Government and 24 assisted schools receiving Indian pupils. Of the 24 assisted schools (18 primary and 6 vernacular), 7 are under private Indian management with the assistance of the District Commissioner as Treasurer. There were 1,722 pupils in attendance at Government and assisted schools for Indians, the numbers in previous years being 1,338 for 1921, 1,490 for 1922, 1,397 for 1923, 1,626 for 1924, and 1,676 for 1925. There were 28 other schools for Indians—all under private or Mission management—but these have not yet been admitted to grants in aid. Of the above 1,722 Indian pupils in Government or assisted schools, 1,512 are boys and 210 only are girls.

51. An interesting census of Indian schools was made in April, 1926, and from the figures so obtained it was seen that one in every three Indian boys of school age was attending school and one in every twenty Indian girls of school age was also attending school. There were 53 schools for Indian pupils, and a total number of 92 teachers at these schools.

52. The Government primary school at Natabua continued to serve the district as a day school. The number of pupils on the roll has decreased from 62 in 1924 to 44 in 1925 and 34 for 1926; the average attendance was 27 only. The opening of several new Indian schools in the Lautoka district is the chief cause of this decrease. Various proposals have been suggested in order to put the school to better use, and these will be considered at an early date. The Head Master's annual report for 1926 is included as Annexure II—L.

53. The Methodist Missionary Society of Australasia is interested in education work among Indians principally in Vitilevu. This Mission controls twelve assisted primary schools, one assisted vernacular school, and a number of other unassisted schools for Indians. The Marist Brothers of the Catholic Mission in Fiji control a large assisted primary school for Indian boys in Suva and this Catholic Mission manages also two Convent Schools. The Church of England Mission is concerned with educational work among the Indian children in Vanualevu, and already has one assisted primary school for Indians at Labasa and is preparing to open several new schools there. The Y.M.C.A., of New Zealand has a representative in Fiji for social welfare and educational work here.

54. The Colonial Sugar Refining Company continued for 1926 the subsidy (of £125) which was begun in 1919–1920, and this amount was awarded as grants to schools fulfilling the requirements of the Government Regulations either primary or vernacular.

55. A number of Indian students have been trained as teachers during 1926 either at the Methodist Mission Training Institution at Davuilevu or with the Marist Brothers in Suva. Twenty-two candidates in all were trained by the Methodist Mission, and of these two obtained the III Class certificate, three a partial III Class, five qualified as pupil teachers, and four obtained a partial pass. The Marist Brothers trained eight Indian candidates in all, and of these one received a partial III Class, three qualified as pupil teachers, and two obtained partial passes for the pupil teachers' certificate.

56. Two Government scholarships for Indian pupils were provided for during 1926. Difficulties in completing the arrangements for the successful candidates to proceed to New Zealand necessitated considerable delay, but the arrangements have now been completed, and the Indian scholars will proceed to the Wanganui Technical College in New Zealand early in 1927. These scholarships have a value of £100 per annum for three years.

57. A considerable amount of good work in education has been done during 1926 by the Indian Reform League, the Arya Pratinidhi Sabha, and the Muslim League. The Sabha also continued the Gurukula institution at Saweni which has now been admitted to grants in aid and has completed arrangements for sending about fourteen selected Indian boys and a number of Indian girls also for further education in India.

58. In connection with the education of Indian children in Fiji moot problems of language, religion, inspection, finance, &c., formed the most complicated and difficult problems considered by the Education Commission during 1926, and the Commission has fully recognised the necessity for increased facilities for education among the Indians by recommending that more schools be established for Indian pupils and that the establishment of a secondary school for Indians is a matter of urgency, and should not be delayed. The Commission also recommended the declaration of a number of educational districts for the Indian Community, so that by means of education rates among the Indian residents in each district, together with Government subsidies augmenting the funds obtained by these Indian education rates, the necessary amount may be obtained to establish new schools in each district. The creation of educational districts for Indians and the introduction of education rates in these districts would be comparable to the Provincial Rates among the Fijians or the Municipal Rates in Suva and Levuka. The Indian educational district rates would have a far-reaching effect in so far as these rates would introduce a measure of local government in these Indian districts, and the Indians would be given an excellent opportunity of showing whether they can combine for community work. The 1926 Education Commission has definitely pointed out one way by means of which the Indian community can obtain adequate facilities in education, and it now remains for the Indians in any one of the five or six large centres to co-operate together and to put the scheme into operation.

XI.—MISCELLANEOUS.

59. *Medical Inspection of Schools.*—Arrangements have been completed during 1926 for the inauguration of medical inspection of school children in Suva and Levuka in February, 1927. Record cards and forms have been printed, and these are similar to the Victorian and New Zealand cards. Medical inspection will be free but not medical treatment which will be free only in cases of necessitous circumstances.

60. *Boy Scouts and Girl Guides.*—Satisfactory progress has been made during 1926 by the Fiji Branch of the Boy Scouts' Association. Several new troops have been formed and a troop of Girl Guides has been formed in Levuka. Mr. R. C. Pearson has continued as Chief Commissioner for Scouts in Fiji. The chief difficulty is that of obtaining trained Scout Masters, and it is hoped that a Scout Masters' training camp will be held during 1927.

61. *Teachers' Reference Library.*—There are 142 volumes in the Reference Library. Copies of the library list are sent to the Managers and the Head Teachers of the assisted and Government schools, and the list of borrowers contains 63 names. Recommendations for the purchase of additional reference books will be received with pleasure from any of the registered teachers in the Colony.

62. *School Forestry and Agricultural Schools.*—The Methodist Mission has agricultural schools at Lautoka and Ba. This practical side of the Mission's activities was described in section 61 of the 1925 annual report, and the work has been continued during 1926. At each of the forty or more boarding schools for Fijians a large amount of planting of native food crops must necessarily be made in order to give the boarders their usual diet of yams, taro, cassava, &c. Many of these school plantations are excellently supervised and the pupils are well trained in modern methods of ploughing, weeding, destruction of pests, &c., &c. It is remarkable, however, how few of the schools have adopted a system of regularly and systematically planting up orchards of fruit or food trees. On numerous occasions members of the 1926 Education Commission noticed that at schools which had existed for 20 or more years there were no orchards of fruit trees nor breadfruit plantations. The success of school forestry in Victoria clearly shows how this work can be made an integral part of the educational system, and here in Fiji it would not be difficult to make school forestry equally successful.

63. *Navuso Agricultural School.*—The Government grant of £400 per annum to this Methodist Mission Agricultural School was increased to £500 during 1926. As the Government is paying also the rent of £300 per annum the total grant is now £800. During the year lengthy negotiations for the purchase of the freehold of the property were completed and the Methodist Mission has now acquired the ownership of the land. Satisfactory progress has been made at the school during 1926, and a number of students have now completed their three years' training and returned to their own districts.

64. *Text-books.*—A pamphlet on the teaching of English by the Direct Method, suitable for natives in the South Seas, has been prepared by Mr. W. O'Connor, Head Master of the Eastern Provincial School at Lodonu. This pamphlet in manuscript form has been put into use at Government Provincial Schools and arrangements are being made for copies to be distributed in other neighbouring island groups. A collection of selected passages in prose and poetry has been made and printed in book-form for private circulation. An excellent memorandum on the teaching of number work to beginners was made by Mrs. W. Taylor, Infant Mistress at the Girls' Grammar School, Suva, and this is being printed for general circulation. With the addition of sections suitable for each of the primary school grades it is intended to complete a text-book in Arithmetic specially suitable for native and Indian pupils as well as European pupils in the Colony. Mr. A. A. Thomson, Head Master of the Southern Provincial School, has prepared a pamphlet on the teaching of writing, and a set of plans and specifications for exercises in woodwork construction

has been prepared by Mr. A. H. Phillips, Head Master of Queen Victoria School, Nasinu. The teaching staff of the Methodist Mission at Davuilevu has completed two or three more of the Davui Series of readers, and these readers are now being extensively used in the Colony.

65. *Empire Day*.—May 24th, 1926, was observed as Empire Day in Suva and at all the school centres. A large gathering of school children for all the schools in the Suva District was assembled together on the Albert Park and His Excellency the Governor addressed them on the signification of Empire Day, and a very successful sports meeting was afterwards held.

66. *Cambridge Local Examinations*.—These examinations were held in December, 1926, for the eighth year in succession. Twenty-nine candidates took the examination and two gained the Senior, one the Junior, and six the Preliminary Certificates. All the candidates were from Catholic Schools in Suva. Owing to the scheme of co-operation with the New Zealand Education Department and the adoption of New Zealand school examinations no candidates from Government Schools in Fiji were entered for the Cambridge Local Examinations.

67. *New Zealand Education Department Examinations*.—These examinations were held for the third time in Fiji during November last, and candidates were entered from the Girls' Grammar School, the Boys' Grammar School, and the Levuka Public School. Thirty-two pupils in Standard VI at these three schools (and one pupil from the Suva Convent School) obtained the New Zealand Standard VI Proficiency Certificate, and in addition three pupils from the Boys' Grammar School and four pupils from the Girls' Grammar School passed the New Zealand Public Service Entrance Examination, and one pupil at the Boys' Grammar School Matriculated (New Zealand). These results are most satisfactory, and indicate that the high standard of work done during 1924 and 1925 has been well maintained during the past year.

68. During 1926, the Department co-operated with the Medical Department as in previous years, and held educational examinations for the Entrance Examination for native medical students, Indian medical students, and for European probationary nurses.

69. *Registration*.—Up to the 31st December, 1926, 636 schools and 1,304 teachers have been registered under the provisions of Ordinance No. 6 of 1918. All certificates have been issued, and many of them have been endorsed if the teachers concerned have been transferred to other schools. Of the 1,304 registered teachers there are 264 Europeans, 908 Fijians, and 132 Indians; and of the total number there are 208 certificated (including 58 Fiji certificates) and the remaining 1,096 are uncertificated teachers. Of the 264 European teachers registered since 1918 only 179 of them are now in the Colony.

D. W. HOODLESS,
Assistant Director of Education.

ANNEXURE I.

EXTRACTS FROM THE VISITING NEW ZEALAND INSPECTOR OF SCHOOLS' REPORT ON THE GIRLS' AND BOYS' GRAMMAR SCHOOLS IN SUVA, AND THE LEVUKA PUBLIC SCHOOL IN LEVUKA.

I have the honour to forward for your information Inspection Reports on the Levuka Public School and the Suva Boys' and Girls' Grammar Schools, the three schools for Europeans which are working under the scheme of co-operation with New Zealand.

The reports show the schools to be in a thoroughly efficient condition and successful examination results at the end of the year may be confidently expected. As the schools are staffed with some of the most capable and highly qualified of our New Zealand teachers, and generously staffed too, this satisfactory state of things is no more than your Department has every right to expect. In view of evidence recently given before the Education Commission which reflected on the management and condition of the Levuka Public School, I considered it proper to request the attendance at the school of the local committee during the two days of my examination. Business arrangements prevented the attendance of any of the committee during the first day but in the morning of the second day, two of the committee men, Messrs. Hjorring and Greening, visited the school. They were shown the whole of the written work of the pupils and also had the opportunity of hearing me conduct part of my examination. Neither gentlemen expressed anything but satisfaction with what came under his notice. Education for Europeans in Fiji is very fully dealt with in the Report of the Commission, so that it is not necessary to enlarge on the matter here. I may say, however, that in essential subjects such as Arithmetic and English in all its branches the standard of attainment at the Levuka Public School and the Suva Boys' and Girls' Grammar Schools is quite on a par with that of the best New Zealand schools of a similar grade.

Expressing my very high appreciation of the consideration shown to me by the administration during my stay in Fiji and thanking you personally for the courteous and effective assistance rendered to me by you and your staff at every stage of my work.

Suva, 28th August, 1926.

F. H. BAKEWELL,
Inspector.

Boys' Grammar School.—The school again shows all the characteristics of good management, organisation, and efficiency. Schemes and work books are approved. An excellent tone and a fine spirit of work are apparent throughout all classes. The extent of ground in school subjects covered for the year is considerably above the average. English (Reading, Composition, Grammar, &c.), calls for special mention, and Arithmetic is also a strong subject. The answers to examination papers were well written and the matter well set out. In History and

Geography a somewhat broader and more co-ordinated treatment is recommended. The outside activities of the boys receive proper guidance and encouragement, and in football, cricket, and sports generally the school holds quite a record. Accommodation both as to quality and quantity leaves little to be desired. The appearance of the school grounds is specially commended.

Girls' Grammar School.—General management and efficiency commended. Good discipline is maintained. Ample accommodation is provided and the appearance and upkeep of the grounds reflect great credit on the management. The groupings of Standard VI and Standard V, both of which classes are well forward for the time of year, will provide additional assistance for the Infant Department where it is needed. Schemes and work books are in correct order and records entered to date. In the teaching of history and geography a concentric and more co-ordinated treatment is recommended on the lines of the growth and development of the British Empire. The fine spirit of work pervading all classes and the excellent conduct of the pupils are pleasing characteristics of this school.

Levuka Public School.—Order, discipline, and tone are commended; accommodation and state of buildings are very good; cleaning arrangements, ventilation, &c., good. Organisation and management are approved. The number of children entering the school with little or no knowledge of English constitutes a very difficult problem for the management which is to be commended for the effective manner in which the difficulty has been met. The quality and methods of the instruction are good and I have pleasure in reporting the school as thoroughly efficient in all its departments.

ANNEXURE II.—A.

QUEEN VICTORIA SCHOOL—ANNUAL REPORT, 1926.

1. *Staff.*—Mr. P. E. Warner, First Assistant Master, returned from leave of absence and resumed duty on 3rd September. Mr. J. H. Trimmer, who was temporarily employed as a relief, resigned his appointment on 31st August. The post of Second Assistant Master, which had been vacant since 1918, was filled by the appointment of Mr. T. Mason, B.Sc., Agric.; Mr. Mason assumed duty on 3rd December. Kini Wiliami, the Turaga-ni-Koro, was transferred to Colo North Provincial School on 31st April, and was replaced by Laisiasa Madua on 5th July.

2. *Roll and Attendance.*—The school opened on 25th January with a roll of 83 which increased to 90 during the first term and fell to 89 at the end of the year. The average attendance was 82.7, the lowness of which may be attributed to the inconvenient shipping facilities to the more remote provinces.

3. *Health and Sanitation.*—The general health of the boys has been excellent. Twenty-five boys reported to hospital, seven of whom were treated for teeth extraction, five for yaws, four for filaria, one for a dislocated hip joint, one for typhoid (contracted at home), and the remainder for examination of lungs. Every person on the property was vaccinated against small-pox by Dr. C. H. Thompson, to whom my thanks are due. The sanitary arrangements were quite satisfactory.

4. *Food.*—Approximately 21 tons of cassava, kumala, dalo, and bananas were consumed. Although this quantity was ample the diet lacked variety owing to the very small supply of dalo—the vegetable preferred by the boys.

5. *Buildings.*—The buildings and guttering are in good repair. The water supply was further increased by the guttering of the workshop and improved by the installation of two concrete tanks. During the period of drought no restrictions in the use of water were necessary, the supply being adequate. In October the two end shower rooms were converted into a laundry and equipped with three double concrete wash-tubs and a copper boiler. Later the broken wash bowls were replaced by concrete basins. The First Assistant's quarters were repainted inside.

6. *School Work.*—Progress in scholastic work was steady. The temporary appointment of a substitute for the First Assistant Master together with the shortness of staff affected adversely the progress of two classes from which full recovery was not made. Special attention was paid to oral composition in English and to mental arithmetic which has been weak. Three boys were given special tuition in surveying and higher mathematics and three others were trained as pupil teachers. Termly examinations were held and full reports on the progress and state of clothing of each boy were sent to the parents.

Specimens of work done by the pupils were exhibited at the Suva Agricultural Show and the following awards were gained: four firsts, three seconds, and four third prizes. Two Certificates of Merit were awarded, one for the group exhibits of agricultural products and one for woodwork. Much of the latter was readily sold on the first day.

7. *Planting.*—The cultivation of food crops has been considerably hampered by the prolonged dry weather obtaining during this winter. The slight depth of soil, underlaid by solid soapstone, having no reserve of water supply was unable to support the dalo and a total loss of 3½ acres was incurred. This was replaced by cancelling the two term vacations and devoting the time to planting quickly maturing crops. There is no area on the property bearing a depth of soil sufficient to insure a dalo crop properly maturing under dry weather conditions, but a vacant allotment of 3 acres, 1½ miles from the school, was found to be suitable and planted with dalo. In addition to this, 9 acres are under various other crops, and 2½ acres under bananas.

From the boys' private gardens a surplus of 500 bunches of bananas and 18 cases of pine-apples were exported to New Zealand.

8. *Discipline.*—This has been excellent.

9. *Cattle, &c.*—Two cows were lost; one suffering from T.B. was shot and one died from exhaustion. There are now 9 milking cows and 6 heifers. All cattle were tested for T.B. and were found to be free. The school bull Sairusi was sent to Tailevu and a pedigree Friesian obtained. Unfortunately this died after a few weeks and was replaced by a pedigree Jersey, Togaleka IV.

There is approximately 3½ miles of fencing which has been kept in repair. The amount of labour entailed in replacing soft-wood posts is more than the schools can afford. I hope to be able next year to replace some of them in concrete.

The paddocks have been thoroughly weeded twice. The species of *Solanum torvum* gives much anxiety and is becoming more prevalent.

10. *Sports.*—The sports ground, levelled by the Public Works Department in 1924, is gradually improving, much time has been spent in refilling washouts and subsidences. Owing to the scattered nature of the building sites there is an area of 13 acres of grass to be kept short. This is more than the boys can control in the allotted time (6–7.15 a.m.), and fully 50 per cent. of the periods for games is spent in grass-cutting on the sports ground. This burden would be considerably lightened, the time more profitably spent and the value of this fine ground realised if funds were provided to purchase a large mower.

Three competitive games in Rugby football were played in Suva and each one won. A series of "Inter-House" cricket matches was instituted and the keenness shown amply demonstrates that the sporting instinct in the Fijian race is strong and needs no encouragement.

11. *Exhibitioners.*—The reports on the work of the two exhibitioners sent to Wanganui Technical School in 1925 are very gratifying. In scholastic, sporting, and cadet activities these boys are holding their own.

12. *External Examinations.*—Three boys sat for the Pupil Teachers' Examination and two were granted certificates.

ALFRED H. PHILLIPS, B.Sc.,
Head Master.

ANNEXURE II.—B.

BOYS' GRAMMAR SCHOOL—ANNUAL REPORT, 1926.

Opening of School.—The school was opened on 8th February, and will close for the mid-summer vacation on 1st December, reopening in 1927, on 7th February.

Attendance.—The roll number is 104, including 39 boarders, and increase on the figures for last year of 27 and 17 respectively, and a record for the school to date.

In spite of the fact that room, in addition to the maximum dormitory accommodation for 36 boys, was provided for three more boarders by utilising the quarters previously occupied by a resident master it was impossible to accommodate all who applied for admission as boarders during the year. It seems probable that similar conditions will obtain next year, but the hostel to be opened by the Methodist Mission will provide a solution of the difficulty.

The attendance throughout the year has been excellent—for the first term 95 per cent., for the second term 93.2 per cent., and for the third term 96.3 per cent. Attendance certificates have been gained by 21 pupils, who have fulfilled the necessary condition of not being absent more than five half days throughout the year. Of these 10 have not missed a single half day that the school has been open.

Staff.—I regret that Miss McRae, B.A., has resigned from the staff to return to New Zealand. During the two years Miss McRae has been in charge of the secondary department her pupils have achieved excellent results.

Examinations.—Twelve candidates were presented for the Standard VI examination last year and all succeeded in gaining the higher certificate, Proficiency. Thirteen candidates, including seven Standard V pupils, sat for this examination last week, but results will not come to hand till early next year. Among the candidates is one pupil, William Gatward, who was promoted from Standard III at the end of last year, so that if successful he will have achieved the distinction of passing through four classes in two years. Several other pupils were promoted to higher classes in the middle of the year and nearly all have justified this promotion. By thus accelerating pupils who show the necessary ability we are making an endeavour to counteract the retardation that necessarily follows in the case of many pupils in this Colony as the result of their making a late start at school.

Three candidates, Dennis Hill, Lionel Osborn, and Harold Sturt, sat last year for the New Zealand Public Service Entrance examination and all three were successful, the first named passing "with credit" and attaining 134th place among the 1,187 successful candidates. As the result of his success Hill was awarded a Local Scholarship. This year three more candidates have been presented for this examination, and two also for the New Zealand Matriculation examination, the New Zealand University having made Suva a centre for their examinations.

E. A. Benjamin Scholarship.—During the year Mr. E. A. Benjamin, formerly of Suva, but now of Sydney, most generously donated a scholarship of the value of £150, payable at the rate of £50 annually for three years, to be awarded to a senior pupil of the school proceeding to Australia or New Zealand for higher education. The scholarship has been awarded to Dennis Hill, who will utilise it to pursue a course in medicine at Melbourne University.

Inspection.—Mr. F. H. Bakewell, M.A., made the annual inspection of the school in July. A summary of his report has already been published.

Dux.—Two pupils, John Harcourt and Philip Charlton, have been bracketed as equal for this coveted distinction. Both boys have maintained an excellent standard of work and have thoroughly earned their premier places in the school this year.

Sports and Games.—The boys have maintained a keen interest and acquitted themselves well in this side of the school life. The usual matches in football and cricket were played against St. Felix' College and a tennis tournament brought forth keen competition. It is a source of great satisfaction to all concerned that the school is being provided with a tennis court.

Annual Sports.—These took place on 13th August, and again were an unqualified success. The various Championship Cups were won as follows: Escott Cup (Senior Championship), Harold Sturt; Butler Cup (Junior Championship), Philip Charlton; Matthews Bowl (Juvenile Championship), Alwyn Derrick; Collins Cup (for throwing the Cricket Ball), Harold Sturt. It is noteworthy that Sturt in the Long Jump cleared 21 ft. 3 ins. beating his previous record of 20 ft. 0½ in. by 1 ft. 2½ ins., a wonderfully fine performance for a boy of sixteen.

I should like to place on record my appreciation of the most generous contributions to our Sports Fund by parents and other members of the public, the sum of over sixty pounds having been subscribed for prizes for the sports of the two schools.

Entertainment.—At various times throughout the year the boarders have been very kindly entertained by the following gentlemen: Rev. A. W. MacMillan (lantern pictures), Mr. A. B. Thomas (lantern pictures), Mr. D. Smith (gramophone). To these gentlemen I am particularly grateful for their kindly thought and giving of their time to provide pleasing and instructive entertainment for the boys.

Special Prizes.—I am also greatly indebted to the following for the donation of Special Prizes and trophies. His Excellency the Governor; Mrs. S. A. Mackenzie, Taveuni (for gardening); Mr. W. Cooper (tennis); Master Mervyn March (tennis); Mr. S. G. Davy (for Cricket); and Mr. B. Taylor (for Dux).

Conclusion.—To members of the staff for their loyal assistance, and to parents and friends, for their sympathetic co-operation in the work of the school I tender my sincere thanks.

D. T. McCORMICK,
Head Master.

ANNEXURE II.—C.

GIRLS' GRAMMAR SCHOOL—ANNUAL REPORT, 1926.

The school reopened after the summer holidays on 8th February, with a roll-number of 136, an increase of 15 over the number at the beginning of 1925. The present roll-number is 146, 49 of whom are in the Infant Department.

Attendance throughout the year has been very good, except for a short period in the middle of the year. The average for the year is 90 per cent.

Attendance Certificates have been gained by 20 pupils, who have fulfilled the necessary condition of being absent not more than five half-days. Of these Edna Leask, Marmie Chapman, Nancy McConnell, Barbara Israel, Ella McConnell, and Colin Crabbe have not missed a single half day that the school has been open.

Staff.—Two new members, Miss G. Banks and Miss M. Banks, joined the staff at the beginning of the year to fill the vacancies caused by the resignations of Miss Hill and Miss Tebbs, but the opening of the new year will see no changes in the staff.

Examinations.—This year four candidates presented themselves for the New Zealand Public Service Entrance Examination held in November, the results of which will not come to hand till the end of January. The results of this examination will determine the winner (for 1927) of the Local Scholarship awarded by the Fijian Government.

In August the school was visited by Mr. F. H. Bakewell, M.A., Inspector of Schools for Wellington, and his report on the tone and progress of the school was highly satisfactory. The examination for the Proficiency Certificate took place on the 25th and 26th of November. Thirteen candidates were presented in Standard VI, but the results will not be known till the end of the year.

The Dux Cup this year has been awarded to Viwa McHugh, who on the year's marks, has attained the top position in Standard VI.

The Cookery Classes for Standards V, VI, and VII have been continued at Mount Pleasant under rather unsatisfactory conditions, although the work done by the pupils has been distinctly good. Now-a-days a well-equipped kitchen is an essential part of every girls' school.

Sport.—This year we instituted a hockey club at the school, and entered a team in the Ladies' Hockey Tournament. The girls entered into the game most enthusiastically, and great interest was taken in the various matches. The team won second place and Moira Dietrich had the honour of winning the prize given by the *Fiji Times and Herald* for the best lady player. Basket-ball also has been played, and a week ago the school challenged the Convent to a friendly game, which resulted in a win for the school.

The tennis court has lately been converted into a hard court but it will not be playable till next year. We have to thank Mr. Phillips of the Queen Victoria School for the valuable assistance given by a team of his boys in lengthening and widening the court.

The Empire Day Sports were held at Albert Park on 24th May, when all the schools of Suva and the surrounding districts combined in one large sports' meeting. On 13th August, the annual sports took place, when a long programme of races was gone through.

At the beginning of the year the school received a visit from His Excellency the Governor and Lady Hutson, to whom we are indebted for the loan of a gramophone which has been of great use to the Infant Department.

In conclusion I desire to thank all those who so generously gave trophies and donations towards our school sports' fund, to the staff for their loyalty, and to the residents of Suva for their hospitality.

KATHLEEN P. WILLS, B.A.,
Head Mistress.

ANNEXURE II.—D.

LEVUKA PUBLIC SCHOOL—ANNUAL REPORT, 1926.

Roll.—The school reopened on 8th February with a roll number of 172. Owing to many families having left the town this has fallen to 156.

Attendance.—Epidemics of influenza and chicken-pox have materially affected the attendance, while the late arrival of many country children from Rotuma, Vanualevu, and Taveuni has contributed to keep the average down. In spite of this fourteen pupils have made such regular attendance as to entitle them to Good Attendance Certificates, six of them having not missed a single half-day. The average attendance for the year is 137.

Staff.—Four new teachers joined the staff at the beginning of the year: Mr. A. G. Reece, Mrs. Hamilton, and Misses Russell and Kelly, replacing Messrs. Parsonage and Thomas and Misses Warner and Swabey. These teachers have given themselves whole-heartedly to the work of the school with exceptional results in the advancement of their pupils.

Curriculum.—As in former years the New Zealand course for primary schools has been followed in the main and it is pleasing to notice the standard reached, the work of the various classes being now fully equal to that done in the better primary schools in New Zealand. The advancement in English subjects is specially noteworthy. Hitherto, pupils leaving Levuka Public School for New Zealand were usually put back a class or two; now, children entering New Zealand schools find themselves easily able to hold their own in their classes. Four ex-pupils—Hans Kaad, Jean Forster, and Enid and Esme Hopewell—who qualified for free places, are doing exceptionally good work in secondary schools in New Zealand. Classes in Agriculture, Domestic Science, and Manual Training have been continued with great success. The special study in agriculture this year has been the growth and treatment of the cotton plant.

Sports.—As before, the Municipal Council kindly gave us the use of the Park grounds and the salt-water baths. Cricket, football, basket-ball, and swimming have been keenly enjoyed under the supervision of the teachers.

Inspection and Examination.—The school was visited during the year by His Excellency the Governor, by the Royal Commission on Education, and by Mr. F. H. Bakewell, M.A., Inspector of Schools, who conducted a complete examination of all classes. Seven candidates sat for the Certificate of Proficiency Examination on 25th and 26th November, but the results are not yet to hand from Wellington. All five pupils who sat for this examination in 1925 were successful in gaining their Certificate of Proficiency certificates.

Local Scholarship.—This coveted prize was awarded to Elesta Hulek at the beginning of the year. This girl has made a full attendance this year and was successful in carrying off Dux prize for the girls at the recent prize-giving. The Dux prize for boys was won by Kenneth Hjorring, and the Local Scholarship for 1926 has been awarded to Samuel Newton. A further prize of £10 10s. has been offered by Sir Maynard Hedstrom to the boy who proves himself most proficient in commercial subjects at an examination to be held early next year.

Boarding Establishment.—Five teachers and twenty-one pupils have been in residence this year. Miss Wilson, who had been Matron for fifteen years, retired on pension at the end of March, her position being temporarily filled by Mrs. Beddoes until Mrs. Reece took charge in July. The harmonious co-operation of all concerned has assisted in making the institution a useful adjunct to the school. Supervision duties have been undertaken nightly by the teachers and the pupils have had the advantage of regular individual tuition which has proved of great value to the backward children.

General.—In conclusion I wish to place on record my keen appreciation of the earnest co-operation of the staff in the working of the school. No head teacher could desire a better spirit than has been manifested throughout, and this is reflected in the success which has attended the work, fully 30 per cent. of the pupils having covered nearly two years' work in the year. To officials and others who by their support have materially assisted the progress of the school we offer special thanks.

30th November, 1926.

F. N. R. DOWNARD,
Head Master.

ANNEXURE II.—E.

LAU PROVINCIAL SCHOOL, LAKEBA—ANNUAL REPORT, 1926.

Roll and Attendance.—There are now 57 boarders and 4 day scholars on the register, the average for the year being 51 boarders and 5 day scholars. The highest total was 67, in January, and the lowest 49, in June, when a number of boys had not yet returned after the long vacation. The average attendance has been 58. During the year three boys have gone on to the Queen Victoria School, one has entered as a medical student, two have gone to schools under the Methodist Mission, and seven have gone to other posts found for them. The school is full, and the school dining-room is being used as a supplementary class-room.

Health.—In August, 37 boys, one native teacher, and I myself, were affected in an outbreak of influenza. It was of a very mild type and in no case were there any complications. Otherwise, the school's health has been remarkably good.

Inspections.—The Acting Superintendent of Schools inspected the school and examined the scholars in October. The District Medical Officer examined all the boys once, with very satisfactory results.

School Work.—The system has been continued of selecting a senior scholar as temporary pupil teacher for the First Preparatory, under the First Native Assistant:

"Direct" Method of Teaching English.—The official pamphlet on this has been put in the hands of the native teachers concerned, and good progress has been made. I have based my own English teaching on this method for some years, but find the pamphlet very helpful.

Reading.—The ample supply we have had of new English Readers has been of great advantage. These interest the pupils more than the old style of short selections, better progress consequently resulting.

English Speaking.—I take this for all standards except the Preparatory, and Recitation for all. I do all I can to secure good pronunciation and intonation, to which end I find Recitation is of much use.

Handwriting.—Sloping script has been exclusively used, progress has been good and general improvement in neatness of work has resulted.

Arithmetic.—I find native teachers as a rule are not very apt in adapting text-books to the requirements and understanding of their pupils, and they have a tendency to be too ready to do the sums for the boys instead of explaining their difficulties. The result is that when I begin to take them myself, in Standard II, I find them backward in "thinking for themselves." Now, after they have been six months in Standard II, I am able to see a considerable improvement.

Geography.—Standards III and II have had weekly lessons with me on the geography of the British Empire. The subject interests them, and most of them seem to acquire a very fair general idea of the country concerned. Lessons on elementary physical geography have also been given.

Hygiene.—I am giving Standards III and II a course of lessons based on "Sanitation and Hygiene for the Tropics" (Ritchie—Purcell), adapting it to local conditions as required and always making my lessons as pointedly applicable to their own personal habits and requirements as possible. To Standard I, I also give a weekly lesson, based on Thompson's Hygiene, in Fijian, their knowledge of English not being enough to enable ideas on hygiene to be fully driven in in English. The First Native Assistant gives a weekly lesson to the Preparatory on the elements of personal hygiene also in Fijian.

Mental Arithmetic.—All standards have frequent practice in simple mental arithmetic adapted to their practical requirements.

Nasimu Scholarship.—A very promising young scholar has been selected for the first of the annual scholarships to be given to a boy from each of the Provincial Schools. He goes to the Queen Victoria School in January next.

Manual Instruction.—Besides the usual manual instruction in the workshop, made as practical as possible, the boys have made for themselves a number of new beds, and two new tables and fittings for the dining-room. They have also re-surfaced the dining-room concrete floor, and they have done a quantity of minor repairs and improvements, in woodwork and concrete, about the place.

Premises.—The school premises have been kept in good repair by boys and the Manual Instructor. They have replaced with good concrete blocks a large number of the wooden blocks under the two Fijian dormitories' walls, the wooden blocks being found to be rotten. The concrete floors of these dormitories have sunk and cracked; they have been repaired, but it will be necessary to remake them eventually. The inside of the European dormitory should be painted next year. The Works Department have repaired the hurricane guys of the schoolroom, which had become insecure. The Province have not yet rebuilt, as promised, the native (teacher's) bure which was blown in 1923. It is to be hoped that eventually permanent wooden quarters will be put up for the teachers.

Water Supply.—The main pipe is in very bad condition, and I am glad to understand that this matter is to be attended to by the Works Department. We have done what has been possible, but means for permanent repairs have not been available. The supply has held out satisfactorily throughout the long dry spell.

Food Supplies.—Native vegetables have been at times difficult to secure during the drought. For considerable periods extra rations of rice have had to be substituted.

Cattle.—The school has seven milking cows. Three are quite young, bred on the place. Almost all the year the milk supply has been very good, and the boys have had fresh butter on an average twice a week since I was able to buy a good second-hand separator last February. A little over 100 pounds of butter have been made.

Games.—Football or cricket is compulsory on Wednesday and Saturday afternoons. Matches are difficult to arrange on account of the scarcity of opponents, but the boys play with great zest among themselves.

General.—I am happy again to acknowledge gratefully the school's indebtedness for friendly assistance and interest freely accorded by the native authorities, especially by the Roko Tui Lau himself. The native medical practitioner has given efficient attention when called for, especially during the influenza outbreak. The District Commissioner and Medical Officer, Dr. H. Silvester Evans, has shown very kind interest in, and readiness to help, the school. The school native staff have, as always, given me loyal support, and a most friendly spirit has prevailed between them and myself, to the school's great advantage.

31st December, 1926.

CHARLES J. HASKOLL,
Acting Head Master.

ANNEXURE II.—F.

PROVINCIAL SCHOOL NORTHERN, TAVEUNI—ANNUAL REPORT, 1926.

Attendance.—The school reopened after the midsummer vacation on the 8th February, and closed for the present midsummer vacation on the 17th December. It was open for 395 half days and the average attendance for the year is 52.88. The average was seriously lowered by the boys from Bua and Macuata provinces being so late in returning to school. Even by the end of April the roll number was only 39. Later it rose to 70. But the Macuata province never sent more than 11 pupils. Before the end of the year the number of pupils attending from each of the three provinces was: Cakaudrove, 40; Bua, 19; Macuata, 11; total, 70 out of a maximum of 80. To prevent the average attendance being lowered in the future through the late arrival of pupils after the long vacation, arrangements have been made for the Bua pupils to remain here during this vacation.

Staffing.—Early in April, the Head Master, Mr. James Russell, went off on nine months leave of absence, his place being filled temporarily by Mr. T. Thomas, an ex-Head Master from New Zealand.

Ratu Joni Tabualevu was appointed pupil teacher, and he has done very well for a beginner. With experience he will become more efficient.

The Assistant, Tevita Vuiyanuca, has been a very good and capable teacher and has shown a very kind and friendly demeanour to his pupils. He was very good indeed to sick boys during the influenza epidemic, even when he himself was ill through lending his blankets to sick boys while he slept without. In the rebuilding of the Macuata dormitory his help in the work and his control of the boys assisting were very good, and it is largely owing to him that the work was done in time. In all ways he commands respect and esteem.

The Manual Instructor, Ratu Jope Loloma, is a very good, faithful, and effective teacher. He is a most useful assistant in all ways. His teaching of woodwork and its related drawing has been surprisingly good, its fruits showing in the good workmanship shown by his boys in the careful way in which they made the new single school desks. His woodwork class was able to give really useful help in the renovating of the Macuata dormitory. I have great respect and esteem for him.

Agriculture and Gardening.—This has received good attention with the result that the pupils have been able to enjoy a continuous and liberal supply of various native vegetables all the year.

Buildings.—All in good order. The residence was repainted. The roofs of the school buildings were painted with roof-red. The principal improvement has been the rebuilding of the unsightly Macuata dormitory. It is now a very good building indeed, and its reconstruction has just been completed.

Fences, Grass, Cattle, Games, Sports, Drill, &c.—Under all these headings things are satisfactory, and do not call for detailed remark.

Instruction.—This has been carried out on the lines laid down by Mr. Russell before he left. Two terms examinations were held. The results to me seem to indicate satisfactory progress. A considerable amount of English has been taught here. Ever since I took charge the upper class has been able to receive nearly all of its instruction in easy English.

Conduct and Character of the Boys.—In my opinion, surprisingly excellent, without exception.

13th December, 1926.

T. THOMAS,
Acting Head Master.

ANNEXURE II.—G.

PROVINCIAL SCHOOL EASTERN, LODONI—ANNUAL REPORT, 1926.

Staff.—The school opened with the following staff: Head Master, William O'Connor; First Assistant, Jekope Domona; Pupil Teachers, Matthew Rokocovu and Henry Tuidraki. The services of Matthew Rokocovu were dispensed with at the end of September.

Roll and Attendance.—The average roll number was 82.5. The school was open on 406 half days, and the average attendance for the year was 77. During the last term suitable employment was found for a number of senior boys.

Health.—During April and May there was an epidemic of typhoid which resulted in two deaths. Three other patients who were seriously ill were saved by the untiring efforts of Semi Cakau, native medical practitioner, who was in charge of the hospital and Ratu Vakaruru, native medical practitioner for North Tailevu. For the remaining seven months of the year there was no sickness of any kind, and this I attribute largely to the co-operation of the pupils and the native staff in keeping the grounds and buildings in a thoroughly sanitary condition.

School Work.—Good progress has been made. The Direct Method of teaching English has been continued with excellent results, and all school subjects have received adequate attention. Next year one boy will proceed as a scholarship holder to Queen Victoria School, and one will sit for the Native Medical Students' Examination in January.

Planting.—Much good work has been done, and the school has had an ample supply of root foods. This year four acres of new land have been cleared and cropped, and a good deal of experimental planting has been done.

Fishing.—Fishing parties have gone out frequently, and good catches have been made.

Cattle.—Special attention has been paid to the proper feeding and tending of the herd, with the result that the boys have been supplied with plenty of milk and butter throughout the year.

Buildings.—A new class room has been added to the school. The floor of the Lomaiviti dormitory has been levelled and filled in, ready for a top-dressing of concrete, and two bures have been re-roofed and overhauled. Two small bures were also built, one by Buli Namalata, who is a very loyal friend to the school, and one by the senior boys.

Games and Drill.—Cricket, football, and Swedish drill have been practised regularly.

Visits.—The school was visited on the 25th and 26th of August by the Superintendent of Schools and Mr. F. H. Bakewell, M.A., Inspector of Schools, New Zealand.

General.—I have pleasure in recording the good work done by Jekope Domona, First Native Assistant. His energy and loyalty are invaluable assets in a school of this kind. I am also very grateful to Mr. A. J. Armstrong, District Commissioner, Tailevu; Mr. J. Stuart, District Commissioner, Lomaiviti; Roko Tui Ra; and the various Bulis for their kindly interest and assistance.

WILLIAM O'CONNOR,
Head Master.

ANNEXURE II.—H.

PROVINCIAL SCHOOL, KADAVU—ANNUAL REPORT, 1926.

Staff.—Head Master, S. H. Thomas; First Assistant, Navitalai Cava. The Second Assistant, Malele Dakui, left at the end of March, and Sikeli Dukukiligi was appointed pupil teacher in his place. Tomu Lawanayasana, Manual Instructor, took up his duties in June.

Roll and Attendance.—School opened with a roll of 70. Of these 56 were boarders and 14 day boys. The roll at the close of school was 67. The aggregate attendance for 404 half days was 24,541, giving an average of 60.7.

Health.—This has been far from satisfactory. Two epidemics—influenza and chicken-pox—have swept through the school, seriously interfering with the attendance and school work. All cases have been treated at the local native hospital. It is with regret that I report the death of Viasi Viria, a pupil of Standard II. He contracted pneumonia and pleurisy and although everything possible was done for him the disease proved fatal.

Planting.—The kumala and kawai crops proved a failure, there being only sufficient yield to replant this year. The usual routine work has been carried out and more land cleared for planting. During the year 6,000 tapioca plants were put in, 1,000 kumala, 500 yams, and 620 kawai.

Sports.—The usual school games were played throughout the year. Two football matches were played against Tavuki school, one at Tavuki and one at Vunisea. The Provincial School won both matches. A very successful sport's meeting was held on the King's Birthday. Thanks are due to the staff, native magistrate, native medical practitioner, local manager of Messrs. Jang Hing Loong Co., and the District Commissioner for their generosity in providing prizes.

Buildings.—All the dormitories are in need of repair and the dining-room needs painting. The remainder of the buildings are in good order.

School Work.—The broken attendance has interfered to some extent with the school work, but nevertheless good progress has been made. Special attention has been devoted to English both written and oral. Continuous readers have been used in Standards I, II, and III and the Direct Method Readers in Classes I and II. Woodwork has been taught to Standards II and III and all classes have been taught basket-work. One pupil has been granted a scholarship tenable at Queen Victoria School.

Visits.—The school was visited on 18th and 19th July by the Education Commission. Mr. F. H. Bakewell, M.A., visited the school on the same days to continue the grading of the Head Master.

In conclusion I wish to thank Ratu Waqanivalagi for his consistent and much appreciated aid.

26th November, 1926.

S. H. THOMAS,
Head Master.

ANNEXURE II.—I.

PROVINCIAL SCHOOL WESTERN, NADI—ANNUAL REPORT, 1926.

Staff.—The staff consisted of: Head Master, J. G. Brown, M.A.; First Native Assistant, Mosese Vulaono; Second Assistant, R. T. Osborne. The native Manual Instructor, Sailasa Vuda, was appointed on 15th March. The second assistant teacher was granted six months' leave from 1st July, and his place was filled by Eroni Tupua. The first assistant at this school left on 15th December to transfer appointments with the first assistant at the Lau Provincial School.

Attendance.—The number of pupils on the roll during 1926 was 73, and the average attendance was 61.2.

Health.—The health of the pupils has been good, except for a mild influenza outbreak, which necessitated the closing of the school from 15th March to 9th April. The District Medical Officer, Lautoka, inspected the school, during May and inoculated everyone against typhoid.

Buildings.—During April, two bures were removed, and re-erected on more suitable sites; and a concrete floor was made in one, which now serves as a workshop for manual instruction.

Planting.—Owing to the drought, all the native food crops, except cassava, failed completely. Towards the end of the year, the natives of the neighbouring village of Saunaka gave the school about six acres of river flat land which has now been cleared, fenced in, and planted up.

Cattle.—The school herd consists of three cows and three calves, and the pupils have been given instruction in milking.

Visits.—The Acting Superintendent of Schools visited the school on 26th and 27th April, and again on 22nd July when the members of the Education Commission visited the school. The New Zealand Inspector of Schools, Mr. F. H. Bakewell, inspected the school on 22nd July.

General.—A successful year, both in general class work, and other school activities, has been passed. Two of the senior boys have been appointed as pupil teachers; six boys have been accepted for entry to Davuilevu, and two other pupils to Nasinu.

About the middle of the year some of the older boys, aged about 17 or 18 years, ran away, some to work for the Colonial Sugar Refining Company and some to their villages. The Head Master in such cases has no power to compel their return. Their places have now been taken by younger boys.

Woodwork classes have been satisfactorily arranged for. In addition to their ordinary manual instruction the senior pupils have erected the new Provincial office at Nadi, and have carried out numerous orders for furniture from local residents. Among the articles made are: stools, palm-stands, deck-chairs, verandah-chairs, book-cases, beds, mission chairs, lounges, &c.

The pupils have been encouraged to open Savings Bank accounts, and the majority of the boys now have done so. Their willingness to add to their savings by sugar estate work, carpentry, or odd jobs in their spare time, combined with their general good behaviour, has made them very popular among the residents of Nadi.

Sports.—Cricket and football have been regularly and successfully practised during the year. The boys have done excellent work at sports generally. At the recent Nadi gymkhana many of the principal events were won by the pupils from this school.

Appreciation.—I desire to record the excellent work done by the First Assistant Master, Mosese Vulaono. He has been a faithful and diligent assistant, and we wish him every success in his new appointment at Lau.

I wish also to record my appreciation of the increasing interest taken by the residents of Nadi in the school and its work, and particularly by the District Commissioner, A. E. Howard, Esq., who has given valuable assistance and advice.

30th November, 1926.

J. G. BROWN, M.A.,
Head Master.

ANNEXURE II.—J.

PROVINCIAL SCHOOL SOUTHERN—ANNUAL REPORT, 1926.

Staff.—Head Master, A. A. Thomson; First Assistant, R. Orisi Narokete; Second Assistant, Taitusi Rasoki; Pupil Teachers, Kitione Sinu; Turaga-ni-Koro, Josua Raisele. During the year R. Tevita and R. Vula left and have been replaced by Taitusi and Kitione.

Roll and Attendance.—The school started on 23rd March, with a roll number of 84 boys boarders and 11 day boys. During the year one boy entered and two left. The roll number is now 94. The school has been open 256 half days and the average attendance has been 90.6.

Health of Boys.—There has been little sickness with the exception of one slight outbreak of influenza. All the boys were inoculated against typhoid fever in June.

School Work.—Owing to the great amount of outdoor work necessary in starting a school a full timetable of schoolwork was impossible. Nevertheless very satisfactory progress has been made. Next year we shall be able to have much more time in school.

Planting, &c.—The ground has been cleared and prepared and 10,000 dalo, 4,000 tapioca, and 1,000 kumalas have been planted, and also 100 banana trees and 20 breadfruit trees. Paths have been made and drains also. The boys have also built two native houses and out-buildings.

Sports.—Two hours on Wednesday and Saturday afternoons have been given up to sport, and Saturday, 27th November, a very successful sports meeting was held at the school.

Visits.—The school was officially opened by His Excellency the Governor on 5th May. The Education Commission visited in July and the Superintendent of Schools visited and inspected in December.

On the whole I am very well satisfied with the year's work especially in view of the fact that we had little native food for the boys the whole year. I cannot close my report without expressing my thanks to the Superintendent of Schools for his help and guidance, to the District Commissioners of the five provinces, and to my staff who have given such great assistance so willingly.

A. A. THOMSON,
Head Master.

17th December, 1926.

ANNEXURE II.—K.

RARAWAI GOVERNMENT SCHOOL—ANNUAL REPORT, 1926.

Roll.—The Rarawai School opened for the year 1926 on the 15th February. The roll number in February was 27, but it steadily increased to 45.

Attendance.—The average attendance for 1926 was 38. An epidemic of influenza affected the average attendance considerably.

Staff.—On 15th February, Miss O Sinclair was appointed as Pupil Teacher. Miss Sinclair was a Pupil Teacher at Rarawai in 1924, and I was very pleased that she was able to return to her position again.

Prize Day.—On 14th December a concert was held in the Hall, after which, the prizes were presented by Mr. Allen, Manager, Colonial Sugar Refining Company. A collection was taken up in aid of the school Library Fund and the results were very satisfactory.

Curriculum.—A detailed syllabus is attached hereto. This syllabus is based in the New Zealand one with slight modifications to meet local conditions.

Buildings.—The buildings have been kept in a good state of repair by the Colonial Sugar Refining Company. The grounds have been weeded and the grass cut so the boys have now a fine football and cricket ground.

M. OGDEN,
Head Mistress.

ANNEXURE II.—L.

NATABUA INDIAN SCHOOL, LAUTOKA—ANNUAL REPORT, 1926.

Roll and Attendance.—The school opened on the 18th January after the holidays and only 21 pupils attended the school the first day. The number on roll on the last day of the school was 36, out of which number two were girls. The school opened, during the year, for 436 half days and 11,689 attendances were recorded giving a daily average attendance of 27 only; and only four pupils made more than 400 attendances in the whole year.

Staff.—There was no change in the staff during the year, which consisted of only two teachers, S. Dildar Ali Shah, the Head Master, and Syed Ghulam Dastgir, the temporary assistant teacher.

Fees.—The fees of the school amounted to £18 8s. 2d. for the year.

Makogai Xmas Fund.—We collected subscriptions as usual for the benefit of the lepers at Makogai and sent an amount of £1 14s. 6d. on 23rd November.

Empire Day.—It was celebrated as usual and was a great success. We invited all the local schools admitting Indian children to join us in celebrating the day. Waiwai School, Methodist Mission School, Naidu School, and St. Thomas' School responded to the invitation and consequently the proceedings were very lively and it appeared that every one who had come to the school that day went back home very happy and highly pleased. Our thanks are due to all who helped us in any way to make the day a success.

Mr. Pennefather, who presided over our proceedings on the Empire Day, made the following entry in the Visitors' Book: "I visited the school on the occasion of the celebration of Empire Day. There was a large assembly of boys and many from the other local schools. The boys showed keenness and aptitude in the various games and a good sporting spirit which should be a great factor in their education. The credit for the successful day is due principally to the Head Master, and I hope that the next occasion will be even a greater success."

Visitors.—The Education Commission, the Acting Superintendent of Schools, the Auditor, and Mr. Anson, visited the school on various occasions and all seemed very satisfied with the work done which they examined or inspected.

Agricultural Work.—We planted two plots of cotton in January and February last; we lost on the plot planted in February on account of late planting and the long drought. Our vegetable gardening was not a success on account of the dry season. Of the shade and fruit trees planted by us during the year, 15 are in good condition and doing well in every respect.

School Work.—English, Handi, Urdu, and Tamil have been taught as in the previous years. Work done during the year is satisfactory taking into consideration the attendance made by the pupils. Moozaffer Beg, a pupil of the school, appeared in the Pupil Teachers' Qualifying Examination held 2nd—5th November, and obtained a partial pass. The senior pupils have been learning type-writing this year too as in the previous one. Cricket and football have been played during the year, but not regularly, as the boys could not often stay after the school hours to play these games, being required at home to help the parents in their farm work. Drill has been practised generally regularly during the year. Our school boys took part in the sports held at Gurukula School, Saweni, on Saturday, the 20th November, and were successful in securing 4 out of the 13 prizes given away there.

Prize Distribution.—This was held on 10th December, under the presidentship of Mr. Pennefather, the District Commissioner. We are thankful to the Rev. W. R. Steadman for addressing the pupils on this day.

Thanks.—Lastly I am very glad to express my thanks to each and every one for his or her sympathy with our work during the year, and we are especially indebted to Mr. Pennefather for the sympathy and the kind treatment that we have received from him since he has come to this district.

16th December, 1926.

S. DILDAR ALI SHAH,
Head Master.

ANNEXURE III.

CORRESPONDENCE CLASSES—ANNUAL REPORT, 1926.

The Correspondence Classes commenced work on 1st February 1926, with 29 pupils. Eight other pupils joined during the year, and six left at the half year, so that the 1926 session ended with 31 pupils on the register.

Of the six who left, three were Standard VI pupils belonging to one family and were needed for cotton picking; two others left Fiji because of sudden illness in the family necessitating a journey to Australia; the sixth was prepared by special tuition to enter Standard I at the Boys' Grammar School, where he went as a boarder during second term.

Of the 37 pupils taught during the year, ten were in the primer classes, eight were in Standard I, five in Standard II, six in Standard III, three in Standard V, and four in Standard VI; there was no Standard IV. One pupil was admitted doing part of the work for the Cambridge Junlor Local Examination; this was not satisfactory, however, since regular work was not done by this pupil.

Of the whole 37, three others have proved unsatisfactory for the same reason; in correspondence work for primary pupils, it is essential that parents should supervise the work sufficiently to make sure that the pupil is working regularly, is doing the work set, and is attending to corrections made. Happily or unhappily, it is not in the nature of most children to attend constantly to work without some compulsion or strong incentive; compulsion cannot be applied by letter, and it is difficult to supply even a strong incentive. A child acquires a desire to learn, partly from the competition with other children but to a greater extent from the interest and encouragement of older people. The element of competition is lessened in Correspondence Classes, but the encouragement to work is supplied by the attitude of the parent towards the child's lessons. I am pleased to say, however, that most of the parents do realise their responsibility in this respect. Most of the pupils have been making very satisfactory progress, and as Supervisor of the Classes, I fully recognise how much of the credit is due to the co-operation of the parents.

It is of course only fair that parents who intend to enter their children as pupils should realise that the Classes will demand some time from them as well as from their children. In the case of beginners who cannot read or write, the Supervisor is obviously instructing the parents how to teach the children, since direct instruction by letter is impossible. As the pupils enter Standards I, II, and so on, less and less of the parents' time is necessary. The reading and recitation must be heard, and dictation must be given by some older person; otherwise the parent is called upon to see that the set work is done; in actual difficulty the pupil can apply to the Supervisor.

Five of the eight Standard I pupils have done all or the greater part of their preparatory work under the Correspondence Class system, and these five have just completed a very satisfactory year's work in Standard I. Two of them, who commenced their school work with the opening of the Classes in 1924, are already half-way through Standard II, and have done very good work.

There are still eight pupils who were admitted when the Classes opened in February, 1924, and two others who joined half-way through that year. Without exception, these are working well.

13th December, 1926.

H. J. HOODLESS,
Supervisor, Correspondence Classes.

ANNEXURE IV.

RETURN OF ASSISTED PRIMARY SCHOOLS, 1926.

Assisted Primary Schools.	Manager.	Average No. on Roll.	Average Monthly Attendance.
<i>Methodist Mission Schools.</i>			
1. Dilkusha Boys (Indian)	Rev. L. M. Thompson, M.A.	98	77
2. Dilkusha Girls (Indian)	Rev. L. M. Thompson, M.A.	56	47
3. Vuci (Indian)	Rev. L. M. Thompson, M.A.	58	51
4. Nausori (Indian)	Rev. L. M. Thompson, M.A.	51	41
5. Suva Boys (Fijian and Indian)	Rev. G. H. Findlay, M.A.	150	121
6. Indian Girls (Suva)	Rev. G. H. Findlay, M.A.	40	29
7. Navua (Indian)	Rev. G. H. Findlay, M.A.	37	25
8. Rarawai (Indian)	Rev. J. F. Long, M.A.	69	53
9. Lautoka Boys	Rev. W. R. Steadman	55	48
10. Lautoka Girls (Indian)	Rev. W. R. Steadman	77	56
11. Nasigatoka (Indian)	Rev. W. R. Steadman	40	30
12. Wainibokasi (Indian)	Rev. L. M. Thompson, M.A.	62	53
13. Butt Street, Suva (Fijian)	Rev. R. L. McDonald	67	54
14. Rewa Central (Fijian)	Rev. R. L. McDonald	156	84
15. Vunitivi, Ba (Fijian)	Rev. A. D. Lelean	89	71
16. Matavelo, Ba (Fijian)	Rev. A. D. Lelean	86	71
<i>Catholic Mission Schools.</i>			
17. Naililili (Fijian)	Rev. Father Buret	133	117
18. Cawaci (Fijian)	Rev. Father Lahaye	66	58
19. Delailagi (Fijian)	Rev. Father Hellet	93	80
20. Marist Brothers, Suva (Indian)	Rev. Brother Alphonsus	280	218
21. Sacred Heart, Suva	Rev. Brother Alphonsus	65	52
22. St. Anne's, Suva	Rev. Mother Superior, Suva	141	119
23. Sacred Heart, Levuka	Rev. Mother Superior, Levuka	78	68
<i>Anglican Mission Schools.</i>			
24. Labasa (Indian)	Rev. H. A. Favell	63	48
<i>Private Schools.</i>			
25. Nausori (C.S.R. Co.)	Manager, C.S.R. Co., Rewa	29	25
26. Lautoka (C.S.R. Co.)	Manager, C.S.R. Co., Lautoka	40	33
27. Sabeto (Indian)	District Commissioner, Nadi	41	35
28. Nadi (Indian)	District Commissioner, Nadi	29	26
29. Gurukula (Lautoka)	Secretary, Arya Pratinidhi Sabha	90	57
Total		2,339	1,847

ANNEXURE V.
RETURN OF ASSISTED VERNACULAR SCHOOLS, 1926.

Assisted Vernacular Schools.	Manager.	Average No. on Roll.	Average Monthly Attendance.
<i>Provincial Schools.</i>			
1. Colo East Province	District Commissioner	58	54
2. Colo North Province	District Commissioner	64	48
3. Bua Province	Roko Tui Bua	69	68
<i>Indian Private Schools.</i>			
4. Wairuku, Ra	The Hon. Badri Mahraj	62	52
5. Navua	D.C., Navua (for Indian Committee)	73	48
6. Vatulaulau, Ba	Mr. Ramphal Singh, Ba	34	19
7. Votualevu, Nadi	D.C., Nadi (for Indian Committee)	48	37
8. Naidu's, Lautoka	Mr. M. N. Naidu, Lautoka	61	49
<i>Catholic Mission Schools.</i>			
9. Wairiki, Taveuni (Fijian)	The Rev. Father Terrien	65	63
10. Nabala, Macuata (Indian)	The Rev. Father Villaine	48	47
<i>Methodist Mission Schools.</i>			
11. Namara, Bau (Fijian)	The Rev. T. N. Deller	100	85
12. Richmond, Kadavu (Fijian)	The Rev. S. Albon	72	59
13. Tavuki, Kadavu (Fijian)	The Rev. S. Albon	116	108
14. Naceva, Kadavu (Fijian)	The Rev. S. Albon	77	66
15. Namuana, Kadavu (Fijian)	The Rev. S. Albon	53	49
16. Noco, Rewa (Fijian)	The Rev. R. L. McDonald	160	146
17. Deuba, Serua (Fijian)	The Rev. R. L. McDonald	62	60
18. Serua, Serua (Fijian)	The Rev. R. L. McDonald	44	40
19. Cautata, Tailevu (Fijian)	The Rev. T. N. Deller	113	110
20. Nasigatoka, Nadroga (Fijian)	The Rev. R. H. Green	119	92
21. Cuvu, Nadroga (Fijian)	The Rev. R. H. Green	43	37
22. Vatulele, Nadroga (Fijian)	The Rev. R. H. Green	88	75
23. Mavua, Colo West (Fijian)	The Rev. R. H. Green	58	54
24. Lomawai, Nadroga (Fijian)	The Rev. R. H. Green	81	71
25. *Beqa	The Rev. R. L. McDonald	98	93
26. *Nakelo, Tailevu (Fijian)	The Rev. T. N. Deller	115	107
27. *Levuka (Fijian)	The Rev. W. Green	133	73
28. Wailailai, Ba (Indian)	The Rev. J. F. Long, M.A.	28	24
Total		2,142	1,834

* These three schools have not been officially admitted to grants in aid—*vide* section VI of the Annual Report.

ANNEXURE VI.

BOARD OF EDUCATION, 1926.

His Excellency the Governor, Chairman.
The Right Rev. the Bishop in Polynesia.
The Hon. the Colonial Secretary.
The Hon. the Attorney-General.
The Colonial Treasurer.
The Chief Medical Officer.
The Hon. Sir J. M. Hedstrom.
The Hon. H. M. Scott, K.C.
The Rev. L. M. Thompson, M.A.
The Rev. Father Oreve, S.M.
J. H. H. Millett, Esq.
The Superintendent of Schools, Secretary.

SUVA SCHOOL COMMITTEE, 1926.

Dr. P. H. Harper, Chairman.
J. H. H. Millett, Esq.
J. Herrick, Esq.
D. W. Amos, Esq.

A. W. SMALL, Esq.,
Secretary.

LEVUKA SCHOOL COMMITTEE, 1926.

J. Stuart, Esq., District Commissioner, Chairman.
J. P. Hjorring, Esq.
R. W. Robinson, Esq.
H. R. Greening, Esq.
G. G. Kermode, Esq.

W. CARRUTHERS, Esq.,
Secretary.

1928.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 39.

M.P. 2595/28.

Education Department

(REPORT ON, FOR THE YEAR 1927.)

Laid on the Table, 24 August, 1928.

THE DIRECTOR OF EDUCATION TO THE COLONIAL SECRETARY.

Sir,

Education Office,
Suva, 31st May, 1928.

I have the honour to submit a report on Education in Fiji for the year 1927.

I.—LEGISLATION.

2. *Regulations Made.*—Regulations for the medical examination of school children were made by the Board on the 9th March, 1927, under the provisions of the Education Ordinance 1926.

The date on which the Education Amendment Ordinance (No. 2) of 1926 was to come into effect was proclaimed to be the 2nd January, 1928. This Ordinance provides for the reconstitution of the Board of Education under the chairmanship of the Director of Education.

II.—BOARD OF EDUCATION.

3. *Grants in Aid.*—During 1927 there were five meetings of the Board. A school for children of European descent at Muanicula, Savusavu, was admitted to grants in aid. No building grants were made during 1927.

To allow for the admission of more schools to grants in aid £3,000 was added to the grants in the Estimates for 1928. No allowance was made for building grants.

4. *Other Business.*—The Board fixed the amounts to be raised by means of the Education Rates in 1927 by the Municipal Councils in Suva and Levuka, namely, £1,900 and £700 respectively. The Board awarded three local scholarships during 1927, and approved the exemption of part fees of nine pupils at the Grammar Schools in Suva and one pupil at Levuka. The special scholarships for four Fijian boys at the Wanganui Technical College, New Zealand, were continued for 1927, and two Indian boys were also awarded scholarships and sent to Wanganui early in the year. A special scholarship was awarded to Viwa McHugh of the Girls' Grammar School, Suva, for further education in New South Wales for three years. Competitive scholarships for three European children were considered and amounts made available on the Estimates for 1928.

The report of the Sub-Committee of the Board appointed in December, 1926, to report on the maintenance expenses of the Government Boarding Schools in Suva and Levuka was circulated to members of the Board, and the necessary action was taken.

5. *Members of the Board.*—The Secretary for Native Affairs and the Secretary for Indian Affairs were added to the personnel of the Board in 1927. The Colonial Treasurer and the Chief Medical Officer were absent on leave for the greater part of the year.

III.—ADMINISTRATION.

6. Mr. J. Caughley, M.A., recently Director of Education for New Zealand, was appointed Director of Education for Fiji from 3rd December, 1927.

The Acting Superintendent of Schools was appointed Assistant Director of Education and Inspector of Schools in January, 1927. Mr. A. H. Phillips, B.Sc., was appointed Acting Assistant Director of Education during the leave of absence in England of Mr. D. W. Hoodless, B.Sc., the present Assistant Director of Education, from the 24th December, 1927.

The appointment of a relieving teacher, made early in 1926, in order that Head Masters at Government schools for Fijians may take their vacation leave, was continued in 1927.

7. *Finance*.—Expenditure from General Revenue on education amounted to about £3,000 only in 1915, but had increased to £34,027 for 1927. The following figures show the expenditure on education for the last six years: 1922, £28,957; 1923, £26,108; 1924, £27,103; 1925, £30,039; 1926, £31,584; 1927, £34,027.

8. *Education Commission, 1926*.—Since the appointment of the Director of Education the recommendations made in the report of the Education Commission, 1926, are being fully considered. These recommendations refer, amongst other subjects, to (a) the reorganisation of the Education Department under a Director of Education; (b) teacher training; (c) problems of Indian education; (d) improvement of Fijian education; (e) manual and vocational training; and (f) text-books and suitable schedules of school work for the different types of schools recommended.

IV.—GOVERNMENT SCHOOLS.

9. There are twelve Government schools, four for European pupils, seven for Fijians, and one for Indian pupils. The reports of the Principals of these Government schools are included as Annexure II of this Annual Report.

V.—ASSISTED PRIMARY SCHOOLS.

10. *Number of Schools*.—There were 31 assisted primary schools in 1927. The Navua Methodist Mission school was reopened during 1927, and the Muanicula school, Savusavu, was admitted to grants in aid in August, 1927. Fifteen of the schools are for Indians, seven for Fijians, four for Europeans and Half-castes, and five mixed schools are for Indians, Fijians and other races. Fourteen are boys' schools, five are girls' schools, and twelve receive both boys and girls. There are sixteen Methodist Mission schools, six Catholic Mission schools, one under the Church of England Mission, and seven under private management. A table is given in Annexure III showing the names of all the assisted primary schools, and the names of the managers together with the average number of pupils on the roll and the average monthly attendance.

11. *Attendance*.—The average number on the roll in 1927 was 2,564 and the average attendance was 1,976, which was 77 per cent. of the average enrolment. The corresponding percentages for 1925 and 1926 were 77 and 79. Eight of the schools are boarding schools and twenty-three are day schools.

12. *Teachers*.—There are 35 European teachers of whom 10 are in Methodist Mission schools, 17 in Catholic Mission schools, and 8 in private schools. There are 32 Indian and 12 Fijian teachers and pupil teachers. The number of native pupil teachers is gradually increasing and several additional Indian and Fijian teachers have passed their qualifying examination during the year.

13. *Buildings and Equipment*.—Improvement in buildings, equipment, and school playing-grounds continues to be necessary. Amounts varying from £4 to £41 have been paid as efficiency grants in order that these grants may be used for the purchase of a portion of additional school equipment necessary year by year.

14. *School Records*.—Annual reports for 1927 have been received from most of the assisted primary schools, and the monthly attendance returns of pupils and of teachers have been regularly received during 1927.

15. *General Organisation*.—During 1927 there were 79 teachers to 31 schools and to 2,564 pupils. This number includes untrained pupil teachers. It is recognised that there are other primary schools worthy of assistance to which no grants are paid at present. There are about fifty applications for grants to assist such schools, but it will not be possible to meet even all the admittedly worthy cases.

In addition, there are many managers of schools who could bring up the standard of staff and the consequent efficiency of the school if a grant could be given. In other words the number of efficient schools depends almost entirely on the number of grants that can be made.

It is hoped during the coming year to provide a better method of providing grants and to ensure that the work of a primary school shall represent a fairly well-defined stage of education.

This would make it possible to secure a sequence of schools and of education in a well-recognised progression so as to obtain economy of effort and funds while increasing the effectiveness of each grade of school.

VI.—ASSISTED VERNACULAR SCHOOLS.

16. In December, 1927, there were 25 schools receiving grants in aid under the Vernacular Schools Regulations. Of these 19 were for Fijian and 6 for Indian pupils. The Methodist Mission conducts 15 of them, the Catholic Mission two, the Native Provinces three, and five are under Indian management. There are one European, 64 Fijian, and 10 Indian teachers together with an average roll number of 1,739 Fijian pupils and 318 Indian pupils. Of the total number of teachers (75) there are only six who are certificated.

The concession which allowed the Methodist Mission to spread their total annual grant for vernacular schools over 18 instead of the 15 schools admitted to grants in aid was continued during 1927 as a temporary expedient only.

The Board of Education has not yet fixed a limit to the period of years (under section one of the Rules and Regulations for Assisted Vernacular Schools) for which the present vernacular grants shall be continued. The administration of grants to assisted schools is now undergoing revision.

Only one or two annual reports from the managers or head teachers of the assisted vernacular schools have been submitted to the Department. All returns and correspondence were received fairly regularly and grants were paid accordingly.

VII.—TRAINING OF TEACHERS.

17. No Government institutions have been established for the training of teachers. The Methodist Mission Training Institution at Davuilevu has continued to prepare candidates for teachers' certificates under section 14 of the Assisted Training Schools Regulations. During 1927 seven candidates qualified as pupil teachers and six as third class teachers, and for each of these candidates the pass grant of £20 has been paid to the institute. Section 14 of the Assisted Training Schools Regulations, which were to remain in force until February, 1923, only, has been extended for a sixth year extra, namely, up to February, 1929, and these regulations are being revised.

18. *Examinations.*—Examinations for teachers' certificates were held in May and in November during 1927 at Davuilevu. The examinations were for pupil teachers' and third class teachers' certificates, and a reasonable number of the candidates qualified. The syllabus for teachers' examinations as given in Schedule C of the Rules and Regulations for Assisted Primary Schools is being revised.

19. In addition to the thirteen teacher certificate passes in section 18, gained by candidates trained by the Methodist Mission, there were, during 1927, six other teacher certificates awarded on examination results. Of these five were for pupil teachers' certificates and one for a third class certificate, and they included two pupil teachers and a third class teacher at the Marist Brothers' School in Suva, one trained at the Queen Victoria School at Nasinu, one European candidate who prepared privately for the examination, and one Indian candidate trained at the Natabua Indian School, Lautoka.

There is still an overwhelming majority of untrained and uncertificated teachers.

VII.—EDUCATION OF EUROPEANS.

20. There is almost complete provision for education of the European children in the Colony. Pupils in remote country districts can be enrolled in the Correspondence Classes, other pupils at one or other of the sugar centres may be enrolled at the Company's schools at Lautoka, Nausori and Labasa, or at the Government school at Rarawai; and pupils at Suva or Levuka may enter one of the Government or Catholic Mission Schools at these places. There are a few centres however, such as Nadi, Nadarivatu and Tailevu, where the education of European children in small schools might be provided for.

21. The three Government and the three Catholic schools in Suva and Levuka have each a boarding establishment, and about one-quarter of the total number of pupils are boarders. The boarding fees range from £25 to £53 per annum, and have been maintained at pre-war rates.

22. *Scheme of Co-operation with New Zealand Education Department.*—This scheme of co-operation has been in operation since January, 1924. The three main benefits from the co-operation are: (a) New Zealand trained and graded teachers are available for appointment in Fiji; (b) the New Zealand course of instruction is adopted for the three Government schools for Europeans, together with the usual New Zealand school examinations; and (c) a New Zealand Inspector of Schools visits Fiji each year.

23. *Visit to Fiji of a New Zealand Inspector of Schools.*—In August-September, 1927, Mr. J. Caughley, M.A., formerly Director of Education, New Zealand, visited Fiji. Extracts from Mr. Caughley's reports of inspection are included as Annexure I.

24. *Primary Schools for Europeans.*—The Rarawai School, taken over from the Colonial Sugar Refining Company in 1919, has continued to make satisfactory progress during 1927. Further reference to this school is made in Annexure II—K. The Colonial Sugar Refining Company has three schools for European children at Lautoka, Nausori and Labasa. The average monthly attendance at Lautoka was 39 and at Nausori 22. Both the Lautoka and the Nausori schools have been admitted to grants in aid as primary schools, and the Labasa school has applied for admission to grants also. Pupils at these schools may receive instruction up to Standard VI grade. In 1927 two candidates from the Labasa school were presented for the New Zealand Standard VI Proficiency Examination and were successful.

25. *Education Districts.*—Up to the present only two education districts have been declared in accordance with the Education Ordinance of 1916. At present each education district coincides with the municipal areas in Suva and Levuka, but as education rates are so very dissimilar from other rates it may become necessary at an early date to prescribe new limits for the education districts in Suva and Levuka. A committee appointed by His Excellency the Governor in 1927 to consider and make recommendations on this subject has recently submitted its report which is now under the consideration of the Executive. Questions of educational facilities in country districts also suggest that new educational districts for pupils of European and of mixed European descent may shortly have to be considered.

26. *Tuition by Correspondence Classes.*—Correspondence classes for children in isolated country districts have been held since January, 1924. By means of this tuition, parents in country districts may ensure that their children are adequately prepared to enter one or other of the boarding establishments in Suva or Levuka at the age of nine or ten years without much loss of early school training. These classes provide tuition for pupils up to the grade of Standard VI. The annual fee is £2 which includes free stationery up to a value of 10 shillings, and all postage is free. Several very appreciative letters have been received from parents of pupils in these classes, and in general the progress made by the correspondence pupils has been very satisfactory. The number of pupils enrolled appears to be gradually decreasing chiefly owing to the increased popularity of the boarding establishments in Suva. The Supervisor's annual report for 1927 is included as Annexure III.

27. *Private Schools for Europeans.*—St. Felix College and St. Joseph's Convent School, Suva, and the Convent School of the Sacred Heart, Levuka, are private schools receiving European pupils. These three schools, all under the Catholic Mission, share with the Government the education of the European children in the Colony, and each school admits a number of country children as boarders. No definite scheme regarding the proposed boarding school at Nadarivatu has yet been submitted to the Department.

28. The total number of Half-caste children in the Colony is about 900, and of these more than half are at one or other of the Government and assisted primary schools. During 1927 two schools were opened at Savusavu for European and Half-caste children in that district. These schools have been assisted by grants by the Government.

29. Paragraphs 92 to 94 of the report of the 1926 Education Commission deal with education for Europeans and pupils of mixed European descent.

IX.—EDUCATION OF FIJIANS.

30. During 1927 there were seven assisted primary schools and nineteen assisted vernacular schools for Fijian pupils. In addition there are several hundreds of village Mission schools. The majority of the assisted primary schools have at least one European teacher on the staff and a satisfactory standard has been maintained throughout the year. The vernacular schools, however, have made little or no progress during 1927, the chief reason being the lack of a suitable syllabus and the lack of trained teachers.

31. At various centres throughout the group there are boarding schools for Fijian pupils. The total number of these boarding schools probably exceeds forty, and most of them are under the management of one or other of the Missions.

32. *The Joint Provincial School Scheme.*—There are six Joint Provincial Schools which are contributed to by all the Provinces except Colo North. These schools follow the curriculum set out in Schedule A and B of the Regulations, and they are very similar in standard to the assisted primary schools. Of the total number of about 20,000 native children of school age only about one in every 50 will be given a primary education at the Provincial Schools, and opportunity will be given to a limited few of the senior pupils from these schools to enter Queen Victoria School at Nasinu, from which school a few pupils may obtain scholarships for further education in New Zealand. The staffs at the Provincial Schools have been improved by the appointment of native instructors trained by the Methodist Mission at Davuilevu, and the staffs will be further strengthened in 1928 by the appointment of old Nasinu pupils who have had a three years' training at Wanganui New Zealand. The success of the Provincial Schools is dependent on the continued co-operation and good-will of the Fijian Chiefs and people and this co-operation and good-will has been fairly and most satisfactorily given.

33. *Scholarships for Fijians.*—During 1927 the four Fijian scholars continued at the Wanganui Technical College, New Zealand, and two Indian scholars also were sent there early in the year. The reports on all these pupils have been very satisfactory. The Fijian boys have excelled at games and all have made excellent progress in their studies. One of the boys, Ratu Deve Madraiwiwi, passed the Matriculation examination and the other three have passed the Public Service Entrance examination. Two of these returned to Fiji at the end of 1927 and two others were sent early in 1928. The remaining Fijian boy, Edward Cakobau, will take up a course of training as a teacher. Ratu Deve is entering on his course of training for a medical qualification. Other Fijians are in Australia and New Zealand for further training at one or other of the Mission Institutions.

X.—EDUCATION OF INDIANS.

34. In 1927 there were one Government and 25 assisted schools receiving Indian pupils. Of the 25 assisted schools (19 primary and 6 vernacular) eight are under private Indian management with the assistance of the local District Commissioner as Treasurer. There were 1896 pupils in attendance at Government and assisted schools for Indians the numbers in 1925 being 1,676 and in 1926, 1,722. There were 28 other schools for Indians—all under private or Mission management—but these have not yet been admitted to grants in aid. Of the above 1896 Indian pupils in Government or assisted schools 1,642 are boys and only 284 are girls.

35. An interesting census of Indian schools was made in April, 1926, and from the figures so obtained it was seen that one in every four Indian boys of school age was attending school and one in every twenty Indian girls of school age was also attending school. There were 53 schools for Indian pupils, and a total number of 92 teachers at these schools.

36. The Government primary school at Natabua continued to serve the district as a day school. The number of pupils on the roll has increased from 34 in 1926 to 51 in 1927; the average attendance for 1927 was 48. The Head Master's annual report for 1927 is included as Annexure II—L.

37. The Methodist Missionary Society of Australasia is interested in education work among Indians principally in Vitilevu. This Mission controls twelve assisted primary schools, one assisted vernacular school, and a number of other unassisted schools for Indians. The Marist Brothers of the Catholic Mission in Fiji control a large assisted primary school for Indian boys in Suva and this Catholic Mission manages also two Convent Schools. The Church of England Mission is concerned with educational work among the Indian children in Vanualevu, and already has one assisted primary school for Indians at Labasa and is preparing to open several new schools there.

38. The Colonial Sugar Refining Company continued for 1927 the subsidy (of £125) which was begun in 1919-1920, and this amount was awarded as grants to schools fulfilling the requirements of the Government regulations either primary or vernacular.

39. A number of Indian students have been trained as teachers during 1927 either at the Methodist Mission Training Institution at Davuilevu or with the Marist Brothers in Suva. Thirteen Indian candidates in all were trained by the Methodist Mission, and of these three obtained the Third Class Certificate, one a partial Third Class, five the Pupil Teachers' Qualifying Certificate, and two partial Pupil Teachers' Certificate. The Marist Brothers trained five Indian candidates in all, and of these one received a Third Class Certificate, one a partial Third Class, and two qualified as Pupil Teachers.

40. Two Government scholarships for Indian pupils were provided for during 1927, and two boys proceeded to Wanganui Technical College early in the year. These scholarships have a value of £100 per annum for three years.

41. The Indian people in many districts have shown keen interest in education and a number of schools have been established and maintained entirely at the cost of the local subscribers. The purpose of these efforts is worthy of praise though in some cases the results show lack of knowledge of requirements and in some others the establishment of one school has resulted merely in taking away from an existing school close by, pupils who were in any case being taught. With the establishment of an effective system of registration, advice and guidance can be given to the promoters of schools and much wasted effort can be avoided.

XI.—MISCELLANEOUS.

42. *Medical Inspection of Schools.*—Arrangements were made in 1927 for the regular medical inspection of school children in Suva and Levuka. Record cards and forms were printed, and these are similar to the Victorian and New Zealand cards. Medical inspection will be free but not medical treatment which will be free only in cases of children in necessitous circumstances.

43. *Boy Scouts and Girl Guides.*—Satisfactory progress has been made during 1927 by the Fiji Branch of the Boys Scouts' Association. Several new troops have been formed and a troop of Girl Guides has been formed in Levuka. Mr. L. C. Colins was Chief Commissioner for Scouts in Fiji. A Scouts' Demonstration was held in October, 1927.

44. *Teachers' Reference Library.*—There are 145 volumes in the Reference Library. Copies of the library list are sent to the Managers and the Head Teachers of the assisted and Government schools, and to any others who are interested and the list of borrowers contains 63 names. Recommendations for the purchase of additional reference books will be received with pleasure from any of the registered teachers in the Colony.

45. *School Forestry and Agricultural Schools.*—The Methodist Mission has agricultural schools at Lautoka and Ba. This practical side of the mission's activities was described in section 62 of the 1926 annual report, and the work has been continued during 1927. At each of the forty or more boarding schools for Fijians a large amount of planting of native food crops must necessarily be made in order to give the boarders their usual diet of yams, taro, cassava, &c. Many of these school plantations are excellently supervised and the pupils are well trained in modern methods of ploughing, weeding, destruction of pests, &c., &c.

46. *Navuso Agricultural School.*—The Government grant of £500 per annum to this Methodist Mission Agricultural School continued during 1927. As the Government is paying also the rent of £300 per annum the total grant is now £800. During the year 1926 the Methodist Mission acquired ownership of the land. Satisfactory progress has been made at the school during 1927, and a number of students have now completed their three years' training and returned to their own districts.

47. *Empire Day.*—Empire Day was celebrated in 1927 by a gathering of school children at the Town Hall on the 24th May, when an address was made by His Excellency the Governor. Since it was too wet to allow of sports being held on that day these were postponed until 6th June, when a very pleasant and successful sports day was held on the Albert Park.

48. *Cambridge Local Examinations.*—These examinations were held in December, 1927. Twenty-three candidates, all from the Catholic Mission schools in Suva, took the examination, and one gained the School Certificate, five the Junior and seven the Preliminary Certificate.

49. *New Zealand Education Department Examinations.*—These examinations were held for the fourth time in Fiji during November, 1927, twenty-seven were entered from the Girls' Grammar School, the Boys' Grammar School and the Levuka Public School, for the Standard VI Proficiency Examination. All these pupils were successful. Besides these there were three successful candidates from the St. Joseph's Convent, Suva, one from the Correspondence Classes, and two from the Colonial Sugar Refining Company's School at Labasa. These results are most satisfactory and indicate that the high standard of work done during previous years has been well maintained during the past year.

50. In addition to these, seven pupils from the Boys' Grammar School passed the Public Service Entrance Examination and one the Matriculation Examination, and two pupils from the Girls' Grammar School were also successful in passing the Matriculation Examination.

51. During 1927 the Department co-operated with the Medical Department as in previous years, and held educational examinations for the Native medical students, Indian medical students, and for European probationary nurses.

52. *Registration.*—Up to the 31st December, 1927, 646 schools and 1,385 teachers had been registered under the provisions of Ordinance No. 6 of 1918. All certificates have been endorsed if the teachers concerned have been transferred to other schools. Of the 1,385 registered teachers there are 289 Europeans, 948 Fijians, 147 Indians, and one Chinese, and of the total number there are 221 certificated teachers (including 70 Fiji certificates) and the remaining are uncertificated teachers.

31st May, 1928.

JNO. CAUGHLEY,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORT OF THE VISITING INSPECTOR FROM NEW ZEALAND.

GENERAL REPORT—FIJIAN EDUCATION.

1. In addition to reporting on the various schools visited, I should like to report briefly on my general impressions of education in the Colony, as far as I can judge from what I have seen.

2. European education is provided for in a highly satisfactory manner in the three Government schools—the Boys' Grammar School and the Girls' Grammar School in Suva, and the Public School in Levuka. These are all under very efficient management and have good teaching staffs. The children have every opportunity of receiving a good education under very pleasing conditions.

3. The Provincial Government Schools are proving their usefulness. I visited four of the six now established and am convinced that they constitute a very effective and important link in the education of Fijians, and consideration might well be given later on for the provision of similar schools for Indian children.

4. I found many of the boys in the lowest class in the Provincial Schools were several years older than the average and yet behind the younger boys in education. It seems obvious that an attempt should be made to secure that village schools from which the pupils entering Provincial Schools are drawn, have covered a recognised schedule or programme of work. There should be a natural succession from the most elementary to the more advanced schools.

5. In general, I have to report with pleasure, that I find a great advance in every direction since my visit four years ago.

6. The scheme of co-operation between the Fijian Government through its Education Department with the Education Department of New Zealand is working very well indeed and there is no respect in which I can recommend any alteration. Its operation becomes more effective every year, and will continue to do so as the New Zealand authorities become more familiar through its visiting inspectors, with the needs of the schools and the type of teachers required.

7. May I here express my cordial appreciation of the manner in which the Assistant Director, Mr. Hoodless, has done everything to make my visit effective and pleasant, and of the way in which teachers, Government officials, and many others have given kindly assistance.

JNO. CAUGHLEY.

BOYS' GRAMMAR SCHOOL, SUVA.

1. The school work of the various classes was tested or observed in a variety of ways. The whole school both within and without is well organised and supervised by the Head Master, who is supported by a very efficient staff. There is abundant evidence of a skilled, kindly direction and an appreciation of essentials as well as of details.

2. In a word the school is highly efficient in all respects.

GIRLS' GRAMMAR SCHOOL, SUVA.

1. This school was inspected and partly examined and I have to report that the organisation, management, policy and character of the school both inside and outside of school work show that the Head Mistress, besides conducting her own classes, is directing, guiding, and influencing the development of the whole school.

2. The whole staff is working well and it is pleasing to know that most of the staff will remain in the school next year.

3. The buildings, as is already recognised by the Department, are not properly suited for good class work. It is gratifying to know that the authorities are contemplating the erection of a new building. The change would materially assist to give this rapidly growing school and its staff much better conditions for continued development.

JNO. CAUGHLEY,
Inspector of Schools, New Zealand.

LEVUKA PUBLIC SCHOOL.

1. It was very pleasing to find such a marked improvement in the work of this school since my previous visit in 1923. Though all of the work is of a higher standard, the most marked and most beneficial advance has been made in English in all its phases—reading, conversation, comprehension, and composition.

2. In all respects the work of the upper classes was very good and would compare favourably with that in schools of the same size in New Zealand.

3. Those who were examined in a preliminary manner for the Standard VI Proficiency Examination acquitted themselves with credit.

4. The school is well organised and is very evidently well supervised by the Head Master. All the staff work well together and the whole school is efficient and a credit to all concerned.

5. The special subjects of singing, agriculture, sewing, domestic science, woodwork and physical instruction are all well taught. The physical instruction should be more brisk in some of the classes.

6. The staff is adequate and the buildings, grounds, and equipment are in good order. It was a pleasure to examine this school and to find everything in such a highly satisfactory condition.

29th September, 1927.

JNO. CAUGHLEY.

PROVINCIAL SCHOOL SOUTHERN, REWA.

The work of the school was tested in the various classes in the subjects reading, recitation, singing, oral composition, writing, spelling, mental and written arithmetic, and handwork, including basketwork and woodwork. In all subjects good work was shown and sound methods of teaching were shown or evidenced by results.

The Fijian teachers are keen and efficient. The tone and discipline were very good. The pupils are bright and responsive.

The grounds, gardens and plantations show evidence of taste, organisation and steady work.

The Head Master is to be highly commended on the efficiency of the school in all respects.

JNO. CAUGHLEY.

PROVINCIAL SCHOOL EASTERN, TAILEVU.

(Inspected 6th September, 1927.)

The two Fijian teachers are doing good work, and show the result of careful training and supervision by the Head Teacher.

Good work was seen in the various classes, in mental and written arithmetic, reading, spelling, phonics, English conversation and composition, geography, woodwork and singing.

The schemes of work were well set out and showed sympathetic and practical development of each subject in proper proportion and suitable to the need of life and thought of Fijian boys. As soon as possible a free use of spoken English should be made in dealing with all subjects.

The tone and discipline of the school are excellent.

Specially good work has been done in gardening and agriculture, as evidenced by the continued development of the school grounds and plantations which are being skilfully extended.

The Head Master is to be commended for his enthusiasm and his good management of the school, the grounds and plantations, and for his training of the staff as well as of the pupils.

JNO. CAUGHLEY.

KADAVU PROVINCIAL SCHOOL.

(Inspected 12th September, 1927.)

The school records are well kept and schemes of work are well set out.

Classes I and II showed good work in English conversation, mental arithmetic, spelling, and reading. The pupils were alert and responsive.

The woodwork classes have also done very good work.

Standards I, II and III under the instruction of the Head Master did very sound good work in reading, composition, geography, writing, arithmetic, and nature study. The exercise, copy, composition and drawing books containing past general daily work were neat, well set out, carefully corrected and in general showed evidence of good tone, discipline and supervision as well as of good methods of teaching.

The grounds, gardens and plantations show the result of hard work well directed, though the poorness of the soil generally must be very discouraging.

The Head Master is to be commended for the good work done in the schools, for his supervision and training of the staff and for the general care of the plantations and equipment of the school.

JNO. CAUGHLEY.

PROVINCIAL SCHOOL WESTERN, NADI.

(Inspected 5th September, 1927.)

The records of the school were in good order. The schemes of work are well thought out and provide a good practical course of instruction suited to the Fijian boy and his surroundings. The Head Master's general draft of work for each week for the lower classes is completed very satisfactorily in detail by the two Fijian assistants. The preparatory classes are well taught by an assistant. Mental arithmetic, number work, reading, spelling, phonics, word-building, and drill were all tested and the results were good.

The methods were good and tone and discipline quite satisfactory.

Standards I and II did good work in mental and written arithmetic, drill, reading, spelling, and oral composition.

Standards III and IV did good practical work in arithmetic, geography, drill, reading, singing, and composition. Pupils were brisk and responsive and showed really good work in English.

The exercise, copy and drawing books in the school were neat and the work well set out, though the writing could well be improved.

The woodwork classes are doing satisfactory work on the whole. Greater accuracy in fitting is desirable and constant care is needed to see that tools and equipment are not damaged and are kept in good working order.

The plantations, gardens, and the beautiful school grounds show results of hard work and good training in gardening and agriculture.

In general, the school is very well organised and conducted and the results of the Head Master's influence and guidance are evident both in and out of the school.

JNO. CAUGHLEY.

ANNEXURE II.—A.

QUEEN VICTORIA SCHOOL, NASINU.—ANNUAL REPORT, 1927.

Staff.—The staff was complete at the beginning of the year, but on 24th March, the Head Master, Mr. A. H. Phillips, B.Sc., proceeded on leave and returned to the Colony on 24th November to assume duty in Suva. Mr. T. Thomas, the relieving officer of the Department, was seconded for duty on 5th August and continued to the end of the year. In February, Semi Nabalarua, a student teacher left to take a course in woodwork and Jacob Wara was appointed to replace him.

Roll.—This year an entrance examination was instituted, the standard of which was equivalent to that of Standard III of the Assisted Primary Schools. Many candidates failed to reach the required standard in English. The average number on the roll was 85 and the average attendance 81.6.

Health.—Throughout the year, the health of the pupils has been excellent. Colds were prevalent during the winter months but no serious development occurred. In May there was one case of chicken-pox but immediate attention and isolation stopped further infection. The school was inspected by the Acting Chief Medical Officer and the Medical Officer of Health.

School Work.—The standard of work has been maintained. Examinations were held at the end of each term, and full reports were sent to parents. Steady progress has been made in all subjects.

Planting.—Five acres of bush have been brought into cultivation and the crops present a favourable appearance. The time devoted to planting averages eight hours a week and the return for the labour expended is not so good as one would like. The conformation of the land, the shallowness of the soil, the heavy rainfall all militate against economic working. At the end of the year there were 4 acres of dalo, 5 acres of cassava, 1 acre of kumala, $\frac{1}{2}$ acre of yams, $2\frac{1}{2}$ acres of pineapples, and 3 acres of bananas under cultivation. Numerous ornamental and food trees were planted and the paddocks were weeded each term. Introductory manurial experiments are being conducted and already improvements have been noted. These will be carried out systematically next year.

Food.—The vegetable food grown during the year has been ample for the pupils. As an addition for next year's food supply about a quarter of an acre of kawai has been planted. The quantity of native foods consumed during this year was approximately: dalo, 8 tons; cassava, 11 tons; kumala, $1\frac{1}{2}$ ton; and yams, $\frac{1}{4}$ ton. The quantity of bananas under cultivation is now equal to $2\frac{1}{2}$ acres.

Cattle.—There are 26 head of cattle at the school of which ten are milking cows, six are bullocks, one bull, four steers, and five heifers. During the year four calves have been reared. When opportunity occurs the steers will be sold and the proceeds invested in a pair of strong working bullocks. One bullock died owing to inflammation of the liver whilst another developed cancer and was destroyed by the Government Veterinary Surgeon. The paddocks cause much labour in being kept in a state of repair owing to the soft nature of the wood used for posts. It is intended to use concrete posts on all the outer boundaries, but some considerable time must elapse before this is completed.

Sport.—The various activities in sport show great enthusiasm among all pupils. The games are not confined to a set of boys but all take their share alike. The Junior Rugby Team took part in a competition with certain Suva teams with great success, winning the competition without defeat. The Association Football Team of the school also played a series of games without suffering defeat. Cricket, running, jumping and swimming were alike enjoyed. An excellent tone prevailed in all sport and all decisions given in the games were immediately acted upon with ready obedience without comment.

Buildings.—The excessive amount of rain during this year has necessitated several repairs to roofs and gutterings, but all the buildings are now in a good state of repair, but need painting. Several improvements have been requested but none were carried out. The lack of a proper dining room for the boys at the school causes much inconvenience. At present the main school room is used for the pupils' meals.

Other Items.—Moses Sese, the student teacher at the school successfully passed the Pupil Teachers' Examination in November last.

The Defence Force held their Annual Encampment in the school ground during the early days of October. The boys were allowed to attend some of the lectures given on military discipline and tactics by the commissioned officers of the Defence Force. Major Joske, the Acting Commandant, took a kindly interest in the pupils and allowed them at times to join in both the military and the physical drill done by the Defence Force.

Exhibitions.—An examination for two Fijian scholarships, to New Zealand at the Wanganui Technical School, was held in October last and of the twelve candidates Imanueli Vosailagi of Nadroga, and Walui Drauna of Labasa, Macuata, were successful. The two returning scholarship boys from New Zealand, Sairusi Natuna and Freddy Ieli have done good work at Wanganui, and reports have been received of their perseverance and industry in studies as well as the great interest taken in the sports activities of the school. It is pleasing to note that scholarship holders are not confined to one or two provinces of Fiji, but so far, of the six students, each one has come from a separate district.

20th December, 1927.

P. E. WARNER,
Head Master.

ANNEXURE II.—B.

BOYS' GRAMMAR SCHOOL, SUVA.—ANNUAL REPORT, 1927.

Staff.—Mr. J. L. Thomas, M.A., assumed charge of the Secondary Department at the beginning of the year. Mr. Taylor resigned to take up the Head Mastership of a Provincial School. I wish to place on record my appreciation of Mr. Taylor's work at the school during the past four years.

Attendance.—The present roll number is 98. Of these 36 are boarders. The attendance during the year has been very good, except in the third term when measles and chicken-pox were prevalent. The average attendance for Term I was 96.8 per cent., for Term II 89.3 per cent., and for Term III 94 per cent. Certificates of attendance have been gained by 12 pupils who have not been absent more than five half days throughout the year.

Examinations.—Two candidates were entered for the New Zealand Matriculation Examination at the end of 1926. Of these Dennis Hill received a pass, with Solicitor's General Knowledge; the other candidate failed in only one subject. Hill is now at Melbourne University undertaking a course in Medicine. Three candidates: Eric McGowan, Sydney Bossley and Colin Downes sat for the New Zealand Public Service Entrance examination and all were successful. Of the thirteen candidates presented for the Standard VI examination twelve gained the higher certificate Proficiency, and one the Competency certificate. This year we have presented one candidate for Matriculation, seven for Public Service Entrance and nine for Proficiency examination.

Dux.—The coveted distinction of Dux of the school has been gained this year by William Gatward. This boy passed through Standards III and IV in 1925, Standards V and VI in 1926, this year has attained top place in Form III of the Secondary Department, and in company with two other first year boys in his class, John Harcourt and Leslie Keys, has done such excellent work that he was deemed fit to be a candidate for the Public Service Entrance Examination. Gatward is not yet fourteen years old. The Public Service Entrance Examination entails a course of at least two years in a secondary school, and the average age of New Zealand candidates is 16 years. Special prizes have been awarded to Keys and Harcourt.

Sports and Games.—The annual sports were held on 30th September and the various championships were keenly contested. The Championship Cups were won as follows: Escott Cup (Senior Championship), Eric McGowan; Butler Cup (Junior Championship), Ian McLean; Matthews Bowl (Juvenile Championship), Mostyn Lonngren; Collins Cup (for throwing cricket ball), John Millett. The usual freindly contests in football and cricket with teams from St. Felix College were engaged in during the year, and a tennis tournament has just been completed. This was played for the first time on the school court which was laid down during the year and which has already proved a great asset to the school. I am particularly indebted to Mr. H. Wisdom for the donation of a fine cup for the Singles Championship, which was won this year by Eric McGowan.

Accommodation for Boarders.—It is becoming increasingly evident that the accommodation for boarders is inadequate. In 1926 and again this year we could not quite accommodate all

applicants, while this year I have already received six more applications than I can accept for next year, and names are on the "waiting list" even for 1929.

Annual Examination.—The annual examination of the school was conducted during the year by Mr. J. Caughley, M.A., who reported very favourably on the work of the school.

Conclusion.—In conclusion I wish again to express my grateful appreciation of the loyal and capable co-operation of the other members of the staff.

D. T. McCORMICK,
Head Master.

12th December, 1927.

ANNEXURE II.—C.

GIRLS' GRAMMAR SCHOOL, SUVA.—ANNUAL REPORT, 1927.

Attendance.—The year began with a roll number of 149, which increased in the middle of the year to the record number of 174, but has since dropped, owing to parents' transfers, &c., to 164. There are at present fifteen Secondary Pupils, and 58 infants. The attendance in the second term was seriously affected by a measles epidemic. Attendance certificates have been gained by over twenty pupils, who have fulfilled the necessary condition of being absent not more than five half days. Of these eight more have not missed a single day.

Examinations.—The results of the New Zealand Public Service Entrance Examination held in November of last year came to hand in February. The four candidates presented: Eleanor Anderson, Yvonne Brierley, Edna Leask and Joan Warren, all succeeded in passing. Yvonne Brierley came in the Credit List, her position being 56th, a very creditable performance when it is taken into consideration that there were at least 1,200 candidates. This year no candidates were entered for this examination, but there were three entries for the New Zealand Matriculation Examination held at the beginning of December. The winner of the Local Scholarship, given on the results of the Public Service Entrance Examination, was Yvonne Brierley.

In September the school was visited by Mr. J. Caughley, M.A., late Director of Education for New Zealand, who reported most favourably on the tone and progress of the school.

The results of the 1926 Proficiency Examination were published early in January. All the thirteen candidates presented were successful in passing and five of them: Joan Charlton, Mary Harper, Betty Harper, Viwa McHugh, and Effie Millett received special mention from the Chief Inspector. As a result of this examination Viwa McHugh was granted by the Fiji Government a three years' scholarship entitling her to education at an Australian or New Zealand Secondary School. She decided to go to Australia, and was entered at the Burwood Girls' College, where from reports received, she is well upholding the name of Fiji. This year we again presented thirteen candidates for the Proficiency Examination which was held last week.

The Dux Cup this year is awarded to Nancy McConnell who has attained the top position in Standard VI.

The Cookery Classes for Standards V, VI, and VII have been continued at Mt. Pleasant under very unsatisfactory conditions, but the work done has been very good.

During the year we received visits from Lady Marjorie Dalrymple, then Acting Head Mistress of the Woodford House School at Hawke's Bay, who addressed the girls on the aims and objects of the Girl Guide Movement, and also from His Lordship the Bishop of Goulburn, who also addressed the girls.

Sport.—The Empire Day sports were held at Albert Park on the King's Birthday as Empire Day was wet, and the annual school sports took place in August when a long programme of sports was gone through, resulting in Amy Beddows winning the Senior Cup for the second time, and Cecily Hands the Junior Cup. Hockey was played during the middle term, but although the enthusiasm of the girls had by no means waned, they were outclassed by the Senior Teams in the competition. Basket-ball has also been played but the state of the play-ground does not allow of consistent play. The tennis court also received a fair amount of attention, a tournament being won by Doris McGowan with Elesta Hulek as runner-up.

This year we decided to have a Christmas Tree instead of prizes for the Infant Department, and the Infants' Entertainment was held last Friday afternoon.

The thanks of the school are due to Mr. A. B. Thomas of Messrs. Sturt Ogilvie, Limited, who has donated a Silver Cup for the Junior Sports Championship, also a miniature cup to go with it for five years, and to Mr. J. H. H. Millett of Messrs. A. M. Brodziak & Co., Ltd., who donated a trophy (a tennis racquet) for the tennis tournament.

In conclusion I desire to thank all those who so generously contributed towards our sports fund, and to the members of my staff and to parents and friends I tender my sincere thanks for their unfailing loyalty and support in the carrying on of the school.

K. P. WILLS, B.A.,
Head Mistress.

12th December, 1927.

ANNEXURE II.—D.

LEVUKA PUBLIC SCHOOL.—ANNUAL REPORT, 1927.

Staff.—Mr. W. O'Connor succeeded Mr. F. N. R. Downard as Head Master and Miss E. McKinnon took charge of Standard II and the Domestic Science classes, in place of Miss M. Russell, resigned.

Roll Number.—The roll number at the end of the year was 162, of whom 25 were boarders. Of the total roll number 114 were boys and 48 girls.

Attendance.—The average attendance for the year was 132. In view of difficulties of transport the wide area from which pupils for the school are recruited, and an epidemic of measles, this may be considered satisfactory.

Technical.—The Domestic Science classes conducted by Miss McKinnon have done good work. In Woodwork and Agriculture the boys, under Mr. A. G. Reede, have benefited greatly by careful instruction along practical lines.

Games.—Football, cricket and swimming have been practised regularly in season. We are indebted to the Municipal Council for the use of the Park and the Baths, to Mr. F. G. Brewis who presented a handsome cup for athletics, and to all who have helped to make this branch of our school organisation a success.

Examinations.—On the 26th and 27th September the school was visited and examined by Mr. J. Caughley, M.A., late Director of Education in New Zealand. Three term examinations were conducted by the Head Master. The Local Scholarship examination was held in November, and five candidates sat for their Standard VI Certificates of Proficiency on the 8th and 9th December.

Boarding Establishment.—Under the management of Mrs. V. P. Reece the Boarding Establishment has had a very successful year. Five teachers and 25 pupils, the highest number for many years, have been in residence, and a further increase of pupil-boarders is anticipated during 1928.

Discipline.—The children have worked and behaved splendidly and a good school spirit has been evident throughout the year.

General.—In conclusion, I wish to thank members of the School Committee, parents, and friends of the school whose encouragement and assistance have been much appreciated by every member of the staff.

WILLIAM O'CONNOR,

Head Master.

19th December, 1927.

ANNEXURE II.—E.

LAU PROVINCIAL SCHOOL, LAKEBA.—ANNUAL REPORT, 1927.

Staff.—The staff throughout the year has been as follows: Head Master, Charles J. Haskell; Manual Instructor and Assistant Master, Lorima Sautu; First Assistant, Mosese L. Vulaono; Second Assistant, Lepani Baba; Pupil Teacher (temporary), Apisalomi Colaji.

Roll and Attendance.—There are 59 boys (including three day-boys) on the roll at the end of the year. The highest total was 67 (with 2 day-boys) in May and the lowest 43 (3 day-boys) in September, when a large proportion of the pupils had not returned from the annual holiday. The average roll has been 60.6, and the average monthly attendance 57. All the 13 districts in Lau are represented by pupils.

Health.—The general health of the school has been satisfactory. There were some cases of dysentery in June and July and there have been a few cases of pneumonia, but all made good recoveries. In the holidays, one boy, unfortunately, was found to be afflicted with leprosy. A number of boys were successfully treated with injections for yaws. All the teachers and pupils were carefully medically examined in October by the local Native Medical Practitioner.

Games, &c.—Cricket or football are compulsory for all every Wednesday and Saturday afternoon. Physical exercises are taken every morning before school; drill is done by all once weekly. All are very keen on model yacht building.

School Cattle.—The school has six milking cows and three calves at the present time. One cow and one calf have died during the year.

Premises.—The school premises are in good order except as under-mentioned. Painting is called for, however, and this I am informed by the Works Department will be done throughout in the course of 1928.

General.—The accommodation at the school is not sufficient for would-be entrants. I have frequently to tell Bulis of districts or individual parents that I have no room to take boys they wish to send. Our single-room school-house is too small for the five standards we have, at their present numbers.

I have been able to nominate a very promising boy as free scholar to the Queen Victoria School for 1928. Two other very good boys also go there in January next, paying the usual fees.

I am happy to be able again to acknowledge the very friendly attitude towards, and help given to the school by the Roko Tui Lau and all other native authorities. Dr. Evans and Mr. Reay, also, successive District Commissioners, have shown very kindly interest and helpfulness. I have

cordially to thank all the members of the school staff for the excellent spirit in which they have aided in the successful carrying-on of the year's work.

CHARLES J. HASKOLL,
Head Master.

31st December, 1927.

ANNEXURE II.—F.

PROVINCIAL SCHOOL NORTHERN, TAVEUNI.—ANNUAL REPORT, 1927.

Roll and Attendance.—The maximum roll number was 81 of whom nine were day-boys. Seven boys were struck off during the year. The average roll number was 76 with an average attendance of 70.

Health.—An outbreak of typhoid resulted in two deaths out of 13 cases. Two boys who went home to recuperate failed to return and were finally struck off the roll. Three boys contracted chicken-pox. All pupils were inoculated for typhoid and 19 for yaws.

School Work.—Satisfactory progress has been made in all classes. Print writing has been taught in classes below Standard III and has resulted in very neat work. The workshop is now in full swing and good work is being done. Special attention is being paid to the drawing of plans.

Buildings.—The Cakaudrove dormitory has been walled, ceiled, and painted, and a concrete floor laid down. All three dormitories are now in good order. They are however capable of holding only 60 boys so another dormitory must be built before the number of boarders can be brought up to 80. Extensions are also required in the school and dining room.

Athletics.—Physical drill has been taken daily, weather permitting. The annual sports were held on 7th June, and an exhibition of drill and a meke were given on 10th October. Football and cricket have been practised throughout the year. Several outside matches were played, the school suffering defeat once in football, the first defeat in the history of the school.

Gardens.—These have kept us supplied with native vegetables and a limited amount of English vegetables throughout the year. In addition yaqona and fruit trees have been planted on Arbor Days.

Cattle and Fences.—Four beasts have been killed and eaten and one destroyed on the Veterinary Surgeon's advice. A new bull was purchased in October. There are now four cows, one bull, and six calves belonging to the school. We have had a good supply of milk all the year and butter for some months. More cows are necessary as the pupil's diet would be greatly improved with more butter. Some 300 yards of fence have been renovated with concrete posts, made by the pupils, and hardwood droppers.

Visit.—On 6th December His Excellency the Acting Governor paid a short visit to the school.

Appreciation.—I wish to place on record my appreciation of the loyalty and industry of my assistants, and of the help given by the Rokos of the three provinces which support this school.

JAMES RUSSELL,
Head Master.

ANNEXURE II.—G.

PROVINCIAL SCHOOL EASTERN, LODONI.—ANNUAL REPORT, 1927.

Staff.—Head Master, D. Saunders; First Assistant, Jekope Domona; Pupil Teacher, Henry Tuidriki; Manual Instructor, Josaia Vatucicila, took up duties in April.

Roll and Attendance.—The average roll number was 88. The aggregate attendance for 418, half-days was 36,336, giving an average of 86.6.

Health.—This has been exceptionally good, as will be seen from the high average attendance and also from the fact that 25 boys have not missed a single half-day and 40 have not missed more than five half-days. The school has been free from epidemics of any kind. The local Native Medical Practitioner attended two boys for mild attacks of dysentery and one boy for a fractured arm. Apart from these the school has been free from any serious sickness.

School Work.—Good progress has been made throughout the year. The Direct Method of teaching English has been continued with very good results. Special attention has been given to oral and written English and Agriculture. Other subjects have received adequate attention. Next year two boys will proceed as scholarship holders to Queen Victoria School.

Planting.—Large crops of tapioca, kumala, dalo, and yams have been planted and the boys have had a liberal supply of native roots throughout the year. Large areas of bush land have been cleared for new plantations. At present there are 4½ acres in tapioca, 3½ acres in kumalas, 1 acre in yam, and 20,000 dalos. Besides these root-crops 1,100 bananas, 40 breadfruit trees, and 30 orange and mandarine trees have been successfully planted during the year.

Cattle.—The school herd consists of 7 milking cows, 4 steers, and 2 heifer calves. A continuous supply of milk and butter have been available throughout the year.

Buildings.—During the year a new Manual Instruction Class-room was added to the school buildings. The school buildings and residence are in good repair. The roof of the new class-room erected last year and that of the new Manual Instruction Class-room should be painted as soon as possible.

Manual Instruction.—Woodwork classes have been satisfactorily arranged for, preference being given to age and ability for this type of work rather than to selecting classes from the upper standards. A good start has been made and the school has been fortunate in securing a first class Instructor in Josaia Vatucicila, a former Davuilevu student.

Sports.—Cricket, Football and Swedish Drill have been keenly pursued by all boys throughout the year.

Visits.—The school was visited on 5th and 6th September, by the Assistant Director of Education, and Mr. Caughley, the present Director of Education.

General.—I have pleasure in recording the valuable assistance given by my First Assistant Jekope Domona, especially in his management of outside work. He and his father Buli Namalata have been exceedingly helpful to the school this year. I am also very grateful to Mr. A. J. Armstrong, District Commissioner, Tailevu; Mr. J. Stuart, District Commissioner, Lomaiviti; Roko Tui Ra; and the various Bulis for their kindly interest and assistance.

20th December, 1927.

DAVID SAUNDERS,
Head Master.

ANNEXURE II.—H.

PROVINCIAL SCHOOL, KADAVU.—ANNUAL REPORT, 1927.

Staff.—Head Master, S. H. Thomas; First Assistant, Navitalai Cava left at the beginning of the year and his place was taken by Robert Osborne. Masitabua Drauna was appointed Second Assistant. Sikeli Dukukiligi the Pupil Teacher left in March to enter the Mission Training School. Tomu Lawanayasana continued his duties as Manual Instructor.

Roll and Attendance.—School opened with a roll of 65. Of these 51 were borders and 14 day-boys. The roll at the end of the school year was 74. The aggregate attendance for 399 half-days was 24,993 giving an average of 62.6. The low average was caused by the new boys not commencing until March and April.

Health.—Monthly examinations have been held by the Native Medical Practitioner and the general health has been good. Six boys and a teacher, suffering from pneumonia, were admitted to hospital. One case proved fatal.

Agriculture.—Elementary agriculture has been taken in conjunction with nature study and the principles applied to practical work. An experimental plot was planted in tapioca to illustrate various methods of manuring. The planting for the year amounted to 12,128 consisting of tapioca, yams, kumala, kawai, dalo and bananas. The boys cleared an area for individual gardens and this they have planted in native vegetables. Unfortunately the soil here is very poor and results are often discouraging.

Buildings.—These have all been painted and are in thorough order. Next year I hope to add a finishing room to the workshop.

Sports.—The annual "Kadavu Day" was held on 3rd June, when over a thousand natives attended the school sports. In spite of the inclement weather a very successful meeting was held. Thanks are due to the staff and local people for their generosity in providing prizes.

Cattle.—The school herd consists of two cows and a heifer calf. Owing to shortage of food accommodation had to be found for the "dry" cow.

School Work.—A very successful year has been passed. The pupils have worked well and the results show that good progress has been made in all subjects. A pleasing feature has been the number of boys who have gone on to higher education. Several have entered either Queen Victoria School or Davuilevu, while one sits for the Medical Entrance Examination in January. Standards II and III and a special class of the older boys of Standard I and Classes I and II have had instruction in woodwork throughout the year. A ready sale is made of the various articles constructed. These consist of: combs, deck-chairs, book-cases, picture frames, tables, salt boxes, lounge-chairs, and kitchen cupboards.

Visits.—The school was visited on 12th and 13th September by Mr. J. Caughley, M.A., ex-Director of Education, New Zealand.

Appreciation.—I have pleasure in recording the good work done by the Native Assistants especially Robert Osborne, the First Assistant. He has been a great help in every phase of school life.

In conclusion I wish also to record my appreciation of the interest taken in the school and valuable aid given by the Roko Tui Kadavu, Ratu Waqanivalagi, and the Bulis of various districts.

16th December, 1927.

S. H. THOMAS,
Head Master.

ANNEXURE II.—I.

PROVINCIAL SCHOOL WESTERN, NADI.—ANNUAL REPORT, 1927.

Staff.—The staff throughout the year consisted of: Head Master, J. G. Brown, M.A.; First Assistant, Iifeleti Rokowaqa; Second Assistant, Eroni Tupua; Native Manual Instructor, Sailasa Vuda.

Attendance.—The roll number for the year was 85, and average attendance 76·6. The school was open for 470 half days.

Health.—The health of the pupils has been good. The District Medical Officer, Lautoka inspected the school and inoculated the boys against typhoid.

Buildings.—A new native bure was erected and another one repaired. Two new semi-European buildings were erected by the carpentry class. This job was exceedingly well carried out. A tool shed was also erected and preparations for a stable are well advanced.

Planting.—Good weather with copious rainfall was experienced during 1927. Nevertheless, the original school leases were speedily exhausted, and towards the end of the year a lease of a rice swamp was obtained from the Colonial Sugar Refining Company. This was speedily fenced and cleared, and is now planted with dalo, tania, tapioca, kumala and bananas. The food problem should now be solved for some years.

Arrangements are about to be finalised for the lease from the Colonial Sugar Refining Company of 22·5 acres of the Votualevu Estate, for the purpose of instruction in cane growing. Four horses have also been bought, and instruction in their use and management will be given.

Cattle.—The school herd consists of three cows—during the last three years, of eight calves seven were bulls and the solitary exception died. The school herd is therefore slow to increase.

Visits.—Visits to the school during the year have been made by His Excellency the Governor, the Colonial Secretary, the Secretary for Native Affairs, the Acting Commissioner of Works, the Bishop of Polynesia, and an inspection visit was paid by the Acting Director of Education, and by Mr. Caughley of the New Zealand Education Department. Mr. Caughley's report on the academic work of the school was a very flattering one.

Academic.—The usual school work was carried on satisfactorily during the year. Great progress was made in the teaching of English and allied subjects; this called for special mention from the inspectors. Of the other subjects, Geography and Hygiene seem to be most favoured.

Sport.—The cricket team had a most successful year. It is no exaggeration to say that the school side this year would defeat any other cricket team in Fiji, school or adult. Among the victories recorded this year were two crushing defeats of Nadi (who won the local competition) and five defeats in six matches with Lautoka, the runners up. I find that good work on the cricket and football fields reacts most beneficially on the academic work of the school. Sports Day on 10th September was unfortunately marred by the weather; therefore, no new records were made. Nevertheless, it afforded a good deal of fun, novelty races like the addition race creating much amusement.

General.—Five boys have been accepted for Davuilevu and one for Queen Victoria. Splendid work has been done by the woodwork class. Besides the erection of new buildings at Namaka, articles of furniture have been made for Nadi residents, these articles included twelve verandah chairs, a fine suite of bedroom furniture, of Nadarivatu wood, in imitation Jacobean, and other articles.

Appreciation.—Excellent work throughout the year has been done by the staff. They have been equal to all demands made upon them. I wish to thank the District Commissioner of Nadi, Mr. A. E. S. Howard, for the advice and assistance in various matters; also for the great help he has given with the sporting activities of the school, and for the interest he has taken in the school.

My thanks are due to the residents of Nadi, who are always willing to help the school in any way possible.

J. G. BROWN, M.A.,
Head Master.

9th December, 1927.

ANNEXURE II.—J.

PROVINCIAL SCHOOL SOUTHERN, SAWANI.—ANNUAL REPORT, 1927.

Staff.—The school opened on 25th January with the following staff: Head Master, A. A. Thomson; First Assistant, Ratu O. N. Narokete; Second Assistant, Taitusi Rasoki; P.T. Kitione Sinu; Manual Instructor, Naibuka Lausiki; Turaga ni Koro, Josua Raisele; Cook, Kaline Masi. The services of Kitione Sinu were dispensed with in November.

Roll and Attendance.—The year ends with a roll number of 93. During the year three boys left and two were admitted. The average attendance for the period was 86·5, the sickness in August accounting for the decreased numbers.

Health.—During August there was an outbreak of pneumonic influenza which affected a number of boys twelve of whom were taken to Hospital. Apart from this there has been little sickness with the exception of a few cases of chicken-pox. All the staff and boys were vaccinated in June and later were inoculated for typhoid.

School Work.—Very good progress has been made. The direct method of teaching English has been used in lower classes. Standards I, II, and III have used continuous readers in addition to their ordinary readers. One boy has been nominated for a scholarship at Queen Victoria School.

Planting.—During the year the boys have cleared and planted up 18,000 dalo, 6,000 tapioca, 600 bananas, 20 breadfruit, 30 mandarines, and 1,800 pineapples.

Cattle.—In December two cows were purchased and the boys will next year be taught a little dairy farming.

Grounds and Buildings.—Much work has been done on the playing grounds and 1928 will see a good football and cricket ground. Ornamental gardens and shrubs have been planted and carefully tended and improve the look of the whole compound.

Games and Drill.—Football has been played regularly and drill has been carried out every available morning.

Visits.—The school was visited and inspected by the Inspector from New Zealand, Mr. J. Caughley, M.A., who reported favourably on all phases of the school's activity.

General.—Seeing that this is the end of the second year and that much work has had to be done in preparing land for gardens, the progress has been remarkably good and I look forward to a good year's work in 1928.

I wish to express my appreciation of the assistance so willingly given by the Provincial Commissioners of the five provinces and of the excellent work done by my staff.

15th December, 1927.

A. A. THOMSON,
Head Master.

ANNEXURE II.—K.

RARAWAI GOVERNMENT SCHOOL, BA.—ANNUAL REPORT, 1927.

The school reopened after the summer holidays on 14th February with a roll number of 40 which quickly increased to 48.

Attendance.—The attendance for the first six months was very good but towards the latter half of the year the average dropped owing to the prevalence of influenza and measles. The average attendance for the year was 40.08. Eight children gained attendance prizes, four of whom did not miss a single half day.

Special Prizes.—I am indebted to Mr. L. Davidson for a prize (for Dux) and to the Hon. H. Ragg for a prize (for Dux). These two special prizes were won by Oscar Williams.

Prize Day.—On 13th December, the Hon. H. Ragg presented the prizes to the children and the school then closed for the Xmas holidays.

Curriculum.—The curriculum is based on the New Zealand Syllabus with slight modifications to meet local conditions.

Buildings.—The buildings have been kept in a very good state of repair by the Colonial Sugar Refining Company. The grounds have been weeded and the grass cut so the boys have now a very fine football and cricket ground.

10th December, 1927.

M. OGDEN,
Head Mistress.

ANNEXURE II.—L.

NATABUA INDIAN SCHOOL, LAUTOKA.—ANNUAL REPORT, 1927.

Roll and Attendance.—The school opened on the 24th January after the holidays and only 32 pupils attended the school the first day. The number on roll on the last day of the school was 51, out of which number three were girls. The school opened for 438 half-days during the year and 15,940 attendances were recorded giving a daily average attendance of 36. The daily average attendance for the last year was 27.

Staff.—There was no change in the staff during the year, which consisted of only two teachers, S. Dildar Ali Shah, the Head Master, and Syed Ghulam Dastgir, the temporary assistant teacher.

Makogai Xmas Fund.—We collected subscriptions as usual for the benefit of the lepers at Makogai and sent an amount of £2 3s. 6d. on the 23rd November to Makogai through the District Commissioner, Lautoka.

Empire Day.—It was celebrated as usual and was a great success. I am very thankful to every one who helped us in celebrating this day and to the Reverend W. R. Steadman, who addressed the children on this day.

School Work.—English, Hindi, Urdu and Tamil have been taught as in the previous years. Work done during the year was satisfactory taking into consideration the attendances made by the pupils. Moozaffer Beg, a pupil of the school, who had obtained a partial pass in the Pupil Teachers Examination last year, appeared in the said examination again and passed.

Sports, &c.—Cricket and football have been played during the year. Drill has been generally practised regularly in the year. We twice held sports competitions on Empire Day and the prize-distribution day, in which the pupils and the old boys of the school took part.

Agricultural Work.—We planted more shade and fruit trees in 1927. From our cotton planted in 1926 we obtained 82 lb of cotton which was sold for £1 7s. 4d. We have again planted about an acre of cotton and some dhal and rice for 1928. Vegetables were also grown for some time at the school. This agricultural work is done at the school just to impress upon the pupils that working with hands is not a mean thing and that practical hand work is not divorced from school work.

Prize Distribution.—This was held on the 16th December under the presidentship of Mr. Monckton, the District Commissioner and this year so many attended this day that the school hall was filled.

Thanks.—I am very glad to express my thanks to all who have helped us in our work during the year.

S. DILDAR ALI SHAH,

Head Master.

17th December, 1927.

ANNEXURE III.

CORRESPONDENCE CLASSES.—ANNUAL REPORT, 1927.

Roll Number.—The 1927 session of the Correspondence Classes opened on 1st February, with a roll number of 18, of whom 7 were new pupils and 11 had continued from 1926.

Of the 28 who had completed the 1926 session eight had come in to Suva to the Boys' or the Girls' Grammar Schools, and four had left the Colony, three had gone to a newly opened country school, and two to the Suva Convent.

Two of the pupils who were admitted were junior nurses at the Colonial War Memorial Hospital, and were to do Arithmetic only. These two pupils were, however, not satisfactory, having apparently no regular time for study. At the half-year both pupils withdrew.

At the beginning of the second half-year nine new pupils were admitted and three pupils were withdrawn, the two nurses already mentioned, and one other pupil who went as a boarder to the Suva Convent. Thus the 1927 session ended with 24 pupils on the roll.

During the first half-year of the existence of the Correspondence Classes, the numbers reached 45, but several of this first 45 have since left the Colony and several are now at one or other of the Grammar Schools, only 4 being still in the Classes. Each year since has seen a decrease in the number of Correspondence Class pupils, and the number of applications for places in the school boarding establishments has increased.

The smallness of the numbers enables the Supervisor to give detailed attention to every child, and to keep in personal touch with the parent, this latter fact being in my opinion of great importance in primary correspondence teaching, where the intelligent co-operation of the parent is essential.

Grades of Pupils.—The grades are as varied as the places of residence. This year they have ranged from Primer I to Standard VII, with at least one pupil in each grade. This does not present the difficulty it would do in a school because in Correspondence Classes each child's work comes in separately, and is dealt with separately. There have been seven in the Primer Classes, Standard V, two in Standard VI, and one doing more advanced work.

Conclusion.—In conclusion I wish to thank the members of the Education Office for their unfailing courtesy, and for the advice and help they have given to me. Also I hope that my successor may find as much interest and pleasure in these Classes as I have done.

H. J. HOODLESS,

Supervisor

20th December, 1927.

ANNEXURE IV.
RETURN OF ASSISTED PRIMARY SCHOOLS, 1927.

Assisted Primary Schools.	Manager.	Average No. on Roll.	Average Monthly Attendance.
<i>Methodist Mission Schools.</i>			
1. Dilkusha Boys (Indian)	Rev. L. M. Thompson, M.A.	64	44
2. Dilkusha Girls (Indian)	Rev. L. M. Thompson, M.A.	57	43
3. Vuci (Indian)	Rev. L. M. Thompson, M.A.	66	55
4. Nausori (Indian)	Rev. L. M. Thompson, M.A.	36	26
5. Suva Boys (Fijian and Indian)	Rev. G. H. Findlay, M.A.	256	181
6. Indian Girls (Suva)	Rev. G. H. Findlay, M.A.	38	26
7. Navua (Indian)	Rev. G. H. Findlay, M.A.	50	34
8. Rarawai (Indian)	Rev. J. F. Long, M.A.	61	52
9. Lautoka Boys (Indian)	Rev. W. R. Steadman	71	56
10. Lautoka Girls (Indian)	Rev. W. R. Steadman	68	48
11. Nasigatoka (Indian)	Rev. W. R. Steadman	29	24
12. Wainibokasi (Indian)	Rev. L. M. Thompson, M.A.	56	48
13. Butt Street, Suva (Fijian)	Rev. R. L. McDonald	80	49
14. Rewa Central (Fijian)	Rev. R. L. McDonald	141	100
15. Vunitivi, Ba (Fijian)	Rev. A. D. Lelean	83	63
16. Matavelo, Ba (Fijian)	Rev. A. D. Lelean	138	94
<i>Catholic Mission Schools.</i>			
17. Naililili (Fijian)	Rev. Father Buret	136	120
18. Cawaci (Fijian)	Rev. Father Lahaye	75	72
19. Delailagi (Fijian)	Rev. Father J. Nicolas	99	92
20. Marist Brothers, Suva (Indian)	} Rev. Brother Alphonsus	239	191
21. Sacred Heart, Suva (Fijian)			
22. St. Anne's, Suva (Mixed Races)	Rev. Mother Superior, Suva	145	122
23. Sacred Heart, Levuka (Mixed Races)	Rev. Mother Superior, Levuka	78	68
<i>Anglican Mission Schools.</i>			
24. Labasa (Indian)	Rev. H. A. Favell	65	47
<i>Private Schools.</i>			
25. Nausori (C.S.R. Co.)	Manager, C.S.R. Co., Rewa	27	22
26. Lautoka (C.S.R. Co.)	Manager, C.S.R. Co., Lautoka	57	39
27. Sabeto (Indian)	Dr. A. D. Sagayam, Nadi	69	51
28. Nadi (Indian)	Dr. A. D. Sagayam, Nadi	114	89
29. Gurukula, Lautoka (Indian)	Secretary, Arya Pratinidhi Sabha	93	57
30. Kasavu, Savusavu	H. Stuart-Forbes, Esq.	45	37
31. Muanicula, Savusavu	W. Chapman, Esq.	28	26
Total		2,564	1,976

ANNEXURE V.
RETURN OF ASSISTED VERNACULAR SCHOOLS, 1927.

Assisted Vernacular Schools.	Manager.	Average No. on Roll.	Average Monthly Attendance.
<i>Provincial Schools.</i>			
1. Colo East Province	District Commissioner	46	37
2. Colo North Province	District Commissioner	55	45
3. Bua Province	Roko Tui Bua	61	61
<i>Indian Private Schools.</i>			
4. Wairuku, Ra	The Hon. Badri Mahraj	59	46
5. Navua	D.C., Navua (for Indian Committee)	76	45
6. Vatulaulau, Ba	Mr. Ramphal Singh, Ba	33	17
7. Votualevu, Nadi	Dr. A. D. Sagayam	47	32
8. Naidu's, Lautoka	Mr. M. N. Naidu, Lautoka	64	55
<i>Catholic Mission Schools.</i>			
9. Wairiki, Taveuni (Fijian)	Rev. Father Scully	56	55
10. Nabala, Macuata (Indian)	The Rev. Father Villaine	54	54
<i>Methodist Mission Schools.</i>			
11. Namara, Bau (Fijian)	The Rev. T. N. Deller	85	77
12. Richmond, Kadavu (Fijian)	The Rev. S. Albon	83	71
13. Tavuki, Kadavu (Fijian)	The Rev. S. Albon	133	127
14. Naceva, Kadavu (Fijian)	The Rev. S. Albon	77	71
15. Namuana, Kadavu (Fijian)	The Rev. S. Albon	50	47
16. Noco, Rewa (Fijian)	The Rev. R. L. McDonald	115	100
17. Deuba, Serua (Fijian)	The Rev. R. L. McDonald	48	46
18. Serua, Serua (Fijian)	The Rev. R. L. McDonald	54	52
19. Cautata, Tailevu (Fijian)	The Rev. T. N. Deller	96	94
20. Nasigatoka, Nadroga (Fijian)	The Rev. R. H. Green	101	86
21. Cuvu, Nadroga (Fijian)	The Rev. R. H. Green	42	37
22. Vatulele, Nadroga (Fijian)	The Rev. R. H. Green	88	74
23. Mavua, Colo West (Fijian)	The Rev. R. H. Green	61	44
24. Lomawai, Nadroga (Fijian)	The Rev. R. H. Green	103	88
25. *Beqa	The Rev. R. L. McDonald	71	65
26. *Nakelo, Tailevu (Fijian)	The Rev. T. N. Deller	135	123
27. *Levuka (Fijian)	The Rev. W. Green	125	62
28. Wailailai, Ba (Indian)	The Rev. J. F. Long, M.A.	38	24
Total		2,057	1,735

* These three schools have not been officially admitted to grants in aid—*vide* section VI of the Annual Report.

ANNEXURE VI.

BOARD OF EDUCATION, 1927.

His Excellency the Governor, Chairman.
 The Right Rev. the Bishop in Polynesia.
 The Hon. the Colonial Secretary.
 The Hon. the Attorney-General.
 The Colonial Treasurer.
 The Chief Medical Officer.
 The Secretary for Native Affairs.
 The Secretary for Indian Affairs.
 The Hon. Sir J. M. Hedstrom.
 The Hon. Sir H. M. Scott, K.C.
 The Rev. L. M. Thompson, M.A.
 The Rev. Father Oreve, S.M.
 J. H. H. Millett, Esq.
 The Assistant Director of Education, Secretary.

SUVA SCHOOL COMMITTEE, 1927.

Dr. P. H. Harper, Chairman.
 J. H. H. Millett, Esq.
 J. Herrick, Esq.
 D. W. Amos, Esq.
 A. W. SMALL, Esq.,
 Secre

LEVUKA SCHOOL COMMITTEE, 1927.

J. Stuart, Esq., District Commissioner, Chairman.
 J. P. Hjorring, Esq.
 R. W. Robinson, Esq.
 H. R. Greening, Esq.
 G. G. Kermodé, Esq.
 W. CARRUTHERS, Es
 Secre

Note.—The Board of Education has been re-constituted for 1928 and will be as follows:—

The Director of Education, Chairman.
 The Secretary for Native Affairs.
 The Secretary for Indian Affairs.
 The Venerable W. J. Hands, L.Th., Archdeacon of Fiji.
 The Reverend Father J. Oreve, S.M.
 The Reverend L. M. Thompson, M.A.
 J. H. H. Millett, Esq.
 Ratu J. L. V. Sukuna, B.A.
 Mr. Hakim Din, B.A., B.T.
 The Assistant Director of Education, Secretary.

1929.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No.

M.P. 4956/29.

Education Department

(REPORT ON, FOR THE YEAR 1928.)

Laid on the Table, , 1929.

THE DIRECTOR OF EDUCATION TO THE ACTING COLONIAL SECRETARY.

Education Office,
Suva, 30th September, 1929.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1928.

I.—LEGISLATION.

2. During the year the Director made, as far as was possible, a survey of the needs of Education in Fiji and of the plan of organisation and administration then in existence for dealing with these needs. As a result of this survey it was considered necessary to combine and revise the Education Ordinances of 1916 and 1918 and a considerable amount of time and attention was given to the drafting of a new Ordinance and of regulations therefor.

It was considered advisable to separate the financial sections from those dealing with organisation and administration with the object of framing subsequently an Ordinance for the levy of Education Rate on all races in the Colony, for the further provision of educational facilities for the various races.

The main Ordinance was considered by the Legislative Council in November, 1928, and after passing its first reading it was referred to a Special Committee for report to the next meeting of the Council. On the report of this Committee, with a number of valuable amendments, the Ordinance was passed by the Council in March, 1929 and after the date of its proclamation as coming into force, the regulations under it will be brought forward for the approval of the Board of Education and the Governor in Council.

Subsequently a Select Committee was appointed by His Excellency to consider the principles upon which an Education Revenue Ordinance might be based.

The Ordinance of March, 1929, will make it possible to establish an effective and useful system for the registration, control, supervision and assistance of schools. The provisions of the Ordinance and the regulations are designed not as mere machinery but as being inherent and contributing definitely to a systematic raising of the efficiency and value of the schools.

II.—BOARD OF EDUCATION.

3. *Grants-in-Aid.*—It was found that the Board of Education needed fuller information and the provision of a better scheme for making grants-in-aid, but, pending the passing of a new Ordinance the Board allotted the grants, in a temporary manner, to the best present advantage. In particular it was felt that each assisted school should be visited regularly by an Inspector of Schools and that such schools should be given a definite syllabus and standards of instruction and management, so that there would be a recognised standard of efficiency to be reached, and a means of ensuring that this standard was maintained.

It was found that the Board had no power to make building grants and it has been decided that application for such grants, with any recommendations made thereon by the Board shall be dealt with by the Executive Council. The conditions under which the Council is prepared to consider such applications have been published in the Gazette.

4. During 1928 there were six meetings of the Board. Thirteen additional schools for Indians and thirty-three additional schools for Fijians received grants, and a Government school for European children was opened at Tailevu. To allow for the admission of more schools to grants-in-aid £540 was added to the grants in the Estimates for 1929. The Government afterwards granted an additional sum of £1,000 for this purpose. Provision was made for a grant of £3,000 towards the cost of building the proposed Ballantine Boarding School for Fijian Girls at Nasese, Suva, and for grants of £1,000 each towards the cost of re-building St. Anne's School and the Marist Brothers' School, Suva.

5. *Other business.*—The Board fixed the amounts to be raised by means of the Education Rates in 1929 by the Municipal Councils in Suva and Levuka, namely £1,900 and £700 respectively. The Board awarded five local scholarships during 1928 and approved the exemption of part fees of fifteen pupils at the Grammar Schools in Suva and of five at Levuka Public School. The special scholarships for four Fijian and two Indian boys at the Wanganui Technical School, New Zealand, were continued for 1928. A Fiji scholarship was awarded to Yvonne Brierley of the Girls' Grammar School, Suva, for further education in New South Wales for three years. Competitive scholarships for seven European children were considered and amounts made available on the Estimates for 1929.

III.—ADMINISTRATION.

6. *Scheme of Co-operation.*—The scheme, under which, (through the agency of the respective Governments), the Education Department of New Zealand co-operates with the Education Department of Fiji, continues to work smoothly and with considerable benefit to this Colony. Under that scheme a supply of trained specially selected teachers for a number of Government Schools is secured. Provision is made for the annual inspection of these schools by an Inspector from New Zealand who reports to the Governor.

Inspector of Schools.—Provision was made in the Estimates for 1929 for an Inspector of Schools. The appointment of an Inspector in 1929 should greatly assist in securing a better supervision and direction of schools.

Relieving Teacher.—The appointment of a relieving teacher, made early in 1926, in order that Head Masters at Government Schools for Fijians may take their vacation leave, was continued in 1928.

7. *Finance.*—Expenditure from General Revenue on education amounted to about £3,000 only in 1915, but had increased to £36,019 for 1928. Taking into account revenues amounting to £10,597 the net expenditure from Revenue was £25,422. The following figures show the expenditure on education for the last seven years:—1922, £28,957; 1923, £26,108; 1924, £27,103; 1925, £30,039; 1926, £31,584; 1927, £34,027; 1928, £36,019.

8. *Education Commission, 1926.*—Since the appointment of the Director of Education the recommendations made in the report of the Education Commission, 1926, have been fully considered. These recommendations refer, amongst other subjects, to (a) the reorganisation of the Education Department under a Director of Education; (b) teacher training; (c) problems of Indian education; (d) improvements of Fijian education; (e) manual and vocational training; and (f) textbooks and suitable schedules of school work for the different types of schools recommended. It is gratifying to report that almost every one of the important recommendations of the Commission have been carried into effect, or are now being put into operation.

IV.—GOVERNMENT SCHOOLS.

9. At the end of 1928 there were thirteen Government Schools, five for European pupils, seven for Fijians and one for Indian pupils. The reports of the Principals of these Government Schools are included as Annexure II of this Annual Report.

V.—ASSISTED SCHOOLS.

10. The number of assisted schools of various classes receiving grants during the year are given in the following table.

(a) Assisted Primary Schools.

	Methodist Mission.	Catholic Mission.	Anglican Mission.	Private.	Total.
Fijian	4	3	.	1	8
Indian	11	1	1	3	16
Fijian and Indian	1	3	.	.	4
European . . . .	.	.	.	4	4
Total ..	16	7	1	8	32

(b) Assisted Vernacular Schools.

	Methodist Mission.	Catholic Mission.	Anglican Mission.	Private.	Total.
Fijian	17	2	.	2	21
Indian	2	1	1	11	15
Total ..	19	3	1	13	36

(c) *Other Assisted Schools* which received a bonus of £30 or £40 each pending inspection and decision on application to be admitted as fully assisted schools:—

	Methodist Mission.	Catholic Mission.	Anglican Mission.	Private.	Total.
Fijian	24	2	.	7	33
Indian . . . .	.	.	.	3	3
Chinese . . . .	.	.	.	1	1
Melanesian . . . .	.	.	1	.	1
Half-caste . . . .	.	.	1	.	1
Total ..	24	2	3	10	39

(d) Summary of Tables A, B, C above.

	Methodist Mission.	Catholic Mission.	Anglican Mission.	Private.	Total
Fijian	45	7	.	10	62
Indian	13	2	2	17	34
Fijian and Indian	1	3	.	.	4
Melanesian . . . . .	.	.	1	.	1
Chinese . . . . .	.	.	1	.	1
Half-caste . . . . .	.	.	1	.	1
European . . . . .	.	.	.	4	4
Total	59	12	5	31	107

Further information is given under separate headings for Primary and for Vernacular Schools. Tables are given in Annexures IV and V showing the names of all the assisted primary and vernacular schools, and the names of the managers, together with the average number of pupils in the roll and the average monthly attendance.

VI.—ASSISTED PRIMARY SCHOOLS.

11. *Attendance.*—The average number on the roll in 1928 was 3,108 and the average attendance was 2,418, which was 79 per cent. of the average enrolment. The corresponding percentages for 1926 and 1927 were 79 and 77 respectively. Nine of the schools are boarding schools and twenty-three are day schools.

12. *Teachers.*—There were 42 European teachers of whom 10 were in Methodist Mission Schools, 22 in Catholic Mission Schools and 10 in private schools. There were 30 Indian and 20 Fijian teachers and pupil teachers. The number of native pupil teachers is gradually increasing and several additional Indian and Fijian teachers have passed their qualifying examination during the year.

13. *Buildings and Equipment.*—Improvement in buildings, equipment and school playing grounds continues to be necessary. Amounts varying from £2 to £30 have been paid as efficiency grants in order that these grants may be used for the purchase of a portion of additional school equipment necessary year by year.

14. *School Records.*—Annual reports for 1928 have been received from most of the assisted primary schools, and the monthly attendance returns of pupils and of teachers have been regularly received during 1928.

15. *General Organisation.*—During 1928 there were ninety-two teachers to 32 schools and to 3,211 pupils. This number includes untrained pupil teachers. It is recognised that there are other primary schools worthy of assistance to which no grants are paid at present. There are about sixty applications for grants to assist such schools, but it will not be possible to meet even all the admittedly worthy cases.

In addition there are many managers of schools who could bring up the standard of staff and the consequent efficiency of the school if a grant could be given. In other words, the number of efficient schools depends almost entirely on the number of grants that can be made.

The provisions of the new Ordinance and the operation of the regulations thereunder as now prepared will provide a basis for a much more effective and beneficial allotment of these grants. The increase of over £1,500 in the vote for grants in aid enabled the Board to give grants to a larger number of schools, the managers of which were much encouraged by the recognition thus made.

VII.—ASSISTED VERNACULAR SCHOOLS.

16. In these schools there are one European, 56 Fijian and 22 Indian teachers, and an average roll number of 1,574 Fijian and 758 Indian pupils. Of the total number of 79 teachers only six are certificated.

The concession which allowed the Methodist Mission to spread their total annual grant for vernacular schools over 18 instead of the 15 schools admitted to grants in aid was continued during 1928 as a temporary expedient only. These three schools are included in the numbers given in the preceding paragraph. In addition to these grants bonuses of £30 or £40 per school were given to 39 schools which were well recommended but concerning which the Board desired fuller information based on reports by an Inspector of Schools after a personal visit. These schools were informed that the giving of a bonus did not pledge the Board in any way to give a grant in the following year.

Only one or two annual reports from the Managers or Head Teachers of the assisted vernacular schools have been submitted to the Department. All returns and correspondence were received fairly regularly and grants were paid accordingly.

VIII.—TRAINING OF TEACHERS.

17. A distinct and notable advance in the sphere of education was made in the approval given for the establishment in 1929 of a Government Teacher Training School at Natabua. Plans were drawn up for the necessary additional buildings and financial provision was made for the same and for the maintenance of the Institution. It is anticipated that this institution together with the Methodist Mission Teacher Training School at Davuilevu will be of great service in increasing the number of trained teachers.

The Government also provided in the Estimates for 1929 a fourfold increase in the actual grant paid to the Davuilevu Teacher Training School. This institution has continued to prepare candidates for teachers' certificates under section 14 of the Assisted Training Schools Regulations.

During 1928 eight candidates qualified as Fourth Class and five as Third Class teachers, and for each of these candidates the pass grant of £20 has been paid to the Institute. Section 14 of the Assisted Training Schools Regulations, which were to remain in force until February, 1923 only, has been extended for a sixth year extra, namely, up to February, 1929, and these regulations are being revised.

18. *Examinations.*—Examinations for Teachers' Certificates were held in November at various centres. The examinations were for Fourth Class Teachers' and Third Class Teachers' certificates and a reasonable number of the candidates qualified. The syllabus for Teachers' examinations as given in Schedule C of the Rules and Regulations for Assisted Primary Schools has been revised.

19. In addition to the thirteen teacher certificate passes in section 17 mentioned above, gained by candidates trained by the Methodist Mission, there were during 1928 three other teacher certificates awarded on examination results. Of these one was for a Fourth Class certificate and two for Third Class Certificates, and they included one trainee at the Queen Victoria School at Nasinu, one at the Provincial School, Lodonu, and one at the Provincial School, Sawani.

There is still an overwhelming majority of untrained and uncertificated teachers.

IX.—EDUCATION OF EUROPEANS.

20. There is almost complete provision for education of the European children in the Colony. Pupils in remote country districts can be enrolled in the Correspondence Classes, other pupils at one or other of the sugar centres may be enrolled at the Company's schools at Lautoka, Nausori and Labasa, or at the Government school at Rarawai or Tailevu and pupils at Suva or Levuka may enter one of the Government or Catholic Mission Schools at these places. The opening of a school by the Government at Korovou, for the European children of the Tailevu District has been greatly appreciated by the people of the district. There are a few other centres, however, such as Nadi and Nadarivatu, where the education of European children in small schools might be provided for.

21. The three Government and the three Catholic Schools in Suva and Levuka have each a boarding establishment, and about one-quarter of the total number of pupils are boarders. The boarding fees range from £25 to £53 per annum, and have been maintained at pre-war rates.

22. *Scheme of Co-operation with New Zealand Education Department.*—This scheme of co-operation has been in operation since January, 1924. The three main benefits from the co-operation are; (a) New Zealand trained and graded teachers are available for appointment in Fiji; (b) the New Zealand course of instruction is adopted for the three Government Schools for Europeans, together with the usual New Zealand school examinations; and (c) a New Zealand Inspector of Schools visits Fiji each year.

23. *Visit to Fiji of a New Zealand Inspector of Schools.*—In September, 1928, Mr. F. H. Bakewell, M.A., visited Fiji. Extracts from Mr Bakewell's reports of inspection are included as Annexure I.

24. *Primary Schools for Europeans.*—The Rarawai School, taken over from the Colonial Sugar Refining Company in 1919, has continued to make satisfactory progress during 1928. Further reference to this school is made in Annexure II—K. The Colonial Sugar Refining Company has three schools for European children at Lautoka, Nausori and Labasa. The average monthly attendance at Lautoka was 22 and at Nausori 24. Both the Lautoka and the Nausori schools have been admitted to grants in aid as primary schools, and the Labasa school has applied for admission to grants also. Pupils at these schools may receive instruction up to Standard VI grade.

The newly opened European School at Korovou, Tailevu, is making good progress.

25. *Education Districts.*—Up to the present only two education districts have been declared in accordance with the Education Ordinance of 1916. At present each education district coincides with the municipal areas in Suva and Levuka, but as education rates are so very dissimilar from other rates it may become necessary at an early date to prescribe new limits for the education districts in Suva and Levuka. A committee, appointed by His Excellency the Governor in 1927 to consider and make recommendations on this subject, submitted a report and a Bill was drafted for consideration during the following year concerning the whole question of rating on all races for educational purposes.

26. *Tuition by Correspondence Classes.*—Correspondence classes for children in isolated country districts have been held since January, 1924. By means of tuition parents in country districts may ensure that their children are adequately prepared to enter as boarders one of the Schools available in Suva or Levuka at the age of nine or ten years without much loss of early school training. These classes provide tuition for pupils up to the grade of Standard VI. The annual fee is £2 which includes free stationery up to a value of ten shillings, and all postage is free. Several very appreciative letters have been received from parents of pupils in these classes, and in general the progress made by the correspondence pupils has been very satisfactory. The number of pupils enrolled appears to be gradually decreasing chiefly owing to the increased popularity of the boarding establishments in Suva. The Supervisor's annual report for 1928 is included as Annexure III.

27. *Private Schools for Europeans.*—St. Felix College and St. Joseph's Convent School, Suva, and the Convent School of the Sacred Heart, Levuka, are private schools receiving European pupils. These three schools, all under the Catholic Mission, share with the Government the education of the European children of the Colony, and each school admits a number of country children as boarders. No definite scheme regarding the proposed boarding school at Nadarivatu has yet been submitted to the Department.

28. The total number of half-caste children in the Colony is about 900, and of these more than half are at one or other of the Government and assisted primary schools. The two schools opened in 1927 at Savusavu have continued to receive grants.

X.—EDUCATION OF FIJIANS.

29. During 1928 there were seven Government schools and twelve assisted primary schools to which Fijian pupils are admitted, as well as twenty-one assisted vernacular schools and thirty-three others which received a bonus. In addition there are several hundreds of village Mission schools. The majority of the assisted primary schools have at least one European teacher on the staff and a satisfactory standard was maintained throughout the year. The vernacular schools, however, have made little progress during 1928 the chief reason being the lack of a suitable syllabus and the lack of trained teachers.

30. At various centres throughout the group there are boarding schools for Fijian pupils. The total number of these boarding schools probably exceeds forty, and most of them are under the management of one or other of the Missions.

31. *The Joint Provincial School Scheme.*—There are six Joint Provincial Schools which are contributed to by all the Provinces except Colo North. These schools follow the curriculum set out in Schedule A and B of the Regulations, and they are very similar in standard to the assisted primary schools. Of the total number of about 20,000 native children of school age only about one in every 50 will be given a primary education at the Provincial Schools, and opportunity will be given to a limited few of the senior pupils from these schools to enter Queen Victoria School at Nasinu, from which school a few pupils may obtain scholarships for further education in New Zealand. The staffs at the Provincial Schools have been improved by the appointment of native instructors trained by the Methodist Mission at Davuilevu, and the staffs were further strengthened in 1928 by the appointment of old Nasinu pupils who have had a three years' training at Wanganui, New Zealand. The success of the Provincial schools is dependent on the continued co-operation and goodwill of the Fijian Chiefs and people and this co-operation and goodwill has been fairly and most satisfactorily given.

32. *Scholarships for Fijians.*—During 1928 the four Fijian and the two Indian scholars continued at the Wanganui Technical School, New Zealand. The reports on all these pupils have been satisfactory. The Fijian boys have excelled in games and all have made excellent progress in their studies. One of the previous scholars, Ratu Dovi Madraiwiwi passed the Medical Preliminary examination and has entered the Otago University Medical School for training. Another, Ratu Edward Cakobau, has entered the Auckland Teachers' Training College for training as a teacher. Other Fijians are in Australia and New Zealand for further training at one or other of the Mission Institutions.

XI.—EDUCATION OF INDIANS.

33. In 1928 there were one Government and 35 assisted schools receiving Indian pupils. Of the 35 assisted schools (20 primary and 15 vernacular) fourteen are under private Indian management with, in some cases, the assistance of the local District Commissioner as Treasurer. There were 2,530 pupils in attendance at Government and assisted schools for Indians. There were 28 other schools for Indians, all under private or Mission management—but these have not yet been admitted to grants-in-aid. Of the above 2,530 Indian pupils in Government or assisted schools 1,969 are boys and only 561 are girls.

34. The Government primary school at Natabua continued to serve the district as a day school. The number of pupils on the roll has increased from 34 in 1926 to 62 in 1928; the average attendance for 1928 was 49. The Headmaster's annual report for 1928 is included as Annexure II—L.

35. The Methodist Missionary Society of Australasia is interested in educational work among Indians principally in Viti Levu. This Mission controls twelve assisted primary schools, two assisted vernacular schools and several other unassisted schools for Indians. The Marist Brothers of the Catholic Mission in Fiji controls a large assisted primary school for Indian boys in Suva and the Catholic Mission manages also four other assisted schools to which Indians are admitted. The Church of England Mission is concerned with educational work among the Indian children in Vanua Levu, and already has two assisted schools for Indians at Labasa, and is preparing to open several new schools there.

36. The Colonial Sugar Refining Company continued for 1928 the subsidy (of £125) which was begun in 1919–1920, and this amount was awarded to schools fulfilling the requirements of the Government regulations either primary or vernacular.

37. A number of Indian students have been trained as teachers during 1928, either at the Methodist Mission Training Institution at Davuilevu or with the Marist Brothers in Suva. Twenty Indian candidates for the Teachers' Examinations were trained by the Methodist Mission and of these four obtained the Third Class Certificate, three a partial pass for Third Class, two the Fourth Class Certificate and eight partial passes for Fourth Class. The Marist Brothers trained three Indian candidates and of these two received partial passes for Third Class Certificates. At the new Government Teacher Training School to be opened in 1929, there will be provision for a further number of Indian as well as of Fijian students.

38. The two Government scholarships for Indian pupils which were provided for during 1927, for Indian youths at Wanganui Technical School, New Zealand, were continued during 1928.

39. The Indian people in many districts continue to show keen interest in education and a number of schools have been established and maintained entirely at the cost of the local subscribers. The purpose of these efforts is worthy of praise though in some cases the results show

lack of knowledge of requirements and in some others the establishment of one school has resulted merely in taking away from an existing school close by pupils who were in any case being taught. With the establishment of an effective system of registration, advice and guidance can be given to the promotors of schools and much wasted effort can be avoided.

XII.—MISCELLANEOUS.

40. *Medical Inspection of Schools.*—Most of the Government schools were inspected by medical officers during the year, and the children were vaccinated against small-pox and typhoid. Medical inspection is free but not medical treatment except in cases of children in necessitous circumstances.

41. *Boy Scouts and Girl Guides.*—Satisfactory progress has been made during 1928 by the Fiji branch of the Boy Scouts' Association. New troops were formed and a troop of Girl Guides was formed in Suva in addition to the troop in Levuka. Mr. J. Caughley, M.A. was Chief Commissioner for Scouts in Fiji, in place of Mr. L. C. Collins who returned to Australia.

42. *Teachers' Reference Library.*—The library continues to be used fairly regularly by certain teachers in country schools. Recommendations for the purchase of additional reference books will be welcomed.

43. *School Forestry and Agricultural Schools.*—The Methodist Mission has agricultural schools at Lautoka and Ba, and the practical work has been continued during 1928. At each of the forty or more boarding schools for Fijians a large amount of planting of native food crops must necessarily be made in order to give the boarders their usual diet of vegetables. Many of these school plantations are excellently supervised and the pupils are well trained in modern methods of ploughing weeding, destruction of pests, &c.

44. *Navuso Agricultural School.*—The Government grant of £500 per annum to this Methodist Mission Agricultural School was continued during 1928. As the Government is paying also the rent of £300 per annum the total grant is now £800. During the year 1926 the Methodist Mission acquired ownership of the land. Satisfactory progress has been made at the school during 1928, and a number of students have now completed their three years' training and returned to their own districts. In the estimates for 1929 an additional grant of £250 was provided for to assist in the erection of further buildings.

45. *Empire Day.*—Empire Day was celebrated in 1928 by a large sports meeting for all the school children in Suva, who had a most enjoyable afternoon. An address was made by His Excellency the Governor and the "Recessional" was sung by the whole gathering, with an accompaniment by the band of the Fiji Defence Force.

46. *Cambridge Local Examinations.*—These examinations were held in December, 1928. Twenty-four candidates, all from the Catholic Mission Schools in Suva, took the examination, and two gained the School Certificate, two the Junior Certificate and twelve the Preliminary Certificate.

47. *New Zealand Education Department Examinations.*—These examinations were held in Fiji during November, 1928. Thirty candidates were entered from the Girls' Grammar School, the Boys' Grammar School and the Levuka Public School for the Standard VI Proficiency examination. All these pupils were successful. Besides these there were one successful candidate from St. Joseph's Convent, Suva, and one from the Rarawai Government School. These results are most satisfactory and indicate that the high standard of work done during previous years has been well maintained during the past year.

48. In addition to these four pupils from the Boys' Grammar School and five from the Girls' Grammar School passed the Public Service Entrance Examination, and three from the Boys' Grammar School passed the Matriculation Examination.

49. During 1928 the Department co-operated with the Medical Department as in previous years, and held educational examinations for the Native and Indian medical students, and for European probationary nurses.

50. *Registration.*—Up to the 31st December, 1928, 646 schools and 1,408 teachers had been registered under the provisions of Ordinance No. 6 of 1918. All certificates have been endorsed if the teachers concerned have been transferred to other schools. Of the 1,408 teachers there are 302 Europeans, 952 Fijians, 153 Indians and one Chinese, and of the total number there are 232 certificated teachers (including 70 Fiji certificates) and the remaining are uncertificated teachers. Twenty-nine Permits to Teach were issued and 12 schools were exempted from registration. No new schools were registered during 1928. Under the new Ordinance all schools and teachers will have to apply for registration anew, as the conditions of registrations are considerably altered and an examination of eligibility in each case under the new conditions is necessary. This examination will serve the very important purpose also of enabling the Department to make a complete review and classification of all the schools in the Colony and to furnish a fairly complete estimate of the relative value for education of each school and teacher.

J. CAUGHLEY,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORT OF THE VISITING INSPECTOR FROM NEW ZEALAND.
BOYS' GRAMMAR SCHOOL, SUVA.

1. The school is well organised and effectively managed. Accommodation is ample and the state of the premises both inside and out most commendable. A beginning has been made this year with Secondary Subjects in primary department Standard V, Standard VI, taking elementary French, Geometry and Algebra. These classes showed lively interest in the new work and were very responsive. In English, Arithmetic, Geography and Syllabus subjects—generally I found the previous high standard of effort and result well maintained.

2. In the Secondary Department the programmes are based on Public Service Entrance and University Matriculation (French) requirements. There are six candidates for the Public Service Entrance and three for Matriculation. This is a high percentage of the school roll and speaks well for the management and the quality of the instruction in this Department.

The Head Master and his staff are commended for a fine year's work.

F. H. BAKEWELL.

GIRLS' GRAMMAR SCHOOL, SUVA.

Organisation and management commended. Order, discipline and tone excellent. Attendance good. Schemes and work books approved. English (Standard V and Standard VI) specially commended. Work in Arithmetic very neat and accurate. Progress good in all subjects. Recommendations in regard to the accommodation are contained in a separate memorandum to the Director. A fine spirit of work exists throughout all Departments, the pupils being alert and responsive and their manner and behaviour excellent. Owing to building operations in the vicinity, the work of the school has been carried on under the most trying or rather harassing conditions, and the greater credit is therefore due to the excellent management which has maintained the standard of efficiency in such circumstances. A satisfactory beginning has been made with secondary subjects in Standard VI, and Standard V.

F. H. BAKEWELL.

LEVUKA PUBLIC SCHOOL.

Organisation and management commended; also order, discipline and tone. Good spirit of work in evidence among teachers and scholars both. Attendance good. Methods of instruction approved. Schemes of work and work-books deserve special mention—all adapted to the particular needs of a school of this type. Accommodation ample. The condition of outside offices is specially commended. The amount of ground in syllabus work covered to date, highly satisfactory. All classes responsive. Handwriting and setting out of work on a level with the best of our schools. Cookery and Woodwork form part of the programme of work. A good variety of kindergarten operations in Infant Department—Colour work, plasticine, modelling, paper folding, and carton work. The Proficiency candidates were tested in all subjects and gave promise of acquitting themselves with credit in December.

F. H. BAKEWELL.

ANNEXURE II.—A.

QUEEN VICTORIA SCHOOL, NASINU.—ANNUAL REPORT, 1928.

Attendance.—The roll of the school has averaged 83 and the percentage of attendance has been satisfactory.

Health.—On the whole the health of the boys has been exceptionally good. However in August when chicken-pox and measles were greatly prevalent in Suva, quite 75 per cent. of the boys had these complaints. Fortunately there were no very serious cases. The Chief Medical Officer inspected each boy individually about the end of October, and found nine boys suffering from bad teeth, three from ringworm, and four from scabies. There was one boy who was under nourished.

School Work.—School work generally has been very satisfactory. The boys are eager, willing, and industrious and there are exceptionally few boys who do not put forth their maximum effort at all times. English work generally is quite satisfactorily done and the insistence of the Masters upon distinctness is benefiting the boys' speech as well as aiding greatly the composition exercises. The Geometry and Designing work is well done and drawings of sketch maps, &c. in a rapid and systematic manner show care, neatness and general ability.

Planting.—About eight hours per week is devoted to the planting of school crops. In crops there were 3.1 acres planted with dalo, 9.5 acres planted with cassava, 1.5 acres planted with kumala, .25 acres planted with kawai and 4 acres planted with pineapples and bananas. The dry weather of the Spring caused great destruction to the dalo crop and the land had consequently to be replanted.

Ground Work.—Much work is necessary to keep the school grounds in a tidy, neat and satisfactory state. The approaches round the school need constant attention and over an hour's work before breakfast is performed here each day. Gardens have been planted at the entrance of the school and the growth in the various shrubs planted, will result in a great improvement. The playing grounds are large and to keep the grass in a suitable condition requires great effort on the boys' part.

Food.—About twenty tons of Fijian crops of kumala, dalo, kawai, cassava, pineapples and bananas were consumed during the year.

Cattle.—Five bullocks were sold during the year in order that a pair of working bullocks might be obtained. These have now been purchased and the boys are being taught the utility of ploughing the land. At the close of the year the school cows numbered nine. As the paddocks require about four miles of fencing, there is constantly a fencing squad at work.

Sports.—All the boys in the school take part in the activities of sports. Football, both association and rugby, is played during the cooler weather and cricket during the Summer.

Other Items.—During the course of the year six boys have entered the Central Medical School in Suva in order to train for native medical practitioners—three boys the Public Works Department at Suva and one boy as a student teacher.

Two boys in February last went to New Zealand for higher education at the Wanganui Technical School.

In August last the Japanese Officers Training Fleet during their stay at Suva were entertained by the boys and they were interested in the various dances, ceremonies, mekes, &c., performed by the pupils.

Conclusion.—To the members of the staff I tender my sincere thanks for their willing and able co-operation during the course of the year.

PERCY E. WARNER,

Head Master.

16th December, 1928.

ANNEXURE II.—B.

BOYS' GRAMMAR SCHOOL, SUVA.—ANNUAL REPORT, 1928.

Attendance.—The roll number at present is 109 including 37 boarders. This represents an increase of 11 upon the roll number for 1927. The attendance throughout the year has been very regular, the high average of approximately 96 per cent. having been maintained. Twenty-one pupils have not missed a single day and eight others have qualified for attendance certificates for not having been absent more than five half days throughout the year.

Accommodation.—I have again to draw attention to the inadequacy of the accommodation provided at the school, particularly for boarders. As in 1926 and 1927 I have had this year to refuse several applications for boarding accommodation. At the present time thirteen names are on the "waiting" list for 1929 and only seven of the present are leaving. No common room is provided for the boarders nor is there a cloak room either for day pupils or for boarders.

Inspection.—Mr. F. H. Bakewell M.A., made his annual inspection of the school in September. His report of the work of the school has already been published.

Examinations.—At the end of last year one candidate was presented for matriculation, seven for the New Zealand Public Service Examination, and nine for the Standard VI Proficiency Examination, and all were successful. The passes in the second of these examinations can be considered particularly meritorious. One of the candidates, Charles Leleu, gained 27th place among over 1,100 successful candidates, though at the time of the examination he was recovering from the effects of a broken leg and was still a patient at the hospital. Another, Philip Brierley, gained 67th place, and the lowest candidate filled the 450th place. Three of the candidates had covered the two years' programme of work required for this examination in one year. These results reflect the greatest credit upon the teacher mainly responsible, Mr. Thomas, and also indicate clearly that our local boys can hold their own with their fellows in New Zealand.

Scholarships.—Two local scholarships, each to the value of £20 plus free books and stationery, were awarded this year, one to Philip Brierley (the winner, Charles Leleu, having left the Colony) and the other to William Gatward.

Dux.—The Dux Prize has been gained by Thomas Gatward, brother of the Dux of last year.

Special Prizes.—A special prize, donated by Mr. J. Caughley, Director of Education, for English, was won by Leslie Keys. Another prize, kindly donated by Mr. L. Bentley, to Standard VI for spelling, was won by Thomas Strickland.

On this, the last occasion when His Excellency the Governor will officiate at our annual breakup, we should like to convey to His Excellency our sincere wish that he may long be spared to enjoy his retirement from the arduous duties of his onerous post. We regret that we are unable to convey personally to Lady Hutson similar good wishes and we respectfully ask that His Excellency will do so on our behalf.

In conclusion I wish to thank the members of my staff for their loyal assistance in carrying out the years' work, and the parents and friends for their co-operation, especially their generous contributions to the prize fund for the Annual Sports.

D. T. McCORMICK,

Head Master.

11th December, 1928.

ANNEXURE II.—C.

GIRLS' GRAMMAR SCHOOL, SUVA.—ANNUAL REPORT, 1928.

Roll.—The school reopened after the summer vacation on February 20th, with a roll of 162, which has since increased to the record number of 214, an increase of over 80 per cent. on the roll number for 1924. Of this number 23 are in the Secondary Department and 81 in the infant department. The attendance during the year has been very good indeed, reaching the average of 92·2 per cent.

Accommodation.—Miss Dunn assumed her duties as Secondary Assistant in June, and the new class room was opened in September. The class-rooms are however still over-crowded.

Examinations.—Three candidates were presented for the New Zealand Matriculation Examination at the end of 1927, and of these two, Yvonne Brierley and Joan Warren, received a pass. Yvonne Brierley, as a result of the examination, won the Scholarship given by the Fiji Government, and is now taking the Arts Course at the Sydney University.

Of the thirteen candidates presented for the Standard VI Proficiency Certificate Examination held in December of last year, all were successful. This year we have presented ten candidates for the New Zealand Public Service Entrance Examination, and sixteen for the Proficiency Examination.

Dux Cup.—There was a "tie" for the honour of holding the Dux Cup this year, Ruth Findlay and Hope Downes obtaining an equal average of marks on the half-yearly and annual examinations, so it was decided to have both names inscribed on the cup, each girl to hold it for six months, and to be presented with a special prize.

Cookery Classes.—These classes for Standards V, VI, and VII have been continued during the year at Mount Pleasant under the capable teaching of Mrs. Bailey. Splendid work was done by the girls, who entertained His Excellency the Governor and the members of the Board of Education to afternoon tea at the close of the second term.

Inspection.—In September the annual inspection was conducted by Mr. F. H. Bakewell, M.A., of Wellington, who reported most favourably upon the work of the school. His report has been already published.

Sports.—The Annual Sports were held in September, resulting in Amy Beddows winning the Senior Cup for the third time in succession, and Jean Macindoe the Junior Cup.

Hockey was again played during the middle term, and the school team succeeded in wresting the much-coveted Swann Cup from the Senior teams in the Association Competitions.

Basket-ball has been most enthusiastically played this term, four matches having been played against the Convent, and interform matches being also played. The long spell of fine weather is responsible for the enthusiasm shown.

The tennis court is to be top-dressed and put into repair during the holidays, and will, I hope, be ready for play when school resumes in February.

In conclusion I wish to thank all those who so generously contributed to the sports funds during the year, and to my staff I tender my sincere thanks for their unfailing loyalty and support in the carrying on of the work and games of the school.

K. P. WILLS, B.A.,
Head Mistress.

11th December, 1928.

ANNEXURE II.—D.

LEVUKA PUBLIC SCHOOL.—ANNUAL REPORT, 1928.

Attendance.—The present roll number is 152. The average attendance for the year was 87 per cent.

Technical.—Classes in Domestic Science and Woodwork have been continued with excellent results.

Games.—The school has been exceptionally successful in all branches of Sport this year. The Football and Cricket teams have had an unbroken series of victories in their local matches. Swimming has also been practised regularly under the supervision of members of the staff, whose constant interest in the various games of the children has been a vital factor in the management and discipline of the school.

Examinations.—On the 18th and 19th September, Mr. F. H. Bakewell, M.A., examined the school. The results of the 1927 Proficiency examination were received in January, the six candidates who sat were successful and all of them continued at the school for further tuition. This year five candidates sat for the examination on November 20th.

Boarding Establishment.—Three teachers and 22 children were accommodated this year. The children have been in excellent health throughout the year, and have benefited greatly from the regular life and constant supervision in an institution of this kind. The matron, Mrs. V. P. Reece, resigned in December, and the Head Master and his wife will take complete charge of the Boarding Establishment at the beginning of next year.

General.—In conclusion I wish to thank members of the School Committee, parents and friends for their kindly interest and assistance, and the staff of the school whose loyalty and earnestness have been responsible for a very successful year under the happiest of conditions.

WILLIAM O'CONNOR,
Head Master.

18th December, 1928.

ANNEXURE II.—E.

LAU PROVINCIAL SCHOOL, LAKEBA.—ANNUAL REPORT, 1928.

Staff.—The staff at the end of the year, besides myself, is:—Osea Naibavu, Lepani Cavu, Native Assistants, and Lorima Sautu, Manual Instructor and Assistant Master. I have not been able to replace Apisa as Pupil Teacher, having no suitable senior scholar to take his place.

His Excellency the Governor having been pleased to accept my resignation, tendered on account of advancing years and impaired health, my service under the Government terminates to-day. Mr. Thomas Mason, of the Queen Victoria School, takes over, as Acting Head Master, my duties from January 1st, 1929.

Roll and Attendance.—There are 48 boys on the register at the close of the year, including 3 day-boys. The highest number was 62 (including 6 day-boys) in February, and the lowest 48 from October to December, the average for the year being 53·3—49 boarders, 4·3 day-boys. 21 boys left the school and ten entered. A number of new scholars are to enter early next year.

Health.—The general health of the school has been very good. All the boys and native staff were very carefully medically examined in August, by Dr. R. Stuppel, District Medical Officer. He at my request looked specially for signs of any further cases of leprosy, but I am glad to say he detected none.

Nasinu Scholarship.—For the third successive year a boy under 14 has been selected for a free scholarship at the Queen Victoria School. Two boys paying the ordinary fees also went on to that school at the beginning of the year.

Manual Instruction.—Standards III and II have had an hour's manual instruction twice a week, and Standard I once for part of the year and twice for the remainder. Besides being taught to make various joints, &c., they have done all the minor repairs required to furniture, &c., and also a number of small concrete jobs as required.

Cattle.—The school has six milking cows. These were recently inspected by Mr. Turbet, Government Veterinary Officer, who declared them to be healthy and fair average animals.

Food Supplies.—There has been an adequate supply of native vegetables from the school gardens most of the year.

General.—On this, the eve of my severing my connection of over ten years with the Lau Provincial School, I wish to emphasise my pleasant indebtedness to the Roko Tui Lau in particular, and to all the other native provincial officials I have come in contact with, for the active and cordial interest in and help given to the School and to myself personally, not only for the past year but for the whole of my service here. Without this the post at this isolated station would be a difficult one, with it, I have found it a constant pleasure to be here.

The various gentlemen, too, who have been District Commissioners of Lau in my time have all shown a kind and most helpful interest in the school, not least so, this year, Mr. C. S. Reay and Dr. Stuppel the present holder of the position.

CHARLES J. HASKOLL,
Head Master.

31st December, 1928.

ANNEXURE II.—F.

PROVINCIAL SCHOOL NORTHERN, TAVEUNI.—ANNUAL REPORT, 1928.

Attendance.—School opened with a roll of 23 and closed with 67. The average attendance was 61·6; some of the boys did not return from the Christmas vacation till the end of June.

Health.—The health of the pupils has been good. One teacher and four boys have been in hospital for minor operations. The whole school was vaccinated during the year, also a complete inspection was held by the District Medical Officer, at the beginning of the year.

School Work.—Good progress has been made throughout the year. Special attention has been given to English, both oral and written, and all standards are using continuous readers in addition to their ordinary readers. Three boys sat for the Class IV Teachers' Examination.

Manual Instruction.—Splendid work has been done by Standards III and IV in the workshop throughout the year. Articles includes, chairs, stools, cupboards, meat safes, tables.

Buildings.—Repairs to residence and dormitories were done by the senior boys during the term holidays.

Gardens.—Regular quantities of tapioca, kumala, yams and dalo were planted, thereby giving a liberal supply throughout the year. Besides these, bananas, oranges, mandarines, bread fruit trees were planted on Arbor Days. A small amount of European vegetables were also supplied.

Cattle.—There are at present 4 cows, 1 bull, 2 calves. Four steers were sold and another cow will be purchased with the proceeds. A good supply of milk has been had during the year with butter for some months. One cow and a calf died.

Visit.—Mr. A. L. Armstrong, Assistant Secretary for Native Affairs, paid a visit to the school on October 20th.

General.—I have pleasure in recording my appreciation of the industry of the Native Assistants both in and out of school. Of the help given by the Rokos of the three Provinces, and the kindly interest shown and help given by each successive District Commissioner and District Medical Officer.

B. W. TAYLOR,
Head Master.

17th December, 1928.

ANNEXURE II.—G.

PROVINCIAL SCHOOL EASTERN, LODONI.—ANNUAL REPORT, 1928.

Staff.—Head Master, D. Saunders, First Assistant, Jope Loloma, Second Assistant, Taitusi Rasoki, Manual Instructor, Josaia Vatucicila. The two assistants took up duties at the beginning of the year taking the places of Jekope Domona and Henry Tuidraka.

Roll and Attendance.—The average roll number was 95 and the maximum roll was reached in June and July when there were 100 boys in the school. The aggregate attendance for 40½ half-days was 36,638 giving an average attendance of 90·6

Health.—We have had another exceptionally good year as regards health. We have been most fortunate in having a trained white nurse in the neighbouring village during the greater part of the year who has always been most willing to render assistance. About 25 boys have been inoculated for yaws, and soki, mostly new boys, and in every case the treatment has been most effective. At the beginning of the year a boy who came back sick was later removed to hospital suspected of typhoid but this was the only serious sickness experienced throughout the year.

School Work.—Good progress has been in evidence throughout the year. A much higher standard of work has been obtained in the lower school this year due to the improvement made in the native staff by the appointment of the new first assistant and the replacing of a pupil teacher by a second assistant. The English especially has been vastly improved. Regular instruction has been given in methods of teaching for the benefit of the native teachers who have shown a keen desire to improve their teaching. Already 15 of the senior boys who have passed through Standard 3 and 4 have made application to enter schools for higher education. Five boys who sat the Queen Victoria School Examination for entry have been accepted for next year. One is to hold the Government Scholarship. Eleven other boys are seeking to enter the Technical Classes at Davuilevu.

Planting.—A very considerable amount of work has been carried out this year in the clearing of bush land for cropping. Many acres have been cleared and planted in tapioca as a cover to prevent it going back to Cester's Curse. These crops have been most useful during the dry months when thousands of our dalos failed. Ample food has been available and during December we have been drawing on the native crops on alternate days for three meals per day. This year the planting of breadfruit and citrus trees has been continued but owing to the dry spell we have not had the success we had last year. At present the gardens are in a very satisfactory condition and there is every prospect of their providing ample food for many months next year.

Cattle.—The school herd consists of 7 milking cows 3 steers and 6 heifers. Three steers have been killed during the year for food. All the calves have been successfully reared and we have been fortunate in having 4 heifer calves. They are all in the very best of condition having been hand fed during the drought and herded along the banks of the stream. A continuous supply of milk and butter has been obtained all year.

Buildings.—During May the timber for a floor in the Lomaiviti Dormitory was provided by the people of that district and the work was carried out by the senior boys. In November the school buildings were painted inside and out.

Manual Instruction.—The presence of a workshop has been most beneficial to the school in many ways. It has been the cause of creating a strong desire in many of the senior boys to enter higher technical courses which fact in itself should recommend the continuance and extension of this type of instruction in Provincial Schools. The work has been of a most practical kind and has been closely correlated with design and plan work. A number of native "framework and iron roof" houses have been constructed for people in the neighbouring villages. Also a large number of useful articles of furniture have been made. Five classes of eight boys were given 3 hours per week and one special class of 6 boys were given 3 hours daily. These latter boys were capable of doing very satisfactory work.

General.—I have pleasure in recording the valuable assistance rendered by the members of the staff. Especially of the First Assistant Jope Loloma who has been a most devoted worker in all branches of school work. I am also most grateful to Mr. A. J. Armstrong, District Commissioner, Tailevu, Mr. J. Stuart, District Commissioner, Lomaiviti for their kindly interest in the school and regret that we are to lose both these valued helpers next year. For the help given by the Roko Tui Ra and the Bulis of the various districts I would like to express my sincere thanks and hope that they will continue to interest themselves in the welfare of the school.

D. SAUNDERS,
Head Master.

17th December, 1928.

ANNEXURE II.—H.

PROVINCIAL SCHOOL, KADAVU.—ANNUAL REPORT, 1928.

Staff.—Head Master, S. H. Thomas; First Assistant, Robert T. Osborne, Second Assistant, Masitabua Drauna, Manual Instructor, Tomu Lawaniyasana.

Roll and Attendance.—School opened with a roll of 72. Of these 58 were boarders and 14 day boys. Roll at end of year 70. The aggregate attendance for 390 half days was 26,737 giving an average of 69.

Health.—Monthly examinations have been held by the native medical practitioner. The general health has been good. A slight outbreak of measles and influenza occurred in September, necessitating the removal of several boys to the local hospital. Earlier in June chicken-pox was very prevalent.

Agriculture.—Theoretical agriculture has been taken in school, and the principles learned applied to the school gardens. A considerable amount of planting has been done and about two acres of bush cleared. Tapioca and dalo are the main crops here. Owing to the poorness of the soil, the crops have been failures and the districts have been supplying the native vegetables for some months. The production of vegetables will be a problem next year, as most of the gardens are exhausted, and no suitable planting ground is available within easy distance of the school. Manuring is out of the question owing to the configuration of the land.

School.—Satisfactory progress has been made in all subjects throughout the year. The results at the annual examination show evidence of diligent work of the part of both pupils and staff. The manual classes have made various articles of furniture for the school and for sale, as well as carrying out repair work. This year elementary plumbing was introduced and the senior boys are now fairly proficient in pipe work.

In January a senior boy passed the entrance examination for the Medical School and has been in residence since. One boy entered the Davuilevu technical school, while five boys are going on to Queen Victoria School next year, one on a Government scholarship and four as paying pupils.

During the year a bugle band was formed. It has had a beneficial effect on the tone and *esprit de corps* of the school.

Visits.—The school was visited in February by His Excellency A. W. Seymour, Acting Governor, and party.

Appreciation.—In conclusion I wish to record my appreciation of the interest taken in the school by the Roko Tui Kadavu, and the Bulis of the districts.

10th December, 1928.

S. H. THOMAS,
Head Master.

ANNEXURE II.—I.

PROVINCIAL SCHOOL WESTERN, NADI.—ANNUAL REPORT, 1928.

Staff.—I assumed duty as Head Master on January 23rd. The staff throughout the year consisted of:—First Assistant, I. Rokowaqa, Second Assistant, E. Tupua, Manual Instructor, S. Vuda.

Roll.—The average roll was 79.5 with an average attendance of 75.2. The school was open for 404 half days.

Health.—Twenty-four pupils were absent for periods from a week to three months with chicken-pox. Except for this, the health in general was very good. All pupils were inoculated against typhoid and vaccinated.

School Work.—Satisfactory work has been done in all classes. Special attention has been paid to writing and arithmetic. Speed and accuracy have improved in every case although none is yet up to standard. In Standards III and IV agriculture was correlated with the practical work done in cane growing.

Athletics.—All pupils have received instruction in physical drill throughout the year. Cricket has been played consistently, the school winning four and losing one match. A spear and fan dance was learned.

Gardens.—Owing to the dryness of the season and the poor soil the gardens have given poor results. Five acres of cassava and two of taro failed completely. Coral sand has been applied in an attempt to improve the soil.

Cane Project.—22.5 acres of cane growing land has been leased from the Colonial Sugar Refining Company, with a view to teaching the pupils practical agriculture. Owing to a dry season, our only crop, four acres of ratoons, was a comparative failure, the returns showing a profit of £3 10s. only after rent and all working expenses had been paid. At this date, we have 4.6 acres under plant cane, 8.5 under first ratoons, 2 under second ratoons, 5 under bean and 2.5 being prepared to plant in bean. The pupils have had practice in all work connected with cane growing and in looking after horses.

Appreciation.—I wish to express my appreciation of the industry and loyalty of the assistant masters. Our thanks are due to the Provincial Commissioner, Nadi, Mr. R. N. Caldwell, for his interest and assistance. We have also to thank the natives of Nadi, Nadroga and Colo West for substantial contributions to our Sports Fund.

17th December, 1928.

JAMES RUSSELL,
Head Master,

ANNEXURE II.—J.

PROVINCIAL SCHOOL SOUTHERN, SAWANI.—ANNUAL REPORT, 1928.

Staff.—Head Master, A. A. Thomson: Assistants, Sairusi Natuna, Orisi Narokete, Kimione Biunaiwai, Manual Instructor, Eveli Lobaloba.

Roll and Attendance.—The average number on the roll was 94.7 and the average attendance was 92. The year ends with a roll number of 91.

Health.—This has been remarkably good. There has been little sickness with the exception of a mild outbreak of measles. The whole school was vaccinated, and inoculated against typhoid. The District Medical Officer made a thorough examination of the boys in June and reported very favourably on their health and clean skins.

School Work.—Good progress has been made by all classes. Standards III, II and I are making regular use of continuous readers. These boys also receive instruction in woodwork. The senior boys have done excellent woodwork and successfully exhibited their work at the Suva Show.

Gardening.—During the year new ground has been cleared and planted. A new area has been leased across the river and already 4½ acres have been cleared of Kester's Curse and 3 acres have been fenced in and planted. As this land is flat, we will be able to give the seniors instruction in ploughing and carry out agricultural experiments.

During the year 10,000 tapioca and 8,000 dalo have been planted and 1,500 kumalas. Owing to the drought little planting could be done in the latter part of the year.

Grounds and Buildings.—The play-ground has been completed. The ornamental gardens have been well cared for and improved. Two dormitories have had concrete floors put in by the boys themselves and the dining-room and the workshop have also been floored. The workshop has also been walled in timber instead of reeds.

Games and Drill.—Drill has been carried out regularly throughout the year and has received a great impetus through the formation of a fife and drum band. Football has been played regularly and visits have been received and returned from Queen Victoria School and the school from Bau. On October 13th a very successful Sports Meeting was held.

Visits.—His Excellency the Governor paid a short visit to the school in June. We were also visited by a committee of chiefs representing the five provinces, who seemed very impressed with the progress made by the boys.

Appreciation.—I wish to express my appreciation of the work of my staff. I would like also to record my appreciation of the valuable assistance rendered to me by the Provincial Commissioners of the Provinces of Rewa, Serua, Namosi, Naitasiri and Colo East.

A. A. THOMSON,
Head Master.

20th December, 1928.

ANNEXURE II.—K.

RARAWAI GOVERNMENT SCHOOL, BA.—ANNUAL REPORT, 1928.

Staff.—The school opened on April 10th with a newly appointed staff of headmistress and assistant mistress, Miss I. M. Boleyn and Miss M. M. Grant, respectively.

Roll.—The average roll for the year has been 48.

Attendance.—The average for the year was 40.78. Two children gained attendance prizes, one not having missed a single half day, and one having missed four half days during the year. Influenza and measles were prevalent towards the end of the year.

Special Prizes.—The school is indebted to various residents for special prizes for attendance, sewing, progress and good influence. Prizes were given out by Mr. G. H. Allen on December 14th, which was the closing day of the school year.

Buildings.—The Colonial Sugar Refining Company has kept the school buildings in a good state of repair during the year. It has also promised to build a bure as an open air classroom and a play-house for the wet weather. The children are fortunate in being accorded free use of the Company's swimming baths, and the very fine cricket ground, which is much appreciated.

I. M. BOLEYN,
Head Mistress.

15th December, 1928.

ANNEXURE II.—L.

NATABUA INDIAN SCHOOL, LAUTOKA.—ANNUAL REPORT, 1928.

Roll and Attendance.—The school opened for 423 half days from the 30th January to the 14th December during the year. The number on roll was 41 on the first day and 57 on the last day and the daily average attendance for the year was 48. The average for 1926 and 1927 was 27 and 36 respectively.

Subscriptions Raised.—We collected a sum of £1 5s. for the benefit of the widows of the victims of the Walu Bay accident and sent it to the Secretary for Indian Affairs on the 31st August. Like previous years, we again collected money for the benefit of the lepers at Makogai and sent a sum of £1 13s. on the 26th November to Makogai.

Empire Day.—This was celebrated as usual and the proceedings were especially lively this year on account of the inter-school sports competition in connection with the A. J. C. Patel Brothers' Sports Cup held this day at the school.

Visits.—Visits to the school during the year have been made by His Excellency the Governor on the 19th October, when he came to Natabua to make final arrangements for adding to the establishment in order to convert it into a Teachers' Training School for Indian Boys, and by the Director of Education, the Secretary for Indian Affairs, the Auditors, the Board of Survey on various occasions and by Mr. R. Stebbins, the District Scoutmaster, on the 28th November, to make arrangements for the establishment of a scout group at the school.

School Work.—English, Hindi, Urdu and Tamil have been taught as in the previous years. Work done during the year was satisfactory and the Director of Education was very pleased with the way in which it was carried on, when he visited the school on the 8th February. Manzur Beg, a pupil of this school, appeared in the entrance examination for medical students at Suva, in December last, and passed and is now under training as an Indian medical practitioner in the Central Medical School, Suva, and I understand that he is doing well.

Agricultural Work.—This work was carried on this year also and it is hoped that it will be very earnestly taken up by many pupils next year when the boarding establishment is attached to the school.

Sports.—Cricket and Football have been played during the year but not regularly. Drill has been practised generally regularly throughout the year.

Prize Day.—This was celebrated on the 14th December when Mr. Monckton presented the prizes to the school pupils and the school closed for the Xmas holidays.

Thanks.—I am very glad to express my thanks to all who have helped us in our work during the year and especially to Mr. H. C. Monckton, the District Commissioner, Lautoka, who has taken a keen interest in our work since his arrival in the district.

S. DILDAR ALI SHAH,

15th December, 1928.

Head Master.

ANNEXURE II.—M.

KOROVOU SCHOOL, TAILEVU.—ANNUAL REPORT, 1928.

Opening of School and Attendance.—The school opened on 6th November, with 11 names on the roll, 9 being boys and 2 girls. The attendance was good until about two weeks ago.

Progress.—Owing to most of the pupils not being able to attend school before, they are rather backward and so progress is not great at present. The children all show an interest in their work and I am hoping for good results next year.

School Manager.—Thanks are due to Mr. George Harness for the enthusiasm he has shown in all matters connected with the school. Mrs. Harness senior has very kindly consented to lend us her piano, which should be a great help towards the singing lessons.

Christmas Vacation.—The school closed on the 11th December for the Christmas holidays. A Christmas Tree (to which others not directly interested in the school, as well as parents have donated) is to be held in the school building on Christmas Eve. The collections amounted to £10 5s. so we hope to be able to give the children of the school and district a very happy time.

E. C. MILLER,

18th December, 1928.

Head Mistress.

ANNEXURE III.

CORRESPONDENCE CLASSES.—ANNUAL REPORT, 1928.

The Correspondence Classes opened on February 1st, 1928, with 9 pupils. Of these, 7 were continuing from the previous year, and 2 were new pupils. Later 2 other pupils, who had belonged to the classes previously, rejoined, and 16 new pupils have since joined making the present total of 27. Of these 16, four are probationer nurses at the Colonial War Memorial Hospital who are having special tuition for their Nurses Educational Examination.

As far as possible the Correspondence Classes have been conducted on the lines laid down by Mrs. Hoodless, and, for the most part, the pupils' work has been very satisfactory.

Examinations in all classes in all subjects were held in June, and reports were sent to the parents. The examinations were followed by a fortnight's holiday for the pupils, several of whom were regraded, and new work for the second half year was accordingly prepared and sent out.

I. S. ARMSTRONG,

Supervisor.

ANNEXURE IV.
RETURN OF ASSISTED PRIMARY SCHOOLS, 1928.

Assisted Primary Schools.	Manager.	Average No. on Roll.	Average Monthly Attendance.
<i>Methodist Mission Schools.</i>			
1. Dilkusha Boys (Indian)	Rev. L. M. Thompson, M.A.	65	53
2. Dilkusha Girls (Indian)	Rev. L. M. Thompson, M.A.	67	43
3. Vuci (Indian)	Rev. L. M. Thompson, M.A.	82	69
4. Nausori (Indian)	Rev. L. M. Thompson, M.A.	50	41
5. Suva Boys (Indian and Fijian)	Rev. G. H. Findlay, M.A.	269	206
6. Indian Girls (Suva)	Rev. G. H. Findlay, M.A.	45	30
7. Navua (Indian)	Rev. G. H. Findlay, M.A.	57	44
8. Rarawai (Indian)	Rev. N. Wright	40	29
9. Lautoka Boys (Indian)	Rev. F. L. Nunn	86	62
10. Lautoka Girls (Indian)	Rev. F. L. Nunn	43	26
11. Nasigatoka (Indian)	Rev. F. L. Nunn	47	36
12. Wainibokasi (Indian)	Rev. L. M. Thompson, M.A.	26	21
13. Butt Street, Suva (Fijian)	Rev. R. L. McDonald	78	54
14. Rewa Central (Fijian)	Rev. R. L. McDonald	173	146
15. Vunitivi, Ba (Fijian)	Rev. A. D. Lelean	84	64
16. Matavelo, Ba (Fijian)	Rev. A. D. Lelean	193	148
<i>Catholic Mission Schools.</i>			
17. Naililili (Fijian), Rewa	Rev. Father Buret	140	123
18. Cawaci (Fijian), Levuka	Rev. Father Lahaye	123	113
19. Delailagi (Fijian), Ba	Rev. Father J. Nicolas	121	117
20. Marist Brothers, Suva (Indian)	Rev. Brother Alphonsus	285	231
21. St. Anne's, Suva (Mixed Races)	Rev. Mother Superior, Suva	172	123
22. Sacred Heart, Levuka (Mixed Races)	Rev. Mother Superior, Levuka	89	75
23. St. Thomas, Lautoka (Mix. Races)	Rev. Mother Benedict, Lautoka	83	64
<i>Anglican Mission Schools.</i>			
24. All Saints (Indian), Labasa	Rev. H. A. Favell	64	47
<i>Private Schools.</i>			
25. Nausori (C.S.R. Co.), European	Manager, C.S.R. Co., Rewa	26	24
26. Lautoka (C.S.R. Co.), European	Manager, C.S.R. Co., Lautoka	37	22
27. Sabeto (Indian)	Dr. A. D. Sagayam, Nadi	84	51
28. Nadi (Indian)	Dr. A. D. Sagayam, Nadi	184	121
29. Gurukula, Lautoka (Indian)	Secretary, Arya Pratinidhi Sabha	125	84
30. Kasavu, Savusavu (European)	H. Stuart-Forbes, Esq.	41	40
31. Muanicula, Savusavu (European)	W. Chapman, Esq.	52	47
<i>Province Schools.</i>			
32. Colo North Province School	District Commissioner, Colo North	71	64
Total		3,102	2,418

ANNEXURE V.

RETURN OF ASSISTED VERNACULAR SCHOOLS, 1928.

Assisted Vernacular Schools.	Manager.	Average No. on Roll.	Average Monthly Attendance.
<i>Provincial Schools.</i>			
1. Colo East Province	District Commissioner	37	35
2. Bua Province	Roko Tui Bua	77	77
<i>Indian Private Schools.</i>			
3. Wairuku, Ra	The Hon. Badri Mahraj	51	36
4. Navua	D.C., Navua (for Indian Committee)	87	63
5. Vatulaulau, Ba	Mr. Ramphal Singh, Ba	46	32
6. Votualevu, Nadi	Dr. A. D. Sagayam	61	47
7. Naidu's, Lautoka	Mr. M. N. Naidu, Lautoka	82	64
8. Drasa, Lautoka	Mr. Randhir Dingh, Lautoka	43	32
9. Deshbandhu, Lautoka	Mr. B. N. Ramjiawan, Lautoka	59	30
10. Veiseisei (Girls), Lautoka	Mr. Sheonandan, Tewari, Lautoka	41	36
11. Sanatan Dharma, Labasa	Mr. Sheonandan, Labasa	46	44
12. Tausa, Viria, Rewa	Mr. Chattar Singh, Viria	29	25
13. Hidayat-Ul-Islam, Nausori	President, Fiji Muslim League, Suva	43	35
<i>Anglican Mission.</i>			
14. St. Mary's, Labasa (Indian)	Rev. H. A. Favell	21	16
<i>Catholic Mission Schools.</i>			
15. Wairiki, Taveuni (Fijian)	Rev. Father F. Dupont	65	59
16. Nabala, Macuata (Indian)	Rev. Father Villaine	53	53
17. St. Theresa, Ba (Indian)	Rev. Father J. Nicolas	69	55
<i>Methodist Mission Schools.</i>			
18. Namara, Bau (Fijian)	The Rev. T. N. Deller	76	69
19. Richmond, Kadavu (Fijian)	The Rev. S. Albon	70	63
20. Tavuki, Kadavu (Fijian)	The Rev. S. Albon	97	89
21. Naceva, Kadavu (Fijian)	The Rev. S. Albon	103	97
22. Namuana, Kadavu (Fijian)	The Rev. S. Albon	51	48
23. Noco, Rewa (Fijian)	The Rev. R. L. McDonald	133	127
24. Deuba, Serua (Fijian)	The Rev. R. L. McDonald	61	55
25. Serua, Serua (Fijian)	The Rev. R. L. McDonald	61	52
26. Cautata, Tailevu (Fijian)	The Rev. T. N. Deller	99	89
27. Nasigatoka, Nadroga (Fijian)	The Rev. R. H. Green	106	98
28. Cuyu, Nadroga (Fijian)	The Rev. R. H. Green	51	44
29. Vatulele, Nadroga (Fijian)	The Rev. R. H. Green	77	70
30. Mavua, Colo West (Fijian)	The Rev. R. H. Green	56	47
31. Lomawai, Nadroga (Fijian)	The Rev. R. H. Green	80	76
32. *Beqa	The Rev. R. L. McDonald	56	50
33. *Nakelo, Tailevu (Fijian)	The Rev. T. N. Deller	105	82
34. *Levuka (Fijian)	The Rev. W. Green	80	56
35. Wailailai, Ba (Indian)	Rev. N. Wright	44	36
36. Levuka (Indian)	Rev. G. H. Findlay, M.A.	26	23
Total		2,332	1,970

* These three schools have not been officially admitted to grants-in-aid—*vide* section VI of the Annual Report.

ANNEXURE VI.

BOARD OF EDUCATION, 1928.

The Director of Education, Chairman.
The Secretary for Native Affairs.
The Secretary for Indian Affairs.
The Venerable W. J. Hands, L.Th., Archdeacon of Fiji.
The Reverend Brother Augustine.
The Reverend L. M. Thompson, M.A.
J. H. H. Millet, Esq.
Ratu Popi Seniloli.
Mr. Hakim Din, B.A., B.T. (resigned in October, 1928).
The Assistant Director of Education, Secretary.

SUVA SCHOOL COMMITTEE, 1928.

Dr. P. H. Harper, Chairman.
J. H. H. Millett, Esq.
J. Herrick, Esq.
D. W. Amos, Esq.
A. W. SMALL, Esq.,
Secretary.

LEVUKA SCHOOL COMMITTEE, 1928.

J. Stuart, Esq., District Commissioner, Chairman.
R. W. Robinson, Esq.
H. R. Greening, Esq.
H. F. Heycock, Esq.
E. A. Meredith, Esq.
W. CARRUTHERS, Esq.,
Secretary.

1930.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 86.

M.P. 2356/30.

Education Department

(REPORT ON, FOR THE YEAR 1929.)

Laid on the Table, 14 October, 1930.

THE DIRECTOR OF EDUCATION TO THE HON. ACTING COLONIAL SECRETARY.

Education Office,

Suva, 17th September, 1930.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1929.

I.—REORGANISATION.

2. Probably the most important educational feature of the year was the passing of the Education Ordinance, No. 1 of 1929, followed by the entire re-casting of all the regulations previously in force so as to comply with and bring into effect the provisions of the new Ordinance. Much of the Education Ordinance of 1916, with necessary amendments, was incorporated in the new Ordinance, but the sections of the Ordinance of 1916 providing for the levying of Education Rates were not included, the intention being to frame a separate Ordinance dealing with Education rating. The main features of the new Ordinance are as follows:—

- (a) a number of modifications of the power of the Board of Education consequent on its reconstruction under Ordinance No. 25 of 1926. As the Board now consists of three official and six unofficial members instead of the Governor, Members of Executive Council and five other members as previously, it was found necessary to limit the powers of the new Board as compared with those exercised by the much more authoritative body which previously directed the administration of education;
- (b) conditions for the registration of schools and teachers were cleared of many difficulties and anomalies which had hindered the systematic registration and grading of schools and teachers;
- (c) broad general statements of policy were included with regard to the form of instruction in schools and of the conduct and management of the same.

The Ordinance was passed in March of 1929 and was brought into effect by a proclamation on the 1st September of the same year. During the interval, the Director with the Board of Education gave considerable time and consideration to drafting the many and varied sets of regulations which would be required under the new Ordinance. These were therefore nearly all ready for submission to Executive Council for approval when the Ordinance was brought into operation. As the Board had among its members representatives of three Missionary Bodies, together with an official and an unofficial representative of each of the Native and Indian races, as well as a layman representing general interests, and as the regulations finally framed by the Board were carried with general unanimity, there appear to be good grounds for believing that they will meet with general acceptance.

In framing regulations for the registration or recognition of teachers and schools and for the award of grants-in-aid to Assisted Schools, special care was taken to fix for the meantime very elementary standards of qualification and even then to provide a fair amount of elasticity during the period of transition or of the establishment of the new order of registration.

It was felt highly desirable to fix some standard of qualification in each of these cases even if it were a low one, so as to set teachers and managers of schools some goal easily within their reach, to which it was desired that those who were below the standard should endeavour to rise. The same remarks apply to the very simple course of instruction approved by the Board for use in elementary non-European schools.

An endeavour was also made to ensure that the regulations should not merely regulate or restrict but that, in as many ways as possible, they should provide guidance and assistance to teachers and managers in charge of schools.

As a result of the issue of the new Ordinance and Regulations a very large number of applications for recognition, registration, and assistance by way of grants for teachers and schools have been received. The examination and report of these has entailed a very great amount of labour and care on the part of the Department and of the Board. In many cases decisions could only be tentative and subject to further inspection and report. In other cases no decision could be given through lack of sufficient reliable information. In the latter cases the convenience of being able to grant recognition in place of registration or temporary recognition or registration was made very evident.

II.—BOARD OF EDUCATION.

3. *Grants-in-aid.*—Owing to the fact that an Inspector of Indian schools had been able to visit nearly every Indian school during the year, the Board was for the first time in possession of fairly adequate information regarding the relative efficiency, utility and needs of the Indian schools of the Colony. This knowledge was of great assistance to the Board in dealing with grants to such schools.

It is gratifying to report that provision was also made in the Estimates for 1930 for the appointment of an Inspector whose work would chiefly be in relation to Fijian schools. Here the field is very much wider as there are nearly six times as many Fijian schools as compared with Indian schools. It will be of great advantage to the administration and, more important still, it will be of great benefit to Fijian schools when an Inspector versed in Fijian language and customs can visit the Fijian schools and assist those concerned to improve gradually the efficiency of the schools.

4. During 1929 there were 10 meetings of the Board. A grant was approved for a school for children of European descent at Dreketi, but this school closed again during the year. The bonus which was paid to 39 schools during 1928 was continued except in the case of one school; and 10 more schools were added to the list. Annexure III gives the names of the schools which received a bonus in 1929. A grant of £2,000 was approved for the re-building of St. Anne's School.

5. *Other Business.*—The Board fixed the amounts to be raised by means of the Education Rate in 1929 by the Municipal Councils of Suva and Levuka, namely, £1,900 and £700 respectively. Four local scholarships for Europeans were awarded during 1929, and four more approved for 1930, and approval was given for the remission of part fees of ten pupils at the Grammar Schools in Suva and Levuka Public School.

The special scholarships of four Fijian and two Indian boys at the Wanganui Technical school were continued for 1929, but it was decided that in future scholarships for non-European students should be held in Fiji. A Fiji scholarship was awarded to Mary Harper for further education at the Christchurch University for three years.

III.—ADMINISTRATION.

6. *Scheme of co-operation.*—The scheme of co-operation with the Education Department of New Zealand continues to work smoothly and to contribute considerably to the efficiency of education in the Colony. The standard of teaching efficiency and personal suitability of the teachers seconded from the New Zealand service to Fiji continues to be of a high order and it is extremely unlikely that such a standard could be reached except through the agency and generous co-operation of the neighbouring Dominion.

Inspector of Schools.—Reference has been made in paragraph 3 to the value of the work of inspection of schools. The value of this work can scarcely be over-estimated and it is desirable that provision should be made as far as possible for the senior officers of the Department to participate in the work of inspection or to visit schools of all types in various parts of the Colony. Wise measures for educational development and suitable and harmonious methods of administration can be secured and maintained only by a close personal knowledge of the actual conditions existing in the schools themselves where the whole work of education really takes place and where it is either made or marred. It is also very necessary for those concerned with the administration to visit types of schools and districts with special characteristics, in order to ascertain how the regulations and official directions fit the needs of these schools.

If such personal and sympathetic touch is maintained the essential attitude for good administration will be secured, namely, that the well-being and development of the schools and the pupils therein shall dominate all question of administration.

7. *Finance.*—Expenditure from general revenue on education amounted to about £3,000 only in 1915, but had increased to £40,610 in 1929. Taking into account revenues amounting to £12,692, the net expenditure from revenue last year was £27,916. The following figures show the gross expenditure on education for the last eight years:—1922, £28,957; 1923, £26,108; 1924, £27,103; 1925, £30,039; 1926, £31,584; 1927, £34,027; 1928, £36,019; 1929, £40,610.

8. *Education Commission, 1926.*—Since the appointment of the Director of Education the recommendations made in the report of the Education Commission, 1926, have been fully considered. These recommendations refer, amongst other subjects, to (a) the reorganisation of the Education Department under a Director of Education; (b) teacher training; (c) problems of Fijian education; (d) improvements of Indian education; (e) manual and vocational training; and (f) textbooks and suitable schedules of school work for the different types of schools recommended. It is gratifying to report that practically all of the important recommendations of the Commission have been carried into effect, or are now being gradually put into operation.

IV.—GOVERNMENT SCHOOLS.

9. At the end of 1929 there were fourteen Government schools—five for European pupils, seven for Fijians, two for Indian pupils, and one Government Teachers' Training School for Fijians and Indians. The reports of the Principals of these Government schools are included as Annexure II of this Annual Report.

V.—ASSISTED SCHOOLS.

10. The number of assisted schools of various classes receiving grants at the end of the year are given in the following table:—

(a)—Assisted Schools.

	Methodist Mission.	Catholic Mission.	Anglican Mission.	Private.	Total.
Fijian	21	5	.	3	29
Indian	10	2	2	14	28
Fijian and Indian ..	1	3	.	.	4
European .. ..	.	.	.	4	4
Total	32	10	2	21	65

(b) Other assisted schools which received a bonus of £30 or £40 each pending inspection and decision on application to be admitted as fully assisted schools:—

	Methodist Mission.	Catholic Mission.	Anglican Mission.	Private.	Total.
Fijian	29	5	.	5	39
Indian .. ..	.	.	.	6	6
Chinese .. ..	.	.	1	.	1
Melanesian .. ..	.	.	1	.	1
Half-caste, &c. ..	.	1	.	.	1
Total	29	6	2	11	48

(c)—Summary of Tables (a) and (b) above.

	Methodist Mission.	Catholic Mission.	Anglican Mission.	Private.	Total.
Fijian	50	10	.	8	68
Indian	10	2	2	20	34
Fijian and Indian ..	1	3	.	.	4
Melanesian .. ..	.	.	1	.	1
Chinese .. ..	.	.	1	.	1
Half-caste, &c. ..	.	1	.	.	1
European .. ..	.	.	.	4	4
Total	61	16	4	32	113

(d) Of the sum of £13,100 appropriated in 1929 for grants-in-aid the distribution in 1930 will approximately be as follows:—

Fijian assisted schools .	£8,030
Indian assisted schools ..	3,900
European assisted schools ..	480
Chinese school	140
Melanesian school	100
Efficiency grants to above schools ..	450
Total	£13,100

Tables are given in Annexures III and IV showing the names of all the assisted schools, and the names of the managers, together with the average number of pupils on the roll and the average monthly attendance.

VI.—ASSISTED SCHOOLS.

11. *Attendance.*—The average number on the roll in 1929 was, 5,924 of whom 151 were Europeans, 3,336 were Fijians, and 2,437 were Indians.

12. *Teachers.*—There were 41 European teachers, of whom 6 were in Methodist Mission Schools, 24 in Catholic Mission Schools, 3 in Anglican Schools and 8 in private schools. There were 56 Indian and 84 Fijian teachers and pupil teachers. The number of native pupil teachers is gradually increasing and several additional Indian and Fijian teachers have passed their qualifying examination during the year.

13. *Buildings and Equipment.*—Improvement in buildings, equipment and school playing grounds continues to be necessary. Amounts varying from £3 to £32 have been paid as efficiency grants for the purchase of a portion of additional school equipment necessary year by year. The total amount thus paid was £425.

14. *School Records.*—Annual reports for 1929 have been received from most of the assisted primary schools, and the monthly attendance returns of pupils and of teachers have been regularly received during 1929.

15. *General Organisation.*—During 1929 there were 180 teachers to 65 schools and to 5,924 pupils. This number includes untrained pupil teachers. It is recognised that there are other schools worthy of assistance to which no grants are paid at present. There are many applications for grants to assist such schools, but it will not be possible to meet even all the admittedly worthy cases. In addition there are many managers of schools who could bring up the standard of staff and the consequent efficiency of the school if a grant could be given. In other words, the number of efficient schools depends almost entirely on the number of grants that can be made and on the supply of competent teachers.

The provisions of the new Ordinance and the operation of the regulations thereunder as now prepared will provide a basis for a much more effective and beneficial allotment of these grants. The increase of £540 in the vote for grants-in-aid enabled the Board to give grants to a larger number of schools, the managers of which were much encouraged by the recognition thus made.

VII.—GOVERNMENT TEACHERS' TRAINING SCHOOL.

16. *Training of Teachers.*—One of the most hopeful and fruitful advances in the facilities for education is the extension of the provisions for the training of both Fijian and Indian teachers. In July of 1929 the Government Teachers' Training School at Natabua was opened under the management of the Principal, Mr. C. S. Sharp, B.A. There was an immediate response from intending students and after the maximum number that could be accommodated had been selected there was still a considerable number of fairly well-qualified applicants who could not be accepted. The Government, however, made provision for an increased number in the year 1930 so that thirty students could be accommodated. About half of the admitted students are Fijian and half Indian. These have separate dormitories, but their lectures are taken and their outside work and activities carried on in common. The harmonious working of the whole system is a tribute to the direction of the Principal and of the spirit of both races of students.

Remarkable transformation has taken place in the area of land attached to the school. A large proportion of the area has been brought under cultivation—sugar, root crops, rice, cotton and other crops being successfully cultivated. The students have opportunities for learning to plough, harrow, drain and cultivate field plots and also to practise and observe the modern principles of plant growth in a large number of small plots in which much experimental work is carried out.

In addition to training in manual work and to systematic training in various forms of hand-work, the students carry out a considerable amount of constructive and repair work in connection with the buildings and premises of the Institution.

17. *Methodist Mission Teachers' Training Institution.*—The number of students in training as teachers at this Institution has been increased to forty, of whom 28 were Fijians and 12 were Indians. The Government grant to this Institution has been raised to £1,040, this amount being about three to four times as much as had previously been granted for this purpose. There is no doubt that the previous grant did not represent adequate Government assistance for the work of teacher-training, in which, up to last year, the Methodist Mission had been the pioneers and the chief promoters.

18. *Other Teacher Training.*—In addition to the two main Institutions, the Roman Catholic Mission every year trains and presents for examination a number of capable teachers, and these further supplement the steadily increasing number of trained and efficient Fijian and Indian teachers in the Colony.

19. *Examinations.*—Examinations for Teachers' Certificates were held in May and November at various centres. The examinations were for Fourth Class, Third Class and Second Class Teachers' Certificates, and a reasonable number of the candidates qualified. The syllabus for teachers' examinations as given in Schedule C of the Rules and Regulations for Assisted Primary Schools has been revised. During the year 12 candidates passed the Third Class Examination and 19 passed the Fourth Class Examination. It is specially gratifying to be able to report that several Fijian and Indian girls have, after training by the Missions, passed the examination for teachers' certificates. A further number of girls are preparing for examination this year.

20. *Future for Trained and Efficient Teachers.*—There is an ever increasing demand for trained, or at least efficient, teachers for Fijian and Indian schools. It is therefore very unlikely that any trained or efficient teacher will have difficulty in securing a position in a school for which a Government grant could be paid. As a matter of fact few indeed of the schools at present receiving grants-in-aid have staffs even approximately up to the scale under which the Board of Education is prepared to make grants. This means that in a large number of assisted schools there are grant-aided positions awaiting efficient teachers if the latter can be provided. It is regrettable that though this condition has existed for many years a number of teachers have not been placed in these schools and have drifted out of the teaching profession where their services can ill be spared.

It should be widely known that if the present grant-in-aid regulations are carried out, and even if the supply of efficiently trained teachers from the Training Institutions above referred to is substantially increased, there is no need for any trained teacher to be without a position for which grant-in-aid is available. The Board of Education can to a large extent ensure that such teachers will actually be placed in this manner. For instance, the Board could always inform a school which has a staff below the approved scale that its grant will be dependent on the appointment of an additional efficient teacher or teachers to the staff. This intimation on the part of the Board would present no hardship, as the appointment of such teacher would be accompanied by the appropriate increase to the grant-in-aid. This is the policy advocated in page 26 of the report to the Education Commission 1926, section 100, sub-section 5, where it is stated that—

“It will be more conducive to educational efficiency to maintain the schedule rates in full to a smaller number of schools, rather than decrease the rates pro rata and distribute that sum over a greater number of schools.”

Also in the following sub-section 6:—

“Award of efficiency grants should if necessary be suspended until funds have been provided to meet salary grants for all schools which are or shall be eligible for such grants.”

VIII.—EDUCATION OF EUROPEANS.

21. The Colony is to be congratulated on possessing a very efficient provision for the education of Europeans, taking into account the widely scattered nature of the population and the resources of the Colony. Though it may be stated that the educational needs of all European children are not fully provided for, this condition is common in much larger and much more developed countries than Fiji, and as has been stated, the difficulties in this Colony have been met in an unusually complete and effective manner. Even in the stages of higher education the needs of the brightest pupils are well provided for: first, in the ably conducted Secondary Departments of the Grammar Schools, and secondly, by the provision of University Scholarships to selected candidates for whom further provision could not reasonably be given in Fiji itself. Scholarships are also provided to enable the brightest pupils of the smaller European schools in various parts of the Colony to proceed at about the age of 12 to the Grammar Schools where they would have suitable opportunity for proceeding to higher education.

22. *Visit to Fiji of a New Zealand Inspector of Schools.*—In August 1929 Mr. W. W. Bird, M.A., visited Fiji. Extracts from Mr. Bird's reports of inspection are included as Annexure I.

23. *Primary Schools for Europeans.*—The Rarawai School, taken over from the Colonial Sugar Refining Company in 1919, has continued to make satisfactory progress during 1928. Further reference to this school is made in Annexure II. The Colonial Sugar Refining Company has three schools for European children at Lautoka, Nausori, and Labasa. The average monthly attendance at Lautoka was 21, and at Nausori 22. Both the Lautoka and the Nausori schools have been admitted to grants-in-aid as primary schools, and the Labasa school has applied for admission to grants also. Pupils at these schools may receive instruction up to Standard VI grade. The newly opened European school at Korovou, Tailevu, is making good progress.

24. *Tuition by Correspondence Classes.*—Correspondence Classes for children in isolated country districts have been held since January, 1924. Through this tuition, parents in country districts may ensure that their children are adequately prepared to enter as boarders in one of the Schools available in Suva or Levuka at the age of nine or ten years without much loss of early school training. These classes provide tuition for pupils up to the grade of Standard VI. The annual fee is £2 which includes free stationery up to a value of ten shillings, and all postage is free. Several very appreciative letters have been received from parents of pupils in these classes, and in general the progress made by the correspondence pupils has been very satisfactory. The number of pupils enrolled appears to be gradually decreasing.

25. *Private Schools for Europeans.*—St. Felix College and St. Joseph's Convent School, Suva, and the Convent School of the Sacred Heart, Levuka, are private schools receiving European pupils. These three schools, all under the Catholic Mission, share with the Government and the Colonial Sugar Refining Company the education of the European children of the Colony. Several schools admit a number of country children as boarders.

26. The total number of half-caste children in the Colony is about 900, and of these more than half are at one or other of the Government and assisted primary schools. The two schools opened in 1927 at Savusavu have continued to receive grants.

IX.—EDUCATION OF FIJIANS.

27. During 1929 there were seven Government schools and thirty-three assisted schools to which Fijian pupils are admitted, as well as thirty-nine others which received a bonus, making a total of seventy-two private Fijian schools receiving financial assistance from the Government. The attendance at these assisted schools is 3,879, of whom 2,735 are boys and 244 are girls. In addition there were hundreds of village Mission schools. The majority of the assisted primary schools have at least one European teacher on the staff and a satisfactory standard was maintained throughout the year. The vernacular schools, however, have made little progress during 1929, the chief reason being the lack of a suitable syllabus and the lack of trained teachers.

28. At various centres throughout the group there are boarding schools for Fijian pupils. The total number of these boarding schools probably exceeds forty, and most of them are under the management of one or other of the Missions.

29. *The Joint Provincial School Scheme.*—There are six Government Joint Provincial Schools which are contributed to by all the provinces except Colo North which maintains a good Provincial School of its own. These schools follow the curriculum set out in the regulations, and they are very similar in standard to the best of the assisted primary schools. Of the total number of about 20,000 native children of school age, about one in every 40 can be given a good primary education at the Provincial Schools, and opportunity will be given to a limited few of the senior pupils from these schools to enter Queen Victoria School at Nasinu, from which school a few pupils may obtain scholarships for further education in New Zealand. The staffs at the Provincial Schools have been improved by the appointment of native instructors trained by the Methodist Mission at Davuilevu, and the staffs were further strengthened in 1928 by the appointment of old Nasinu pupils who have had a three years' training at Wanganui, New Zealand. The success of the Provincial Schools is dependent on the continued co-operation and goodwill of the Fijian Chiefs and people, and this co-operation and goodwill have been most satisfactorily given.

31. *Grouping of Fijian Schools.*—During the year the Methodist Mission presented a proposal for raising the efficiency and usefulness of the Fijian village schools by combining a large number of the latter into grouped schools serving a number of adjacent villages. It was proposed that when these schools were grouped, provision should be made for their maintenance partly by a Government grant and partly by rates contributed by the natives through Councils. It was

also proposed that in each district or province there should be a small committee presided over by the District Commissioner and having varied representation.

A committee was set up in March of 1929 to inquire into and report on this proposal which is fully set out in Message No. 6 of 1929. The committee has not yet presented a report.

32. In view of the fact that between 80 and 90 per cent. of the Fijian children of school age are attending some school, and that there are already a number of schools (described in paragraphs 27 to 29) which provide a good education beyond the standard of the village school and that proposals are being considered for improving the former type of village school, by the substitution of grouped schools, it will be seen that provision for the education of Fijian children is widespread and is being steadily improved in efficiency. On the other hand it will no doubt be recognised that this provision, even with its contemplated developments, bears a reasonable relationship to the rate of progress which the native race is making towards a higher development. Consequently there is rarely if ever any suggestion that too much or too advanced education is being provided for the native race.

33. *Advanced Education of Fijians.*—It is fitting here to record the fact that several selected Fijian lads, have been enabled through Government scholarships to obtain an advanced education in European Colleges or University in Australia and New Zealand. Several of these young men completed their studies and have returned to Fiji where they are rendering good service in various occupations. At present Ratu Dovi Madraiwiwi is well on in his Medical Course at the Otago University Medical School in New Zealand. The reports on his conduct and progress are of the most gratifying character. Similar eulogistic reports are received concerning the conduct, bearing, progress and efficiency as a teacher of Ratu Edward Cakobau from the Principal of the Auckland Teachers' Training College. Ratu George Kadavulevu at the Newington College, Sydney, and Immanueli Vosailagi, Drauna and Sevuka, Waganui Technical College, New Zealand, are also worthily justifying the provision of wider opportunities for young Fijians who will become leaders among their people.

XI.—EDUCATION OF INDIANS.

34.—In 1929 there were two Government schools and 38 assisted schools (including six receiving bonus) at which Indian pupils attend. Of the 38 assisted schools (20 primary and 18 vernacular) twenty are under private Indian management with, in some cases, the assistance of the local District Commissioner as treasurer. There were 2,870 pupils in attendance at these schools for Indians. There were 28 other schools for Indians, all under private or Mission management, but these have not yet been admitted to grants-in-aid. Of the above 2,870 Indian pupils in Government or assisted schools, about 2,300 are boys and 570 girls.

35. The Government primary school at Natabua continued to serve the district as a day school. The number of pupils on the roll has increased from 34 in 1926 to 68 in 1929; the average attendance for 1929 was 49. The Head Master's annual report for 1929 is included in Annexure II.

36. The Methodist Missionary Society of Australasia is interested in educational work among Indians, principally in Vitilevu. This Mission controls eleven assisted schools and several other unassisted schools for Indians. The Marist Brothers of the Catholic Mission in Fiji control a large assisted primary school for Indian boys in Suva, and the Catholic Mission manages also four other assisted schools to which Indians are enrolled. The Church of England Mission is concerned with educational work among the Indian children in Vanualevu, and already has two assisted schools for Indians at Labasa.

38. The Colonial Sugar Refining Company continued for 1929 the subsidy (£125) which was begun in 1919–1920, and added £130 in respect of three more Indian Schools, in the Rewa district. This amount was awarded to schools fulfilling the requirements of the Government regulations either primary or vernacular.

38. Provision was made in the Estimates for 1930 for the establishment of two Government schools for Indian boys, and one for Indian girls. Provision was also made for the establishment of an advanced class for Indian boys at Natabua, Lautoka. This class will be comparable with the upper classes of Queen Victoria School for Fijian boys and with the upper classes of the Marist Brothers' School for Fijians and Indian boys. It should provide a better type of entrant for the Teacher Training School, and the Suva Medical School, as well as for a small number of lads required in other spheres.

39.—The present position of Indian education is that about 4,300 children are attending some kind of school. Of these, provision for an education somewhat equivalent to that provided in the Fijian Provincial Schools is provided for about 300 Indian boys.

Table A—Indian Schools, 1929.

	No. of schools.	Pupils on roll.
Government Schools	2	185
All Missions—Assisted Schools	17	1,408
All Missions—Unassisted Schools	5	180
Private Assisted Schools	22	1,393
Private Unassisted Schools	33	954
Total	79	4,120

Note.—If the rolls were properly purged the number on the rolls would be under 4,000.

Table B—Quality of Schools, 1929.

	No. of schools.	Pupils on roll.
Efficient	24	1,904
Fairly efficient	13	950
Very weak schools	21	881
Almost worthless	21	385
Total	79	4,120

Note.—The average attendance is about 3,083 or 75 per cent. of roll. Schools described as "almost worthless" are in charge of men with virtually no education, few of whom can correctly read and write their own language. Scarcely any of the "very weak" schools will be able to comply with the conditions for registration, though they may for a time be recognised.

Table C—Teachers.

(a) Efficient European teachers	24
(b) Trained, efficient Indian teachers	39
(c) Untrained but fairly capable Indian teachers	46
(d) Untrained and not very capable Indian teachers	8
(e) Untrained and incapable Indian teachers	17
Total	134

Note.—Included in the groups (b) and (c) there are five Indian women teachers.

40. The agencies at present acting to meet this need for Indian education are the three Government schools, with two more to be established, 22 Mission schools, and from 56 to 60 private Indian schools. The Missions have done well in establishing 22 efficient schools for Indians, but they cannot be expected nor are they able to do much more.

It is now the Government's policy to organise and direct the efforts of the Indians in the provision for further schools and in their control of existing schools. Without some outside organisation the schools that may be established will continue to be founded on sectarian or racial lines of division and more or less of competition. They are very unlikely to be efficient and they are generally more costly than larger grouped and well-managed schools. It seems wise therefore to pursue steadily and systematically the plan frequently advocated, and generally approved, of constituting Indian districts with district committees partly official and partly representative, and that rates be prescribed to raise the amount needed year by year.

MISCELLANEOUS.

41. *Medical Inspection.*—The Medical Officers have again rendered good service in inspecting the pupils in a considerable number of schools. They have also furnished valuable reports concerning dietary and sanitary matters in connection with the schools.

42. *Boy Scouts and Girl Guides.*—These very commendable groups have done good work during the year. The enthusiasm and self-sacrifice of a number of scout masters and girl-guides' leaders are most praiseworthy. The influence of these movements is most noticeable in the training of boys and girls of all races in Fiji.

43. *Cambridge Local Examinations.*—These examinations were held in December, 1929. Seventeen candidates, all from the Catholic Mission Schools in Suva, took the examination, and two gained the Junior Certificate and nine the Preliminary Certificate.

44. *New Zealand Education Department Examinations.*—These examinations were held in Fiji during November, 1929. Forty-five candidates were entered from the Girls' Grammar School, the Boys' Grammar School and the Levuka Public School for the Standard VI Proficiency Examination. All but three of these pupils were successful. Besides these there were nine successful candidates from St. Felix College, Suva. The results are most satisfactory and indicate that the high standard of work done during previous years has been well maintained during the past year.

45. *Annexures.*—In the various annexures attached to this report will be found extracts from the reports on various schools, together with lists of schools receiving grants-in-aid.

XIII.—VALEDICTORY.

46. The unavoidable lateness of the compilation of this report has, fortunately, given the Director on the eve of his retirement, an opportunity to appreciate the working of the various agencies in education during the past three years. As recommended by the Education Commission the chief work of the Director has been a re-organisation of the education system in Fiji. As a result of his previous visit in 1923, the system of European education as carried out in the two Grammar Schools and in Levuka Public School was considerably remodelled, and the recent reports of the Chief Inspector from New Zealand, together with the results of the school examinations seem to indicate that these schools have now reached a very high state of efficiency.

The principal work of re-organisation during the past three years has therefore been in connection with non-European education. The results of the work in this direction now appear in the new Ordinance and in some eight or nine sets of new regulations which, as stated above, are designed to be chiefly helpful and constructive rather than merely regulative. These enactments really form the foundation of an education system and though they appear in small compass they represent many months of investigation, discussion and study. Too much praise can scarcely be given to the members of the Board of Education for the time and consideration they have

devoted to the drafts of these regulations. It may now be claimed that, without too much rigidity and with standards of reasonable attainment, there is provided a code by means of which every one engaged in the work of education can see clearly what is required and to some extent how to meet the condition set out.

It will take some further time for all concerned to become fully conversant not only with the letter but, more important still, the spirit and intention of the system as now planned. With a highly commendable earnestness and willingness to be directed, on the part of school authorities, and with a sympathetic and reasonable interpretation of regulations by the administering officers, there appears to be every prospect of an increasingly facile and beneficial application of the new arrangements. In the same spirit also, it should be a simple matter to readjust the plan wherever it does not fit the needs of the schools or where the advance and development of education under the new scheme outgrows the present simple provisions.

The Director has found this work to be one of absorbing and attractive interest. The unusual educational conditions of these islands with their variety of races, their characteristic, social and industrial features and problems, the future possibilities of development in production, population and most of all in the guidance of the Native, Indian and other races into higher stages of civilisation, present a unique field for educational effort. This interest rests on the conviction that with due respect and regard for all other administrative and developmental agencies, the training and education of the young in each succeeding generation, constitutes one of the most fundamental and prolific factors towards the moulding of the future of these fair islands.

In leaving this work the Director is conscious of having done only a little towards the solution of this problem of education. Indeed, only a little can be done at a time, for human material cannot be hustled like the construction of a building. On the other hand it is necessary to make steady advance towards an objective each year for, though Rome was not built in a day, some of it was.

It is only natural too that in this intricate matter some mistakes have been made. The only excuse is human fallibility and the claim that everything was done in the sincere desire to assist the Government in carrying out its obligations, both local and Imperialistic, to the races of people committed to its care.

Special commendation should here be made concerning the wonderful enthusiasm, keenness and self-sacrifice shown by Fijians, Indians, Chinese and other races in their desire to provide education for their children. This is everywhere evident; and the readiness of the people to be directed and guided towards this end has rendered any effort on their behalf to be a real pleasure. It is one of the most encouraging features of the educational problem.

The desire thus commended is in a great measure due to the influence, assistance and guidance of the various Missions which have done yeoman service in the opening up and development of education. The co-operation existing between the Missions and the Department forms one of the greatest aids to administration and to progress.

It is due to the teachers engaged in Fiji to acknowledge publicly their earnestness and devotion to their work. Hundreds of Fijian teachers are daily conducting village schools in all parts of these islands. They receive very little remuneration and their work is to a great extent unobserved, but they are doing a great service to their people.

A large number of Indian teachers are also doing very good work in their schools. They show an increasing desire to qualify by study and training for the important work they have to do.

Special mention should be made of the fact that, chiefly through the agency of the Missions, there are about 112 European teachers engaged in non-European schools other than Government schools. This surprisingly large number of teachers are doing devoted work for little monetary reward, in places often remote from ordinary social centres. They deserve all praise for what is, in most cases, largely a labour of love on behalf of non-European children of various races.

Record has been made elsewhere also of the highly efficient service given by the European teachers in the Government Schools, and of the way in which they cheerfully meet the disabilities and difficulties that often present themselves.

To all these teachers the Director desires to express his appreciation of their loyal and zealous co-operation.

The work of the Board of Education has been unusually onerous in these years of reconstruction. Meetings have often been held weekly and sometimes twice per week. The members have, however, willingly given their time and consideration throughout in a manner that deserves the utmost recognition.

Finally, the Director desires to take the liberty of expressing his appreciation of the way in which the various Departments have rendered every possible service to the work of education, and particularly to acknowledge the untiring efforts of the staff of this Department.

It may also be permitted to express respectful appreciation of the fact that education has both directly and indirectly benefited in a great measure by the sympathetic and keen interest taken by His Excellency the Governor in all matters educational.

Ignoring as is fitting at this time, all difficulties or defects, it is pleasing to recount all the above causes for gratification by the people of this Colony with respect to education. The Director therefore desires to express his best wishes for the future of this Colony of which he will have many happy memories, and whose future progress will ever be to him a source of interest and pleasure.

J. CAUGHLEY,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORT OF THE VISITING CHIEF INSPECTOR FROM NEW ZEALAND.
BOYS' GRAMMAR SCHOOL, SUVA.

The school is well organised and well managed. Order, discipline and tone are excellent, there being a fine spirit of work throughout the school. The instruction is efficient and good progress is being made. The accommodation is sufficient for present needs. Grounds are in fine order. The workshop is well equipped and the tools are in satisfactory order. A new scheme in woodwork should be devised in accordance with modern ideas. Physical training receives due attention and the exercises are well done. I was pleased to note that the boys have read so widely and that they avail themselves of the Carnegie Library. The school library itself might be extended. Special mention should be made of the excellent work in drawing. The experimental plots in connection with studies in agriculture should serve a very useful purpose.

WILILAM W. BIRD.

GIRLS' GRAMMAR SCHOOL, SUVA.

The school is well organised and capably managed. Order, discipline and tone are excellent. The efficiency of the teaching results in a high standard of work. Especially is this the case with the English subjects, which are exceedingly good. I note that provision is made for supplementary reading and a fairly wide field has been covered. A few suitable books of the romantic type would appeal to the girls more perhaps than the older writers. The upper infant class has hardly sufficient accommodation. In the infant division the class has too many pupils for one teacher, and some assistance might be given by a trainee. The buildings are clean, and the grounds are in good order; improvements to the latter have just been completed.

In Secondary subjects, French and Mathematics are taken in Forms I and II (Standards 5 and 6), and this offers a good introduction to the work of the higher classes. I was well pleased with the work of the higher Forms in French and Latin; the senior classes have made sound progress. I was particularly struck with the work of Form III. It occurs to me that relief in the lowest classes of the school would be afforded by the transfer of the boys to the Boys' Grammar School. Additional accommodation there would of course be necessary. An excellent lunch provided by the girls of the Cookery Class gave evidence of their skill in this important branch of the work.

WILLIAM W. BIRD.

LEVUKA PUBLIC SCHOOL.

The school is well organised, special provision being made to meet the requirements of the pupils. The management is excellent. Order, discipline and tone are excellent. The attendance is regular; but is affected at present by a mild epidemic. The school has a good staff of competent teachers. The method of teaching is sound and good progress is being made. The general scheme of instruction arranged by the Head Master is well adapted to the conditions and I am quite in accord with him in the modifications he has made.

The buildings, which are pleasantly situated, are in good order and the premises throughout are kept neat and clean. Due provision is made for manual work. Woodwork is taken by the senior boys who are trained to make useful articles of furniture, &c. I noted that many of the tools require to be re-conditioned. The junior boys take light woodwork, modelling in cardboard and basketry. They are keenly interested and are shaping well. In sewing the girls showed some excellent work. Instruction is given in Domestic Science and cooking while the boys are doing experimental work in agriculture.

WILLIAM W. BIRD.

RARAWAI PUBLIC SCHOOL.

The school is well organised and well managed. It is pleasing to note that promotions are made within the year. In the Infant Division the ages of the pupils are well within the average. The order and discipline are quite satisfactory and the tone is very good. The attendance is not so regular as it should be; on the second day a wet morning made a considerable reduction in the number present. I was very pleased with the efficiency of the teaching in both divisions, and consider that the school will compare very favourably in this respect with a school of similar size in New Zealand. The teachers have faithfully kept the traditions of the service. Schemes of work, well thought out, have been arranged and work-books, regularly kept, show due preparation of work. The grounds are clean and tidy, and flower garden-plots have been formed. More cupboards and racks for maps would be useful. I feel bound to say that I consider the school fortunate in having two young efficient teachers such as these.

WILLIAM W. BIRD.

LODONI PROVINCIAL SCHOOL.

The school is well organised and efficiently managed. The principles upon which the boys are admitted are in my opinion sound and the result is that all are of teachable age. The order, discipline and tone are excellent. Except to a very limited extent, English is the medium of instruction, and sound progress is being made by methods which I cordially approve. The teaching throughout is effective and the results are very pleasing. The work of the Head Master has gained for him the confidence and respect of the pupils and parents, and the result is a live and healthy institution. The Head teacher has also given due attention to the training of his assistants, one of whom shows considerable skill in teaching. The accommodation is sufficient. Buildings are kept in good order. The grounds are well kept. The work in agriculture—the result of which is to afford an ample food supply—is a feature of the school. The work-shop is well equipped, tools are in good order, and the teaching is producing fair results. The scheme in woodwork might be made of a more practical character.

WILLIAM W. BIRD.

NAMAKA PROVINCIAL SCHOOL.

The school had just resumed after the holidays. The organisation and management are quite satisfactory. Mr. Thomas, who has taken charge only recently, manages the school well. The order, discipline and tone are all that can be desired, and keenness to learn is manifest throughout. The boys present a fine appearance and are evidently happy in their school. The methods of teaching in the highest division are generally very satisfactory; the Fijian assistants do reasonably well. Satisfactory progress is being made. The buildings are clean and well kept, and the grounds are in good order. The workshop is well equipped with tools which are in fairly good condition. No instruction is being given in wood-work at present. Plantation work, on somewhat poor ground, is regularly maintained and offers plenty of scope for practical agriculture, even though it does not meet the food requirements of the school.

WILLIAM W. BIRD.

ANNEXURE II.—A.

BOYS' GRAMMAR SCHOOL.

The attendance throughout the year has, as in the past, been pleasingly regular, averaging 118.1 or 94.3 per cent. of the average roll number of 125.3. In spite of an outbreak of chicken-pox during the year the number of pupils who have secured certificates for regular attendance, that is 31, is even greater than in previous years.

The annual inspection of the school was carried out in October by Mr. W. Bird, M. A., Chief Inspector of Primary Schools in New Zealand, who reported very favourably upon the working of the school.

At the end of 1928 eight candidates were presented for the Standard VI examination and all were successful in obtaining the higher of the two certificates (Proficiency) awarded for passes in this examination. Six candidates were presented for the New Zealand Public Service examination, and four were successful; the two unsuccessful candidates each failed in only one subject. Three candidates were presented for the New Zealand Matriculation (University Entrance) examination, and all were successful. A particularly meritorious feature of the success of these three candidates was that one of them, Gatward, was only fourteen years of age, and the other two, Brierley and Keys, only fifteen; the first named covered in three years the work that normally takes at least six, and often seven years. It was very gratifying to all connected with the school that one of these boys, Keys, was selected to represent Fiji at the great Scout Jamboree recently held in England.

In the years 1924 to 1928, that is, since the scheme of co-operation with New Zealand came into operation, 57 candidates have been entered for the Standard VI examination, 23 for the Public Service Entrance, and six for the University Entrance examinations. Of the first group all were successful, 55 of the 57 securing the higher certificate, Proficiency; of the second 10 were successful, and of the third 5; that is, of the 86 entrants, 81, or 94 per cent. scored a pass.

This year we have entered 22 candidates for the Standard VI examination, 3 for Public Service Entrance, and 1 for the University Entrance examinations.

A Senior Scholarship and a Junior Scholarship, each tenable for three years at the school, were awarded to Thomas Gatward and Frank Thompson respectively.

The Hostel attached to the school provides accommodation for 36 boarders. By making use of the sheltered portion of one of the balconies, we have, as in previous years, provided accommodation for three more, all of which has been fully taken up during the year.

In conclusion I should like to convey to the parents of the boys and to the people of Suva generally my deep and sincere appreciation of the cordial relations that have throughout my six years' stay here existed between us; of the unfailing courtesy and the many kindnesses I have always received at their hands, and of their warm co-operation in all matters pertaining to the administration and general welfare of the school.

I should like also once again to thank the members of my staff for the loyal assistance I have always received from them in the management of the school.

I trust that, in the years to come, the traditions that we have endeavoured to build up and foster in the school during the past six years will be maintained and developed by the boys, not only in the school itself but in their subsequent careers, and that the school will always stand high in the esteem of those whom it serves.

D. T. McCORMICK,
Head-Master.

ANNEXURE II.—B.

GIRLS' GRAMMAR SCHOOL, SUVA.

Roll and attendance.—The school re-opened on February 18th with a roll number of 205, which increased during the year to 223. Of these, 24 pupils are in the Secondary Department, 110 in the Primary Department, and 89 are infants. The attendance throughout the year has been very good. Attendance certificates have been obtained by 28 pupils, who have fulfilled the necessary condition of being absent not more than five half-days. Of these six have not missed a single day that the school was open.

Accommodation during the year has been severely taxed; all class-rooms have as many desks as they can hold, two rooms being full to overflowing.

Examinations.—Five candidates succeeded in passing the New Zealand Public Service Entrance examination held in November 1928—Mary Harper, Jane Armstrong, Elesta Hulek, Lucy Moore, Kathleen Jacomb. Mary Harper won distinction by obtaining sixth place for the Dominion and being the first girl on the list.

Of the 16 pupils presented for the Standard VI Proficiency examination all were successful in passing.

This year there are five candidates for the Matriculation examination, nine for the Public Service Entrance examination, and nineteen for the Proficiency examination.

The Senior Local Scholarships, for which a separate examination was set, was awarded to Ratu Floyd, who passed through Standards V and VI in the one year and gained her Proficiency Certificate while still eleven years of age.

The Cookery Classes for Standards V, VI and VII have been continued this year and held at my own residence, but the classes have become too large to be conveniently carried on in a private kitchen. Considering the disabilities under which they work both Mrs. Bailey and the girls are to be congratulated on the results.

In September the school was visited by Mr. W. Bird, M.A., Senior Inspector for New Zealand who spent two days in the school.

In conclusion I desire to thank all donors of trophies and all who so generously subscribed towards our sports fund, and to my staff I tender my sincerest thanks for their unfailing support and loyalty throughout the year.

K. P. WILLS, B.A.,
Head Mistress.

ANNEXURE II.—C.

LEVUKA PUBLIC SCHOOL.

Attendance.—The average roll number for the year was 166 of whom 24 were boarders, and the average attendance 89 per cent.

Examinations.—At the end of last year, six candidates were presented for the New Zealand Standard VI Proficiency examination. All were successful in gaining the higher certificate. Five of these pupils attended school for further instruction this year.

Dux—The Dux Prize was won this year by Jack Newton of Natewa Bay. He will proceed next year to Wanganui College, New Zealand, for further education.

Manual Instruction.—We were fortunate in having two teachers, Mr. Day and Mr. Lambert, capable of giving first-class instruction in this branch. As a result a large number of boys benefited, and much valuable work was done.

Cookery Classes.—Good work was done by these classes under the capable instruction of Miss Tregenza, who also took lessons in housecraft and first-aid.

Sport.—The school has had another very successful year. The football and cricket teams remain unbeaten, for the second year in succession, in their series of local matches. In addition, inter-form football and cricket competitions have been held, and swimming has been practised regularly. I owe much to the unselfish attitude of all members of the staff who have given a great deal of their own time to assist with this important branch of our activities. The Errington Sports Cup (donor, Mr. F. G. Brewis) for the best all-round sportsman was won by Edward Harman.

In conclusion I wish to thank parents and friends for their kindly interest and encouragement, as well as for their generous donations to our sports and Christmas tree funds. I wish also to express my appreciation of the members of the staff whose loyalty and industry have resulted in a very happy and very successful year.

WILLIAM O'CONNOR,
Head Master.

ANNEXURE II.—D.

RARAWAI SCHOOL.

The Rarawai school closed on December 13th. Owing to inclement weather the concert to be held on the evening of the 11th was out of the question so a few items were given during the afternoon. The prizes were distributed by the District Commissioner, who also spoke to the parents of the necessity of better attendance during 1930. He made a short speech of appreciation of Miss Grant's work and handed to her a farewell gift from the children's parents. On Friday, 13th December, the children spent the afternoon playing a cricket match, after which they sang the National Anthem, and school was dismissed for the year.

ISABEL M. BOLEYN,
Head Mistress.

ANNEXURE II.—E.

KOROVU SCHOOL.

Attendance.—The maximum number on the roll for the year ending 13th December was 12, 7 of whom were boys and 5 girls. The average number on the roll was 10, and the average attendance 8.02.

Progress.—The pupils show a marked improvement since the beginning of the year. In the recent examination percentages were very fair. An individual report was sent to each parent.

E. C. MILLER,
Head Mistress.

ANNEXURE II.—F.

CORRESPONDENCE CLASSES.

The classes opened on February 1st, 1929, with a roll number of 19, of whom seven were new pupils and 12 were pupils continuing from 1928. During the first half year four pupils were withdrawn, two of these being admitted to the Grammar Schools and two withdrawn owing to illness. Examinations were held at the end of June and reports on the pupils' work sent to all parents. After a fortnight's holiday work was resumed when six new pupils joined and one, who had previously been a member of the classes, rejoined, making a total of 22 pupils. The grades have included pupils from Primer I to Standard VI. The standard of work done by the pupils has, on the whole, been satisfactory; the co-operation of the parents is, however, necessary to ensure good progress being made.

A. J. BOYD,
Supervisor.

ANNEXURE II.—G.

TEACHERS' TRAINING SCHOOL, NATABUA.

Opening.—The official opening of the Training School was performed by His Excellency the Acting Governor on July 24th in the presence of a large and representative assembly of Europeans, Indians and Fijians. His Excellency was accompanied by the Director of Education and the Secretary for Indian Affairs.

Roll.—Twenty-three students were enrolled as a result of a competitive examination and an eliminating personal test—Fijians, 12; Indians, 11. The attendance during the period for which the School was open was 100 per cent. of the enrolment.

Curriculum.—The curriculum has been a comprehensive one, comprising all the academic subjects required for teachers' certificates, practical teaching, practical agriculture (vegetable gardening and field work) and workshop practice.

Industrial Education.—Through the co-operation of the Manager of the Colonial Sugar Refining Company, Lautoka, an experimental scheme was initiated whereby students were given an opportunity to obtain first-hand education in industry. Students, working in pairs, spent alternate fortnights in different departments of the sugar mill, resuming their normal studies at Natabua in the intervening fortnights. The course was optional, but all the students requested permission to undertake it. During the short time it was in operation, eight students were able to take advantage of it. It is intended that the scheme shall be continued in 1930, and that a small area of the school compound shall be put under cane so that the field aspects of the industry may be studied as well as the factory aspects. When the scheme has been carried to completion, these young teachers should leave the Institution with a comprehensive first-hand knowledge of industrial conditions as they affect the majority of the people living in and around the chief centres of production.

Agriculture.—A considerable amount of work has been done in the short time available. In addition to much pioneering work, clearing, fencing, &c., the students have grown and consumed large quantities of vegetables such as tomatoes (1,000 lb), beans, baigan, beetroot, carrots, cabbages, lettuce, okra, kohlrabi, onions and pumpkins. Considerable field work was also done in planting cassava, kumala, maize, millet and cowpea. Dalo was also planted, but it was a failure.

Manual.—Although there has been no Manual Instructor, the students have done a considerable amount of simple carpentry, making coat-hangers, boxes, shelving, soap-boxes, erecting fowl-house, fencing, &c.

Teaching practice.—Indian students have had regular teaching practice in fortnightly periods at the Natabua Indian Primary School, which is now an integral part of the Institution. Difficulty was experienced in getting adequate practice for the Fijian students, but a temporary arrangement was made whereby they practised at Namaka Provincial School. It is understood that a model rural school is to be built and equipped at Visesei. This will meet the need.

Appreciation.—My sincere thanks are due to the Manager of the Colonial Sugar Refining Company, Mr. H. King Irving, for his valuable assistance and co-operation. I wish also to record my appreciation of the interest and assistance of the District Commissioner, and the District Engineer, and of the industry and devotion to duty of the members of the staff.

C. S. SHARP,
Principal.

ANNEXURE II.—H.

QUEEN VICTORIA SCHOOL.

Staff.—Mr. Warner acted as Head Master from January 1st until August 1st, when I took over the position temporarily. Mr. Warner went on leave on September 5th. The position of Turaga-ni-Koro was not filled from February until June when A. Nabou was appointed.

Roll.—The maximum roll number was 87. The school was open for 372 half-days, with an average attendance of 80. Seven boys were struck off the roll, having qualified for entrance to the Teachers' Training College.

Health.—One boy was sent home with general debility and another with skin disease. The school suffered in the dysentery epidemic, but no deaths occurred. No other serious cases were reported.

Manual work.—Standards IV, V and VI—Plans and elevation of articles are first drawn and then the article is constructed in wood. In Standards III and II the development is drawn and the article constructed in cardboard or paper.

Agriculture.—Instruction is given in theory and practice.

Gardens.—Poor returns have been received from the food plantations owing to dry weather at planting. A special effort had been made to ensure a liberal supply for 1930, but in the hurricane of December 11th the crops were destroyed.

Cattle.—The grazing paddocks have been overstocked for most of the year. Seven beasts were sold. The posts in the fences are very poor and last only about two years. About 2,000 posts were put in during the year. One hundred and twenty concrete posts were made by the boys.

JAS. RUSSELL, M.C., B.A.,
Acting Head Master.

ANNEXURE II.—I.

PROVINCIAL SCHOOL EASTERN.

Roll and attendance.—The average roll number was 84.2 and the maximum roll was 88. The aggregate attendance was 28,991 for 370 half-days, giving an average attendance of 78.3.

Health.—In general the health of the boys has been very satisfactory. During April and May eleven cases of dysentery were reported and isolated in a bure provided by the village to accommodate these cases. All boys made a good recovery and we were most fortunate in having the valuable services of the Infant Welfare Work Sister and her staff during this epidemic.

School work.—Although the numbers have not been so high as last year, good progress has been in evidence throughout the year. The staff was again improved this year by the appointment of a new second assistant and I might say that the great improvement in the school work has been possible through the efficiency of the native staff. The greatest improvement has been in English subjects and these were highly commented on by the visiting New Zealand Inspector. Regular instructions has been given to the staff in school method and management. Four boys will be going on to Nasinu school next year—one as a Government Scholarship holder, another as a Tailevu scholar and two other paying pupils. About ten boys are applying to enter Davuilevu for higher education.

Planting.—We have had a very successful year with our gardens. There has been an abundance of root crops throughout the year. A very large area of bush land was cleared by the boys for their private gardens and many of these plots are a real credit to their owners who have planted up a large assortment of native vegetables and fruits. Other bush was cleared for the school plantations and all the gardening work carried out has yielded well. At present the outlook for next year is very good. A good supply of root crops is assured for the greater part of the coming year. Most of this has been planted up during the last two months, in land prepared during the middle of the year, and has had a good start with the many useful rains we have had lately.

Manual Instruction.—A keen interest is maintained in this branch of work by the elder boys who greatly appreciate the instruction they obtain under their Manual Instructor. The work has a good influence on the industry of the boys. Many of them go on from here to the technical classes at Davuilevu. Wherever possible the work has been of a practical nature. School repairs, houses, tables, safes, chairs, combs, spears, concrete work and building of cow-bails are among some of the works the boys have done in the course of their work. Together with this a good deal of plan and elevation drawing has been done in a most satisfactory manner.

General.—I have pleasure in recording the valuable assistance of the members of the staff whom I have found to be industrious and diligent workers in the cause of education. I am most grateful to the District Commissioners of Tailevu, Mr. Baker, and of Lomaiiviti, Mr. Stuart, and also the Roko Tui Ra, who have all taken a kindly interest in the welfare of the school, for the help rendered during the year. To the Bulis of the various districts and to the boys' parents I wish to express my sincere thanks for the many services rendered during my term at Lodonu, all of which have helped to make my stay at the school a pleasant one. I hope that they will continue to interest themselves in the welfare of the school in the future as they have in the past.

D. SAUNDERS,
Head Master.

APPENDIX II.—J.

PROVINCIAL SCHOOL NORTHERN.

Attendance.—School opened with a roll number of 61 and closed with 73. The average attendance was 71·7 for the year.

Health.—The health of the boys this year has been very good. All were inspected and inoculated by the District Medical Officer. The dysentery epidemic was escaped. One boy died in Waiyevo hospital two days after arrival.

School work.—The progress in all classes throughout the year has been very satisfactory, especially in English, both oral and written. A quantity of handwork has been done in native cane basket and raffia work.

Manual Instruction.—The year's work has been very satisfactory. The juniors have done a good course of "joints in models" and have made useful articles from salmon cases, including salt-boxes, stools and fern stands. The seniors have made card and kitchen tables, dining-room chairs and swing-back chairs, safes and stands. Many articles have been sold locally.

Gardens.—Several new areas were broken in and planted in tapioca and yams. A very liberal supply of European vegetables was grown and used by the boys. During the year, bread-fruit, citrus fruits, pineapples, Avocado pears, and a small area of nuts and ornamental shrubs were planted. The recent disturbance did considerable damage to the crops, bananas and bread-fruit trees.

Stock and fences.—The boys have had a plentiful supply of milk and butter all the year. The cows and bull are in good condition. Most of the boys have been taught to milk. Several chains of fences, using local hardwood posts, have been erected.

Pictures.—A small picture plant has been installed. Pictures of an educational nature are shown.

General.—I wish to record my appreciation of work done by the native assistants, both in and out of school, and also the help given by the Rokos and District Commissioner.

S. W. TAYLOR,
Head Master.

ANNEXURE II.—K.

WESTERN PROVINCIAL SCHOOL.

Roll and attendance.—School opened with a roll of 75. The aggregate attendance for 358 half-days was 27,682, giving an average of 77·3. The roll at the end of the year was 80.

Health.—The general health has been good. Thirty boys were treated for yaws, and one was admitted to Nadi hospital for the removal of a cyst.

Agriculture.—The theory of agriculture has been taken in school, and the principles applied to the plantation work. Since July 6th, 77 tapioca, 836 tania, 3,459 kumala, 384 kawai and an acre of maize have been planted. An acre has been planted in rice, bean and maize which will be ploughed in early next year. The soil here is very poor and required constant manuring. The pupils also maintain 24 acres in sugar-cane on land leased from the Colonial Sugar Refining Company. A small plot was prepared for pineapples to be grown in co-operation with the West Coast Pines Company, but owing to the scarcity of suitable suckers the experiment has had to be postponed until 1930.

Sports.—Cricket and football have been played throughout the year, and physical drill has been taken daily.

Inspection.—The school was inspected on September 17th and 18th by Mr. W. Bird, Chief Inspector of Primary Schools, New Zealand.

Appreciation.—In conclusion I wish to redorc my appreciation of the interest taken in the school by the District Commissioner, Nadi, who has at all times been most helpful.

S. H. THOMAS,
Acting Head Master.

ANNEXURE II.—L.

PROVINCIAL SCHOOL, LAU.

Attendance.—The present roll number is 54. the highest roll number was 56 and the average roll number is 50·1. The average attendance is 46·5.

Health.—On the whole, the health of the school has been good, only three boys having been sent to the hospital with dysentery and one with influenza.

Manual Instruction.—Standards I, II and III have been given instruction by Lorima Sautu in the making of joints. The boys have also made several ukuleles.

Games.—A teacher was appointed Games Master at the beginning of each month. The boys play cricket and football, while half an hour per week was given to field events, e.g., sprinting, jumping. Friday evenings were devoted to boxing and before the school "broke up" a tournament was held.

Cattle.—The milk supply has been sufficient throughout the year, and in August the supply was increased by the placing of a new concrete drinking drough in the small night paddock fenced off.

General.—I should like to acknowledge the help kindly given by the District Commissioner, Dr. McCaulay, Mr. A. W. Stuart, the Roko Tui Lau, and the Buli Matuku.

S. S. PYNE,
Head Master.

ANNEXURE II.—M.

PROVINCIAL SCHOOL, KADAVU.

Roll.—The year opened with a roll number of 75 and also closed with 75. The highest roll number during the year was 81 in August. The average roll number was 76, and the average attendance 67.

Health.—On the whole, the health of the school has been very good. I wish to thank the native medical practitioner, Sekove Ravoka, for his attention and work on behalf of the boys. I should like especially to commend his work during the outbreak of dysentery in May. It was due to his attention and care that the many cases at the school were not serious. Dr. Montague inspected the school in November and reported the health of the school as excellent.

Gardens.—The total planting this year is 10,229. The plantings include a little dalo and yam, tapioca, bananas and kumalas. The poorness of the soil and the small areas of good land are still problems of a serious nature. Normally there is hardly enough land for the people of an average sized village; yet three villages, a school, a Government Station and a hospital have to find food from this area.

School work.—This has been very good. Good work has been done in all subjects, especially English. My tests show a steady improvement by all pupils. During the year two boys went to Queen Victoria School, and three boys are ready to go next year. Four boys are going to Davuilevu next year. I hope to present three boys for the Medical Entrance Examination, and perhaps two more for the Fourth Class Teachers' Examination. Much good work has been done by the woodwork classes under the supervision of Voate Jiagasa. There has been a very ready sale for all articles made, and the orders which still come in show that the demand for the boys' work is increasing. A troop of scouts was begun in August and the work done was co-related with school work very successfully, especially the practical side of hygiene and first-aid.

Appreciation.—To my staff and to the school cook my best thanks are due. At all times they have worked cheerfully and efficiently. To Robert Osborne, First Assistant, I owe my special thanks for his loyalty and attention to duty. I wish to thank also the Roko Tui Kadavu, Ratu Waqanivavalagi, and the Bulis of the many districts for their interest in and valuable aid to the school at all times.

G. ARTHUR,
Head Master.

ANNEXURE II.—N.

SAMABULA GOVERNMENT INDIAN SCHOOL.

Roll and attendance.—The school commenced under the Government's management for the first time on February 25th, with a very low roll number of 15 pupils. At the end of the year there is an attendance of 112 pupils on the roll, and an average of 66 for the year 1929. Accommodation during the year has been severely taxed, consequently we had to refuse 47 applicants.

Examinations.—Mr. McMillan visited this school in the middle of the year. He reported very favourably upon the working of the school. He asked us to help the pupils more with Hindi, since the Hindi knowledge was very poor among the pupils.

Manual and agricultural work.—In the middle of the year we started little flower gardens around the school. We found that since the school ground was not fenced in, the goats and cows destroyed everything, so we had to stop the work for the time being until the ground was fenced in. Now the technical room is under construction we hope that next year we will commence the manual and agricultural work with a better footing.

SEWAK MASIH,
Head Master.

ANNEXURE II.—O.

NATABUA GOVERNMENT INDIAN SCHOOL, LAUTOKA.

Roll and attendance.—The school opened for 424 half-days during the year and the daily average attendance for the year was 50. The number on roll on the last school day was 68, of which three were girls.

Fees.—Fees for the year amounted to £33 13s. 7d., showing an increase of £3 0s. 9d. on the fees of the previous year.

Subscriptions raised.—The school sent a sum of £2 16s. to Makogai, and an amount of £1 5s. to New Zealand for the benefit of the sufferers in the earthquake.

School work.—English, Hindi, Urdu and Tamil have been taught as in the previous year. The boys continued taking interest in their vegetable gardening and agricultural work in the year. The rice we produced was worth £24. Farzand Ali succeeded in passing his Pupil Teachers' Examination in May and joined the Teachers' Training School in July to be trained as a Third Class teacher. Munshi Munam and Jagjit Singh passed the entrance examination of the Teachers' Training School and were enrolled at that Institution for the Pupil Teachers' Class in July.

Scouts.—The school scouts gave a guard of honour to His Excellency the Acting Governor on the 31st July, on the occasion of the opening ceremony of the Teachers' Training School.

Appreciation.—In conclusion, I wish to thank all parents and friends who have assisted in promoting the welfare of the school by supporting the Head Teacher and his staff in their work.

A. DILDAR ALI SHAH,
Head Master.

ANNEXURE III.

RETURN OF ASSISTED SCHOOLS, 1929.

Assisted Schools.	Manager.	Average No. on Roll.	Average monthly attendance.
<i>Methodist Mission Schools.</i>			
1. Dilkusha Boys (Indian)	Rev. L. M. Thompson, M.A.	82	68
2. Dilkusha Girls (Indian)	Rev. L. M. Thompson, M.A.	53	39
3. Vuci (Indian)	Rev. L. M. Thompson, M.A.	80	71
4. Nausori (Indian)	Rev. L. M. Thompson, M.A.	55	52
5. Suva Boys (Indian and Fijian)	Rev. G. H. Findlay, M.A.	296	123
6. Indian Girls (Suva)	Rev. G. H. Findlay, M.A.	73	56
7. Rarawai (Indian)	Rev. N. Wright	70	58
8. Lautoka Boys (Indian)	Rev. F. L. Nunn	97	74
9. Lautoka Girls (Indian)	Rev. F. L. Nunn	25	14
10. Nasigatoka (Indian)	Rev. F. L. Nunn	49	42
11. Butt Street, Suva (Fijian)	Rev. R. L. McDonald	90	56
12. Rewa Central (Fijian)	Rev. R. L. McDonald	167	132
13. Vunitivi, Ba (Fijian)	Rev. A. D. Lelean	137	100
14. Matavelo, Ba (Fijian)	Rev. A. D. Lelean	238	155
15. Namara, Bau (Fijian)	Rev. T. N. Deller	93	89
16. Richmond, Kadavu (Fijian)	Rev. S. Albon	103	77
17. Tavuki, Kadavu (Fijian)	Rev. S. Albon	84	71
18. Naceva, Kadavu (Fijian)	Rev. S. Albon	109	92
19. Namuana, Kadavu (Fijian)	Rev. S. Albon	42	37
20. Noco, Rewa (Fijian)	Rev. R. L. McDonald	130	106
21. Deuba, Serua (Fijian)	Rev. R. L. McDonald	55	51
22. Serua, Serua (Fijian)	Rev. R. L. McDonald	70	59
23. Cautata, Tailevu (Fijian)	Rev. T. N. Deller	107	106
24. Nasigatoka, Nadroga (Fijian)	Rev. R. H. Green	122	111
25. Cuvu, Nadroga (Fijian)	Rev. R. H. Green	65	56
26. Vatulele, Nadroga (Fijian)	Rev. R. H. Green	78	72
27. Mavua, Colo West (Fijian)	Rev. R. H. Green	61	51
28. Lomawai, Nadroga (Fijian)	Rev. R. H. Green	85	78
29. Beqa	Rev. R. L. McDonald	71	60
30. Nakelo, Tailevu (Fijian)	Rev. T. N. Deller	116	104
31. Levuka (Fijian)	Rev. W. Green	73	49
32. Wailailai, Ba (Indian)	Rev. N. Wright	44	36
<i>Catholic Mission Schools.</i>			
33. Naililili (Fijian) Rewa	Rev. Father Buret	124	111
34. Cawaci (Fijian) Levuka	Rev. Father Lahaye	135	125
35. Delailagi (Fijian) Ba	Rev. Father J. Nicolas	123	114
36. Marist Brothers, Suva (Indian)	Rev. Brother Alphonsus	308	260
37. St. Anne's, Suva (Mixed Races)	Rev. Mother Superior, Suva	177	144
38. Sacred Heart, Levuka (Mixed Races)	Rev. Mother Superior, Levuka	105	92
39. St. Thomas, Lautoka (Mixed Races)	Rev. Mother Benedict, Lautoka	116	94
40. Wairiki, Taveuni (Fijian)	Rev. Father F. Dupont	73	71
41. Nabala, Macuata (Indian)	Rev. Father Villaine	59	59
42. St. Theresa, Ba (Indian)	Rev. Father J. Nicolas	74	58
<i>Anglican Mission Schools.</i>			
43. All Saints (Indian), Labasa	Rev. E. R. Elder	118	73
44. St. Mary's (Indian), Labasa	Rev. E. R. Elder	40	30
<i>Private Schools.</i>			
45. Nausori (C.S.R. Co.), European	Manager, C.S.R. Co., Rewa	24	21
46. Lautoka (C.S.R. Co.), European	Manager, C.S.R. Co., Lautoka	24	21
47. Sabeto (Indian)	Dr. A. D. Sagayam, Nadi	57	45
48. Nadi (Indian)	Dr. A. D. Sagayam, Nadi	119	92
49. Gurukula, Lautoka (Indian)	Secretary, Arya Pratinidhi Sabha	104	78
50. Kasavu, Savusavu (European)	H. Stuart-Forbes, Esq.	47	37
51. Muanicula, Savusavu (European)	W. Chapman, Esq.	52	45
52. Wairuku, Ra (Indian)	The Hon. Badri Mahraj	64	45
53. Navua (Indian)	District Commissioner, Navua (for Indian Committee)	103	73
54. Vatulaulau, Ba (Indian)	Mr. Ramphal Singh, Ba	54	38
55. Votualevu, Nadi (Indian)	Dr. A. D. Sagayam	74	62
56. Naidu's, Lautoka (Indian)	Mr. M. N. Naidu, Lautoka	88	64
	Carried forward	5622	4197

Assisted Schools.	Manager.	Average No. on Roll.	Average monthly attendance.
<i>Private Schools—continued.</i>			
	Brought forward .	5622	4197
57. Drasa, Lautoka (Indian)	Mr. Randhir Singh, Lautoka ..	52	37
58. Deshbandhu, Lautoka (Indian) ..	Mr. B. N. Ramjiawan, Lautoka ..	40	28
59. Veiseisei (Girls, Indian); Lautoka ..	Mr. Sheonandan Tewari, Lautoka ..	56	46
60. Sanatan Dharma, Labasa (Indian) ..	Mr. Sheonandan, Labasa ..	57	40
61. Tausa, Viria, Rewa (Indian)	Mr. Chattar Singh, Viria	58	46
62. Hidayat-ul-Islam, Nausori (Indian) .	President, Fiji Muslim League, Suva	52	41
<i>Province Schools.</i>			
63. Colo North Province	District Commissioner, Colo North	66	60
64. Colo East Province	District Commissioner, Colo East .	50	39
65. Bua Province	Roko Tui Bua	79	79
	Total . ..	6,132	4,613

ANNEXURE IV.

LIST OF SCHOOLS RECEIVING A BONUS IN 1929.

<i>Name of School.</i>	<i>Control.</i>
St. Ann's, Natovi, Tailevu	Catholic Mission.
St. John's, Natovi, Tailevu	Catholic Mission.
St. Joan of Arc, Sigatoka	Catholic Mission.
St. Mary's, Naililili, Rewa	Catholic Mission.
Nasova, Naitasiri	Catholic Mission.
Bemana, Colo West	Catholic Mission.
St. Paul's (Chinese) Suva	Anglican Mission.
St. John's (Melanesian) Suva	Anglican Mission.
Nadi Province School	Provincial Commissioner, Nadi.
Ra Province School	Provincial Commissioner, Ra.
Momi District School, Nadroga .	Provincial Commissioner, Nadroga.
Toge District School, Ba	Buli Naloto, Ba.
Waya District School, Yasawas .	Provincial Commissioner, Lautoka.
Levuka Girls'	Methodist Mission.
Cuvu Girls'	Methodist Mission.
Richmond Girls'	Methodist Mission.
Bau	Methodist Mission.
Bukuya, Colo North	Methodist Mission.
Rakiraki, Ra	Methodist Mission.
Naqalemare, Colo West	Methodist Mission.
Naikoro, Colo West	Methodist Mission.
Draubita, Rewa	Methodist Mission.
Nausori District, Rewa	Methodist Mission.
Veinuqa, Namosi	Methodist Mission.
Serea, Colo East	Methodist Mission.
Nakorosule, Colo East	Methodist Mission.
Nasautoka, Colo East	Methodist Mission.
Nasesara, Motoriki	Methodist Mission.
Waikama, Gau	Methodist Mission.
Nabuna, Koro	Methodist Mission.
Labasa, Macuata	Methodist Mission.
Naduri, Macuata	Methodist Mission.
Dreketi, Macuata	Methodist Mission.
Drekeniwai, Cakaudrove	Methodist Mission.
Lomaloma, Lau	Methodist Mission.
Yadrana, Lau	Methodist Mission.
Ono, Lau	Methodist Mission.
Mavana, Lau	Methodist Mission.
Namena, Tailevu	Methodist Mission.
Dama, Bua	Methodist Mission.
Kubulau, Bua	Methodist Mission.
Lekutu, Bua	Methodist Mission.
Sangam School, Nadi	Then India Sanmarga Ikya Sangam.
Sanatan Dharma, Viti, Rewa	Sanatan Dharma Maha Mandal.
Sanatan Dharma, Nausori	Sanatan Dharma Maha Mandal.
Naidovi, Nadroga	Barthi Vidyaleiya (Indian Committee).
Tavua Indian	M. Nallathambi (Indian Committee).
Vedic, Muanivatu	Vedic Committee (J. P. Maharaj).

ANNEXURE V.

BOARD OF EDUCATION, 1929.

The Director of Education, Chairman.
The Secretary for Native Affairs.
The Secretary for Indian Affairs.
The Venerable W. J. Hands, L.Th., Archdeacon of Fiji.
The Reverend Father Oreve.
The Reverend L. M. Thompson, M.A.
J. H. H. Millett, Esq.
Ratu Popi Seniloli.
Mr. Badri Mahraj.
The Assistant Director of Education (Secretary).

SUVA SCHOOL COMMITTEE, 1929.

J. H. H. Millett, Esq.
D. W. Amos, Esq.
J. Herrick, Esq.
Hon. A. L. Armstrong (Chairman).
Mrs. P. F. Boyd.
Mrs. H. Wisdom.

LEVUKA SCHOOL COMMITTEE, 1929.

J. Stuart, Esq., District Commissioner, Levuka (Chairman).
R. W. Robinson, Esq.
H. R. Greening, Esq.
Sub-Inspector E. A. Meredith.
E. F. Heycock, Esq.

1931.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 61.

F. 62/47.

Department of Education

(REPORT FOR THE YEAR 1930.)

Laid on the Table, 4 June, 1931.

THE DIRECTOR OF EDUCATION to THE HON. THE ACTING COLONIAL SECRETARY.

Education Office,
Suva, 12th May, 1931.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1930.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

Prior to 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accordance with the recommendations of the Education Commission of 1926, the Education Ordinance, 1929, repealed the Education Ordinance, 1916, and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all schools and teachers.

GOVERNMENT SCHOOLS.

European.—Previous to 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from

(a) a capitation grant on the average attendance on a scale fixed by the Governor in Council;

(b) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance, 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools were to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

In 1924 owing to the difficulties encountered by the Department in recruiting competent assistants, the Governments of Fiji and of New Zealand agreed to a scheme of co-operation under which the New Zealand Education Department selects and sends teachers for appointments in Government schools in Fiji. The New Zealand syllabus with slight modification has been adopted in Government European schools and these are reported on by an Inspector detailed by the New Zealand Education Department.

Although the schools still retain the courtesy title of "Grammar" schools, they are in fact primary schools with secondary departments. The Girls' Grammar School has in addition an infant department in which boys as well as girls are enrolled. The intention in both schools is to commence secondary education at the age of eleven, but at present the necessary modification of the syllabus has been only partly adopted.

The Levuka Public School continues to function as a primary school. Great emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary education.

Smaller Government schools have been established at Rarawai and Korovou, both being primary schools.

Correspondence Classes were begun in 1923 to provide facilities for those children living in isolated places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School for Fijians was erected in 1906, approximately £1,000 being provided by native contributions.

The school was at first maintained in part by contributions from each province, but in 1918 these contributions were discontinued and pupils were required to pay fees, the greater part of the expenses however being borne by general revenue.

The natives of Lau had built and maintained a boarding school since 1909, Government being responsible for the salary of the Head Master only. In 1919, this school was taken over by Government and became one of a number of Provincial Schools which were located to serve as upper primary schools for every part of the Colony.

In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kadavu Provincial School in 1923, Provincial School Western in 1926, and Provincial School Southern in 1926. More than half the cost of construction of these schools was provided by the Fijians and they still contribute annually a sum of £4,375 which is slightly more than the 50 per cent. of the cost of maintenance.

All the above schools which are residential are upper primary.

In Queen Victoria School the pupils are prepared for entrance to the Central Medical or the Teachers' Training School, while the Provincial Schools are emphasising practical training, especially in agriculture.

Indian.—Up to December, 1919, the only Indian school controlled by Government was Natabua Primary School.

In 1929, Government took over from a local Committee the Samabula Indian Boys' School.

In 1930, Vatuwaqa Indian Girls' School was built by Government and the Andrews and Votualevu schools were taken over from the local committee.

Indian Secondary Schools.—In September, 1930, a secondary department was added to the Natabua Primary School.

TRAINING OF TEACHERS.

European.—No provision has been made for the training of teachers for European schools as, with the co-operation of the New Zealand Education Department, teachers, trained in New Zealand, are available as vacancies occur.

Fijian and Indian.—In 1929 a Teachers' Training School was established at Natabua for both Indian and Fijian students. A boarding establishment has been erected to accommodate the students in training as well as pupils in the Secondary Department.

The Methodist Mission has been training teachers for more than sixty years. In 1918 a special class known as the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations made under the Education Ordinance 1916.

This institution which accepts both Fijian and Indian teachers is assisted by Government grants.

CENTRAL MEDICAL SCHOOL.

The following is taken from an article in *The Native Medical Practitioner* by Dr. A. Montague, late Chief Medical Officer, Fiji:—

In 1873 Dr. Corney, Chief Medical Officer, began training native students in medicine, and when an Ordinance was passed some years later, eight Fijians passed the examinations and received certificates as Native Medical Practitioners.

At this time, and until many years later, the students lived in a bure in the old Colonial Hospital grounds and spent a good deal of their time in their food gardens. There were no lecture rooms, no models or diagrams, post-mortem examinations were not easily obtained, and almost the only apparatus was a set of bones. Lectures were given as occasion could be found, but students got most of their knowledge from practical work in the hospital. There was at that time only one nurse, the Matron, and most of the nursing duties fell on the students. In 1900 a lecture room was built, and later a two-storied wooden building for students' quarters, some text-books, diagrams and models were gradually collected and the courses of lectures became more complete.

In 1899 Sowane Puamau qualified, and his subsequent striking success in the Gilbert Islands Service shows that even the incomplete training given in those early years could produce excellent men.

For several years the number of students remained at eight, and a balance of gains and losses left the number of Native Medical Practitioners at about twenty.

In 1913 three students from the Gilbert Islands were admitted to the school. Two of them qualified and are now practising in their own Islands; the third resigned and enlisted in New Zealand.

In 1918 the old students of the school did splendidly in the influenza epidemic. Three in succession died within a month as dispensers at the Colonial Hospital; eight in all died out of a total of 48, and in no case was there any complaint that a Native Medical Practitioner had not stuck to his work as long as he was physically capable of doing it.

No account of the school from 1896 to 1919 would be complete without reference to the Matron of the hospital, Miss Anderson, for the students owe to her zeal and kindness a great debt.

At the end of 1923 the Colonial War Memorial Hospital was opened, and soon after that the idea of developing the Fiji Medical School into a Central Medical School began to grow. It was partly fostered by Dr. Lambert of the Rockefeller Foundation, and it is mainly owing to his enthusiasm and energy that the idea has become the very solid fact that the school is to-day. The youth of the Pacific Islands have shown how much they could do when it was only possible to provide as their teachers two already overworked Medical Officers and an even more overworked Matron, and it seems certain that they will now, with a much larger staff, with the many facilities for learning and teaching that are now provided and with themselves able to learn in the English language, make a high reputation for their school, both for their knowledge of their profession and for that standard of character which the earlier students have already established.

PART II.

CHAPTER I.—EVENTS OF THE YEAR.

The Honourable J. Caughley, M.A., the substantive holder of the appointment, held office as Director of Education until October 31st when he went on leave, and from that date to the end of the year the duties of the post were discharged by Mr. J. Russell, M.C., B.A., Acting Assistant Director of Education.

Mr. D. W. Hoodless, B.Sc., returned from leave and resumed the duties of his substantive post as Assistant Director of Education on 1st February, and Mr. A. H. Phillips, B.Sc., who had been acting as Assistant Director since 26th December, 1927, resumed his duties as Head Master, Queen Victoria School.

On 1st May, Mr. Hoodless was seconded for duty as Tutor, Central Medical School, and Mr. J. Russell was appointed Acting Assistant Director of Education from that date.

On 11th August, Mr. A. A. Thomson, Head Master, Provincial School Southern, was appointed to act as Inspector of Fijian Schools.

The staff of European teachers was increased by the appointment of a Head Mistress, Vatuwaqa Indian Girls' School; an Assistant Master, Secondary Department, Natabua Indian School; and an Assistant Mistress, Girls' Department, Andrews School, Nadi.

Two Indian Head Masters, four Assistant Masters, and one Assistant Mistress (temporary) were also appointed.

The outstanding feature in the educational system was the assumption by the Department under the provision of the Ordinance of fuller control over all schools and teachers. Progress has been made but in addition to the increased work which will necessarily be involved by the exercise of wider powers, the necessity of explaining to Head Teachers and Managers the details of the new regulations has made the task more difficult.

CHAPTER II.—EDUCATIONAL LEGISLATION—ADMINISTRATION AND CONTROL.

The following Ordinances were enacted:—The Indian Education Rating Ordinance 1930, and the Education Rating (Amendment) Ordinance 1930.

The Indian Education Rating Ordinance provides a method by which Indians may subscribe to their own schools. The Governor in Council has power to proclaim any area a rating area for the purpose of this Ordinance and also to proclaim the rate to be levied. The only condition is that the total amount of that rate shall not exceed 50 per cent. of the total annual cost of the school. No area has as yet been proclaimed a rating area under the Ordinance.

The Education Rating (Amendment) Ordinance was passed to amend the Education Rating Ordinance 1929, the provisions of which expired at the end of 1930. The new Ordinance extended the provisions of the previous Ordinance up to the end of 1931.

The most important development in the administration was the attempt to put into practice the provisions of the Education Ordinance 1929 and the Regulations for the making of Grants-in-Aid to Assisted Primary Schools, and for the registration, recognition and classification of teachers.

The English and Indian schools did not present any difficulties, but the attempt to deal with the Fijian schools broke down. In consequence the amounts of the grants and bonuses paid in 1929 were continued for these schools during 1930, and at the end of the year the grant-in-aid regulations were amended to permit of the distribution of the surplus funds by way of bonus to those Fijian teachers who were not qualified to receive grants under the regulations. The situation is not new and is due to the conflict of opinion as to whether available funds can be more profitably utilised in paying adequate salaries to a limited number of teachers who conform to a certain standard or by distributing them to all who are engaged in teaching, irrespective of their qualifications. No finality had been reached by the end of the year as to which system should prevail.

The Indian schools were inspected twice during the year. Owing to the fact that the services of the Inspector of Fijian schools were not available until August, it was not possible to inspect all Fijian schools, but the greater number of those which had applied for registration on the two largest islands were reported on.

No text-books were published by the Education Department. European schools made use of text-books published in England and New Zealand, and a number of Hindi text-books were imported from India for the use of Indian schools.

The Methodist Mission publish certain Fijian text-books for the lowest classes of primary schools. More text-books both in Hindi and Fijian dealing with local conditions are required.

CHAPTER III.—FINANCE.

It will be seen from General Table II that the expenditure from Colonial Revenue was £51,989 12s. 3d. out of a total £645,592 12s. 10d. Included in both of these sums is an amount of £15,188 7s. 5d. representing all moneys collected for educational services as follows:—

Native contributions to Provincial Schools	£3,728	17	0
Contributions to Central Medical School	2,645	0	0
Education Rate, Suva and Levuka	2,600	0	0
Sale of school requisites	433	16	5
Boarding fees	4,651	7	2
Tuition fees	804	15	7
Contribution, Colonial Sugar Refining Company Ltd. (2 years)	260	0	0
Examination fees	64	11	3
Total	£15,188	7	5

To give a correct view of the amount expended by Government, this sum should be deducted from both totals, giving a net expenditure of £36,801 4s. 10d. from a revenue of £630,404 5s. 5d., with a percentage of 5.8 and a net cost per head of population of 4s. 1d.

General Table II is by no means complete as it has as yet been impossible to obtain returns giving the revenue and expenditure. For this reason "other sources" has been left blank except for the Methodist Mission Training School, Navuso Agricultural School, and Davuilevu Technical School.

In addition to the expenditure on buildings, furniture and apparatus from general revenue, the following amounts were expended from Loan Funds during 1930:—

Building grant, St. Anne's School	£1,400	0	0
Improvements, Queen Victoria School	445	14	2
Vatuwaqa Indian Girls' School	597	17	10
Government Teachers' Training School—Latrines	303	8	4
Indian Secondary Department, Natabua—Dormitory Equipment	533	14	5
Quarters, Native Teachers, Provincial Schools	737	17	6
Quarters, Secondary Assistant, Natabua School	537	18	10
Government Teachers' Training School	109	19	10
Total	£4,666	10	11

CHAPTER IV.—PRIMARY EDUCATION—MALE AND FEMALE.

EUROPEAN SCHOOLS.

The educational needs of the majority of the European children are provided for in five Government, six assisted schools and one unassisted school. Of the assisted schools two are controlled by the Colonial Sugar Refining Company, two by the Roman Catholic Mission and the remaining two by local committees. Twenty-three children living in isolated districts enrolled with the Correspondence Classes controlled by the Education Department.

The unassisted school, St. Joseph's Convent, is controlled by the Roman Catholic Mission.

The Government schools and the two schools controlled by the Colonial Sugar Refining Company are staffed by teachers trained in New Zealand and follow the syllabus laid down for its own schools by the New Zealand Education Department.

In August, 1930, Mr. W. W. Bird, Chief Inspector of New Zealand Schools, visited Fiji. Extracts from his report are included as Annexure I.

The Proficiency Examination conducted by the New Zealand Education Department marks the close of the period of primary education. The results of this examination were as follows:—

	Candidates entered.		Candidates awarded Certificate of Proficiency.		Candidates awarded Certificate of Competency.	
	1929.	1930.	1929.	1930.	1929.	1930.
Boys' Grammar School	22	12	19	12	2	.
Girls' Grammar School	18	17	18	17	.	.
Levuka Public School	5	14	5	11	.	3
Nausori . . . . .	.	1	.	1	.	.
St. Felix	18	14	9	12	4	2

The Roman Catholic Schools for Europeans prepare and present pupils for the Cambridge Local Examination. The results will be found in Appendix 1.

The average roll and attendance and the costs of tuition and boarding establishments at Government schools will be found in Appendices 2, 3 and 4.

SCHOLARSHIPS.

(i) *Local Senior Scholarships*.—Two local senior scholarships, one for boys and one for girls, are awarded annually by the Board of Education for European children under fourteen years of age.

The standard of and syllabus of instruction for this scholarship examination is that of the New Zealand Proficiency Examination, the subjects being English, Composition, Formal Language, Comprehension, Dictation, Arithmetic, Geography and History.

The scholarships are tenable for a period of three years at any approved school in the Colony and consist of free tuition and a monetary grant of £5 per annum in the case of scholars residing within a radius of four miles from the Suva General Post Office and of £20 per annum in the case of scholars resident outside that area.

(ii) *Local Junior Country Scholarships*.—Two local junior country scholarships are also awarded annually for children under twelve years of age not residing in Suva or Levuka. One of these scholarships is reserved for children not attending one of the schools in the municipality of Suva or of Levuka.

The standard of the examination is that which is required for entry into the fourth standard of a primary school.

The subjects are English, Composition, Formal Language, Comprehension, Spelling and Arithmetic.

The scholarships are tenable for three years at any approved school in the Colony and consist of free tuition and a monetary grant of £20 per annum.

(iii) *Fiji Scholarship*.—For the purpose of providing for the maintenance and education of deserving boys and girls of European descent, whilst studying for a profession or calling at a University or Training Institution within His Majesty's dominions, one of the scholarships called "Fiji Scholarship" is offered annually by the Board of Education out of funds provided by the Legislative Council to students under 18 years of age. The scholarship is awarded on the results of the University Entrance Examination of the University of New Zealand.

English and Elementary Mathematics are compulsory, and at least three other subjects selected from a list of those usually studied in secondary schools.

Each scholarship is tenable for three years and is of the annual value of £120.

The scholarship for 1930 was awarded to Miss Mary Harper of the Girls' Grammar School, Suva.

GENERAL.

The following applies to English, Fijian and Indian schools:—

Attendance is not compulsory. Children under six years of age are admitted but not entered in the registers.

No child is allowed to remain at schools for boys or girls only after the end of the school year in which the sixteenth birthday is attained or the fifteenth year in mixed schools.

As it is the exception to find birthdays entered in the registers the regulation is not adhered to. A large number of both boys and girls apparently over the school age is found in Fijian schools.

The schools are open for at least four hours a day, five days a week (Mondays to Fridays inclusive) and not less than 190 days a year. They are closed for not less than eight weeks of which five are taken in December and January and two in July.

It is regretted that no figures are available to show how the numbers in the classes decrease.

Physical training is given in all schools, the standard varying from extremely poor to excellent.

ENGLISH SCHOOLS.

There are seven Government and eight assisted schools in which English is the chief medium of instruction. Of the assisted schools, five are controlled by the Roman Catholic Mission, two by the Anglican Mission and one by the Methodist Mission. The number of children of the various races attending these schools together with the average roll and attendance will be found in Appendix 5.

The costs of tuition at the Government schools are set out in Appendix 3.

The syllabus is based on the Course of Instruction for non-European primary schools which was issued in May. In addition to English, Fijian or Hindustani is also taught. In St. Paul's instruction is given in Chinese.

These schools are well equipped and staffed and have at least one European on the staff as well as certificated assistants. The standard of efficiency is comparatively high.

Queen Victoria School which has formerly been considered as a secondary school is included with these as it is really a primary school. Its standard is higher than any of the other schools for Fijians and its chief function is to prepare pupils for the Teachers' Training School or the Central Medical School.

The following shows the entries and successes of Queen Victoria School pupils:—

<i>Entrance examination.</i>	<i>No. of candidates.</i>		<i>No. successful.</i>	
	1929.	1930.	1929.	1930.
Teachers' Training School	7	5	7	5
Central Medical School	4	5	3	5

The instruction is not however confined to academic studies, practical agriculture and manual instruction receiving much attention.

The six Government Provincial Schools for Fijians are primary as judged by the standard of instruction imparted, but much attention is paid to vocational training. These activities are more fully described in Chapter V. These schools differ from Queen Victoria School in that less attention is paid to academic subjects. Provision has been made by which one pupil who wishes to qualify as a teacher or a native medical practitioner may transfer each year from each Provincial School to Queen Victoria School. Certain Provincial Councils give scholarships tenable at Queen Victoria School to be awarded to the best pupil at the Provincial School from their respective provinces.

FIJIAN SCHOOLS.

In 1930 there were 146 schools assisted by grant or bonus. Of these, 108 were controlled by the Methodist Mission, 29 by the Roman Catholic Mission and eight by local committees. Nine are girls' schools, 15 boys' schools and the remainder admit pupils of both sexes.

The average enrolment was 9,881 with an average daily attendance of 7,722.

There were also 155 recognised schools. No figures are available for these schools and the estimated number enrolled, 6,000, is little more than a guess.

Fijian is the medium of instruction although English may be taught as a second language where the teachers are competent. Thirty-two of these schools which have a European on the staff are quite efficient. The standard in the others is comparatively low due chiefly to lack of equipment, understaffing and untrained assistants.

The syllabus is based on the Course of Instruction for non-European primary schools. The subjects which are most neglected are nature study, drawing, hand-work, history, geography and physical training. Gardening receives much attention in practically every school. Pupils from these schools may be admitted to Government or to the more advanced mission schools.

INDIAN SCHOOLS.

There are four Government and thirty-seven assisted schools, of which ten are controlled by the Methodist Mission, one by the Roman Catholic Mission, one by the Seventh Day Adventist Mission, two by the Anglican Mission, and twenty-three by local committees.

Twelve schools are for boys, seven for girls and twenty-three for both sexes.

The average number on the roll at these schools was 2,869, with an average daily attendance of 2,186.

Hindustani is the medium of instruction and English may be taught as a second language. Where competent teachers are employed, and the demand exists, Urdu, Tamil or Telugu may be taught for half an hour a day.

Although a marked improvement is noticeable, particularly in Hindustani, few of the assisted schools are really efficient, mainly because of understaffing.

Controlling authorities are endeavouring to secure the services of certificated teachers, but the demand exceeds the supply.

The curriculum includes Reading, Writing, Hindustani and English, Composition, Arithmetic, History, Geography, Drawing, Nature Study, Handwork, Physical Training, Hygiene and Gardening.

In general, gardening has not reached the stage of being taken really seriously. Many of the schools have not yet been able to fence a suitable plot and many of the teachers are not interested in the subject.

Agriculture, both theoretical and practical, is compulsory for teachers' certificates, and much attention is paid to the subject in the Teachers' Training Schools. As students from these institutions are appointed, gardening will receive the attention due to it. The Agricultural Department is co-operating and its officers advise teachers as opportunity offers.

Hand-work is neglected. The Samabula Government Indian school has facilities for teaching wood-work, but owing to lack of necessary equipment very little is done in the other schools.

In the girls' schools needlework is well taught, but in mixed schools the subject does not receive sufficient attention.

In addition to the Government and assisted schools there are 18 unassisted schools with an enrolment of 584.

CHAPTER V.—SECONDARY EDUCATION—MALE AND FEMALE.

EUROPEAN.

Secondary education is given in departments of the Boys' and Girls' Grammar Schools (Government) and in St. Felix College and St. Joseph's Convent (Roman Catholic).

In the Government schools the fees are £6 per annum for children of ratepayers and £7 10s. for children of non-ratepayers.

The average attendance during 1930 was 20.8 at the Boys' and 19.2 at the Girls' Grammar Schools. These figures are included in the return given in Appendix 2.

Pupils who have been awarded a certificate of proficiency or competency in the primary departments are admitted to the secondary department. The curricula include English in all its branches, Mathematics, History, Geography. French or Latin is optional. Agriculture is taught in the Boys' and shorthand, typewriting and cooking in the Girls' Grammar School.

The departments are conducted in accordance with the New Zealand Regulations. Pupils may enter for the Public Service Examination (New Zealand) after two years. The full course is four years, at the end of which pupils enter for the University Entrance Examination (New Zealand). Brighter pupils may enter for this examination at the end of three years.

The results of the examinations will be found in Appendix 1.

FIJIAN.

There is no secondary school for Fijians.

INDIAN.

A secondary department for Indians was opened at Natabua in September, 1930. Fourteen pupils were enrolled. The fees are £6 per annum.

The curriculum includes the usual secondary school subjects, with the addition of practical agriculture, wood-work, and Hindustani. Tuition costs will be found in Appendix 7 and the cost of the boarding establishments are included with those of the Teachers' Training School in Appendix 4.

VOCATIONAL.

There are no Technical Schools conducted by the Education Department.

Commercial courses for Europeans are given at the Girls' Grammar School and St. Joseph's Convent.

The Methodist Mission maintains a Technical School at Davuilevu. The average daily attendance was 121. The staff consists of five Technical Teachers with two assistants. The course includes commerce, concrete work and carpentry.

The Navuso Agricultural School is maintained by the Methodist Mission with Government assistance. A grant of £500 was paid in 1930 towards the recurrent expenses of the school and £300 towards the purchase of the estate. There were sixty students in residence in 1930, all of whom were Fijians. Dairying and the cultivation of sugar-cane are carried on and instruction in carpentering and iron-work is given. Lectures are given in the theory of agriculture for 6½ hours per week.

Although the Government Provincial Schools have been included in primary schools, they have a strong agricultural bias.

At the Provincial School Western a block of 22 acres has been leased from the Colonial Sugar Refining Company Limited and with the assistance and advice of its officials, two very successful seasons have been experienced. All the work except ploughing with four horse teams is done by pupils. Net profits of £120 and £133 were made in 1929 and 1930 respectively and were utilised in providing implements and horses.

At the Provincial School Eastern, the school is undertaking dairying on commercial lines. All of these schools teach wood-work and do practical farm-work, including fencing, milking and the cultivation of food crops.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

No universities or colleges (post secondary) exist in Fiji. On completion of the secondary course, students requiring university education usually proceed to the universities of New Zealand or of Australia. Others take advantage of the facilities offered to extra mural students by the University of New Zealand and may sit for term or degree examinations in Fiji.

The only professional institution is the Central Medical School which is controlled by the Medical Department. Forty students are enrolled of whom twenty are from Fiji and twenty from Western Samoa, Tonga, Gilbert and Ellice Islands, British Solomon Islands Protectorate, Cook Island Administration and the New Hebrides.

CHAPTER VII.—TRAINING OF TEACHERS.

For the training of Fijian and Indian teachers there are two institutions, one maintained by Government and the other by the Methodist Mission which is assisted by grants from Government.

Students for both institutions are selected by examination. The examination for the Government school is set and marked by the Education Department, while the Methodist Mission conduct their own.

Each student at both institutions is given free board and lodging and an allowance of £6 per annum. The normal course is for two years.

GOVERNMENT TEACHERS' TRAINING SCHOOL, NATABUA.

Mr. C. S. Sharp, B.A., was in charge throughout 1930 and the staff closed with an Indian Agricultural Instructor and a Rotuman Manual Instructor. The services of the European Secondary Assistant and of the three Indian teachers in the Natabua Indian school were also utilised. There were 35 students in residence, 18 being Indians and 17 Fijians. The results of the November examinations were as follow:—

	<i>Candidates entered.</i>		<i>Passes.</i>		<i>Partial passes.</i>	
	<i>Fijian.</i>	<i>Indian.</i>	<i>Fijian.</i>	<i>Indian.</i>	<i>Fijian.</i>	<i>Indian.</i>
Fourth Class ..	8	12	5	2	1	4
Third Class ..	9	6	3	1	3	4
Total ..	17	18	8	3	4	8

A very satisfactory year's work was accomplished. In addition to the academic subjects required for a teacher's certificate, a course in the theory and practice of agriculture, practical carpentering, practical teaching and a special industrial course were given.

CO-OPERATION WITH THE COLONIAL SUGAR REFINING COMPANY LIMITED.

The school is indebted to the Colonial Sugar Refining Company for advice and assistance in the agricultural and industrial courses.

Practical experience was gained by planting and cultivating about five acres of sugar-cane. The scientific principles underlying field practice were explained and illustrated by lectures. An educational tour of the Lautoka district was arranged by Mr. Irving, the District Manager of the Colonial Sugar Refining Company, who placed a train at the disposal of the school and arranged for his officers to show and explain the Company's usual practice in cane growing and their experimental plots.

Mr. Irving also gave permission whereby students working in pairs spent a fortnight in one or other of the mill workshops. This experience was specially valuable to the students in that they received their first insight into the workings of a huge modern industrial plant.

METHODIST MISSION TEACHERS' TRAINING INSTITUTE.

In 1930, 44 students were enrolled, of whom 30 were Fijians and 14 Indians. The sum of £1,216 was paid in Government grants. In the examination held in November the results were as follows:—

	Candidates entered.		Passes.		Partial passes.	
	Fijian.	Indian.	Fijian.	Indian.	Fijian.	Indian.
Fifth Class ..	21	4	6	2	10	1
Fourth Class ..	5	5	.	.	2	3
Third Class ..	1	3	.	.	1	1
Total ..	27	12	6	2	13	5

In addition to the above, 85 Fijian students were trained as vernacular teachers.

The Head Teachers of various schools also prepared and presented other candidates for teachers' examinations. The full results including those given above will be found in Appendix 1.

REFRESHER COURSES.

No refresher courses were held by the Department during the year. A number of teachers in assisted Fijian schools paid visits to the Provincial Schools to observe methods.

CHAPTER VIII.

The education of girls has been dealt with in Chapter IV. Provision has not yet been made in all schools for instructing the girls in house craft. Needlework receives attention in girls' schools, but the facilities for such instruction in mixed schools are inadequate. There is as yet no institution for the training of female teachers although a number are employed as probationers and receive instruction to enable them to sit for the teachers' examinations.

In the examinations held in November, 1930, the following results were obtained by female candidates:—

	No. entered.			Partial passes.			Passes.		
	Europ.	Fijian.	Indian.	Europ.	Fijian.	Indian.	Europ.	Fijian.	Indian.
Fifth Grade ..	.	10	4	.	3	3	.	1	1
Fourth Grade ..	2	3	3	1	3	3	.	.	.
Third Grade ..	.	.	.	.	.	.	.	.	.
Total ..	2	13	7	1	6	6	.	1	1

The standard of the female candidates, especially Fijian, is not as a rule equal to that of the males. There seems no adequate reason for this except that there are no schools for Fijian girls corresponding to the Government Provincial Schools or Queen Victoria School.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A—MEDICAL INSPECTION AND THE TEACHING OF HYGIENE.

The services of medical officers for the medical examination of pupils in Government schools, Suva and Levuka, are made available as opportunity offers by the Chief Medical Officer.

In 1930 epidemics of dysentery, dengue fever and diphtheria seriously affected the attendances of schools.

All pupils must pass a medical examination before being admitted as boarders in the various boarding establishments for non-Europeans maintained by Government.

Applicants for registration or recognition as a teacher must also submit a medical certificate of physical fitness.

The Fijian Government Schools and pupils are inspected annually by the District Medical Officers. Where necessary treatment is given either by the District Medical Officers or by the Native Medical Practitioners.

It is noticeable that the teeth of many Fijian children are in urgent need of skilled treatment. The services of a travelling dentist would be very valuable, but none is available.

The Medical Department also supplies the Government Fijian schools with medicines, disinfectants, &c., which are used by the Head Masters in treating the minor ailments of their charges.

Instruction in Hygiene forms part of the curriculum in all Fijian and Indian Government and assisted schools. It is taught in as practical a way as is possible, aiming in the lower classes at the inculcation of personal cleanliness and good habits. In upper classes, the causes and prevention of all the diseases common to Fiji are taught by lectures. The text-book used in Fijian schools is a translation of *Hygiene* written by the late C. V. Thompson, the first Head Master of Queen Victoria School.

In upper classes, lessons from *Sanitation and Hygiene in the Tropics* by Ritchie & Purcell are given. This book is prescribed for the Teachers' Examinations.

Inspectors inspect sanitary arrangements when visiting schools and these are in general satisfactory. With the co-operation of the Medical Department and of the Colonial Sugar Refining Company, deep bore latrines are being installed wherever possible.

B—GAMES AND SCHOOL HOSTELS.

Games.—One of the requirements for registration of a school is the provision of a suitable playing ground. Excellent play-grounds have been made mainly by the pupils themselves at the six provincial schools and at the Government Teachers' Training School. In some cases the provincial councils gave material assistance in providing extra labour. At Queen Victoria School an excellent play-ground and pavilion were provided mainly by subscriptions from all the provinces and partly by the labour of the pupils.

The greater number of assisted schools have not as yet adequate playing grounds. In Fijian schools the lack is often compensated for by the use of the village green.

Association football and cricket are very popular, particularly with the Fijians, although Indians are beginning to take up both games. Government institutions hold their own athletic meetings. Owing to the difficulty of providing transport, very little has as yet been done in the way of inter-school matches.

Kadavu Provincial School paid a visit to Suva in 1930 and played matches against Queen Victoria School and Provincial School Southern. Mr. H. M. Livingstone of Hamilton, New Zealand, presented a handsome silver cup for a football competition between Queen Victoria School, Provincial School Southern and Bau School. The cup is held at present by Bau.

Hostels.—There are boarding establishments for Europeans at the Suva Grammar Schools and at Levuka Public School. The fees at the former are £50 per annum and £30 at the latter.

Queen Victoria School and the six provincial schools are residential.

The students at the Government Teachers' Training School are boarded free of charge.

Secondary pupils from the Natabua Indian School are admitted to this hostel at an annual fee of £24. Accommodation in separate dormitories is provided for them, but they mess with the Indian students.

Costs of all Government boarding establishments will be found in Appendices 4 and 7.

Boarding establishments are provided at the central schools controlled by the Roman Catholic Mission and adequate boarding facilities are provided by the Methodist Mission at their Teachers' Training Institute and certain central schools.

Four province schools controlled by the respective District Commissioners also maintain boarding establishments.

In general no fees are charged for admission to hostels for Fijians—the pupils growing most of the food required and the remainder being supplied by the parents in cash or kind through the Provincial Councils.

There is a very strong tendency for all Fijian schools to attempt to maintain a boarding establishment. As funds, buildings and supervision are entirely inadequate, the department discourages the practice.

C—SCHOOL BUILDINGS AND EQUIPMENT.

The accommodation in most of the schools is inadequate for the number of pupils seeking admission.

The Vatuwaqa Indian Girls' School near Suva was opened in 1930 and crowded to capacity within a month. Many intending pupils were refused admission. The capacity of the buildings for non-Europeans is calculated on a basis of eight square feet per pupil which in a tropical country is dangerously low.

A building grant of £1,000 from general revenue was made to the Anglican Mission to rebuild its Indian school at Labasa which had been destroyed by hurricane in 1929. Progress payments to the amount of £750 were paid during 1930.

The Roman Catholic Mission received a grant of £2,000 from Loan Funds towards their new school for non-Europeans in Suva. The school is estimated to cost £6,000. In 1930 progress payments amounting to £1,400 were paid.

The equipment of many of the assisted schools is far from complete.

D—MORAL AND RELIGIOUS INSTRUCTION.

Religious instruction may be practised or religious instruction given in any Government or assisted school, provided that the attendance of any pupil shall be only at the expressed wish of the parent or guardian. In the Suva Grammar Schools, religious instruction is under the charge of the ministers of the Church of England and of the Presbyterian Church. In Government Fijian schools, the opening exercises commence with prayer.

In Government Indian schools, no religious instruction is given although the teachers of the various religions have been invited to commence classes.

The schools controlled by the various Christian Missions and certain Indian schools, particularly those controlled by committees of the Arya Samaj Society or Sanatan Dharm Society, give religious instruction a place on the time-table.

E—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN.

No arrangements have been made for the instruction of defective or delinquent children.

CHAPTER X.—MISCELLANEOUS.

A—CO-OPERATION WITH OTHER DEPARTMENTS.

(i) Mention has been made in Chapter IX of the assistance given by the Medical Department.

The co-operation with the Department of Agriculture becomes closer each year. The Veterinary Officers select animals for the Government Fijian schools and are always prepared to give their services in inspecting and treating diseased animals. Other officers advise teachers as to suitable crops and soil treatment and in general do all in their power to foster better methods of cultivation.

The Public Works Department prepares plans for and erects new Government schools as well as attending to repairs. It is a common practice for the Public Works Department to supply materials and supervision in certain cases and for the actual work to be done by the manual training classes in Government schools. Before building grants are made the plans and specifications are approved by the Public Works Department and progress payments are made on certificates given by its officers.

(ii) *Co-operation with the Colonial Sugar Refining Company Limited.*—The Colonial Sugar Refining Company is interested in the education of the children of its employees and tenants. Its local managers control schools for Europeans in three centres, two of which are assisted by grants-in-aid—and one for Indians.

It pays a contribution of £130 per annum to the Rarawai Government school, most of the pupils of which are children of its employees. In addition it provides and maintains the school building. It gives monetary assistance amounting to £205 a year to be distributed by the Department to certain Indian schools, and pays further sums direct to the managers of other Indian schools. It also gives sites for schools and assists in their erection with money or materials.

As mentioned in previous chapters, it renders most valuable advice and assistance to those schools which grow sugar-cane.

B—CO-OPERATION WITH MISSIONS.

Very many schools are controlled by the Christian Missions—the Methodist Mission the Roman Catholic Mission, the Anglican Mission and the Seventh Day Adventist Mission.

The Methodist Mission nominally controls hundreds of schools, many of which are assisted. Those schools which have an European teacher on the staff are in general efficient, but many of the others are not. It is impossible for the Missionaries to devote sufficient time to all the schools in their various circuits to ensure that the maximum efficiency is attained. The Mission has not sufficient funds to provide adequate buildings and equipment for all its schools nor to supplement the grant-in-aid of salaries received from Government.

The Roman Catholic Mission has mainly confined its efforts to providing central schools for boys and for girls. These schools which are residential are built in close proximity to the chief Mission stations so that the priest can exercise close supervision and control. The schools are in general adequately staffed by members of its teaching orders.

The other Missions have confined their activities to building, equipping and maintaining a few schools to a comparatively high standard.

The amounts paid to the various Missions (exclusive of building grants) were as follows:—

Methodist Mission	£8,343	3	9
Roman Catholic Mission	3,513	5	6
Anglican Mission	511	0	0
Seventh Day Adventist Mission	181	10	0

C—SCOUT MOVEMENT AND GIRL GUIDES.

(i) *The Scout Movement.*—A fresh impetus was given to the movement by the interest shown by His Excellency, Sir Murchison Fletcher, who assumed the duties of Chief Scout on his arrival in the Colony in November, 1929.

There are three European groups, thirty Fijian, ten Indian, one Chinese, two Rotuman—a total of forty-six. Of these, fourteen groups are controlled by the Methodist Mission, two by the Church of England, two by the Roman Catholic Mission, and five by various schools. There are 918 scouts and cubs in these groups. The standard of proficiency is not very high. The non-Europeans are handicapped by the absence of suitable text-books written in the vernacular.

The fourth annual rally was held at Davuilevu in June and was attended by some 350 scouters and scouts. The lack of suitable transport prevented many outside troops attending. In 1930, the Chief Scout, Lord Baden Powell, awarded the Silver Cross with bar to Ilaitia Makaba in recognition of two acts of gallantry.

A grant of £50 per annum was made to the Boy Scouts Association by Government.

(ii) *Girl Guides.*—Prior to 1930, several Girl Guide companies had been formed in various parts of the Colony by the Methodist Mission. It was not however until September, 1930, that the movement was put on a proper footing by the formation of a strong Girl Guides Association with Lady Fletcher as President.

D—ADULT EDUCATION.

No provision has been made for the education of adults.

E—REGISTRATION OF SCHOOLS AND TEACHERS.

The following table gives the number of schools and teachers registered or recognised in 1930:—

	Registered.	Recognised.
Schools	132	172
Teachers	308	468

Consideration of other applications was deferred pending further reports.

F—BOARD OF EDUCATION.

The Board met on 15 occasions during 1930. A summary of the most important business transacted follows:—

- (a) *Grants-in-Aid*.—Grants-in-aid or bonuses were made to 197 schools.
- (b) *Regulations*.—The following regulations were made:—
 Regulations for the Levuka Public School Hostel.
 Regulations prescribing the Course of Instruction for non-European registered primary schools.
 Regulations prescribing the Fees for Correspondence Classes.
 Regulations prescribing the Tuition and Hostel Fees for the Natabua Indian Secondary Department.
- (c) *Amendments*.—The following regulations were amended:—
 Regulations for the Medical Examination of School Children.
 Regulations for the making of Grants-in-Aid to Assisted Primary Schools.
- (d) *Establishment of Schools*.—The establishment of six schools was approved.
- (e) *Scholarships*.—Four local scholarships and the Fiji Scholarship for Europeans were awarded for 1930. The continuation of the scholarships of two Fijians for 1931 was approved.
- (f) *Remission of Fees*.—Five applications for remission of fees were considered and two were recommended for approval.
- (g) *Registration of Schools and Teachers*.—Applications as in E above were approved.

JAS. RUSSELL,
Acting Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORT OF VISITING CHIEF INSPECTOR FROM NEW ZEALAND.

BOYS' GRAMMAR SCHOOL.

The school is well organized and efficiently managed. The order, discipline and tone are excellent. Attendance, except in so far as it has been affected by illness, is regular. The teaching throughout is efficient and a good standard of work is manifest throughout. The school library has been extended and is largely used. I am pleased to note the progress in woodwork. The English work is generally satisfactory, the spelling however requires special attention. The excellent drawing in the upper classes again deserves special mention.

The secondary department is much larger this year, comprising 21 pupils. The one candidate passed the New Zealand Matriculation examination last year; three candidates are offering this year and two for the Public Service Entrance examination. The English Composition in this division is very good, some interesting attempts at verse being shown. The text-books are suitable. In physical instruction the exercises are exceedingly well performed.

GIRLS' GRAMMAR SCHOOL.

The school is well organized and is capably managed. The order, discipline and tone are excellent. The attendance has been affected by sickness, pupils and teachers having been ill from the recent epidemic. Apart from this the attendance is well maintained. The teaching throughout is efficient and the pupils are making good progress. I have no hesitation in saying that the standard of work throughout will compare favourably with that of any district high school of similar grade in New Zealand. I may also mention the fine results achieved by the school subsequent to my visit last year. The accommodation is sufficient except in the outer building, where further provision is required. The completion of the improvements to the play-ground has provided a fine campus for drill and games. The recently established commercial class is doing well and offers a very useful training for girls who desire to enter business. I understand that in Wellington, New Zealand, the Chamber of Commerce arranges for examination of girls who have taken such courses; perhaps something similar might in time be done here.

LEVUKA PUBLIC SCHOOL.

The entire staff of the school has been changed since my last visit, the present Head Teacher having been in charge for about a month. The organization and management are satisfactory. A small commercial class has been established providing instruction in shorthand, typewriting and business practice. This should serve a very useful purpose. The order, discipline and tone are excellent—the school assembles promptly and the classes set to work without delay. I note that the work books are all faithfully kept. The attendance is generally satisfactory. The methods of teaching follow approved lines and the work is progressing very well. There is a fairly large class in Standard VI and the results of my tests show on the whole good promise. The probationer (Miss Chapman) is receiving regular instruction, and with training should prove a good teacher.

The buildings and grounds are all well kept. There is a very liberal supply of reading material; indeed, I doubt whether any further supply is required for some time. The tools in the workshop should be put in proper order and a definite course followed with classes not greater than, say, twenty.

RARAWAI GOVERNMENT SCHOOL.

The organization and management of the school are quite satisfactory; both teachers have their work well arranged, and have attended to their duties assiduously. The order, discipline and tone are very good—the pupils have great faith in their teachers and do their best to serve them. The attendance has been affected by epidemic sickness but is now very regular, the average being sufficient to maintain the school in Grade 3 of the New Zealand scale. The teaching has evidently been conscientious and follows good methods. The result is that the pupils are making very good progress. I was very pleased to see the way in which the children in Class P could read. There is no retardation in these classes. The upper division under the head teacher is doing good work. Reading and comprehension are very satisfactory, a fairly wide course being covered. Writing is fair. The composition exercises are rather short but are generally free from errors. The work-book has been duly kept. There is a good spirit of work in the classes. Physical drill is well done. The children sing very well. The furniture is of an out-of-date pattern and is in need of replacement.

PROVINCIAL SCHOOL EASTERN, LODONI.

The Head Master has been in charge since the beginning of the year and has already a good hold on the school. The management is quite satisfactory, the order, discipline and tone being excellent. The methods of teaching are on the whole very satisfactory, the weakness being in Class P 3. The buildings are scrupulously clean. Some new desks have been provided by the workshop and a good deal of necessary fencing has been erected. The instruction is given in English and I consider that reasonable progress is being made. This school is provided with a fairly good piece of land and has also a small herd of cows. The teacher has had experience in farming, and his knowledge might therefore be exploited by specialization to some extent in agriculture. A plough and team would be a profitable investment for the school. Lodonu is a very interesting school and is doing good work.

PROVINCIAL SCHOOL WESTERN, NADI.

The organization and management are satisfactory. Order, discipline and tone are excellent. I note that self-government is provided for the boys dealing in council with questions affecting school discipline generally. The attendance is regular. The Head Teacher has given considerable attention to training his staff and very marked progress in teaching efficiency has been the result, the lessons taken by the Fijian assistants showing much improvement. This has been followed by a pleasing increase in the proficiency of the pupils. Two student teachers from Natabua Training School were present on observation work. One of these shaped particularly well at his lesson. A school garden has been established since my last visit and the boys are showing great interest in their plots. The buildings are clean. The sanitary conveniences begun in February have not yet been completed and the supply of water is inadequate. The school glebe offers very little soil for providing sufficient food supply. It is a pity that a few acres of the adjoining flat cannot be secured for this purpose. Work is in progress in the workshop. The instructor should be competent to put the tools in good condition and the boys should be taught to keep them so.

WILLIAM W. BIRD,
Chief Inspector.

GENERAL TABLE I.
ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR.

Population.	Particulars.	Controlled Institutions.									Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education Vocational.			Total.			Controlled Institutions.	Controlled and Non-controlled Institutions.
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.					
		1	2	3	4	5	6	7	8	9	10	11	12	
European and Half-caste 8,007	Institutions—													
	For males—													
	European ..	..	..	2	..	2	..	..	..	..	2	..	..
	Non-European ..	..	1	1	35	37	2	2	4	..	41	..	..
Non-European .. 171,998	For females—													
	European ..	..	..	1	..	1	..	..	..	..	1	..	..
	Non-European ..	..	..	..	16	16	..	..	..	..	16	..	..
	Mixed—													
	European ..	..	..	1	8	9	..	..	..	..	9	..	..
	Non-European ..	..	..	..	322	322	..	..	..	..	322	..	..
	Total ..	..	1	5	381	387	2	2	4	..	391	..	..
	Pupils enrolled—													
	Males—													
	European ..	..	..	270	194	464	..	..	..	..	464	..	..
	Non-European ..	..	40	82	14,635	14,757	164	210	339	..	15,121	..	..
	Females—													
	European ..	..	..	288	193	481	..	..	..	..	481	..	..
	Non-European ..	..	..	..	8,012	8,012	..	..	..	..	8,012	..	..
	Total ..	..	40	640	23,034	23,714	164	210	339	..	24,078	13.4	..

GENERAL TABLE II.
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

	Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.						Total expenditure on Education.	Total expenditure from Colonial Revenues.	Percentage of expenditure from Colonial Revenue on Education to total expenditure from Colonial Revenue.	Amount spent on education from Colonial Revenue per head of population.	Amount spent on Education from all sources per head of population.	
	University Education.		School Education, General.		School Education, Vocational.			Total.	University.	Direction and inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.						Total.
	Arts and Science Colleges.	Colleges for Professional Training.	Combined Secondary & Primary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	7													8	9	10	11	12	13
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Colonial Revenue ..	3,050 3 11	9,691 7 1	29,380 8 3	3,339 19 5	800 0 0	46,261 16 8	..	3,252 6 11	894 14 4	1,078 4 6	502 7 10	5,727 13 7	51,969 12 3	645,592 12 10	8.05	0 5 9	..	..
Local Public Funds ..	.....	.....	.....	.....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Other sources ..	.....	.....	.....	860 0 0	2,128 3 0	.....	..	.....	.....	1,180 0 0	.....	.....	.....	.....	.....	.....	.....	.....
Total ..	.....	.....	.....	4,199 19 5	2,928 3 0	.....	..	.....	.....	2,258 4 6	.....	.....	.....	.....	.....	.....	.....	.....

GENERAL TABLE III.
COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on 30 November under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions.	Number of scholars on the roll on Nov. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Mar. 31	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Nov. 30	Average daily attendance	Elementary.	Number of scholars on the roll on 30 Nov.	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
University & Collegiate Education:														
(a) Arts and Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Colleges for Professional training	1	40	39	..	..	..	..	..	..	..	..	..	..	..
Total	1	40	39	..	..	..	..	..	..	..	..	..	..	..
School Education—General														
Secondary Schools—														
(a) General	(a) 3	M. 253 F. 174	359*	..	..	..	1	(a) M. 79	M. 68	1	F. 120	F. 98	3	(a) 199
(b) Training School	(b) 1	M. 35	M. 34	..	..	..	1	(b) M. 129	M. 116	..	..	..	..	(b) 129
							2	208	184	1	120	98	3	328
Primary Schools—														
(a) General	15	M. 864 F. 204	908*	..	..	..	194	(a) M. 7,891	10,478*	172	M. 5,967	7,364	366	21,758
(b) Vocational .. .. .	..	..	..	..	..	..	1	(b) M. 60	M. 50	1	M. 160	M. 121	2	220
Total	19	1,530	1,301	..	..	..	195	12,838	10,528*	173	9,140	7,485	368	21,978
Total of Colleges and Schools	20	1,570	1,340	..	..	..	197	13,046	10,712*	174	9,360	7,583	371	22,306
Grand total of Colleges & Schools	..	..	..	..	..	..	217	14,593	12,052	174	9,360	7,583	391	23,593

* Separate figures for males and females not available.

APPENDIX 1.
PUBLIC EXAMINATIONS, 1930.

TEACHERS' CERTIFICATE EXAMINATION.

	No. entered.	No. passed.	No. partial passes.
Fifth Class—			
Male	53	13	19
Female	14	2	6
	67	15	25
Fourth Class—			
Male	41	8	10
Female	8	..	7
	49	8	17
Third Class—			
Male	29	4	12
Female .. ..	..	..	..
	29	4	12
Second Class—			
Male	15	4	4
Female .. ..	..	..	..
	15	4	4
Total ..	160	31	58

CAMBRIDGE UNIVERSITY.

	No. entered.	No. passed.
School Certificate—		
Males	1	1
Females	1	1
	2	1
Junior—		
Males	2	1
Females	4	4
	6	5
Preliminary—		
Males	10	8
Females	7	7
	17	15
Total ..	25	21

NEW ZEALAND UNIVERSITY ENTRANCE.

	No. entered.	No. passed.
Males	4	1
Females .. ..	..	..
Total ..	4	1

NEW ZEALAND EDUCATION DEPARTMENT.

	Public Service Entrance.	
	No. entered.	No. passed.
Males	4	4
Females	1	1
Total ..	5	5

APPENDIX 2.

EUROPEAN SCHOOLS.—ROLL AND ATTENDANCE.

School.	Average on Roll.	Average attendance	No. on Roll, November, 1930.		Total.
			Male.	Female.	
Boys' Grammar School	137	122	140	..	140
Girls' Grammar School	217	185	51	168	219
Levuka Public School	153	136	70	63	133
Rarawai	38	32	19	16	35
Korovou	7	6	5	3	8
Kasavu	35	33	16	18	34
Muanicula	50	43	29	13	42
Nausori (C.S.R. Co.)	28	22	22	7	29
Lautoka	29	25	12	16	28
St. Felix College	79	68	79	..	79
St. Joseph's Convent, Suva ..	120	98	..	120	120
Marist Convent, Levuka	52	46	8	46	54
Totals ..	945	816	451	470	921

APPENDIX 3.

TUITION COSTS, GOVERNMENT EUROPEAN SCHOOLS, 1930.

School.	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Rarawai.	Korovou.	Correspondence Classes.	Total.
Average Roll	137	217	154	38	7	23	577
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries, &c., Teachers	1,653 18 4	2,537 10 4	1,609 10 7	402 13 3	203 14 8	260 0 0	6,667 7 2
Salaries, &c., Servants	115 0 0	102 12 0	104 0 0	....	....	....	321 12 0
Total Emoluments	1,768 18 4	2,640 2 4	1,713 10 7	402 13 3	203 14 8	260 0 0	6,988 19 2
Contribution, Superannuation Funds	44 1 3	81 17 6	62 13 2	17 9 8	....	....	206 1 7
Passages and Local Transport ..	63 19 5	47 8 11	130 6 9	39 14 5	19 0 0	....	300 9 6
Books, Stationery, Equipment ..	178 7 10	204 9 9	146 8 5	44 16 6	11 19 9	24 8 4	610 10 7
Inspection	37 2 0	59 12 0	42 17 0	10 9 0	....	....	150 0 0
Incidentals	22 14 2	30 11 2	9 15 3	8 0 0	2 0 0	8 12 6	81 13 1
Maintenance, Public Works Dept.	138 0 3	99 12 1	78 13 3	....	6 7 0	....	322 12 7
Total Expenditure	2,253 3 3	3,163 13 9	2,184 4 5	523 2 10	243 1 5	293 0 10	8,660 6 6
Gross Cost per Pupil	16 8 11	14 11 7	14 3 8	13 15 4	34 14 6	12 14 9	15 0 2
Recoveries—Fees	212 5 8	260 8 8	37 15 8	50 0 0	....	38 0 0	598 10 0
Local Bodies	740 0 0	1,160 0 0	700 0 0	130 0 0*	....	....	2,730 0 0
Sale of Books, &c.	71 15 11	76 18 1	33 19 11	5 0 0	2 18 0	7 15 0	198 6 11
Refund Passages from New Zealand .. .. .	....	....	28 14 3	....	....	....	28 14 3
Total Recoveries	1,024 1 7	1,497 6 9	800 9 10	185 0 0	2 18 0	45 15 0	2,555 1 2
Net Cost to Government	1,229 1 8	1,666 7 0	1,383 14 7	338 2 10	240 3 5	248 5 10	5,105 5 4
Net Cost per Pupil	8 19 5	7 13 7	8 19 8	8 17 11	34 6 2	10 15 11	8 16 11

* Colonial Sugar Refining Company's contribution.

APPENDIX 4.

BOARDING COSTS, GOVERNMENT SCHOOLS.

	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Queen Victoria School.	Six Provincial Schools.	Teachers' Training School and Secondary Class, Natabua.
Average number of Boarders ..	36	42.6	17	81	415	39
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Food	935 7 4	786 9 10	521 19 5	679 4 8	2,675 9 11	604 0 11
Repairs	13 5 4	20 1 5	....	....	....	....
Equipment	125 13 4	108 14 0	28 12 0	34 15 0	....	125 6 10
Light	38 3 1	42 17 7	26 5 0	18 14 3	....	24 0 2
Incidentals	94 4 6	5 10 0	24 10 0	18 17 11	98 17 9	65 2 0*
Laundry	194 11 3	....	69 0 0	....	....	....
Wages and Allowances	446 0 0	393 15 2	326 13 4	83 15 6	145 5 10	200 0 0
Maintenance (Public Works Dept.)	138 0 3	53 6 10	33 5 9	171 6 0	192 4 0	....
Transport .. .. .	....	....	....	84 5 0	205 12 4	6 4 7
Total Expenditure	1,985 5 1	1,410 14 10	1,030 5 6	1,090 18 4	3,317 9 10	1,024 14 6
Gross Cost per Pupil	55 2 11	33 2 4	60 12 1	13 9 4	7 19 11	26 5 3
Recoveries, Fees, &c.	1,856 0 1	1,838 13 7	487 10 6	386 13 0	3,317 9 10†	56 0 0
Net Cost	129 4 0	427 18 9‡	542 15 0	704 5 4	....	968 14 6
Net Cost per Pupil	3 11 9	....	31 18 6	8 13 11	....	24 16 9

* Firewood. † Part of Provincial contribution. ‡ Profit.

APPENDIX 5.
ENGLISH SCHOOLS.

School.	Average number on Roll.	Average attendance.	Number on Roll, November, 1930.						Total.
			Fijians.		Indians.		Chinese.		
			Male.	Female.	Male.	Female.	Male.	Female.	
Queen Victoria School ..	81	77	88	..	..	..	..	..	86
Lau Provincial School ..	46	40	43	..	..	..	..	..	43
Kadavu Provincial School ..	72	62	78	..	..	..	..	..	78
Provincial School Northern ..	58	55	65	..	..	..	..	..	65
Provincial School Eastern ..	78	72	82	..	..	..	..	..	82
Provincial School Western ..	71	62	63	..	..	..	..	..	63
Provincial School Southern ..	88	80	91	..	..	..	..	..	91
Marist Brothers (R.C.) ..	303	243	126	..	160	..	..	..	286
Toorak Boys (Meth. Mission)	304	228	170	..	163	..	..	..	333
St. Anne's (R.C.) ..	169	135	13	86	7	48	..	..	154
St. Joan of Arc (R.C.) ..	59	50	29	29	..	..	..	..	58
St. Thomas (R.C.) ..	120	101	38	28	44	6	8	1	125
St. Paul's (Anglican) ..	69	62	..	..	..	..	52	17	69
Sacred Heart (R.C.) ..	98	83	36	17	16	6	3	..	78
St. John's (Melanesian) ..	50	35	25	12	..	..	..	..	37
(Anglican). Total ..	1,666	1,385	945	172	390	60	63	18	1,648

APPENDIX 6.

TUITION COSTS, GOVERNMENT FIJIAN SCHOOLS.

	Queen Victoria School.	Six Provincial Schools.	Total.
Average Roll	81	415	496
Teachers	£ s. d. 1,705 15 4	£ s. d. 3,786 15 4	£ s. d. 5,492 10 8
New Zealand Superannuation .. .. .	....	70 7 4	70 7 4
Passages and Local Transport .. .. .	....	59 17 7	59 17 7
Books, Stationery, Equipment	137 19 2	329 14 3	467 13 5
New Zealand Inspector (part) .. .. .	....	35 5 2	35 5 2
Maintenance of Buildings	171 6 0	363 10 10	534 16 10
Total	2,015 0 6	4,645 10 6	6,660 11 0
Gross Cost per Pupil	24 17 6	11 3 11	13 8 7
Recoveries, Contributions .. .. .	....	410 10 2	410 10 2
Net Cost	2,015 0 6	4,235 0 4	6,250 0 10
Net Cost per Pupil	24 17 6	10 4 1	12 12 0

APPENDIX 7.

TUITION COSTS, 1930, GOVERNMENT INDIAN SCHOOLS.

	Natabua Primary.	Natabua Secondary. 4 months.	Samabula (Boys).	Andrews (Nadi) (Mixed). 7 months.	Vornalevu (Mixed). 7 months.	Vatuwaqa (Girls). 7 months.	Total.
Average Roll	66	14	78	135	74	64	431
Teachers' Salaries & Allowances	£ s. d. 469 3 4	£ s. d. 144 13 7	£ s. d. 394 0 0	£ s. d. 279 18 0	£ s. d. 112 0 0	£ s. d. 123 11 6	£ s. d. 1,523 6 5
New Zealand Superannuation Fund (Govt. contribution to) .. .. .	....	5 11 6	....	....	....	....	5 11 6
Passages and Local Transport	9 13 3	61 13 11	....	....	....	....	71 7 2
Books, Stationery & Equipment	30 7 2	58 12 5	42 13 3	12 5 7	7 14 1	27 6 2	178 18 8
Total Expenditure	509 3 9	270 11 5	436 13 3	292 3 7	119 14 1	150 17 8	1,779 3 9
Gross Cost per Pupil	7 14 4	19 7 1	5 12 0	2 2 0	1 12 4	2 7 2	4 2 7
Recoveries—Fees	37 13 10	26 10 2	87 13 7	....	....	21 9 0	173 6 7
Sale of Books .. .. .	....	2 17 3	....	....	....	4 4 3	7 1 6
Total Recoveries	37 13 10	29 7 5	87 13 7	....	....	25 13 3	180 8 1
Net Cost	471 9 11	241 4 0	348 19 8	292 3 7	119 14 1	125 4 5	1,598 15 8
Net Cost per Pupil	7 2 10	17 4 7	4 9 6	2 3 3	1 12 4	1 19 2	3 14 2

1932.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 21.

F. 62/47.

Department of Education

(REPORT FOR THE YEAR 1931.)

Laid on the Table, 2 June, 1932.

THE DIRECTOR OF EDUCATION TO THE HON. COLONIAL SECRETARY.

Education Office,
Suva, 12th May, 1932.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1931.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

Prior to 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accordance with the recommendations of the Education Commission of 1926, the Education Ordinance 1929 repealed the Education Ordinance 1916 and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all schools and teachers.

GOVERNMENT SCHOOLS.

European.—Previous to 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from—

(a) a capitation grant on the average attendance on a scale fixed by the Governor in Council;

(b) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools were to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

In 1924 owing to the difficulties encountered by the Department in recruiting competent assistants, the Government of Fiji and of New Zealand agreed to a scheme of co-operation under which the New Zealand Education Department selects and seconds teachers for appointments in Government schools in Fiji. The New Zealand syllabus with slight modification has been adopted in Government European schools and these are reported on by an Inspector detailed by the New Zealand Education Department.

Although the schools still retain the courtesy title of "Grammar" schools, they are in fact primary schools with secondary departments. The Girls' Grammar School has in addition an infant department in which boys as well as girls are enrolled. Secondary subjects are introduced in Form I. A normal child that has attended school since the age of five or six will as a rule qualify for promotion to Form I at the age of eleven. There will however always be a number over that age in the standards.

The Levuka Public School continues to function as a primary school. Great emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary education.

Correspondence Classes were begun in 1923 to provide facilities for those children living in isolated places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School for Fijians was erected in 1906, approximately £1,000 being provided by native contributions. The school was at first partly maintained by contributions from each province but in 1918 these contributions were discontinued and each pupil was required to pay a fee of £6 per annum. Six exhibitions tenable at this school are awarded annually on the results of a competitive examination to Fijian boys between the ages of twelve and fourteen. Pupils are prepared for entrance to the Central Medical School and to the Teachers' Training School and a few are appointed to vacancies in Government service each year.

The natives of Lau had maintained a boarding school since 1909, Government being responsible for the salary of the Head Master. In 1909 this school was taken over by Government and became one of a number of Provincial Schools that were located to serve as upper primary schools for every part of the Colony. In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kadavu Provincial School in 1923, Provincial School Western and Provincial School Southern in 1926. More than half the capital cost of these schools was provided by the Fijians and they still are required to contribute annually a sum of £4,375 which is slightly more than fifty per cent. of the cost of maintenance. All these schools are residential. Every effort is made to ensure that the pupils are fitted for life in the villages. Wood work and agriculture are taught and every pupil takes part in the activities of the school farm the produce of which is used in the boarding establishment. Pupils are given a certain amount of instruction in native customs and are encouraged to perform native ceremonies properly.

Indian.—The first Government school for Indians was established at Natabua in 1919. Samabula School was taken over from a local committee in 1929, and Andrews and Votualevu in 1930. Vatuwaqa Indian Girls' School was built in 1930 and Karavi and Wainikoro Schools in 1931.

In September, 1930, a secondary department was added to the Natabua Primary School.

The fees in the primary school are 1s. a month and in the secondary department £2 10s. per term.

TRAINING OF TEACHERS.

European.—No provision has been made for the training of teachers for European schools. Any vacancies are filled by teachers trained in New Zealand and selected by the Department of Education, New Zealand.

Non-European.—In 1929 a Teachers' Training School was established at Natabua for both Fijian and Indian students. These are selected by competitive examination and receive free tuition and board and an allowance of six pounds per annum.

The Methodist Mission has been training teachers for more than sixty years. In 1918 the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations. Fijian and Indian students are accepted. A grant of £600 is made by Government in addition to an allowance of £10 per student for board and £6 for pocket money.

The Roman Catholic Mission commenced to train Fijian students in a separate institute at Cawaci in 1931 and received a grant of £100 from Government.

The Seventh Day Adventist Mission have a training institute at Buresala for training vernacular teachers.

CENTRAL MEDICAL SCHOOL.

The following is taken from an article in the *Native Medical Practitioner* by Dr. A. Montague, late Chief Medical Officer, Fiji:—

In 1873 Dr. Corney, Chief Medical Officer, began training native students in medicine, and when an Ordinance was passed some years later, eight Fijians passed the examinations and received certificates as Native Medical Practitioners.

At this time, and until many years later, the students lived in a bure in the old Colonial Hospital grounds and spent a good deal of their time in their food gardens. There were no lecture rooms, no models or diagrams, post-mortem examinations were not easily obtained, and almost the only apparatus was a set of bones. Lectures were given as occasion could be found, but students got most of their knowledge from practical work in the hospital. There was at that time only one nurse, the Matron, and most of the nursing duties fell on the students. In 1900 a lecture room was built, and later a two storied wooden building for students' quarters, some text-books, diagrams and models were gradually collected and the courses of lectures became more complete.

In 1899 Sowane Puamau qualified, and his subsequent striking success in the Gilbert Islands Service shows that even the incomplete training given in those early years could produce excellent men.

For several years the number of students remained at eight, and a balance of gains and losses left the number of Native Medical Practitioners at about twenty.

In 1913 three students from the Gilbert Islands were admitted to the school. Two of them qualified and are now practising in their own Islands; the third resigned and enlisted in New Zealand.

In 1918 the old students of the school did splendidly in the influenza epidemic. Three in succession died within a month as dispensers at the Colonial Hospital; eight in all died out of a total of 48, and in no case was there any complaint that a Native Medical Practitioner had not stuck to his work as long as he was physically capable of doing it.

No account of the school from 1896 to 1919 would be complete without reference to the Matron of the hospital, Miss Anderson, for the students owe to her zeal and kindness a great debt.

At the end of 1923 the Colonial War Memorial Hospital was opened, and soon after that the idea of developing the Fiji Medical School into a Central Medical School began to grow. It was partly fostered by Dr. Lambert of the Rockefeller Foundation, and it is mainly owing to his enthusiasm and energy that the idea has become the very solid fact that the school is to-day. The youth of the Pacific Islands have shown how much they could do when it was only possible to provide as their teachers two already overworked Medical Officers and an even more overworked Matron, and it seems certain that they will now, with a much larger staff, with the many facilities for learning and teaching that are now provided and with themselves able to learn in the English language, make a high reputation for their school, both for their knowledge of their profession and for that standard of character which the earlier students have already established.

PART II.

CHAPTER I.—EVENTS OF THE YEAR.

The Honourable J. Caughley, M.A., retired on March 15th and Mr. J. Russell, M.C., B.A., was appointed Director of Education from that date. The post of Assistant Director of Education was abolished.

Mr. A. G. Prasad was appointed Supervising Teacher for Indian schools with effect from 1st January, 1931, and Ratu Edward Cakobau, Supervising Teacher for Fijian schools from 1st February, 1931.

As the attendance had fallen to four the Government school for Europeans at Korovou was closed. Two new Indian schools, one at Wainikoro, Macuata, and the other at Karavi, Ba, were built out of Loan Funds. The former was opened in September and the latter in February, 1932.

The floods and hurricanes of February caused much damage to school buildings. The Government Indian school at Votualevu and the grass bures used as part of Andrews School, Nadi, were completely destroyed. A new school-room was constructed by the Public Works Department at Votualevu while the Indians at Nadi erected temporary structures which were in use throughout the remainder of 1931. A sum of £750 was appropriated for a building to replace these in 1932. The Head Masters of both schools displayed commendable initiative in salvaging all school material from the wrecked buildings and in erecting shelters in which they carried on school until more substantial buildings had been erected. The school building belonging to the Colonial Sugar Refining Company in which the Government Rarawai School was held was washed away by the flood waters. The Manager of the Colonial Sugar Refining Company promptly placed a hall at the disposal of the teachers and school was resumed within a fortnight. The buildings at Provincial School Western and the Teachers' Training School sustained damage and their crops were destroyed. The students at the Teachers' Training School rendered the greatest assistance to the community by rescuing and caring for Indian settlers whose homes had been destroyed and in assisting to clear roads and bridges.

In addition to the Government schools, twelve Indian schools were totally destroyed either at the end of 1930 or in February, 1931. Five of these including one under the control of the Methodist Mission, have been re-built. This performance reflects great credit on the Indian communities concerned. Not only had they to bear the expense of re-building the school, but many of them had been impoverished by the loss of crops and homes. While all are deserving of the greatest praise, two cases call for special mention. The Madras community at Penang completed a school at a cost of £500 in August, 1930. It was totally destroyed by a hurricane in November of that year. Reconstruction was quickly begun but before the building was completed it was demolished by the hurricane of February. Work was again started and the school was opened in August. The other case is that of Viti School which was built at his own expense by Thakur Din Singh. At the beginning of the year he decided to re-build. The old school was taken down and all the material was on the spot for the erection of a large building. The whole was swept away by the flood waters of the Rewa River. Undeterred by this Thakur Din Singh bought more material and the new school was built. In addition to the above, eight new schools were completed. Towards two of these, All Saints School built by the Anglican Mission at Labasa to replace one destroyed by the hurricane of 1929 and St. Anne's School built by the Roman Catholic Mission in Suva, building grants were made by Government. Of the others, one was erected by the Seventh Day Adventist Mission at Nakaulevu, one by the Sanatan Dharm Maha Sabha at Nasinu and the others by local committees at Naidovi, Natawa, Cunavatu and Dreketi.

CHAPTER II.—EDUCATIONAL LEGISLATION—ADMINISTRATION AND CONTROL.

The Education Rating (Amendment) Ordinance was passed to extend the provisions of the Education Rating Ordinance 1929 up to the end of 1932. The Ordinance authorises the levying of an education rate in the Municipalities of Suva and Levuka to meet the precept by the Board of Education in respect of Government schools established within their limits and restricts the amount to not more than fifty per cent. of the total expenses estimated to be incurred by the Board. In practice the precept is fixed at half the estimated cost less the amount recovered from school fees and the sale of books.

The abolition of the post of Assistant Director has thrown a large and increasing volume of office work on to the Director with the result that opportunities for inspecting schools are reduced to almost vanishing point. The appointment of two supervising teachers has tended to improve the instruction imparted in schools by giving teachers assistance in remedying the defects pointed out by the Inspectors.

The Board of Education met on eleven occasions. A summary of the most important business transacted is as follows:—

- (a) Grants-in-aid.—Grants-in-aid or bonuses were made to 159 schools.
- (b) Regulations.—The following regulations were made:—Regulations for Queen Victoria Memorial School.
- (c) Amendments.—The following regulations were amended:—Levuka Public School Hostel Regulations; Suva Grammar School Hostel Regulations; Non-European Primary Course of Instruction Regulations.
- (d) Establishment of schools.—The establishment of 15 schools was approved.
- (e) Remission of fees.—Four applications for remission of fees were considered and two recommended for approval.
- (f) Appeals.—One appeal against the Director's refusal to register a teacher was allowed.
- (g) Registration of schools.—Applications for the registration of three schools were approved.
- (h) Estimates.—The estimates for 1932 were revised and economies recommended.

No text-books were published by the Education Department. A local firm made arrangements for publishing a Hindi Primer prepared by Pandit Ami Chandra, Head Master of the Arya Samaj Girls' School.

CHAPTER III.—FINANCE.

In the following, corresponding figures for 1930 are given in parenthesis. The gross expenditure from general revenue was £48,550 18s. 7d. (£51,989 12s. 3d.) out of a total expenditure of £605,973 9s. 3d. (£645,592 12s. 10d.). Included in both these sums is an amount of £12,640 2s. 2d. (£15,188 7s. 5d.) representing all moneys collected for educational services as follows:—

Native contributions to Provincial Schools ..	£2,406	3	0
Contributions to Central Medical School ..	2,047	17	8
Education Rate, Suva and Levuka	2,600	0	0
Sale of school requisites	390	0	6
Boarding fees	4,227	3	7
Tuition fees	885	15	2
Examination fees	54	8	0
Refund of passages	28	14	3
Total	£12,640	2	2

To ascertain the net amount this sum should be deducted from both totals, giving a net expenditure on Education of £35,910 16s. 5d. (£36,801 4s. 10d.) from a net expenditure from Colonial revenue of £593,333 7s. 1d. (£630,404 5s. 5d.). The percentage of net expenditure to net general revenue is 6.05 (5.8) and the net cost per head of population 3s. 10.44d. (4s. 1d.).

In General Table II no amounts have been entered under "Other Sources" as very few schools have submitted returns showing their income and expenditure. It is known however that the money expended from "Other Sources" amounts in the aggregate to a considerable sum.

In addition to the expenditure of £1,059 18s. 9d. on buildings, furniture and apparatus from general revenue the following amounts were expended on buildings in 1931:—

Building grant, St. Anne's School	£600
Construction of Government Indian Schools, Karavi & Wainikoro	846
Total	£1,446

An analysis of the expenditure gives the following:—

	<i>Gross expenditure.</i>	<i>Recoveries.</i>	<i>Net expenditure.</i>
Administration	£1,953 10 0	£163 6 11	£1,790 3 1
Education of Europeans ..	12,684 0 1	6,921 3 4	5,762 16 9
Education of Fijians	23,353 11 7	4,985 10 8	18,368 0 11
Education of Indians . . .	10,385 16 11	570 1 3	9,815 15 8
Education of Chinese . . .	174 0 0	....	174 0 0
Totals	£48,550 18 7	£12,640 2 2	£35,910 16 5

CHAPTER IV.—PRIMARY EDUCATION—MALE AND FEMALE.

EUROPEAN SCHOOLS.

There are twelve schools which enrol Europeans only. Of these, four are conducted by Government, six are assisted and two unassisted. Of the assisted schools, two are controlled by the Colonial Sugar Refining Company, two by the Roman Catholic Mission and the remaining two by local committees. One of the unassisted schools, St. Joseph's Convent, is controlled by the Roman Catholic Mission and the other by the Colonial Sugar Refining Company. Thirty-one children were enrolled in the Correspondence Classes.

From Appendix 2 it will be seen that a decrease of less than 3 per cent. took place in the enrolment on September 30th. This is probably due to the fact that owing to the decrease in employment, parents were obliged to withdraw their children from school at an earlier age than is usual.

Mr. W. W. Bird, M.A., was detailed by the Director of Education, New Zealand, to inspect the schools employing New Zealand teachers. Extracts from his report are included as Annexure I.

Examination results will be found in Appendix 1.

SCHOLARSHIPS.

(i) *Local Senior Scholarships.*—Two local senior scholarships, one for boys and one for girls are awarded annually by the Board of Education for European children under fourteen years of age.

The standard and syllabus of instruction for this scholarship examination is that of the New Zealand Proficiency Examination, the subjects being English, Composition, Formal Language, Comprehension, Dictation, Arithmetic, Geography and History.

The scholarships are tenable for a period of three years at any approved school in the Colony and consist of free tuition and a monetary grant of £5 per annum in the case of scholars residing within a radius of four miles from the Suva General Post Office and of £20 per annum in the case of scholars resident outside that area.

The scholarships for 1931 were awarded to Iris Kermodé, Girls' Grammar School, and Ray Sharp, Boys' Grammar School.

(ii) *Local Junior Country Scholarships*.—Two local junior country scholarships are also awarded annually for children under twelve years of age not residing in Suva or Levuka. One of these scholarships is reserved for children not attending one of the schools in the municipality of Suva or of Levuka.

The standard of the examination is that which is required for entry into the fourth standard of a primary school.

The subjects are English, Composition, Formal Language, Comprehension, Spelling and Arithmetic.

The scholarships are tenable for three years at any approved school in the Colony and consist of free tuition and a monetary grant of £20 per annum.

The scholarships for 1931 were awarded to Phyllis Scott and Mary Snodgrass both of the Girls' Grammar School.

(iii) *Fiji Scholarship*.—For the purpose of providing for the maintenance and education of deserving boys and girls of European descent, whilst studying for a profession or calling at a University or Training Institution within His Majesty's dominions, one of the scholarships called "Fiji Scholarship" is offered annually by the Board of Education out of funds provided by the Legislative Council to students under 18 years of age. The scholarship is awarded on the results of the University Entrance Examination of the University of New Zealand.

English and Elementary Mathematics are compulsory, and at least three other subjects selected from a list of those usually studied in secondary schools are required.

Each scholarship is tenable for three years and is of the annual value of £120.

The scholarship for 1931 was awarded to L. G. Keys, Boys' Grammar School.

GENERAL.

The following applies to English, Fijian and Indian assisted schools:—

Attendance is not compulsory. Children under six years of age are admitted but not entered in the registers. No child is allowed to remain at schools for boys or girls only after the end of the school year in which the sixteenth birthday is attained, or the fifteenth year in mixed schools. In schools for boys only or girls only, the age limit may be extended in individual cases by the Director. Owing to the difficulty in obtaining the correct ages of pupils the regulation has not yet been strictly enforced. The schools are open for at least four hours a day, five days a week (Mondays to Fridays inclusive) and not less than 190 days a year. They are closed for not less than eight weeks a year. The usual holidays are six weeks in December and January and two in mid-year. Physical training is given in all schools, the standard ranging from extremely poor to excellent.

ENGLISH SCHOOLS.

There are seven Government and eight assisted schools in which English is the chief medium of instruction. Of the assisted schools, five are controlled by the Roman Catholic Mission, two by the Anglican Mission, and one by the Methodist Mission. The average roll and attendance of these schools will be found in Appendix 2 and the cost of tuition at the Government schools in Appendix 3.

The syllabus is based on the Course of Instruction for non-European Primary Schools.

In addition to English, St. Paul's School gives instruction in Chinese and in the others, Fijian and Hindustani find a place in the curriculum. These schools are well equipped and have full staffs including at least one European. The standard of efficiency is comparatively high.

Boys from these schools are eligible to compete for entrance to the Teachers' Training School or the Central Medical School.

The seven Government Schools are the Queen Victoria School and six Provincial Schools which enrol Fijians only. Queen Victoria School has been able to increase its efficiency by restricting admission to those Fijian boys that are able to pass an Entrance Examination of the standard of Class 4. The Provincial Schools are supported by provincial contributions and the available places are allocated to the various districts in proportion to the number of contributors.

FIJIAN SCHOOLS.

One hundred and nine schools received assistance from Government funds, as compared with 146 in 1930. The reduction in number was due to the fact that after all certificated teachers had received a grant on the approved scale, a smaller sum was available for distribution by way of bonus.

The enrolment was 7,948, with an average daily attendance of 6,668.

There were 93 unassisted schools, compared with 155 in 1930. The number enrolled shows a decrease from 6,000 to 4,319. The decrease is due to the fact that no estimate was made of the attendance at those schools that did not submit returns.

During the year the Inspector of Fijian Schools visited 73 assisted schools. Of these, 17 are classified as efficient, 29 as satisfactory and 27 as inefficient. The chief causes of inefficiency are understaffing and lack of equipment. A general improvement was noticed in most schools since the previous visit in 1930. Further improvement may be expected, but the education of Fijians cannot be thoroughly satisfactory until the schools are fully staffed and an ample supply of text-books is provided.

The Supervising Teacher visited a number of schools, usually remaining two days in each. He paid particular attention to the teaching of reading in the lower classes.

An Achievement Test in Fijian designed to cover instruction up to and including Class 8 and comprising Comprehension, Arithmetical Computation and Reasoning, History, Geography and Writing was prepared by the Department. Seventy-six certificated and 113 uncertificated teachers and 1,178 pupils were tested.

An examination of the scores of 638 pupils in Classes 4 to 8 gave the following results:—

Class.	No. tested.	Median.	Interquartile range.
8	39	114	33
7	29	102.5	38
6	93	62	32
5	126	46	35
4	351	34	27

It was found that the scores of 12 uncertificated teachers were below the median of Class 4 pupils. The classes were as a rule homogeneous although the ages of pupils varied by as much as six years. The best paper (194 marks) was submitted by a boy aged 13 years 10 months in the Sacred Heart School, Levuka. His performance was a surprise in that he had been taught through the medium of English.

The age and classification of 5,187 pupils in 77 assisted schools are given in Appendix 5. It will be seen that the Fijians, especially the boys, attend school in greatest numbers between the ages of 13 and 16. The tendency is accounted for by the fact that a Fijian boy begins to appreciate the value of education at about the age of thirteen and older boys are encouraged to remain at school to plant food for the teachers or for the boarding establishments.

INDIAN SCHOOLS.

In 1931 the number of Government and assisted primary schools was 6 and 37 respectively. In addition there were 18 unassisted schools. The total number of Indians enrolled in all schools was 4,531, of whom 3,542 were boys and 989 girls. The age and classification of 2,033 pupils in 28 schools that may be considered typical are given in Appendix 6. It will be seen that the greatest numbers of boys are in the ten and eleven year age groups, and of girls in the nine year age group. The fact that many of the schools are not capable of giving instruction beyond Class 4 partly accounts for the falling off in the number of boys after the age of ten.

The majority of the Indian schools were inspected twice during the year. Thirty-five schools were classified as efficient, 14 as satisfactory and 19 as inefficient. In general all schools showed improvement, particularly in Hindustani. Progress in gardening is slow and in most of the schools hand work is neglected. In the girls' schools needlework is well done, but in mixed schools no arrangements have been made for teaching it. The Board of Education approved of the use of Urdu instead of Deva Nagari script for Mohammedan pupils in registered schools.

A quarterly *School Journal*, edited by Mr. A. W. McMillan, Inspector of Indian Schools, with articles in Deva Nagari and English, was published for the first time in May, 1931, to provide wholesome reading in both languages for Indian pupils. The subscription is one shilling per annum.

CHAPTER V.—SECONDARY EDUCATION—MALE AND FEMALE.

EUROPEAN.

Secondary education is given in departments of the Boys' and Girls' Grammar Schools (Government), and in St. Felix College and St. Joseph's Convent High School (Roman Catholic).

In the Government Schools the fees are £6 per annum for children of rate-payers and £7 10s. for others. The average attendance of secondary pupils during 1931 was 26 at the Boys' Grammar School and 22 at the Girls' Grammar School. Pupils who have been awarded a certificate of proficiency or competency in the primary departments are admitted to the secondary departments. The curricula include English in all its branches, Mathematics, History, Geography. French or Latin is optional. Agriculture and book-keeping are taught in the Boys' and shorthand, typewriting, book-keeping and cooking in the Girls' Grammar School.

The instruction is given in accordance with New Zealand practice. Pupils may enter for the Public Service Examination (New Zealand) after two years, and for the University Entrance Examination (New Zealand) after four years. The results of the examinations will be found in Appendix I. St. Felix College prepares pupils for the New Zealand examination and St. Joseph's for the Cambridge Locals.

FIJIAN.

There is no secondary school for Fijians.

INDIAN.

Approved Indian pupils may enrol in the secondary department of the Natabua Indian School. The fees are £7 10s. per annum. The average roll in 1931 was 23. The curriculum includes the usual secondary subjects with the addition of agriculture, wood-work and Hindustani. Pupils may also take book-keeping and business principles.

VOCATIONAL.

No Technical Schools are conducted by the Education Department.

The Methodist Mission maintains a Technical School at Davuilevu. The number on the roll on September 30th, was 88. The staff consists of five Technical Teachers with two assistants. The course includes commerce, concrete work and carpentry.

The Navuso Agricultural School is maintained by the Methodist Mission with Government assistance. A grant of £500 was paid in 1930 towards the recurrent expenses of the school and £300 towards the purchase of the estate. There were 82 students enrolled, all of whom were Fijians. Dairying and the cultivation of economic crops, principally sugar-cane, are carried on, and instruction in carpentering and iron-work is given. The general education of the students is continued, six hours a week being devoted to this.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

No universities or colleges (post secondary) exist in Fiji. On completion of the secondary course, students requiring university education proceed to New Zealand or Australia. Others take advantage of the facilities offered to extra mural students by the University of New Zealand and may sit for terms or degree examinations in Fiji, arrangements for which are made by this Department. In 1931, candidates sat for the following examinations:—Bachelor of Commerce (1), Accountancy (1), LL.B. (1), Diploma in Banking (1).

The Department is also prepared to arrange for candidates to sit for examinations as external students of the University of London.

The only institution for professional training is the Central Medical School controlled by the Medical Department. The course was extended from three to four years in 1931. Of the 40 students, 20 are from Fiji (19 Fijians and 1 Indian) and the remainder from Samoa, Tonga, Cook Islands, Gilbert and Ellice Islands. A report on the school is submitted annually by the Tutor.

CHAPTER VII.—TRAINING OF TEACHERS.

GOVERNMENT TEACHERS' TRAINING SCHOOL, NATABUA.

The services of the Manual Instructor were dispensed with in November, his duties being taken over by the Agricultural Instructor. The roll at the end of the year was 33, of whom 17 were Indians and 16 Fijians. The results of the November examinations were as follows:—

	Candidates entered.		Passes.		Partial passes.	
	Fijian	Indian.	Fijian	Indian.	Fijian.	Indian.
Class V	11	14	7	5	2	4
Class IV	1	3	1	2	.	1
Class III	4	.	2	.	2	.
	—	—	—	—	—	—
	16	17	10	7	4	5

In addition to practical teaching and preparing for examinations, the students had practical work in tropical agriculture, animal husbandry, wood-work and in the workshop of the Lautoka sugar mill.

METHODIST MISSION TEACHERS' TRAINING INSTITUTE.

Forty-five students were presented for the teachers' examinations with the following results:—

	Candidates entered.		Passes.		Partial passes.	
	Fijian.	Indian.	Fijian.	Indian.	Fijian.	Indian.
Grade V	23	11	10	3	11	7
Grade IV	5	5	..	.	3	4
Grade III .. ..	..	1	..	.	..	.
	—	—	—	—	—	—
Total	28	17	10	3	14	11

The sum of £1,230 10s. was paid in Government grants.

In addition to preparing its own students for examination the staff give every facility to teachers in neighbouring schools to attend lectures in preparation for their examinations.

ROMAN CATHOLIC TEACHERS' TRAINING SCHOOL.

Ten Fijian students were presented for the teachers' examinations, of whom five passed the fifth grade, and the remainder received partial passes.

CHAPTER VIII.—FEMALE EDUCATION.

The education of girls in so far as it is identical with that of boys has been dealt with in Chapter IV. In the case of Fijians no objections are made by parents to co-education and girls remain in mixed schools as long as they are permitted. Their opportunities for instruction in the usual academic subjects are therefore just as good as those for boys. In the absence of an ample supply of well-trained women teachers it is extremely difficult however to provide the majority of Fijian girls with specialized instruction in home crafts. In the 18 schools that have at least one European women teacher on the staff excellent work is being done in teaching needle-work and gardening, and in many of them girls are also given instruction in cooking and household duties. Dairying has been introduced in a few of them. In a few schools that have no European teacher, the wife of the Missionary or of a Government servant takes special classes in sewing. In the majority of cases however no one with the necessary knowledge and skill is available. To a certain extent the deficiency is being made good by the work of the child welfare nurses who are doing excellent work in most of the provinces. An agency which is doing excellent work is the Ruves—an association of Fijian women organised by Mrs. Derrick of Davuilevu. One of its chief aims is the improvement of Fijian home life.

In the case of Indian girls the racial objection to co-education prevents most girls from obtaining a primary education even in academic subjects in mixed schools. Thirty-two schools enrolled girls as well as boys, but as a rule the former leave about their tenth year and no provision is made for their instruction in needle-work.

There are also 10 girls' schools and two others, with separate departments for girls, situated in the chief centres of the Indian population with women on the staff. In these the girls stay longer at school and needle-work is well taught. The Methodist Mission Indian Girls' School, Toorak and Dilkusha, have boarding establishments in which home-crafts are taught. The available accommodation in girls' schools is not fully utilised, so that it may be accepted that the education of girls in the towns is well provided for. In less densely populated areas much remains

to be done. The education of girls in mixed schools would be improved and the girls would probably remain longer at school if women teachers were appointed to the staff. Very few, however, are available, and even if they were the difficulty of providing them with suitable board and lodging would have to be overcome before they would accept appointments away from home. There are 989 Indian girls at school, which is approximately 10 per cent. of the number of school age.

There is as yet no institution for the training of female teachers. Many girls, however, are employed as probationers and receive instruction to enable them to sit for the teachers' examinations.

In the November examinations the following results were obtained by female candidates:—

	Candidates entered.			Passes.			Partial passes.		
	Europ.	Fijian.	Indian.	Europ.	Fijian.	Indian.	Europ.	Fijian.	Indian.
Grade V ..	1	18	7	.	.	2	1	9	2
Grade IV ..	3	2	3	2	1	.	.	.	3
Grade III ..	1	1	2	.	.	1	1	1	1
Total ..	5	21	12	2	1	3	2	10	6

The number of candidates shows an increase of 16 over 1930. The answers submitted by female candidates although still much inferior to those of male candidates were in general better than in previous years.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A—MEDICAL INSPECTION AND THE TEACHING OF HYGIENE.

The service of medical officers for the medical examination of pupils in Government schools, Suva and Levuka, are made available as opportunity offers by the Chief Medical Officer. In 1931, influenza was responsible for the non-attendance of many pupils.

In hostels for non-Europeans controlled by Government all pupils are required to pass a medical examination. Fijian pupils in Government schools are examined annually by District Medical Officers. Treatment is given free either by District Medical Officers or Native Medical Practitioners. All applicants for recognition or registration as teachers or for admission as students-in-training are required to pass a medical examination.

Instruction in Hygiene forms part of the curriculum in all Government or assisted schools. It is related as closely as possible to the needs of the pupils and aims at the inculcation of personal cleanliness and good habits. In upper classes, the causes and prevention of all diseases common to Fiji are taught by lectures. The text-book used in Fijian schools is a translation of *Hygiene* written by the late Mr. C. V. Thompson, the first Head Master of Queen Victoria School. In upper classes, lessons from *Sanitation and Hygiene in the Tropics* by Ritchie and Purcell are given. This book is prescribed for the teachers' examinations. An essay competition was arranged by the Health Exhibit Committee in connection with the Annual Show held in Suva in October. Prizes were offered in five classes for European, Fijian and Indian pupils. A large number of entries were received and without exception the competitors displayed a very full knowledge of the subject.

B—GAMES AND SCHOOL HOSTELS.

Games.—One of the requirements for registration of a school is the provision of a suitable playing ground. Excellent play-grounds have been made recently by the pupils themselves at the six Provincial Schools for Fijians and at the Government Teachers' Training School. In some cases the provincial councils gave material assistance by providing labour. At Queen Victoria School an excellent play-ground and pavilion were provided mainly by subscriptions from all the provinces and partly by the labour of the pupils. Many non-Government schools are improving their play-grounds with assistance from the parents and pupils. In many Fijian schools the pupils make use of the village green. Association football and cricket are very popular, particularly with the Fijians, although both games are finding favour among the Indians. Most schools held their own athletic meetings. The competition between Queen Victoria School, Provincial School Southern and Bau School was not held in 1931.

Hostels.—There are boarding establishments for Europeans at each of the Suva Grammar Schools and at Levuka Public School. The fees at the former are £50 per annum and £30 at the latter. Queen Victoria School and the six Provincial Schools for Fijians are residential. The fee at the former is £6 per annum, while the latter are maintained by provincial contributions. The students at the Government Teachers' Training School are boarded free of charge. Secondary pupils of the Natabua Indian School are admitted to this hostel at an annual fee of £24. Accommodation in separate dormitories is provided for them and they mess with the Indian students. Costs of all Government hostels will be found in Appendix 4.

Boarding establishments are provided at the central schools and Teachers' Training Institute controlled by the Roman Catholic Mission, and adequate boarding facilities are provided by the Methodist Mission at their Teachers' Training Institute and certain central schools.

Four province schools controlled by the District Commissioner also maintain boarding establishments. In general no fees are charged at hostels for Fijians. The pupils grow most of their own food and the remainder is supplied in cash or kind through the provincial or district councils. Many Fijian primary schools attempt to maintain boarding establishments. As no funds are provided and the pupils have to support themselves the tendency is for the average age to increase and for younger children to be excluded.

C—MORAL AND RELIGIOUS INSTRUCTION.

Religious observance may be practised or religious instruction given in any Government or assisted school, provided that the attendance of any pupil shall be only at the expressed wish of the parent or guardian. In the Suva Grammar Schools, religious instruction is under the

charge of the ministers of the Church of England and of the Presbyterian Church. In Government Fijian schools, the opening exercises commence with prayer.

In Government Indian schools, no religious instruction is given although the teachers of the various religions have been invited to commence classes.

The schools controlled by the various Christian Missions and certain Indian schools, particularly those controlled by Committees of the Arya Samaj Society or Sanatan Dharm Society, give religious instruction a place on the time-table.

E—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN.

No arrangements have been made for the instruction of defective or delinquent children.

CHAPTER X.—MISCELLANEOUS.

A—CO-OPERATION WITH OTHER DEPARTMENTS.

(i) Mention has been made in Chapter IX of the assistance given by the Medical Department. An examination for probationer nurses was conducted by the Education Department in 1931. Three candidates were presented and all passed.

Agricultural Department—Officers of the Agricultural Department have given advice in the laying out of school gardens and the growing of crops. Veterinary Officers have inspected school cattle and arranged for the purchase of additional animals.

Public Works Department—The Public Works Department prepares plans for and erects new schools, as well as attending to repairs. In certain cases it supplies material and minor repairs are done by the manual training classes in Government schools. Before building grants are made it approves the plans and specifications and progress payments are made on a certificate given by its officer.

District Commissioners.—The Department has to rely on District Commissioners for reports on new schools and teachers, for arranging to supervise examinations, and for assistance in collecting fees.

(ii) *Co-operation with Colonial Sugar Refining Company*.—This company is interested in the education of the children of its employees and tenants. Its local managers control three schools for Europeans and three for Indians. Grants-in-aid are paid to two of each class. It pays a contribution of £130 per annum towards the Government Rarawai School, most of the pupils of which are children of its employees. In addition, it maintains the school building.

It gives monetary assistance amounting to £192 10s to be distributed by the Department to certain Indian and Mission schools near Suva, and pays further sums to assisted schools in other districts. It also gives sites for schools and assists in their erection. It renders freely most valuable advice and assistance to schools that grow sugar and allows students of the Teachers' Training School to get experience in its work-shops at Lautoka.

B—CO-OPERATION WITH MISSIONS.

There are four Christian Missions actively interested in education—the Methodist Mission, the Roman Catholic Mission the Anglican Mission, and the Seventh Day Adventist Mission.

In December the Methodist Mission notified its intention of relinquishing control of all except 35 of its schools.

The amounts paid by way of grants or bonuses were as follows:—

Methodist Mission	£6,653 2 9
Roman Catholic Mission	4,507 19 3
Anglican Mission	828 17 0*
Seventh Day Adventist Mission	274 10 0

* Including £250 building grant

C—BOY SCOUTS AND GIRL GUIDES.

(i) *Boy Scouts*.—A census taken on September 30th gave the following figure, the corresponding figure for 1930 being given in parenthesis:—Groups, 47 (46); Scouters, 131 (133); Scouts and Cubs, 957 (1,051). The decrease in the number of scouts and cubs may be attributed to the financial stringency caused by the low price of copra and accentuated by the damage done by hurricanes and floods. Although the numbers have decreased, the standard of proficiency is improving. The scouts lived up to the spirit of the movement by rendering valuable service in rescuing and caring for people from the flooded areas in February.

The fifth Annual Rally was held in August on the quarantine island of Nukulau, placed at the disposal of the Association by His Excellency the Governor. Nearly 500 scouts and scouters attended. This large attendance was rendered possible by the use of H.M.C.S. "Pioneer" and the Government despatch boat the "Adi Beti" which was given free by Government.

In addition to a grant of £75, Government rendered further assistance to the movement by giving use of part of the old drill-hall for the storage of equipment and records.

(ii) *Girl Guides*.—The Girl Guides Association completed its first year of activity in September. The membership of the Association is 101, the number of guiders 20, of girl guides 213 and of brownies 50. The movement has been fortunate in having Lady Fletcher as President. Her personal interest has been largely responsible for its success. Government made a grant of £25 towards the expenses of the Association.

D—ADULT EDUCATION.

No provision has been made for the education of adults.

JAS. RUSSELL,
Director of Education.

ANNEXURE I.

EXTRACT FROM REPORTS OF INSPECTOR OF SCHOOLS FROM NEW ZEALAND.

BOYS' GRAMMAR SCHOOL.

The school is well organised and capably managed. Order, discipline and tone are excellent. The attendance is regular.

The general efficiency of the teaching is very high and the results of tests given showed that sound progress is being made. The orderly assembly and the manner in which the physical exercises are performed call for special commendation. I am pleased also to note the quality of the English work and the extent of the reading throughout the school. The work of the Secondary Department is shared by the Head Master and an English Exchange teacher (Mr. Finan) who is a specialist in Language (French) and Physical Training. These classes are working well and the physical training has been extended in a very satisfactory way.

Generally speaking I consider that the school is performing its function in a manner very creditable to the staff and also to the pupils.

GIRLS' GRAMMAR SCHOOL.

The organization and management are entirely satisfactory and the school is efficient throughout.

The order, discipline and tone are excellent. The attendance satisfactory. The various schemes of work are well drawn, work-books are faithfully kept, and the results of my tests show that the teaching has been effective; in several respects, the work reached the excellent stage. Good progress is being made with the commercial work, and I am pleased to note that cookery has been restored to the curriculum. The physical training exercises are well done. Singing can be more extensively developed.

The bulk of the work of the secondary classes falls to the Head Mistress, the commercial teacher taking some of the first-year subjects. The pupils in these classes are doing very well. I consider that the authorities have every reason to be satisfied with the general efficiency of the school. I should add that I appreciate very much the kindly feelings exhibited towards myself by the pupils during my visit.

LEVUKA PUBLIC SCHOOL.

The organization and management are satisfactory and efficient work is being done. Order, discipline and tone are excellent. The attendance is regular; the roll however has fallen considerably, owing, I understand, to economic conditions. The general efficiency of the teaching is very satisfactory. Notable advance is evident in the infant division. The singing is a feature of the school work, from the infant classes upwards. The probationer has received regular instruction and has made good progress in her training. The instruction in wood-work has been re-organized and some very good work was shown.

RARAWAI GOVERNMENT SCHOOL.

Organization and management are generally satisfactory and the school is working well in temporary quarters. The control is not rigid, but the behaviour is satisfactory and the tone good.

The roll had fallen somewhat, but has increased lately. The attendance was of course affected by the recent disaster and the school-work was renewed under difficult conditions. The general efficiency of the teaching is satisfactory. Since the retirement of the late Head Teacher, Miss Mills has had the assistance of Miss Snowsill who has rendered very necessary help and managed her classes very well.

The term work of the pupils shows very fair progress, but except in the case of Standard 3 the writing should be improved. I note that the faulty intonation in answering question still remains; it should be discouraged.

NAMAKA PROVINCIAL SCHOOL.

The organization and management are good. Order, discipline and tone are excellent. Attendance is regular. General efficiency, very satisfactory.

I note again in the case of assistants good advance in method and I was pleased to see that the Department's handbook of method in English was being regularly followed. Some of the dramatization was very interesting, the boys entering into the conversation in good style. The cultivations have been extended, cassava and pineapples forming the crop. The boys have individual gardens which serve a useful purpose. The supply of water is a matter which should be given consideration here.

LODONI PROVINCIAL SCHOOL.

Organization and management are very good and the school is operating in a very pleasing manner. The order, discipline and tone are excellent. The attendance is good; there has been a considerable influx of new pupils recently.

The general efficiency of the teaching has steadily improved. The introduction of new methods and teaching devices has led to greater efficiency on the part of the native assistants and a distinct advance is to be noted. All of the teachers keep their work-books faithfully—this shows preparation of the days' work. The plantations reflect credit on the staff and on the boys. There are now some twelve to fourteen acres under cultivation and the manner in which the work is laid out is a valuable lesson to the boys. I learn that the interest of the boys was also stimulated by their getting some return for their dairy work. I would again recommend that the school be provided with a plough and team—the work seen honestly deserves it.

The workshop is turning out some good work; the tools are now in much better order.

WILLIAM W. BIRD,
Inspector.

GENERAL TABLE I.
ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR.

Population.	Particulars.	Controlled Institutions.									Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education Vocational.			Total.			Controlled Institutions.	Controlled and Non-controlled Institutions.
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.					
		1	2	3	4	5	6	7	8	9	10	11	12	
Estimated population, 31/12/31— 185,573.	Institutions—													
	For males—													
	European .. .. .	..	..	2	..	2	..	..	..	..	2	..	..
	Non-European .. .. .	..	1	1	37	38	4	2	6	..	45	..	..
	For females—													
	European .. .. .	..	..	1	..	1	..	..	..	..	1	..	..
	Non-European .. .. .	..	..	..	21	21	..	..	..	..	21	..	..
	Mixed—													
	European .. .. .	..	..	1	8	9	..	..	..	..	9	..	..
	Non-European .. .. .	..	..	..	216	216	..	..	..	..	216	..	..
	Total .. .. .	..	1	5	282	287	4	2	6	..	294	..	..
	Pupils enrolled—													
	Males—													
4,412	European .. .. .	..	..	271	348	619	..	..	..	..	619	14.02	14.02
51,266	Fijian, Rotuman & others.	..	40	..	7,448	7,448	117	170	287	..	7,775	15.17	15.17	
45,644	Indian .. .. .	..	..	72	3,435	3,507	35	..	35	..	3,542	7.76	7.76
1,319	Chinese .. .. .	..	..	..	60	60	..	..	..	..	60	4.54	4.54
	Females—													
4,092	European .. .. .	..	..	266	344	610	..	..	..	..	610	14.91	14.91
47,640	Fijian, Rotuman & others.	..	..	..	5,497	5,497	..	..	..	..	5,497	11.53	11.53
31,078	Indian .. .. .	..	..	..	989	989	..	..	..	..	989	3.18	3.18
122	Chinese .. .. .	..	..	..	22	22	..	..	..	..	22	18.03	18.03
185,573	Total .. .. .	..	40	609	18,143	18,752	152	170	322	..	19,114	..	..

GENERAL TABLE II.
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

	Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.						Total expenditure on Education.	Total expenditure from Colonial Revenues.	Percentage of expenditure from Colonial Revenue on Education to total expenditure from Colonial Revenue.	Amount spent on education from Colonial Revenue per head of population.	Amount spent on Education from all sources per head of population.
	University Education.		School Education, General.		School Education, Vocational.		Total.	Univer- sity.	Direction and Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous	Total.					
	Arts and Science Colleges. 1	Colleges for Professional Training. 2	Combined Secondary & Primary Schools. 3	Primary Schools. 4	Training Schools. 5	All other Special Schools. 6													7	8	9	10	11	12	13
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Colonial Revenue	3,014 13 5	8,152 19 4	28,451 0 3	3,058 4 6	800 0 0	43,478 17 6	..	3,338 6 9	630 11 4	1,059 18 9	47 4 3	5,084 1 1	48,550 18 7	605,973 9 3	8	5 3	....
Local Public Funds.
Other sources
Total

Note.—Expenditure on boarding establishments is included in above.

GENERAL TABLE III.
COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on 30 September under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions. 1	Number of scholars on the roll on Sept. 30 2	Average daily attendance 3	Number of Institutions. 4	Number of scholars on the roll on Sept. 30 5	Average daily attendance 6	Number of Institutions. 7	Number of scholars on the roll on Sept. 30 8	Average daily attendance 9	Number of Institutions. 10	Number of scholars on the roll on 30 Sept. 11	Average daily attendance 12		
University & Collegiate Education:														
(a) Arts and Science .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Colleges for Professional training .. ..	..	40	36	..	..	..	..	..	..	..	..	..	1	40
Total ..	1	40	36	..	..	..	..	..	..	..	..	..	1	40
School Education—General—														
Secondary Schools—														
(a) General	3	M. 266 F. 170	M. 238 F. 143	..	..	..	1	M. 68 F. ..	M. 52 F. ..	1	M. 9 F. 96	..	5	M. 343 F. 266
(b) Training School	1	M. 34 F. ..	M. 32 F. ..	..	..	..	2	M. 58 F. ..	M. 55 F. ..	1	M. 60 F. ..	..	4	M. 152 F. ..
Total ..	4	470	413	..	..	..	3	126	107	2	165	..	9	761
Primary Schools—														
(a) General.	14	M. 943 F. 208	M. 752 F. 170	..	..	..	158	M. 7,511 F. 4,577	M. 6,156 F. 3,849	110	M. 2,937 F. 20,67	..	282	M. 11,291 F. 6,852
(b) Vocational .. ..	..	..	..	..	..	..	1	M. 82 F. ..	M. 78 F. ..	1	M. 88 F. ..	..	2	M. 170 F. ..
Total ..	14	1,151	922	..	..	..	159	12,170	10,083	111	4,992	..	284	18,313
Total of Colleges and Schools ..	19	1,661	1,371	..	..	..	162	12,296	10,190	113	5,157	..	294	19,114

APPENDIX I.

PUBLIC EXAMINATIONS, 1931.

TEACHERS' CERTIFICATE EXAMINATIONS.

	No. entered.		No. passed.		No. partial passes.	
Fifth Class—						
Male	122		31		47	
Female	26		2		12	
	—	148	—	33	—	59
Fourth Class—						
Male	27		4		10	
Female	8		3		3	
	—	35	—	7	—	13
Third Class—						
Male	31		5		12	
Female	4		1		3	
	—	35	—	6	—	15
Second Class—						
Male	13		4		6	
Female . . . .	.		.		.
	—	13	—	4	—	6
Total	—	231	—	50	—	93

NEW ZEALAND EDUCATION DEPARTMENT.

EXAMINATION FOR CERTIFICATES OF PROFICIENCY AND COMPETENCY 1931.

School.	Candidates entered.		Candidates awarded Certificate of Proficiency.		Candidates awarded Certificate of Competency.	
	1930.	1931.	1930.	1931.	1930.	1931.
Boys' Grammar School	12	15	12	13	..	2
Girls' Grammar School	17	16	17	15	..	1
Levuka Public School	14	8	11	8	3	..
St. Felix College	14	12	12	8	2	4
Totals	57	51	52	44	5	7

PUBLIC SERVICE ENTRANCE EXAMINATION.

School.	Candidates entered.		Candidates passed.	
	1930.	1931.	1930.	1931.
Boys' Grammar School	4	12	4	6
Girls' Grammar School	1	5	1	5
St. Felix College . . . .	..	5	..	..
Total	5	22	5	11

NEW ZEALAND UNIVERSITY ENTRANCE EXAMINATION.

School.	Candidates entered.		Candidates passed.	
	1930.	1931.	1930.	1931.
Boys' Grammar School	4	4	1	..
Girls' Grammar School	1	3	1	3
Total	5	7	2	3

CAMBRIDGE LOCAL EXAMINATIONS.

School.	School Certificate.		Junior.		Preliminary.	
	Entered.	Passed.	Entered.	Passed.	Entered.	Passed.
St. Joseph's Convent	1	1	2	1	8	7
St. Felix College . . . .	..	..	..	..	4	2
Marist Brothers . . . .	..	..	..	..	1	1
Total	1	1	2	1	13	10

APPENDIX 2.
ROLL AND ATTENDANCE.

School.	Average on Roll.	Average attendance	No. on Roll, 30th September, 1931.		Totals	
					1931.	1930.
<i>European Schools.</i>						
Boys' Grammar School	144	136	Boys. 142	Girls. ..	142	140
Girls' Grammar School	210	188	52	170	222	219
Levuka Public School	120	108	68	52	120	133
Rarawai	28	25	14	19	33	35
Korovou .. ..	..	..	..	..	..	8
Kasavu	31	29	15	15	30	34
Muanicula	33	30	26	7	33	42
Nausori	25	20	16	10	26	29
Lautoka	27	24	11	18	29	28
Marist Convent, Levuka	40	37	12	34	46	54
St. Felix College, Suva	66	56	68	..	68	79
St. Joseph's Convent, Suva	105	90	9	96	105	120
Labasa	36	28	16	20	36	..
Total	865	771	449	441	890	921
Correspondence Classes .. ..	..	..	13	18	31	23
<i>English Schools.</i>						
Queen Victoria School	89	85	87	..	87	86
Lau Provincial School	61	56	71	..	71	43
Kadavu Provincial School	67	63	72	..	72	78
Provincial School Northern	69	65	79	..	79	65
Provincial School Eastern	77	67	84	..	84	82
Provincial School Western	55	53	70	..	70	63
Provincial School Southern	86	81	89	..	89	91
Marist Brothers (Roman Catholic)	295	244	262	..	262	286
Toorak Boys' (Methodist Mission)	298	210	307	..	307	333
St. Annes	165	140	23	146	169	154
St. Joan of Arc	73	65	38	38	76	58
St. Thomas	128	111	107	37	144	125
St. Paul's Chinese (Anglican)	52	50	44	14	58	69
Sacred Heart (Roman Catholic)	133	90	89	44	133	78
St. John's Melanesian (Anglican)	42	30	34	9	43	37
Natabua School, Primary and Secondary	72	57	72	..	72	80
Total	1,762	1,417	1,528	288	1,816	1,728

APPENDIX 3.
TUITION COSTS, GOVERNMENT SCHOOLS, 1931.

School.	European.							Fijian.			Indian.			Teachers' Training School (Fijian and Indian).
	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Rarawal.	Korovou.	Correspondence Classes.	Total.	Queen Victoria School.	Six Provincial Schools.	Total.	Seven Indian Schools.	Natabua Secondary School.	Total.	
Average Roll	144	210	120	28	not opened.	31	533	89	413	502	491	23	454	32
Salaries, &c., Teachers	£ s. d. 1,374 3 5	£ s. d. 2,486 5 2	£ s. d. 1,432 17 9	£ s. d. 369 3 11	£ s. d. 98 0 0	£ s. d. 260 0 0	£ s. d. 6,020 10 3	£ s. d. 1,323 19 10	£ s. d. 4,044 6 5	£ s. d. 5,368 6 3	£ s. d. 1,797 13 2	£ s. d. 353 15 0	£ s. d. 2,151 8 2	£ s. d. 920 9 10
Salaries, Servants	60 0 0	108 0 0	104 0 0	.....	.....	.....	272 0 0	.....	.....	.....	.....	.....	.....	.....
Total Emoluments	1,434 3 5	2,594 5 2	1,536 17 9	369 3 11	98 0 0	260 0 0	6,292 10 3	1,323 19 10	4,044 6 5	5,368 6 3	1,797 13 2	353 15 0	2,151 8 2	920 9 10
Contributions, Superannuation Fund	33 11 5	69 14 6	48 4 2	10 1 4	.....	.....	161 11 5	11 9 6	57 3 6	68 13 0	.....	13 9 0	13 9 0	.....
Passages and Local Transport	45 6 5	46 4 6	91 1 0	42 7 6	2 5 0	.....	227 4 5	22 10 1	76 15 4	99 5 5	19 8 6	4 12 0	24 0 8	18 5 0
Books, Stationery, Equipment	139 19 4	150 18 3	94 12 1	44 6 5	2 2 11	30 11 6	462 10 8	128 10 10	141 17 2	270 8 0	138 1 10	60 0 0	186 1 10	137 18 9
Inspection (N.Z. Inspector)	30 0 0	50 0 0	20 0 0	3 0 0	.....	.....	103 0 0	1 0 0	13 16 2	14 16 2	.....	3 0 0	3 0 0	.....
Incidentals	21 5 5	20 19 10	9 17 3	.....	.....	.....	52 2 6	.....	.....	.....	.....	.....	.....	.....
Maintenance, Public Works Dept. ..	24 3 1	22 12 8	37 9 9	.....	.....	.....	84 5 6	32 16 11	62 0 6	94 17 5	.....	.....	.....	.....
Total Expenditure	1,728 9 1	2,954 14 11	1,838 2 0	432 19 2	102 7 11	290 11 6	7,383 4 7	1,520 7 2	4,395 19 1	5,916 6 3	1,955 3 6	434 16 0	2,389 10 6	1,076 13 7
Gross Cost per Pupil	12 0 0	14 1 5	15 6 4	16 15 0	.....	9 7 5	13 17 0	17 1 7	10 12 9	11 15 7	4 10 9	19 3 4	5 5 3	33 12 11
Recoveries—														
Fees	262 9 3	214 13 4	22 3 4	46 5 11	.....	57 15 6	603 7 4	.....	.....	.....	109 1 4	173 6 6	282 7 10	.....
Local Bodies	775 0 0	1,125 0 0	700 0 0	.....	.....	.....	2,600 0 0	.....	.....	.....	.....	.....	.....	.....
Sale of Books, &c.	91 10 7	75 6 8	25 12 6	13 3 4	.....	13 2 4	218 15 5	.....	.....	.....	11 6 3	50 19 11	62 6 2	.....
Refund of Passages from New Zealand .. .. .	.....	.....	28 14 3	.....	.....	.....	28 14 3	.....	.....	.....	.....	.....	.....	.....
Total Recoveries	1,128 19 10	1,415 0 0	776 10 1	59 9 3	.....	70 17 10	3,450 17 0	.....	.....	.....	120 7 7	224 6 5	344 14 0	.....
Net Cost to Government	599 9 3	1,539 14 11	1,061 11 11	409 9 11	102 7 11	219 13 8	3,932 7 7	1,520 7 2	4,395 19 1	5,913 6 3	1,834 15 11	210 9 7	2,045 5 6	1,076 13 7
Net Cost per Pupil	4 3 3	7 6 8	8 16 11	14 12 6	.....	7 1 9	7 7 6	17 1 7	10 12 9	11 15 7	4 6 2	9 3 0	4 10 1	33 12 11

1933.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 21.

F. 62/47.

Department of Education

(REPORT FOR THE YEAR 1932.)

Laid on the Table, 14 July, 1933.

THE DIRECTOR OF EDUCATION TO THE HON. COLONIAL SECRETARY.

Education Office,
Suva, 24th February, 1933.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1932.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

Prior to 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accordance with the recommendations of the Education Commission of 1926, the Education Ordinance 1929 repealed the Education Ordinance 1916 and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all schools and teachers.

GOVERNMENT SCHOOLS.

European.—Previous to 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from—

(a) a capitation grant on the average attendance on a scale fixed by the Governor in Council;

(b) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools was to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

In 1924, owing to the difficulties encountered by the Department in recruiting competent assistants, the Governments of Fiji and of New Zealand agreed to a scheme of co-operation under which the New Zealand Education Department selects and seconds teachers for appointments in Government schools in Fiji. The New Zealand syllabus with slight modification has been adopted in Government European schools and these are reported on by an Inspector detailed by the New Zealand Education Department.

Although the schools still retain the courtesy title of "Grammar" schools, they are in fact primary schools with secondary departments. The Girls' Grammar School has in addition an infant department in which boys as well as girls are enrolled. Secondary subjects are introduced in Form I. A normal child that has attended school since the age of five or six will as a rule qualify for promotion to Form I at the age of eleven. There will however always be a number over that age in the standards.

The Levuka Public School continues to function as a primary school. Great emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary school.

Correspondence Classes were begun in 1923 to provide facilities for those children living in isolated places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School for Fijians was erected in 1906, approximately £1,000 being provided by native contributions. The school was at first partly maintained by contributions from each province, but in 1918 these contributions were discontinued and each pupil was required to pay a fee of £6 per annum. Six exhibitions tenable at this school are awarded annually on the results of a competitive examination to Fijian boys between the ages of twelve and fourteen. Pupils are prepared for entrance to the Central Medical School and to the Teachers' Training School and a few are appointed to vacancies in Government service each year.

The natives of Lau had maintained a boarding school since 1909, Government being responsible for the salary of the Head Master. In 1916 this school was taken over by Government and became one of a number of Provincial Schools that were located to serve as upper primary schools for every part of the Colony. In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kadavu Provincial School in 1923, Provincial School Western and Provincial School Southern in 1926. More than half the capital cost of these schools was provided by the Fijians and they still are required to contribute annually a sum of £4,500 which is slightly more than fifty per cent. of the cost of maintenance. All these schools are residential. Every effort is made to ensure that the pupils are fitted for life in the villages. Wood-work and agriculture are taught and every pupil takes part in the activities of the school farm, the produce of which is used in the boarding establishment. Pupils are given a certain amount of instruction in native customs and are encouraged to perform native ceremonies properly.

Indian.—The first Government school for Indians was established at Natabua in 1919. Samabula School was taken over from a local committee in 1929, and Andrews and Votualevu in 1930. Vatuwaqa Indian Girls' School was built in 1930 and Karavi and Wainikoro Schools in 1931.

In September, 1930, a secondary department was added to the Natabua Primary School.

The fees in the primary school are 1s. a month and in the secondary department £2 10s. per term.

TRAINING OF TEACHERS.

European.—No provision has been made for the training of teachers for European schools. Any vacancies are filled by teachers trained in New Zealand and selected by the Department of Education, New Zealand.

Non-European.—In 1929 a Teachers' Training School was established at Natabua for both Fijian and Indian students. These are selected by competitive examination and receive free tuition and board and an allowance of six pounds per annum.

The Methodist Mission has been training teachers for more than sixty years. In 1918 the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations. Fijian and Indian students are accepted. A grant of £600 is made by Government in addition to an allowance of £10 per student for board and £6 for pocket money.

The Roman Catholic Mission commenced to train Fijian students in a separate institute at Cawaci in 1931 and received a grant of £50 from Government.

The Seventh Day Adventist Mission have a Training Institute at Buresala for training vernacular teachers.

CENTRAL MEDICAL SCHOOL.

The Central Medical School in Suva is the only Government institution where students may on graduation be granted a diploma to practise medicine and surgery. This medical school was erected in 1928 at a cost of £7,878, to which the Rockefeller Foundation contributed £2,000, and other Administrations (Samoa, Tonga, Solomon, Gilbert and Ellice Islands, New Hebrides, and the Cook Islands) contributed £3,406. There is accommodation for 40 boarding students.

Under present arrangements Fiji is entitled to send 20 students to this Central Medical School; Western Samoa, 4; Tonga, 4; Gilbert and Ellice Islands, 4; British Solomon Islands, 4; New Hebrides, 2; and the Cook Islands, 2 students.

Eastern Samoa (U.S.A.) has already sent one native student for 1933, and this Administration wishes to have two students regularly at the school in future years.

The Central Medical School is under the control of the Central Medical School Advisory Board of which the Chief Medical Officer in Fiji is Chairman. Annual reports are submitted in December by the Tutor who is the only whole-time officer at the School. There is a staff of fourteen honorary lecturers and demonstrators.

The following history of the Institution is taken from an article in the *Native Medical Practitioner* by Dr. A. Montague, late Chief Medical Officer, Fiji:—

In 1873 Dr. Corney, Chief Medical Officer, began training native students in medicine, and when an Ordinance was passed some years later, eight Fijians passed the examination and received certificates as Native Medical Practitioners.

At this time, and until many years later, the students lived in a bure in the old Colonial Hospital grounds and spent a good deal of their time in their food gardens. There were no lecture rooms, no models or diagrams, post-mortem examinations were not easily obtained, and almost the only apparatus was a set of bones. Lectures were given as occasion could be found, but students got most of their knowledge from practical work in the hospital. There was at that time only one nurse, the Matron, and most of the nursing duties fell on the students. In 1900 a lecture room was built, and later a two-storied wooden building for students' quarters. Some text-books, diagrams and models were gradually collected and the courses of lectures became more complete.

In 1899 Sowane Puamau qualified, and his subsequent striking success in the Gilbert Islands Service shows that even the incomplete training given in those early years could produce excellent men.

For several years the number of students remained at eight, and a balance of gains and losses left the number of Native Medical Practitioners at about twenty.

In 1913 three students from the Gilbert Islands were admitted to the School. Two of them qualified and are now practising in their own Islands; the third resigned and enlisted in New Zealand.

In 1918 the old students of the School did splendidly in the influenza epidemic. Three in succession died within a month as dispensers at the Colonial Hospital; eight in all died out of a total of 48, and in no case was there any complaint that a Native Medical Practitioner had not stuck to his work as long as he was physically capable of doing it.

No account of the School from 1896 to 1919 would be complete without reference to the Matron of the hospital, Miss Anderson, for the students owe to her zeal and kindness a great debt.

At the end of 1923 the Colonial War Memorial Hospital was opened, and soon after that the idea of developing the Fiji Medical School into a Central Medical School began to grow. It was partly fostered by Dr. Lambert of the Rockefeller Foundation, and it is mainly owing to his enthusiasm and energy that the idea has become the very solid fact that the School is to-day. The youth of the Pacific Islands have shown how much they could do when it was only possible to provide as their teachers two already overworked Medical Officers and an even more overworked Matron, and it seems certain that they will now, with a much larger staff, with the many facilities for learning and teaching that are now provided and with themselves able to learn in the English language, make a high reputation for their School, both for their knowledge of their profession and for that standard of character which the earlier students have already established.

METHODIST MISSION.

The following account of the educational work of the Methodist Mission in Fiji from 1835 to 1923 has been prepared by the Reverend C. O. Lelean, M.A., Principal, Teachers' Training Institute, Davuilevu:—

"Educational work in Fiji commenced with the arrival at Lakemba of the Reverends William Cross and David Cargill, M.A., on October 12th, 1835. They had prepared in Tonga an alphabet suited to the peculiarities of the Fijian language, and had printed leaflets, containing the alphabet, short words, and sentences.

VILLAGE SCHOOL.

"Within a few weeks of their arrival, the missionaries had opened a school to teach reading and writing to the natives, both old and young. It was very popular, and the pupils quickly acquired the arts of reading and writing, and later, there was added instruction in the simple rules of arithmetic. As Christianity spread throughout the group, the number of these very elementary schools increased greatly. As far as they were available, "teachers" were appointed, one to each village. These men were village pastors, who conducted religious services at the appointed times, and also taught what little they knew to those who wished to learn. Notwithstanding crude methods and limited knowledge, this work was a success, especially among the younger pupils, most of whom learned to read and write,—acquirements wholly unknown until the arrival of the missionaries.

TRAINING INSTITUTIONS.

"The Reverend John Hunt arrived in 1838, and soon saw the two great needs of the mission, namely, teacher-training and translation work. At Viwa, he established a training institution, and in addition to the ordinary village school subjects, taught his students who resided at the mission station Geography, History and other subjects required for the work they were to undertake on their being appointed to the various villages. They were useful to Mr. Hunt in translation work, and in the printing office which had been established at Viwa. By 1847, the Fijian New Testament had been translated and printed. This publication gave a stimulus to village school work, for all were eager to be able to read for themselves the book which had been made available.

"Each mission station adopted Mr. Hunt's method of training teachers, and as the demand for them increased with the progress of Christianity in the villages, large numbers of trainees were to be found at the various mission stations.

CENTRAL TRAINING INSTITUTION.

"In 1854, two English Schoolmasters were appointed to Fiji to assist in educational work. There were then 151 schools, and 6,628 pupils. By 1858 there were 464 schools and 25,991 pupils. But the need of better training for teachers was keenly felt. In 1856, a Central District Training Institution was established at Mataisuva. The most promising young men from the local training institutions were selected for a further three years' course of training, and were sent to Mataisuva. There were 10 students the first year, but the numbers rapidly increased. It was considered a high honour to be selected for training. The Reverend John Polglase was the first Principal. On his death in 1860, it was decided to remove the institution to a more suitable site, and Kadavu was selected. The new station was called Richmond, after the Wesleyan College in London, at which several of the missionaries had been trained. The old lime building erected at Kadavu in 1860, is still in use.

"Twelve years later, in 1873, it had been discovered that Kadavu was not to be the principal port for overseas ships as had previously been thought, and it was deemed advisable to find a more central site. A place named Navuloa at the mouth of the Wainibokasi River, near Bau, was selected, and Ratu Cakobau made a grant of land for the purpose. Accommodation was provided for 100 students, many of whom were married men. For thirty-five years this Institution did excellent work suited to the needs of the time, under the Principals Carey, Waterhouse, Fison, Lindsay, Bennett and Heighway.

DAVUILEVU.

"The establishment of a Boys' High School, and the increasing number of students in training, necessitated the removal of the institution to another site, where there would be more room for expansion. As far back as 1864 the Mission had acquired an estate of 315 acres on the Rewa River, named Davuilevu. Here, the Reverend Thomas Baker had conducted a Training Institution. But after his death at Navosa in 1867, the site had been abandoned, and for nearly forty

years had been unused for mission purposes. In 1903 the Indian branch of the Methodist Mission established a station on the site of Mr. Baker's house, and a small Indian day-school was commenced. This marks one of the first activities in connection with Indian education in Fiji, though Miss Dudley had previously carried on school work at Toorak, Suva. The Indian section of Davuilevu was named Dilkusha. In 1905, the Boys' School at Navuloa was moved to Davuilevu. The school building then erected is still in use. Other areas of land adjoining Davuilevu were secured, and in 1910 the foundations of Baker Memorial Hall were laid. The Navuloa buildings were then removed to Davuilevu, and in 1913 the Baker Hall was opened.

A NEW ERA.

"With the removal of the central educational station a new era had begun. The Government Education Commission of 1909 had stimulated the Mission to make an investigation of its educational work. Its schools were classified, and the curricula defined. In 1899 a school for Fijian girls had been founded at Matavelo, Ba. For ten years this had served the needs of the Ba and Ra provinces to a certain extent. In 1909 it was decided to have other central schools, and boys' schools were established at Ba, Taveuni, Rewa, Kadavu and elsewhere. These schools were to give better educational facilities than were possible in the village schools which were in many cases deteriorating. The meagre allowances paid to teachers by the villages no longer attracted the best kind of youth. Other avenues of service had opened up. The scale of living had been raised. The times had changed.

EDUCATIONAL STATISTICS IN 1909.

Fijian—				<i>Fiji.</i>	<i>Rotuma.</i>	<i>Total.</i>
Schools				1,019	22	1,041
Pupils				16,341	664	17,005
Students—						
Davuilevu				120	..	..
Other places				110	10	240
Teachers				891	21	912
Assistant Teachers				1,157	20	1,177
Indian—						
Schools				5	..	5
Teachers				7	..	7
Pupils				200	..	200

TECHNICAL EDUCATION.

"Another important educational advance resulted from the removal of the Central Training Institution to Davuilevu. The students and school-boys rendered great service in the heavy task of removing old buildings and erecting new ones. Mr. M. Whan was in charge of all constructional work, and he found that the boys were not only eager to do this work, but that they had great aptitude for it. Out of this grew the Davuilevu Industrial Institute which not only undertook the construction of buildings on Davuilevu, but as that work neared its completion, the Institute undertook outside work such as the erection of houses and churches. On the retirement of Mr. Whan, Mr. B. E. Sutherland was appointed as Technical Instructor and Manager. Under his skilful supervision, the students in addition to engaging in building operations, also turned out first-class furniture, and church and school fittings.

"As these students completed their term and left the institute, they became its competitors. The supply of outside work gradually diminished, until it became advisable to close down the Institute as a separate concern, and to merge it into the boys' school which by this time had ceased to be called a "High School" and had become a Technical School under the Headmastership of Mr. R. A. Derrick, A.M.I.S.E. It had never been intended by the Mission that this school should undertake secondary education, for the settled policy of the Mission was to encourage boys to take up technical and agricultural work.

AGRICULTURAL EDUCATION.

"From 1909 to 1911, under the Headmastership of Mr. W. L. Waterhouse, H.D.A. (now Dr. Waterhouse, Professor of Agriculture, Sydney University), both technical and agricultural education were carried on at the boys' school, but only to a limited extent, as far as the latter branch was concerned, on account of the limited means and the unsuitable nature of the land.

"Two students who had finished their course in technical instruction at Davuilevu, were sent to the Hawkesbury Agricultural College in New South Wales. Six Indian students from Dilkusha were also sent to an agricultural school at Allahabad in India. On the return of these eight students, the Mission, with the assistance of the Government, established an agricultural school on the Navuso Estate, recently acquired by the Mission and situated about three miles further up the river than Davuilevu.

FURTHER DEVELOPMENT IN TEACHER-TRAINING.

"On the completion of the difficult task of removing the Teachers' Training Institution from Navuloa to Davuilevu, earnest consideration was given to the more thorough training of teachers. The mission "teachers" had hitherto been village pastors, who also attended, as far as their other duties allowed to the educational needs of the children under their care. There was a tendency in most cases to undervalue the importance of this part of their work.

"On the occasion of the visit of Mr. J. H. Betheras, M.A., and later of Mr. C. Long, M.A., both Senior Inspectors of the Victorian Education Department, their advice was sought, and they pointed out that the Primary School at Davuilevu should be used to a greater extent as a Practising School, so that the trainees should have more practical work.

"In 1915, Miss Lolohea Ratu, who had been educated at Matavelo, and had also had training at the Government Teachers' Training College in New South Wales, was appointed to take charge of the practising school at Davuilevu, and also had the honour of being the first to establish a Kindergarten for Fijian children. She was succeeded in 1916 by Miss E. H. Morrissey of Melbourne.

"In 1918, the Government having passed legislation and framed regulations for assisting Mission Primary and Training Schools, it was decided to select a limited number of students at Davuilevu, and establish a Higher Grade Training Institution, and prepare these students for the Government teachers' examinations. This work was undertaken at first by Reverends L. M. Thompson, M.A., Dip. Ed., A. G. Adamson, M.A., Dip. Ed., and C. O. Lelean, M.A. In 1919, the staff was augmented by the appointment of Miss O. E. Morrissey, M.A., Dip. Ed., who had for some years been a teacher in the High School of the Melbourne University. Miss Morrissey re-organised the work of the Davuilevu Institution, and prepared text-books suited to the special needs of Fiji.

"Fijian, Rotuman and Indian students were admitted to the Higher Grade Teachers' Training Institution by examination, and received all their instruction in English. They were engaged in practical teaching work each morning, and attended classes in the afternoon.

"The assistance given by Government to this Institution was in the form of a small examination pass grant of twenty pounds for each student who succeeded in passing."

PART II.

CHAPTER I.—EVENTS OF THE YEAR.

The financial depression was responsible for the votes under the control of the Director of Education being reduced from £48,529 in 1931 to £43,484 in 1932. Savings were effected by the abolition of the post of Supervising Teacher of Indian Schools and by closing the Levuka Public School Hostel. The number of students in the Government Teachers' Training School was reduced from 36 to 26 and the grants to assisted Training Schools were reduced by £250. No scholarships to Europeans were awarded in 1932.

Although the amount voted for grants to assisted primary schools was increased by £100, the Board of Education was compelled, owing to the increase in the number of certificated teachers, to reduce the grants made towards the salaries of individual teachers by ten per cent. In spite of the decrease in the amounts appropriated, it may be claimed that in general educational facilities were not materially impaired.

Miss K. P. Wills, B.A., Head Mistress of the Girls' Grammar School, resigned her position in July after eight years service and was succeeded by Miss E. D. French, M.A. Miss Wills took charge of the school just as the change over to the New Zealand Syllabus of instruction had been completed. The number of pupils at the school has increased from 121 in 1924 to 221 in 1932. Her efficiency is attested by the fact that out of 130 pupils presented for the Proficiency Examination (Form II) for the Girls' Grammar School, 126 gained certificates of proficiency and four of competency.

Mr. D. T. McCormick, Head Master of the Boys' Grammar School, also resigned as from the end of the school year after nine years' service. Under his charge the Boys' Grammar School has gained an excellent reputation for efficiency. Out of 122 candidates for the Proficiency Examination, 115 gained certificates of proficiency and six of competency. The school roll has increased from 64 in 1924 to a maximum of 156 during 1932.

CHAPTER II.—EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL.

The Education Rating (Amendment) Ordinance was passed to extend the provisions of the Education Rating Ordinance 1929 up to the end of 1933. The Ordinance authorises the levying of an education rate in the Municipalities of Suva and Levuka to meet the precept by the Board of Education in respect of Government schools established within their limits, and restricts the amount to not more than fifty per cent. of the total expenses estimated to be incurred by the Board. In practice the precept is fixed at half the estimated cost less the amount recovered from school fees and the sale of books.

The Indian Education Rating Ordinance which was passed by the Legislative Council in 1930 has not yet been brought into force. The Board of Education has recorded its opinion that the Ordinance should not be brought into force on the grounds that the meagre advantages which would accrue would be out-weighed by the increased liabilities to which Government would be committed.

The Board of Education met on ten occasions. A summary of the most important business transacted is as follows:—

Grants.—Grants were made to 157 schools.

Regulations.—The Education (Medical Examination) Regulations were made.

Schools.—The establishment of 32 schools was approved, and 7 registered and 22 recognised.

Remission of Fees.—Six applications for remission of fees were considered and recommended for approval.

Appeals.—Six appeals against the decision of the Suva School Committee were considered and all except one disallowed. Two appeals against the Director's refusal to register teachers were considered and both disallowed.

Cancellation of Registration.—The registration of three teachers was cancelled.

During the year the control of the Fijian schools which was relinquished by the Methodist Mission was assumed by the Fijians themselves. In some cases the Provincial Council has taken over the control of all such schools in the province whilst in others the District Council is the controlling authority. The Buli of the district is usually nominated as Manager. The change

has resulted in a striking increase in local interest which is bound to result in an improvement in primary education. The improvement is more noticeable in those districts where the District or Provincial Commissioner has interested himself in the schools. I take this opportunity to record my deep appreciation of the invaluable assistance rendered by the District Commissioners of every province not only in visiting schools but in performing numerous duties, small in themselves, but requiring in the aggregate the expenditure of considerable time and trouble in connection with the schools in their districts.

Owing to the absence on leave of a number of the Head Masters of Provincial Schools during the year, the Inspector and the Supervising Teacher of Fijian Schools were required to take charge of various schools for lengthy periods and consequently the inspection and supervision of Fijian schools was neglected. The services of the Inspector were also required at headquarters for clerical work and to prepare and mark the papers for the teachers' certificate and other examinations.

CHAPTER III.—FINANCE.

In the following, corresponding figures for 1931 are given in parenthesis. The gross expenditure from general revenue was £45,057 12s. 5d. (£48,550 18s. 7d.) out of a total expenditure of £528,603 19s. 2d. (£605,973 9s. 3d.). Included in both these sums is an amount of £11,502 7s. 5d. (£12,640 2s. 2d.) representing all moneys collected for educational services as follows:—

Native contributions to Provincial Schools ..	£3,312 13 1
Contributions to Central Medical School ..	954 9 0
Education Rate, Suva and Levuka	2,420 0 0
Sale of school requisites	379 10 3
Boarding fees	3,282 5 9
Tuition fees	1,105 14 7
Examination fees	47 14 9
Total	£11,502 7 5

To ascertain the net amount this sum should be deducted from both totals, giving a net expenditure on Education of £33,555 5s. 0d. (£35,910 16s. 5d.) from a net expenditure from colonial revenue of £517,101 11s. 9d. (£593,333 7s. 1d.). The percentage of net expenditure to net general revenue is 6.49 (6.05) and the net cost per head of population 3s. 6.52d. (3s. 10.44d.).

In General Table II no amounts have been entered under "Other Sources" as very few schools have submitted returns showing their income and expenditure. It is known, however, that the money expended from "Other Sources" amounts in the aggregate to a considerable sum.

An analysis of the expenditure gives the following:—

	<i>Gross expenditure.</i>	<i>Recoveries.</i>	<i>Net expenditure.</i>
Administration	£1,655 9 4	£162 14 3	£1,492 15 1
Education of Europeans ..	11,239 0 3	6,047 6 0	5,191 14 3
Education of Fijians	22,789 12 11	4,723 1 1	18,066 11 10
Education of Indians . . .	9,257 7 11	569 6 1	8,688 1 10
Education of Chinese . . .	116 2 0	....	116 2 0
Total	£45,057 12 5	£11,502 7 5	£33,555 5 0

CHAPTER IV.—PRIMARY EDUCATION—MALE AND FEMALE.

EUROPEAN SCHOOLS.

There are twelve schools that enrol Europeans only. Of these, three are conducted by Government, eight are assisted and one unassisted. Of the assisted schools four are controlled by the Colonial Sugar Refining Company, two by the Roman Catholic Mission and the remaining two by local Committees. The unassisted school, St. Joseph's Convent, is controlled by the Roman Catholic Mission. Forty-two children were enrolled in the Correspondence Classes.

The course of instruction in the Government and assisted schools is similar to that in New Zealand Primary Schools.

The average roll and attendance will be found in Appendix 2 and examination results in Appendix 1.

SCHOLARSHIPS.

(i) *Local Senior Scholarships.*—Two local senior scholarships, one for boys and one for girls, are awarded annually by the Board of Education for European children under fourteen years of age.

The standard and syllabus of instruction for this scholarship examination is that of the New Zealand Proficiency Examination, the subjects being English, Composition, Formal Language, Comprehension, Dictation, Arithmetic, Geography and History.

The scholarships are tenable for a period of three years at any approved school in the Colony and consist of free tuition and a monetary grant of £5 per annum in the case of scholars residing within a radius of four miles from the Suva General Post Office and of £20 per annum in the case of scholars resident outside that area.

(ii) *Local Junior Country Scholarships.*—Two local junior country scholarships are also awarded annually for children under twelve years of age not residing in Suva or Levuka. One of these scholarships is reserved for children not attending one of the schools in the municipality of Suva or of Levuka.

The standard of the examination is that which is required for entry into the fourth standard of a primary school.

The subjects are English, Composition, Formal Language, Comprehension, Spelling and Arithmetic.

The scholarships are tenable for three years at any approved school in the Colony and consist of free tuition and a monetary grant of £20 per annum.

(iii) *Fiji Scholarships*.—For the purpose of providing for the maintenance and education of deserving boys and girls of European descent, whilst studying for a profession or calling at a University or Training Institution within His Majesty's dominions, one of the scholarships, called "Fiji Scholarship," is offered annually by the Board of Education out of funds provided by the Legislative Council to students under 18 years of age. The scholarship is awarded on the results of the University Entrance Examination of the University of New Zealand.

English and Elementary Mathematics are compulsory, and at least three other subjects selected from a list of those usually studied in secondary schools are required.

Each scholarship is tenable for three years and is of the annual value of £120.

No scholarships were awarded in 1932.

GENERAL.

The following applies to English, Fijian and Indian assisted schools:—

Attendance is not compulsory. Children under six are admitted but not entered in the registers. No child is allowed to remain at assisted schools for boys or girls only after the end of the school year in which the sixteenth birthday is attained, or the fifteenth year in mixed schools. In schools for boys only or girls only the age limit may be extended by the Director. Teachers still find it difficult to obtain birth certificates from their pupils and the regulations have not yet been strictly enforced.

In 1932, schools were required to submit returns of attendances of pupils between the ages of six and fourteen and the grants-in-aid for 1933 were based on these. It is anticipated that this action will result in a lowering of the average age of pupils in primary schools.

The schools are open for four hours a day, five days a week (Monday to Friday inclusive) and not less than 380 half days a year. They are closed for not less than eight weeks a year. The usual holidays are six weeks in December and January and two in mid-year.

ENGLISH SCHOOLS.

There are eight Government and eight assisted schools in which English is the medium of instruction. Of the assisted schools five are controlled by the Catholic, two by the Anglican and one by the Methodist Mission. The average roll and attendance of these schools will be found in Appendix 2.

The syllabus is based on the Course of Instruction for non-European Primary Schools. In addition to English, St. Paul's School gives instruction in Chinese and in the others Fijian and Hindustani find a place in the curriculum. These schools are well equipped and have full staffs including at least one European. The standard of efficiency is comparatively high. Boys from these schools are eligible to compete for entrance to the Teachers' Training School or the Central Medical School.

The eight Government schools are the Queen Victoria School and six Provincial Schools, which enrol only Fijian boys, and the Natabua Primary School for Indians.

Admission to Queen Victoria School is by examination and pupils below the age of twelve are not enrolled. The Provincial Schools are partly supported by provincial contributions and the available places are allocated to the various districts in proportion to the number of contributors. Certain provinces award scholarships tenable for three years at Queen Victoria School to boys from their provinces attending one of the Provincial Schools. In addition to these, six exhibitions entitling the holders to free board and tuition at Queen Victoria School are awarded annually by the Board of Education on the results of an examination open to all Fijian boys between the ages of twelve and fourteen.

FIJIAN SCHOOLS.

Ninety-seven Fijian schools received grants-in-aid as compared with 109 in 1931.

The reduction was due to the fact that the twelve schools concerned did not have a certificated teacher on the staff.

The total enrolment at these schools was 7,172, of whom 4,077 were boys and 3,529 girls. The average attendance was 85 per cent.

In addition to the assisted schools there were 120 recognised schools compared with 93 in 1931. The number enrolled was 5,631.

The age and classification of 6,761 pupils in 90 Fijian schools including both assisted and unassisted schools is given in Appendix 5.

The percentage of pupils over the age of fourteen shows a decrease from 31.4 in 1931 to 28 per cent.

The percentage of pupils in Classes I and II in 1931 was 33.6 and 21.8 respectively while the corresponding percentages in 1932 were 33.0 and 23.4. This indicates not so much wastage as retardation due to the fact that a number of schools are understaffed. The teachers devote most of their attention to the higher classes and in consequence promotion from Class I to Class II is delayed for one or more years.

INDIAN SCHOOLS.

In 1932 the number of Government schools increased from six to seven, and of assisted schools from 37 to 41. In addition there were 16 unassisted schools. The total number of Indians enrolled in all schools was 4,684, of whom 3,608 were boys and 1,076 girls, with an average attendance of 81 per cent.

In 1931, 38 per cent. of the pupils were in class one and 19.5 per cent. in Class 2.

In 1932 these percentages had fallen to 36 and 17 respectively. The difference between the numbers in Class 1 and Class 2 indicates retardation explained partly by understaffing and the consequent neglect of the lowest class. The position will improve each year as the supply of certificated teachers increases. The existence of one-teacher schools will however prevent the situation improving rapidly. The parochialism of Indians in country districts together with the mutual antipathy of the various races and creeds prevents the grouping of Indian schools which, without any increase in the number of teachers, would allow of proper instruction being given to the youngest children.

With few exceptions all the Indian schools in Vitilevu and Ovalau were inspected at least twice during the year by the Inspector of Indian Schools. The eight Indian schools in Vanualevu were inspected by the Inspector of Fijian Schools during his tour through that island. Thirty-six Indian schools are classified as efficient, twenty as satisfactory, and fourteen as being inefficient. There has been a growing demand for the quarterly Hindi-English *School Journal*, the year 1932 showing a thirty per cent. increase, the average sales being 541 per issue.

CHAPTER V.—SECONDARY EDUCATION—MALE AND FEMALE.

EUROPEAN.

Secondary education is given in departments of the Boys' and Girls' Grammar Schools (Government) and of St. Felix College and St. Joseph's Convent (Roman Catholic).

In the Government schools the fees are £6 per annum for children of ratepayers and £7 10s. for others. The average attendance of secondary pupils during 1932 was 27.1 at the Boys' Grammar School and 25.7 at the Girls' Grammar School. Pupils who have been awarded a certificate of proficiency or competency in the primary departments are eligible for admission to the Secondary departments. The curricula include English, Mathematics, History, Geography, French or Latin is optional. General science and book-keeping are taught in the Boys' Grammar School, and shorthand, typewriting, book-keeping and cooking in the Girls' Grammar School. During the year, the Suva Chamber of Commerce agreed to award certificates for proficiency in shorthand, typewriting and book-keeping with a view to enabling local girls to secure junior clerical positions in Government and business offices. The financial depression has caused a reduction of staffs in most offices throughout the Colony and has made it increasingly difficult for young persons to secure employment.

As a result the work in the commercial classes is now much more purposeful and a larger percentage of pupils is taking the commercial in preference to the general course. A further step in equipping the pupils for a career in Government or business has been taken by providing facilities for instruction in Hindi or Fijian. The classes will commence in 1933.

The instruction is given in accordance with New Zealand practice. Pupils may enter for the Public Service Examination (New Zealand) after two years, and for the University Entrance Examination (New Zealand) after four years. The results of the examinations will be found in Appendix I. St. Felix College prepares pupils for the New Zealand examination and St. Joseph's for the Cambridge Locals.

FIJIAN.

There is no secondary school for Fijians.

INDIAN.

Approved Indian pupils may enrol in the secondary department of the Natabua Indian School. The fees are £7 10s. a year. The average roll in 1932 was 21. The curriculum includes the usual secondary subjects with the addition of agriculture, wood-work, book-keeping and business principles.

VOCATIONAL.

The Methodist Mission maintains a Technical School at Davuilevu. The number on the roll on September 30th was 60. The staff consists of five technical teachers and two assistants. The course includes commerce, concrete work and carpentry.

The Navuso Agricultural School is maintained by the Methodist Mission with Government assistance. A grant of £500 was paid in 1932 towards the recurrent expenses of the school and £300 towards the purchase of the estate. There were 60 students enrolled all of whom were Fijians. Dairying and the cultivation of economic crops, principally sugar-cane are carried on and instruction in carpentry and iron-work is given. The general education of the students is continued, six hours a week being devoted to this.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

No universities or colleges (post secondary) exist.

On completion of the secondary course, students requiring university education may proceed to New Zealand or Australia. Some take advantage of the facilities offered to extra mural students by the University of New Zealand and Auckland University College and may sit for terms or degree examinations for which arrangements are made by this Department. During 1932 four candidates sat for the terms examinations of Auckland University College, and eight for the following examinations held by the University of New Zealand:—Commerce (1), Arts (2), Accountancy (2), Law (1), Banking (1) and Architecture (1).

The only institution for professional training is the Central Medical School controlled by the Central Medical School Advisory Board. During 1932 the average attendance was 36 and the total cost per student was £84. Full details will be found in the annual report by the Tutor.

CHAPTER VII.—TRAINING OF TEACHERS.

GOVERNMENT TEACHERS' TRAINING SCHOOL, NATABUA.

As part of the economy measures taken by Government the number of teachers in training was reduced from 36 to 26. At the end of the year there were 12 Indians (including one not supported by Government) and 15 Fijians on the roll. The attendance of students at the sugar mill workshops was discontinued. The programme in agriculture consisted in the further development of the cane project by the planting of about five acres of plant cane. The ratoons for 1931 were harvested, a net profit of £54 being realised. More attention was paid to Nature Study than in the past.

The Methodist Mission Training Institute at Davuilevu received £840 and the Roman Catholic Teachers' Training Institute £50 from Government funds.

The results of the examinations held in November were as follows:—

Grade	Candidates entered.		Passes.		Partial passes.	
	Fijian.	Indian.	Fijian.	Indian.	Fijian.	Indian.
Grade V—						
Natabua	8	11	5	5	3	5
Davuilevu	22	13	15	7	6	5
Cawaci	12	..	9	.	3	.
Grade IV—						
Natabua	7	1	4	.	2	1
Davuilevu	4	6	1	1	2	3
Cawaci	3	..	2	.	1	.
Grade III—						
Davuilevu	2	4	..	1	2	3

TEACHERS' CONFERENCE.

The second annual conference of the Fiji Teachers' Union was held in Suva from the 21st to 23rd June. His Excellency the Governor opened the proceedings. After the officers had been elected for the ensuing year, resolutions concerning salaries, leave privileges, text-books, &c., were discussed and adopted. During the conference the following lectures followed by discussions were delivered:—

Dr. V. W. T. McGusty—"Some aspects of Medicine and Hygiene in Fiji."

Pandit Ami Chandra—"Hindi in Schools."

Mr. A. W. McMillan—"The Place of the School in Nation Building."

Mr. J. Russell—"Practical Hints for Teachers."

Mr. H. W. Simmonds—"Nature Study."

Mr. John Bairaji—"Human Instinct."

Mr. H. R. SurrIDGE—"Agriculture and Education."

A concert and farewell meeting were arranged by the Suva members of the Committee. All members were the guests of His Excellency at afternoon tea on June 22nd at Government House.

CHAPTER VIII.—FEMALE EDUCATION.

There were 21 schools for non-European girls in 1931 and only 16 in 1932 although the number of girls in all such schools increased from 6,508 to 6,599.

The difference in the number of schools is not due to the closing of girls' schools but to the admission of boys usually in the lower classes. In 1931 216 and in 1932 230 schools admitted pupils of both sexes.

Co-education of the sexes does not prevent Fijian girls from attending school. It does, however, partly account for the fact shown in Appendix 6 that Indian girls in boys' schools leave school at about the age of ten.

Although progress is being made in the provision of instruction in domestic subjects much leeway has to be made up. The standard of needlework in both the Fijian and Indian schools is high. This was noticeable from the quality and number of the exhibits made at the Suva Agricultural Show by a large number of schools.

The supply of certificated women teachers is slowly improving, but many schools that are anxious to employ women teachers cannot get any applications. The difficulty of procuring suitable board and lodging in country districts will always deter many women from leaving their homes.

In the November examinations the following results were obtained by female candidates:—

Grade	Candidates.			Passes.			Partial passes.		
	Europ.	Fijian.	Indian.	Europ.	Fijian.	Indian.	Europ.	Fijian.	Indian.
Grade V	3	18	15	1	6	3	2	4	3
Grade IV	2	..	5	.	.	1	2	.	1
Grade III	2	1	1	1	1	.	1	.	1
Total	7	19	21	2	7	4	5	4	5

The number of candidates shows an increase of 9 over 1931 made up by an increase of 11 in the number of Indian girls and a decrease of 2 in the number of Fijians. The number of Fijian girls that passed showed an increase from 1 to 6. The answers submitted by female candidates showed a great improvement over previous years.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A.—MEDICAL INSPECTION AND THE TEACHING OF HYGIENE.

During the year the regulations for the medical examination of all children made under the provisions of the Education Ordinance 1916 were repealed and the Education (Medical Examinations) Regulations 1932 were made by the Board and approved by the Governor in Council. These regulations give the Chief Medical Officer power to appoint Medical Officers to be School Medical Officers. School Medical Officers are invested with powers to examine all pupils in assisted or registered schools, while pupils in recognised schools may be examined on application by the manager. The School Medical Officer is not required to treat pupils but to advise the Head Teacher of any treatment he considers to be necessary and the Head Teacher is to inform the parents.

As Indians and Fijians are entitled to free medical treatment, parents will not be deterred by fear of expense from having the treatment carried out.

The School Medical Officer is also required to inspect the sanitary conveniences of the schools.

Provision is made to penalise anyone who obstructs the School Medical Officer in the exercise of his duties.

The regulations have not been in force long enough to form definite conclusions as to their efficacy. They obviously depend for their success on the amount of time which the Medical Officers can spare from their other duties to devote to the examination of school children. Apart from the fact that funds could not be provided for a special appointment, it is doubtful whether one man devoting his whole time to schools could cover Fiji in one year. Although the population of the Group is under 190,000 it is scattered over an area half the size of England and the means of communication between many parts and Suva are poor.

Instruction in Hygiene is included in the curriculum in all Government and Assisted non-European schools. It is related as closely as possible to local conditions and aims at the inculcation of personal cleanliness and good habits. In upper classes the causes and prevention of diseases common to Fiji are taught by lectures.

The text-book used in Fijian schools is a translation of Hygiene written by the late Mr. C. V. Thompson, the first Head Master of Queen Victoria School.

In other schools lessons from *Sanitation and Hygiene in the Tropics* by Ritchie and Purcell are given. This book is also prescribed for the teachers' examinations.

B.—GAMES.

The popularity of organised games, particularly in Indian schools, has increased remarkably during the last five years. Practically every school has its Association football team and plays matches with neighbouring schools. The popularity of the game has led to improvements in the grounds, and although it will be many years before every school has adequate grounds, each year sees an improvement in this respect. During 1932 the Marist Brothers' Indian school, Suva, completed levelling a new ground at the cost of approximately £200.

Owing to the roughness of the grounds and perhaps to the extra expense involved, cricket is not yet as popular as football although it is played in several schools.

While several schools hold athletic sports meetings annually, no effort has as yet been made to organise district or provincial competitions.

C.—HOSTELS.

As the number of boarders had fallen considerably owing to the financial depression, the Levuka Public School hostel was closed at the beginning of the year. The Anglican Mission opened one in its place and were guaranteed against loss up to £100 by Government. Only one boarder was enrolled during the year and a loss of £70 was incurred.

The hostels at the Suva Grammar Schools were not so well patronised as usual the number of boarders being 30 at the girls' and 29 at the boys' hostel.

The decrease is partly accounted for by the financial depression and in the case of girls by a relative decrease in the number of school age in country districts.

Hostel fees were remitted for one girl for two terms.

Queen Victoria School and the six Provincial Schools are residential. The fee at the former is £6 per annum and the latter are maintained by provincial contributions. The costs are reduced to a minimum through the efforts of the pupils in providing food and milk and in doing most of the menial work. The students at the Government Teachers' Training School are boarded free of charge. The produce of the gardens maintained by the students reduces charges.

Secondary pupils of the Natabua Secondary School may also be admitted to this hostel at an annual fee of £24. Separate dormitories are provided for them and they mess with the Indian students.

Costs of all Government hostels will be found in Appendix 4.

Boarding establishments are provided for Fijians at central schools and the Teachers' Training Institute by the Roman Catholic Mission. The Methodist Mission provides boarding facilities for Indian girls at Dilkusha, Lautoka and Suva. Boarding establishments are also maintained for Fijian boys and girls at several of its central schools, at the Navuso Agricultural School and the Teachers' Training Institute, Davuilevu. In all these establishments, the pupils help to support the schools by growing food and assisting in house-work and cooking.

D.—ARRANGEMENTS FOR DELINQUENT CHILDREN.

The Juvenile Offenders Ordinance 1932 was passed by Legislative Council and received the Governor's assent on the 26th October.

The most important sections dealing with the reformation of delinquent children are those authorising the appointment of probation officers and the provision of places of detention.

Part of the duties of probation officers is to advise, assist and befriend persons under supervision and when necessary to endeavour to find them suitable employment.

The Ordinance confers power on the Governor to proclaim such places of detention as may be required and to make rules as to their inspection and the classification, treatment, employment and control of children and young persons committed to such places. The island of Makuluva has been proclaimed as a place of detention, and the necessary rules for its conduct are being prepared.

CHAPTER X.—MISCELLANEOUS.

A.—CO-OPERATION WITH OTHER DEPARTMENTS.

(1) *Medical Department.*—Mention has been made in Chapter IX of the assistance given by the Medical Department. The Education Department conducted examinations for Probationer Nurses in June and December. Eight candidates entered and five passed. A competitive examination for Indians and Fijians who wished to enter the Central Medical School was held by this Department in December.

Agricultural Department.—As opportunity offered officers of the Agricultural Department inspected and reported on the school gardens in various schools and provided botanical specimens required for the Cambridge Local Examinations.

Veterinary Officers have inspected school horses and cattle and arranged for the purchase of additional animals and for transport to their destination. The Education Department recommends suitable youths to the Agricultural Department for training as instructors.

Public Works Department.—The Public Works Department prepares plans for and erects new Government schools as well as attending to maintenance and repairs. In certain cases it supplies material and minor repairs are done by the manual training classes in Government schools. Before building grants are made it approves the plans and specifications and progress payments are made on a certificate given by its officers.

(2) *Co-operation with Colonial Sugar Refining Company.*—This Company is interested in the education of the children of its employees and tenants. Its local managers control most efficiently four schools for Europeans and three for Indians. Grants-in-aid are paid to all of the above except one Indian recognised school which was closed during the year. At the beginning of 1932 it resumed control of the Rarawai School which had previously been controlled by Government with assistance from the Company. It gives monetary assistance amounting to £205 to be distributed by the Department to certain Indian and Mission schools near Suva and pays further sums to assisted schools in other districts. It also gives sites for schools and assists in their erection. It renders freely most valuable advice and assistance to schools that grow sugar cane.

B.—CO-OPERATION WITH MISSIONS.

There are four Christian Missions—the Methodist Mission, the Roman Catholic Mission, the Seventh Day Adventist Mission, and the Anglican Mission—interested in education. In addition to primary schools, the three former bodies maintain Teachers' Training Schools, those belonging to the Methodist and Roman Catholic Missions being assisted by Government. The amounts paid by way of grants were as follows:—

Methodist Mission	£4,669 0 9
Roman Catholic Mission	4,115 17 0
Anglican Mission	592 3 5*
Seventh Day Adventist Mission	191 14 0

* Including £71 7s. 3d. being payment on account of hostel.

C.—BOY SCOUTS AND GIRL GUIDES.

(1) *Boy Scouts.*—The census taken on September 30th, 1932, shows the following figures, the corresponding figure for 1931 being given in parentheses:—Groups—Fijian, 21 (28); Indian, 17 (13); European and others, 3 (6); total, 41 (47); Scouters, 104 (131); Scouts and Cubs—Fijian, 383 (585); Indian, 232 (222); European and others, 57 (150); total 672 (957).

Though it appears from these statistics that there has been a decrease in 1932, this falling-off really belongs to 1931 following hurricanes and floods, as, owing to the failure of certain Groups to respond to the call for figures in 1931, approximate figures had to be inserted. It was ascertained later that some of these Groups were extinct and should not have appeared in the 1931 census. There has been no falling-off in numbers during the past twelve months, but rather a slight improvement.

The sixth Annual Rally was held in August on the quarantine island of Nukulau, placed at the disposal of the Local Associations by His Excellency the Governor, who, as Chief Scout, was present on the concluding day and showed the keenest interest in the events.

An outstanding development of the year 1932 has been the formation of the Suva Local Association and the Rewa Local Association; already growth of interest is noticeable in various ways.

Nine acres of land some nine miles from Suva has been acquired and is known as Baden Powell Park. The Scouts are clearing away the dense bush and when this has been completed, the Park with its natural swimming pool will be an excellent camping ground.

In addition to a grant of £75, Government is rendering assistance to the movement by allowing the use of part of the old drill-hall for the storage of equipment.

(2) *Girl Guides*.—The Secretary reports another year of progress. The membership roll of the Association is 102 (101), the number of Guiders 20 (20), Rangers 10 (0), Guides 219 (213), and Brownies 42 (50). A Local Association has been formed at Lautoka.

A week-end training camp for Suva Guiders was held at Makuluva during the year, transport and the use of the island being provided by Government.

A grant of £25 was made by Government towards the expenses of the Association.

D.—ADULT EDUCATION.

No provision has been made for the education of adults.

JAS. RUSSELL,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORTS OF INSPECTOR OF SCHOOLS FROM NEW ZEALAND.

BOYS' GRAMMAR SCHOOL.

The organisation and management of the school are entirely satisfactory. The order, discipline and tone are excellent, there is a fine spirit of work throughout the school. The work in all classes has been well planned and the teaching is efficient. The work presented in the term examinations shows quite good results and the work tested by me was very satisfactory.

In the Secondary division the scheme in Science has been modified, general science (mechanics) replacing the Agriculture formerly taken. I consider that this is a wise change, the former subject being better suited to a professional course while the syllabus in the latter was not suited to local conditions.

On the modern side Book-keeping and Business Practice appear to be popular subjects and sound progress is being made. The wood-work is fairly satisfactory. Expert instruction might with advantage be given occasionally in the sharpening of tools.

GIRLS' GRAMMAR SCHOOL.

The organisation and management are very satisfactory and the staff works harmoniously and efficiently. Order, discipline and tone are excellent—it is really a pleasure to meet the pupils in this school. The methods of teaching are good and on the whole a very high standard of efficiency is attained. I was particularly pleased with the reading and recitation of Forms 1 and 2, and with the writing in various classes. The cookery instruction is achieving much success. In the Secondary Department there are three candidates preparing for matriculation after three years' course. Nineteen pupils of this division are taking the commercial course which includes shorthand, typing and book-keeping. They are making very good progress though there is need for additional equipment for practice in typing. I understand that the local Chamber of Commerce contemplates holding an examination in these subjects; this will I am sure be an incentive to the pupils.

LEVUKA PUBLIC SCHOOL.

The school is well managed and the organisation quite satisfactory. The order and discipline are very good and there is an excellent tone throughout. The methods of teaching follow good lines, the schemes are well arranged and work-books kept to date. More rapid progress is no doubt impeded by language difficulties (there are only seven pure European children), but the preparation in the lower classes is designed to overcome this and in the subjects tested I found the pupils fairly well advanced. The junior teacher and the pupil teacher receive regular instruction and the former now handles her class very well.

Some elementary agriculture of a very simple and practical kind has been introduced and the children show great interest in the work. Throughout the school, singing is a very enjoyable feature of the work. The folk-dancing by the girls was very well done and is evidently much enjoyed. The staff works harmoniously and well; all are keen on their work and these are the factors of success.

PROVINCIAL SCHOOL WESTERN, NADI.

The organisation and management are satisfactory. Order, discipline and tone are excellent. The attendance is regular; the roll shows an increase on that of last year. The teaching shows reasonable progress in efficiency and satisfactory progress is made. Work-books are faithfully kept. The "New Method Readers" should prove ideal for this school and I was glad to note that they have already proved effective. Number work is progressing well and the writing is fairly good. The accommodation is sufficient; buildings are in good order. The water supply is still very limited and the grounds are at present parched for want of rain. The road leading to the school has been improved, concrete fence posts have been erected, providing a better fence, and the school has an ample crop of tapioca, some twenty-four acres having been cultivated.

PROVINCIAL SCHOOL EASTERN, LODONI.

The school is organised and managed in an excellent manner and in my opinion is exercising a fine educational influence. The order, discipline and tone are excellent. The schemes of work are based on sound principles and the work-books are faithfully kept. The methods of teaching are generally effective and good progress is being made by the pupils. The assistant teachers are

working loyally under the Head Master's directions. The condition of the grounds is a credit to all concerned; the cultivated area has been considerably extended, there being now some thirty-five acres under cultivation or in pasture. It is hoped that the whole of the land will be cleared by next year. The herd has also been increased, there being thirty-six head of stock including two pairs of bullocks and three horses. The school is thus in a position to offer a very useful and suitable kind of education, the boys learning both the methods of raising various crops and also the care and handling of stock in addition to the use of farm implements. The instruction in wood-work is of a practical nature and the Instructor deserves credit for the manner in which the tools are being kept.

NAUSORI COLONIAL SUGAR REFINING COMPANY'S SCHOOL.

The organisation and management of the school are satisfactory. Order, discipline and tone are good. The pupils naturally were somewhat shy at first but later responded well enough. The attendance is fairly regular, the average attendance for the last month being 33.8.

The general efficiency of the teaching is generally satisfactory. The schemes of work are suitably arranged and the teachers' work-books faithfully kept. Miss Chapman receives instruction in her lessons; she is now preparing for Class 3 examination. The accommodation is sufficient; the interior of the school-room is badly in need of renovation.

The grounds, &c., are in fair order. I note with satisfaction that a library is provided; every encouragement should be given to the children to read as much as possible. Notes and suggestions to the teachers are attached.

PROVINCIAL SCHOOL SOUTHERN, SAWANI.

The organisation and management are generally satisfactory. Order, discipline and tone are on the whole good. The teaching methods are producing fair results. The Head Master feels the need of a definite syllabus for the school. He has prepared useful notes of lessons for his assistants. The New Series Readers are proving effective. Writing is very good; object drawing should be more definitely concerned with natural objects—leaves, flowers, fruits, &c. Singing can be further developed by teaching sol-fa in the lower classes. The school glebe provides ample scope for elementary agriculture and the food supply is ample. The grounds are in good order. The wood-work class is doing good work.

RARAWAI COLONIAL SUGAR REFINING COMPANY'S SCHOOL.

This school is fortunate in having two trained teachers, both young and energetic in their work. The organisation and management are quite satisfactory. Order and discipline are very good and there is a good spirit of work. The teaching is proceeding on good lines and in the infant division I was very favourably impressed with the methods used. The written work in the upper division shows improvement and the books are neatly kept. The accommodation is adequate and the buildings are in good order. I noted the cleanliness of the desks and the satisfactory environment. The teachers' scheme and work-books are kept in a manner worthy of special praise. I am glad also to note that singing is being taught on systematic lines.

GENERAL TABLE I.
ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR.

Population.	Particulars.	Controlled Institutions.								Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education • Vocational.					Controlled Institutions.	Controlled and Non-controlled Institutions.
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12		
Estimated population, 31/12/32:— 189,398.	Institutions—												
	For males—												
	European .. ..	..	..	2	..	2	..	..	..	2	..	..	..
	Non-European .. ..	..	1	1	42	43	4	2	6	50	..	..	..
	For females—												
	European .. ..	..	..	1	..	1	..	..	..	1	..	..	..
	Non-European .. ..	..	..	..	16	16	..	..	..	16	..	..	..
	Mixed—												
	European .. ..	..	..	1	9	10	..	..	..	10	..	..	..
	Non-European .. ..	..	..	..	230	230	..	..	..	230	..	..	..
	Total .. ..	..	1	5	297	302	4	2	6	309	..	..	..
	Pupils enrolled—												
	Males—												
4,328	European .. ..	..	..	262	355	617	..	..	..	617	14.26	14.26	14.26
52,051	Fijian, Rotuman & others.	..	35	..	7,718	7,718	124	120	244	7,997	15.36	15.36	15.36
46,707	Indian .. ..	..	1	76	3,532	3,608	16	..	16	3,625	7.76	7.76	7.76
1,333	Chinese .. ..	..	..	..	38	38	..	..	..	38	2.85	2.85	2.85
	Females—												
4,083	European .. ..	..	..	254	376	630	..	..	..	630	15.43	15.43	15.43
48,501	Fijian, Rotuman & others.	..	..	..	5,506	5,506	..	..	..	5,506	11.35	11.35	11.35
32,268	Indian .. ..	..	..	..	1,076	1,076	..	..	..	1,076	3.33	3.33	3.33
127	Chinese .. ..	..	..	..	17	17	..	..	..	17	13.39	13.39	13.39
189,398	Total .. ..	..	36	592	18,618	19,210	140	120	260	19,506	10.30	10.30	10.30

GENERAL TABLE II.
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

Total Direct Expenditure on Education.								Total Indirect Expenditure on Education.						Total expenditure on Education.	Total expenditure from Colonial Revenues.	Percentage of expenditure from Colonial Revenue on Education to total expenditure from Colonial Revenue.	Amount spent on education from Colonial Revenue per head of population.	Amount spent on Education from all sources per head of population.	
University Education.		School Education, General.		School Education, Vocational.		Total.	Univer- sity.	Direction and (inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous	Total.							
Arts and Science Colleges. 1	Colleges for Professional Training. 2	Combined Secondary & Primary Schools. 3	Primary Schools. 4	Training Schools. 5	All other Special Schools. 6								7						8	9	10	11	12	13	14	15	16	17	18
£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.	
Colonial Revenue	2,618 12 0	8,395 12 11	26,190 1 6	2,680 4 5	800 0 0	40,679 10 10	..	3,090 19 2	427 16 5	708 19 3	150 6 9	4,378 1 7	45,057 12 5	528,603 19 2	8.5	4 9.09	....
Local Public Funds.	
Other sources	
Total	2,618 12 0	8,395 12 11	26,190 1 6	2,680 4 5	800 0 0	40,679 10 10	..	3,090 19 2	427 16 5	708 19 3	150 6 9	4,378 1 7	45,057 12 5	528,603 19 2	8.5	4 9.09	....

Note.—Expenditure on boarding establishments is included in above.

GENERAL TABLE III.
COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on 30 September under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions. 1	Number of scholars on the roll on Sept. 30 2	Average daily attendance 3	Number of Institutions. 4	Number of scholars on the roll on Sept. 30 5	Average daily attendance 6	Number of Institutions. 7	Number of scholars on the roll on Sept. 30 8	Average daily attendance 9	Number of Institutions. 10	Number of scholars on the roll on 30 Sept. 11	Average daily attendance 12		
University & Collegiate Education:														
(a) Arts and Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Colleges for Professional training	1	M. 36	M. 36	..	..	..	..	..	..	..	..	..	1	M. 36
Total ..	1	36	36	..	..	..	..	..	..	..	..	..	1	36
School Education—General—														
Secondary Schools—														
(a) General	3	M. 286 F. 172	M. 248 F. 144	..	..	..	1	M. 52 F. ..	M. 50 F. ..	1	M. .. F. 82	..	5	M. 338 F. 254
(b) Training School	1	M. 27 F. ..	M. 27 F. ..	..	..	..	2	M. 43 F. ..	M. 43 F. ..	1	M. 70 F. ..	..	4	M. 140 F. ..
Total ..	4	485	419	..	..	..	3	95	93	2	152	..	9	732
Primary Schools—														
(a) General.	15	M. 990 F. 180	M. 881 F. 149	..	..	..	153	M. 7,444 F. 4,373	M. 6,041 F. 3,563	129	M. 3,209 F. 2,422	..	297	M. 11,643 F. 6,975
(b) Vocational .. .. .	..	..	..	..	..	..	1	M. 60 F. ..	M. 60 F. ..	1	M. 60 F. ..	..	2	M. 120 F. ..
Total ..	15	1,170	1,030	..	..	..	154	11,877	9,664	130	5,691	..	299	18,738
Total of Colleges and Schools ..	20	1,691	1,485	..	..	..	157	11,972	9,757	132	5,843	..	309	19,506

APPENDIX I.

PUBLIC EXAMINATIONS, 1932.

TEACHERS' CERTIFICATE EXAMINATIONS.

		<i>No. entered.</i>		<i>No. passed.</i>		<i>No. partial passes.</i>	
Fifth Class—							
Male	.. ..	137		54		42	
Female	.. ..	36		10		7	
			173		64		49
Fourth Class—							
Male	.. ..	41		9		18	
Female	.. ..	7		1		3	
			48		10		21
Third Class—							
Male	.. ..	21		6		9	
Female	.. ..	4		2		2	
			25		8		11
Second Class—							
Male	.. ..	14		2		7	
Female	.. ..	0		0		0	
			14		2		7
Total	.. ..		260		84		88

NEW ZEALAND EDUCATION DEPARTMENT.

EXAMINATION FOR CERTIFICATES OF PROFICIENCY AND COMPETENCY, 1932.

School.	Candidates entered.		Candidates awarded Certificate of Proficiency.		Candidates awarded Certificate of Competency.	
	1931.	1932.	1931.	1932.	1931.	1932.
Boys' Grammar School	15	16	13	16	2	..
Girls' Grammar School	16	19	15	19	1	..
Levuka Public School	8	3	8	2	..	..
St. Felix College	12	7	8	2	4	1
Rarawai .. ..	..	2	..	2	..	..
Totals	51	47	44	41	7	1

INTERMEDIATE EXAMINATION.

School.	Candidates entered.		Candidates passed.	
	1931.	1932.	1931.	1932.
Boys' Grammar School . ..	12	1	6	1
Girls' Grammar School	5	5	5	5
St. Felix College . ..	5	..	..	..
Total	22	6	11	6

PUBLIC SERVICE ENTRANCE EXAMINATION.

NEW ZEALAND UNIVERSITY ENTRANCE EXAMINATION.

School.	Candidates entered.		Candidates passed.	
	1931.	1932.	1931.	1932.
Boys' Grammar School . ..	4	4	..	2
Girls' Grammar School	3	3	3	1
Total	7	7	3	3

CAMBRIDGE LOCAL EXAMINATIONS.

School.	School Certificate.		Junior.		Preliminary.	
	Entered. 1931-32.	Passed. 1931-32.	Entered. 1931-32.	Passed. 1931-32.	Entered. 1931-32.	Passed. 1931-32.
St. Joseph's Convent	1	1	2	1	8	7
St. Felix College .. ..	..	..	..	..	4	2
Marist Brothers' .. ..	..	..	..	..	1	1
Total	1	1	2	1	13	10

APPENDIX 2.

ROLL AND ATTENDANCE.

School.	Average on Roll.	Average attendance	No. on Roll, 30th September, 1932.		Totals	
					1932.	1931.
<i>European Schools.</i>						
Boys' Grammar School, Suva ..	150	140	Boys. 151	Girls. ..	151	142
Girls' Grammar School, Suva ..	219	194	59	172	231	222
Levuka Public School ..	95	85	57	40	97	120
Rarawai, C.S.R. Company's ..	23	18	13	11	24	33
Lautoka ..	38	35	21	23	44	29
Nausori ..	34	29	24	15	39	26
Labasa ..	36	34	17	20	37	36
Kasavu ..	31	30	19	17	36	30
Savusavu East ..	41	38	33	12	45	33
Marist Convent, Levuka ..	47	42	9	43	52	46
St. Felix College, Suva ..	58	50	52	..	52	68
St. Joseph's Convent, Suva ..	110	98	4	78	82	105
Total ..	882	793	459	431	890	890
Correspondence Classes ..	..	..	19	23	42	31
<i>English Schools.</i>						
Queen Victoria School, Nasinu ..	86	83	89	..	89	87
Lau Provincial School ..	74	71	73	..	73	71
Kadavu Provincial School ..	70	68	75	..	75	72
Provincial School Northern ..	80	78	82	..	82	79
Provincial School Eastern ..	88	83	89	..	89	84
Provincial School Western ..	76	73	75	..	75	70
Provincial School Southern ..	92	84	93	..	93	89
Marist Brothers', Suva ..	238	199	262	..	262	262
Toorak Boys', Suva ..	287	222	294	..	294	307
St. Anne's, Suva ..	191	161	21	148	169	169
St. Joan of Arc, Sigatoka ..	102	89	65	44	109	76
St. Thomas, Lautoka ..	120	105	90	34	124	144
St. Paul's, Suva ..	37	34	24	9	33	58
St. John's Suva ..	64	47	43	16	59	43
Sacred Heart, Levuka ..	117	102	70	45	115	133
Natabua (Primary & Secondary)	74	58	76	..	76	72
Total ..	1,796	1,487	1,521	296	1,817	1,816

APPENDIX 3.
TUITION COSTS, GOVERNMENT SCHOOLS, 1932.

School.	European.					Fijian.			Indian.			Teachers' Training School (Fijian and Indian).
	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Correspondence Classes.	Total.	Queen Victoria School.	Six Provincial Schools.	Total.	Seven Indian Schools.	Natabua Secondary School.	Total.	
Average Roll	140	194	85	42	461	83	457	540	400	21	421	27
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries, &c., Teachers	1,505 8 5	2,667 3 0	1,047 9 2	248 0 0	5,468 0 7	1,238 13 1	3,426 10 2	4,665 3 3	2,117 11 10	358 15 0	2,476 6 10	747 10 0
Salaries, Servants	80 0 0	108 0 0	52 0 0	.....	220 0 0	.....	.....	.....	.....	.....	.....	.....
Total Emoluments	1,565 8 5	2,775 3 0	1,099 9 2	248 0 0	5,688 0 7	1,238 13 1	3,426 10 2	4,665 3 3	2,117 11 10	358 15 0	2,476 6 10	747 10 0
Contributions, Superannuation Fund	40 14 7	70 5 9	28 17 3	.....	140 6 3	13 1 0	54 11 8	67 12 8	.....	14 9 1	14 9 1	.....
Passages and Local Transport	21 5 0	79 12 10	15 4 1	.....	116 1 11	.....	260 2 1	260 2 1	10 14 0	19 9 8	30 3 8	57 13 6
Books, Stationery, Equipment	131 17 9	250 12 2	84 12 1	17 0 7	484 2 7	35 6 3	112 12 5	147 18 8	105 12 9	21 0 2	126 12 11	72 14 3
Inspection (N.Z. Inspector)	27 0 0	36 0 0	12 0 0	.....	75 0 0	1 10 11	20 0 6	21 11 5	.....	5 0 0	5 0 0	.....
Incidentals	28 1 5	21 7 11	10 14 11	.....	69 4 3	11 1 8	.....	11 1 8	.....	.....	.....	.....
Maintenance, Public Works Dept.	25 8 10	54 0 1	84 6 1	.....	163 13 0	35 14 3	39 17 5	75 11 8	36 5 0	10 0 0	46 5 0	10 0 0
Total Expenditure	1,839 14 0	3,287 1 9	1,335 3 7	265 0 7	6,727 8 7	1,335 7 2	3,913 14 3	5,249 1 5	2,270 3 7	428 13 11	2,698 17 6	887 17 9
Gross Cost per Pupil	13 2 9	16 18 10	15 14 1	6 6 8	14 11 10	16 1 9	8 11 3	9 14 5	5 13 6	20 8 3	6 8 3	32 17 8
Recoveries—												
Fees	244 17 6	242 18 8	42 6 8	77 0 0	607 2 10	.....	214 6 10	214 6 10	189 1 9	178 10 0	368 11 9	.....
Local Bodies	788 0 0	1,102 0 0	520 0 0	.....	2,420 0 0	.....	.....	.....	.....	.....	.....	.....
Sale of Books	94 4 3	97 3 5	23 8 6	18 10 3	231 6 5	.....	.....	.....	17 15 2	15 9 2	33 4 4	.....
Refund of Passages from New Zealand .. .. .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Recoveries	1,137 1 9	1,442 2 1	585 15 2	93 10 3	3,258 9 3	.....	214 6 10	214 6 10	206 16 11	194 19 2	401 16 1	.....
Net Cost to Government	702 12 3	1,844 19 8	749 8 5	172 12 2	3,468 19 4	1,335 7 2	3,699 7 5	5,034 14 7	2,063 6 8	233 14 9	2,297 1 5	887 17 9
Net Cost per Pupil	5 0 4	9 10 2	8 16 4	4 2 2	7 10 6	16 1 9	8 1 11	9 6 6	5 3 2	11 2 7	5 9 1	32 17 8

APPENDIX 4.
BOARDING COSTS, GOVERNMENT SCHOOLS.

	Boys' Grammar School.	Girls' Grammar School.	Queen Victoria School.	Six Provincial Schools.	Teachers' Training School and Secondary Class, Natabua.
Average number of Boarders ..	29	30	83	431	26+7=33
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Food	819 6 8	524 2 9	602 2 5	2,393 17 0	469 6 4
Repairs	7 1 6	11 10 1	0 15 4	107 6 0	19 6 6
Equipment	42 2 6	24 19 11	19 18 4	138 15 10	21 7 8
Light	34 17 1	29 18 10	14 1 2	52 4 7	18 7 11
Incidentals	6 4 11	3 11 9	5 10 6	97 5 10	6 8 2
Laundry	201 9 8	570 1 8	90 13 0	206 1 3	324 0 0
Wages and Allowances	488 8 0				
Maintenance (Public Works Dept.)	25 6 10	51 1 1	35 14 3	39 17 5	20 0 0
Transport .. .. .	....	....	43 6 3	62 18 4	24 0 1
Total Expenditure	1,624 17 2	1,215 6 1	812 1 3	3,098 6 3	902 16 8
Gross Cost per Pupil	56 0 7	40 10 2	9 15 8	7 3 9	27 7 2
Recoveries, Fees, &c.	1,531 14 0	1,127 2 9	455 19 0	3,098 6 3	167 10 0
Net Cost	93 3 2	88 3 4	356 2 3	....	735 6 8
Net Cost per Pupil	3 4 3	2 18 9	4 5 9	....	22 5 7

APPENDIX 5.

AGE AND CLASSIFICATION OF PUPILS ON THE ROLLS OF 90 ASSISTED FIJIAN SCHOOLS
ON SEPTEMBER 30, 1932.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.
1	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	
2	70 88	176 166	177 174	220 185	190 130	161 98	95 76	82 35	41 30	19 5	7 4	3 1	1,241 922	2,233
3	4 1	8 8	18 60	56 41	96 76	136 123	152 100	103 105	131 160	64 38	37 13	14 5	885 730	1,615
4	.. ..	2 1	10 9	7 18	35 18	60 66	96 68	109 93	131 81	141 96	103 45	79 17	773 512	1,285
5	.. ..	.. ..	.. ..	1 1	14 6	17 16	31 29	78 46	104 43	95 66	96 61	112 86	548 354	902
6	.. ..	.. ..	.. ..	.. ..	2 0	2 0	10 6	20 21	53 19	54 34	50 13	111 20	302 119	415
7	.. ..	.. ..	.. ..	.. ..	1 1	.. ..	5 1	9 1	5 7	21 15	30 9	63 40	134 74	208
8	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	3 2	5 0	14 6	17 6	31 4	70 18	88
9	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1 0	2 0	1 0	1 0	6 4	11 4	15
Tl.	74 89	186 175	205 243	284 245	338 231	376 303	389 280	471 363	472 340	409 260	341 151	419 177	3964 2797	6,761
%.	163	361	448	529	569	679	669	774	812	669	492	596	..	..
%.	2.4	5.3	6.7	7.8	8.4	10	9.9	11.5	12	9.9	7.3	8.8	..	..

APPENDIX 6.

AGE AND CLASSIFICATION OF PUPILS ON THE ROLLS OF 41 REGISTERED INDIAN SCHOOLS
ON SEPTEMBER 30, 1932.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.
1	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	
2	70 51	179 106	229 115	149 76	87 38	62 17	27 8	15 2	7 1	0 1	1 0	.. ..	826 415	1,241
3	0 1	9 20	81 38	90 42	85 42	65 26	45 7	17 5	8 1	2 1	1 0	1 0	404 181	585
4	.. ..	1 0	18 15	42 28	77 40	83 32	52 14	36 2	16 3	11 3	3 0	.. ..	339 157	476
5	.. ..	.. ..	1 0	12 3	37 12	59 16	65 20	54 11	26 8	11 4	7 0	1 1	273 75	348
6	.. ..	.. ..	.. ..	3 1	9 3	19 10	40 10	61 6	35 8	17 4	8 0	4 1	196 43	239
7	.. ..	.. ..	.. ..	1 0	2 0	14 0	10 4	20 2	31 2	25 4	17 2	9 2	129 16	145
8	.. ..	.. ..	.. ..	.. ..	.. ..	2 0	2 2	7 0	15 0	13 1	18 2	4 3	61 8	69
9	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1 0	.. ..	1 0	9 1	12 2	14 5	37 8	45
Tl.	70 52	189 126	329 166	297 150	297 135	304 101	242 65	210 28	139 23	88 19	67 6	33 12	2,265 883	3,148
%.	3.9	10	15.8	14.1	13.8	12.9	9.8	7.9	5.1	3.4	2.3	1.4	..	..

1934.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 19.

F. 62/47 pt. 2.

Department of Education

(REPORT FOR THE YEAR 1933.)

Laid on the Table, 22 June, 1934.

THE DIRECTOR OF EDUCATION TO THE HON. COLONIAL SECRETARY.

Education Office,
Suva, 9th April, 1934.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1933.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

PRIOR to 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accordance with the recommendations of the Education Commission of 1926, the Education Ordinance 1929 repealed the Education Ordinance 1916 and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all secular schools and teachers.

GOVERNMENT SCHOOLS.

European.—Previous to 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from—

- (a) a capitation grant on the average attendance on a scale fixed by the Governor in Council;
- (b) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools was to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

In 1924, owing to the difficulties encountered by the Department in recruiting competent assistants, the Governments of Fiji and New Zealand agreed to a scheme of co-operation under which the New Zealand Education Department selects and seconds teachers for appointments in Government schools in Fiji. The New Zealand syllabus with slight modification has been adopted in Government European schools and these are reported on by an Inspector detailed by the New Zealand Education Department.

Although the schools still retain the courtesy title of "Grammar" schools, they are in fact primary schools with secondary departments. The Girls' Grammar School has in addition an infant department in which boys as well as girls are enrolled and a commercial class for the senior girls. Secondary subjects are introduced in Form I. A normal child that has attended school since the age of five or six will as a rule qualify for promotion to Form I at the age of eleven. There will however always be a number over that age in the standards.

The Levuka Public School continues to function as a primary school. Emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary school.

Correspondence Classes were begun in 1923 to provide facilities for those children living in remote places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School for Fijians was erected in 1906, approximately £1,000 being provided by native contributions. The school was at first partly maintained by contributions from each province, but in 1918 these contributions were discontinued and each pupil was required to pay a fee of £6 per annum. Six exhibitions tenable at this school are awarded annually on the results of a competitive examination, to Fijian boys between the ages of twelve and fourteen. Pupils are prepared for entrance to the Central Medical School and to the Teachers' Training School and a few are appointed to vacancies in Government service each year.

The natives of Lau had maintained a boarding school since 1909, Government being responsible for the salary of the Head Master. In 1916 this school was taken over by Government and became one of a number of Provincial Schools that were located to serve as upper primary schools for every part of the Colony. In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kandavu Provincial School in 1923, Provincial School Western and Provincial School Southern in 1926. More than half the capital cost of these schools was provided by the Fijians and they still are required to contribute annually a sum of £4,500 which is slightly more than fifty per cent of the cost of maintenance. All these schools are residential. Every effort is made to ensure that the pupils are fitted for life in the villages. Woodwork and agriculture are taught and every pupil takes part in the activities of the school farm, the produce of which is used in the boarding establishment. Pupils are given a certain amount of instruction in native customs and are encouraged to perform native ceremonies properly.

Indian.—The first Government school for Indians was established at Natambua in 1919. Samambula School was taken over from a local committee in 1929, and Andrews and Votualevu in 1930. Vatuwangga Indian Girls' School was built in 1930 and Karavi and Wainikoro Schools in 1931.

In September, 1930, a secondary department was added to the Natambua Primary School. The fees in the primary school are 1s. a month and in the secondary department £2 10s. 0d. per term.

TRAINING OF TEACHERS.

European.—No provision has been made for the training of teachers for European schools. Any vacancies are filled by teachers trained in New Zealand and selected by the Department of Education, New Zealand.

Non-European.—In 1929 a Teachers' Training School was established at Natambua for both Fijian and Indian students. These are selected by competitive examination and receive free tuition and board and an allowance of six pounds per annum.

The Methodist Mission has been training teachers for more than sixty years. In 1918 the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations. Fijian and Indian students are accepted. A grant of £600 is made by Government in addition to an allowance of £10 for board and £6 for pocket money, per approved student.

The Roman Catholic Mission commenced to train Fijian students in a separate institute at Thawathi in 1931 and received a grant of £100 from Government.

The Seventh Day Adventist Mission have a Training Institute at Buresala, Ovalau, for training vernacular teachers.

CENTRAL MEDICAL SCHOOL.

In 1873, the Chief Medical Officer commenced training native students in medicine at the Colonial Hospital. Most of the training was of a practical nature given in the wards of the hospital. In 1900 a lecture room and students' quarters were built, diagrams and apparatus obtained and courses of lectures developed. During this period the number of students remained at eight and the number of Native Medical Practitioners in the field at about twenty.

In 1913 three students from the Gilbert Islands were admitted to the School; two of these qualified and returned to practise in their own islands; the other joined His Majesty's Forces. The work done by these and by the Fijian Native Practitioners proved of such great value that when the new Colonial War Memorial Hospital was opened in 1923, the idea of transforming the Fiji Medical School into a Central Medical School catering for the medical training of students from the various South Pacific dependencies was developed. The scheme of co-operation between the various South Pacific administrations for maintaining the present school is due in no small measure to the energy and zeal of Dr. Lambert of the Rockefeller Foundation.

This school is attached to the Colonial War Memorial Hospital and students, on graduation after a four years' course, are granted a diploma to practise medicine and surgery. It was erected in 1928 at a cost of £7,878, to which the Rockefeller Foundation contributed £2,000, the Fiji Government £2,472 and the Administrations of Samoa, Tonga, the Cook, Solomon, Gilbert and Ellice Islands and the New Hebrides £3,406. There is accommodation for forty boarders, half of which is reserved for Fijian students. Last year arrangements were completed to accept two trainees from Eastern Samoa (U.S.A.).

The school is controlled by an Advisory Board of which the Chief Medical Officer is the Chairman and the representative of the Rockefeller Foundation a member. There is a whole time tutor and a staff of fourteen honorary lecturers.

METHODIST MISSION.

In the Department's Annual Report for 1932 a comprehensive review of the educational work of the Methodist Mission of Australasia was published. This Mission from the day of the landing in the Colony of the first two missionaries in 1835 has placed secular education in the forefront of its work. It provided the Fijian with an alphabet, reduced his language to writing, thereby

standardising it, and translated the Bible and other works into Fijian. Within twenty years 151 schools had been established with 6,628 pupils and by 1909 there was a school in practically every village. The total enrolment was estimated at 17,000. The standard of scholastic attainment of these village schools was not high but the pupils were taught to read, write, calculate with simple numbers and to be sanitary in their habits. A higher standard of schooling was provided in Central Schools under the direct supervision of European Missionaries. Technical and Agricultural education was not neglected. At Davuilevu, which is situated on the right bank of the River Rewa, and twelve miles from the capital, the Mission has a large educational institution comprising primary schools for boys and girls, a Teachers' Training School, a Technical School and a Native Theological College. Four miles further up the river is the Mission's Agricultural School in which a practical training is given to 100 students.

ROMAN CATHOLIC MISSION.

The following report has been submitted by the Reverend Father J. M. Oreve, S.M.:—

The Catholic Church, ever attentive to the Divine Command, "Go and teach all nations," has always and everywhere consecrated the best of her efforts to the education of the young. No wonder then, that, very soon after the arrival of the first Catholic Missionaries in these Islands, that is in 1844, schools for the uplifting and the enlightenment of the Fijian race were started wherever it was found possible.

From the beginning, for various reasons, it has been the policy of the Catholic Church in Fiji to gather Catholic children into central schools around the European Missionary in charge of their district. Under his supervision, and very often with his co-operation, the children were taught by native catechists. Undoubtedly in those pioneer days the curriculum was not of a very high standard; it consisted in teaching them their religion and also how to read and write. As a rule those children were boarders. They came from different towns, and lived at the Mission under the direction of the Priest; they attended school during certain hours, and at other times worked in the fields planting their own supply of food. Amongst the schools of this type, it is only right to mention the names of several which, in the sixties and seventies, did useful work, namely, Solevu, Wairiki, Rewa and especially the school of Nazareth, established on a property bought by the Mission on the west coast of Ovalau. Under the distinguished direction of the Reverend Father Montmayeur it was started in 1875, and reports tell us that very soon it acquired a great name for its efficiency amongst the Catholic natives of the Fiji Group. Later on this school was removed to Loreto Tokou, and was finally replaced by the present Thawathi School.

Very soon the Missionaries felt that if their work of evangelization and civilisation of the Fijian Race was to be crowned with success, they were not to be satisfied with the education of Fijian boys only, but they had also to provide means for the education of Fijian girls. The Reverend Father Breheret in 1879 decided to write to his Superiors to that effect. His request was granted in 1882 and three European sisters arrived in Fiji to devote themselves to this important work. Others were to follow, and in 1885, there were schools for girls at Solevu, Loreto, and Wairiki. These schools were conducted on the same model as the schools for boys which were already existing in these stations. No need to add that in these girls' schools education was on practical and domestic lines. A word of praise and appreciation will not be out of place here with regard to these valiant ladies who, answering the call, came over to Fiji and did the pioneering work in the uplifting and training of the native women, very often under the most trying circumstances. The Mission and the Fijian people owe them an immense debt of gratitude. Not only did they themselves work but, after a few years, they succeeded in raising a band of co-workers amongst the native women themselves. It is due to their inspiring example and their untiring solicitude that the Fiji Mission can pride itself to-day in having an Order of native Nuns, which is at the present time composed of eighty-one members. These native women have become the worthy assistants of their white sisters. These ladies were members of the Congregation of the Missionary Sisters; they were the first to come to us, and more than thirty are still working amongst the native women of Fiji and Rotuma.

But it was not until Bishop Vidal was appointed the First Vicar Apostolic of Fiji, in 1887, that the work of the Catholic Mission for education was brought to its maximum of intensity. When coming to Fiji he made arrangements for the arrival of the Marist Brothers, the Sisters of St. Joseph of Cluny and the Marist Sisters, in order to place the work of education in Fiji on a sounder basis. Since then an unceasing stream of self-sacrificing souls have been sent to this Mission to take charge of the Fiji children, white, half-caste, Fijian, Indian—in a word, children of all races. Stations were multiplied and with them central schools for boys and girls.

Amongst the schools which came into existence at that time the following are worthy of special mention.

Marist Brothers.—The first Marist Brothers arrived in Suva on 27th August, 1888, and a fortnight later, on 7th September, they began their school work in an old dilapidated residence hired for the purpose. The work of the Brothers has been very successful. To-day they are conducting St. Felix College, which was established for the education of European boys. The prevailing financial depression has affected the attendance of pupils at this college but it is to be hoped that, when things are better, the European residents of Fiji will avail themselves once more of the training given by such capable teachers as the Marist Brothers. They are also in charge of a large school for the Indian children. This school was started on 23rd August, 1897. The attendance at first was low, but it grew and grew, until, at the present time, the roll exceeds three hundred. When the Education Commission of 1926 was having its sittings it was found that the great majority of Fiji-born Indians who could speak English had been, at one time or another, pupils of the Marist Brothers.

But the Marist Brothers were brought to Fiji not only for the education of European and Indian children, but also for that of the Fijian children. Accordingly in 1894 they, at the invitation of Bishop Vidal, opened a school at Thawathi on the Island of Ovalau. His Lordship's intention

was to make of this school a High School for promising Fijian boys, to be selected from various parts of the Group, and English was to be the medium of instruction. The school was opened on 1st July of that year, and it has continued to exist to this day, having become one of the centres of higher education for the Fijian race.

Another school for Fijian children was opened on 1st November, 1899, at Naililili in the Rewa Province. A beginning was made with eighty day pupils and forty boarders. Several of the native chiefs of the district, though not Catholics, were deeply interested in the development of this work, and promised financial support to the extent of eighty pounds a year, provided non-Catholic children were admitted to follow the course of secular instruction. This grant was, however, not continued for long and for many years the whole burden of its support fell upon the Mission.

Sisters of St. Joseph of Cluny.—The Sisters of St. Joseph of Cluny arrived in the Colony about the same time as the Marist Brothers. The little contingent consisted of three sisters. A cottage was provided for them on the Waimanu Road. Here they opened a school with about fifteen pupils. Very soon the number rose to fifty. This school was intended for European girls of the Colony, as no establishment of this type existed yet. Later on, that is in 1904, a school was opened for the children of the various native races. As they had no building for this school the crypt of the Sacred Heart Cathedral was used for the purpose. Later on a cottage was purchased close by to which the classes were transferred under the name of St. Anne's School.

In the meanwhile a new Convent—a boarding school and day school—was erected in Pratt Street where it still stands. The new establishment was soon recognized as a secondary school and besides the school curriculum languages and arts were taught. Pupils were prepared for the London Trinity College of Music examinations and no less than two hundred and fifty young ladies secured passes in the various grades. In 1918 His Excellency, Sir E. Bickham Sweet-Escott, who took a very keen interest in the School, proposed to the sisters to prepare candidates for the Cambridge Local Examinations. Six seniors, thirty juniors and eighty prelims have secured certificates.

Marist Sisters.—The first Marist Sisters arrived in Fiji in 1892 and immediately opened a school for European children and children of other races in Levuka. They had the same success as the Sisters of St. Joseph and, like them, gained the esteem and affection of the community.

Owing to the energy and zeal of His Lordship Bishop Nicolas, who succeeded Bishop Vidal in 1921, progress was continued and intensified. No need to say the findings of the 1926 Commission and the passing of the Education Bill gave a new impetus to the work of education throughout the Colony. As a consequence all our central schools were re-organized and placed on a better footing. New teachers were brought into the Colony. New schools also came into existence, particularly the schools of Lautoka 1927, Varoka 1930, Namosi 1931, under the direction of the Marist Sisters, and the school of St. Joan of Arc under the direction of the Mission Sisters. In order to facilitate the work of teaching in Fijian schools, a set of reading books was prepared and finally printed in the Fijian language in 1932. All the central schools under the control of the Catholic Mission were registered under the new regulations and are now assisted by the Government.

Finally, in order to provide better teachers for Fijian schools, two training establishments were opened in 1930, one for Fijian boys and the other for Fijian girls. The former was placed under the supervision of the Marist Brothers at Thawathi, and is registered and assisted by the Government. The other was built alongside the St. Joan of Arc School at Nasingatoka. In 1934 St. Anne's School at Suva was also selected to train teachers, and a certain amount of assistance is given to these two schools.

It would not be fair to conclude this report without mentioning a certain number of village schools which have been recognised, and where young children are taught the rudiments of education by the local catechist.

Statistics for 1933—Catholic Mission.

No. of Schools—					
Registered	48				
Recognised	20				
	—				68
No. of Training Institutions	5				
(Catechists, 1; Seminary, 1; Teaching, 3)	—				5
No. of Teachers—					
European—Female	68				
Male	12				
	—				80
Native—Female	32				
Male	25				
	—				57
Part-time Teachers	71				
	—				71
No. of Pupils					
Girls	1,812				
Boys	2,314				
	—				4,126
Registered Schools for—					
Europeans	3				
Fijians	36				
Indians	2				
Mixed Races	7				
	—				48

PART II.

CHAPTER I—EVENTS OF THE YEAR.

The financial depression from which Fiji has suffered during the past three years in common with the rest of the world has led to reductions in both Government and Mission budgets. However, the prevailing financial stringency has not completely stopped development and improvements. Although it has retarded the rapid expansion of educational facilities following on the adoption of the recommendations of the 1926 Education Commission, it has provided a means of effecting consolidation and greater economy.

In spite of a five per cent reduction in the salary grants payable to teachers in Assisted Schools, the total vote was insufficient to pay grants to newly-qualified teachers. To overcome the difficulty a revised schedule detailing the number and grades of teachers on the staffs of Assisted Schools was passed by the Board.

Facilities for the higher primary education of girls have not received in the past as much attention as that of the boys. This discrepancy has been acknowledged and an effort has been made to minimise it. Provision was made in four approved schools for the training of twenty girls as teachers and a building grant of £3,000 towards the erection of a girls' school was awarded to the Methodist Mission. The foundation stone of this school, to be named the Ballantine Memorial School in memory of the late Miss Mary Ballantine, who had dedicated her life to the education of Fijian girls, was laid by the Governor on October 21st. The total cost of the institution is estimated at £7,000. The aims to be attained are to give good primary education to local girls, a higher primary one, with emphasis on domestic science and crafts, to selected students who have graduated through the Mission's Central Schools, and to prepare and train candidates for the Department's teachers' certificate examinations or for admission to the Colonial War Memorial Hospital for training as native nurses. The institution will be largely self supporting in that the growing of native crops, preparation of meals and general sanitation will be done by the pupils themselves. Provision has been made for 50 boarders and for the erection of two model native homes. Fees at the rate of £5 per annum will be charged for boarders and 2s. per month for day pupils.

A comprehensive survey of the facilities for Indian education was completed. Proposals for the consolidation of some of the present schools and a scheme for providing an opportunity for all Indian children to receive a primary education have been submitted to Government for consideration. Lack of funds and of a practicable means of rating Indians for educational purposes precludes at the present time the adoption of the latter. A similar survey of facilities for Fijian education was commenced and a draft scheme of reorganisation of Fijian schools under the control of Provincial Education Committees drawn up and circulated to members of the Board of Education and District Commissioners for criticism.

CHAPTER II.—EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL.

The Indian Rating Ordinance has not yet been brought into force for it has been found that if it were applied to districts where Government Indian Schools are established the meagre advantages which would accrue would be out-weighed by the increased liabilities to which Government would be committed.

The Board of Education met on ten occasions. A summary of the most important business transacted is as follows:—

Grants totalling £14,382 6s. 3d. were allocated.

Regulations.—Amendments were made to the Non-European Primary Course of Instruction Regulations 1929, the Grants-in-Aid to Assisted Primary Schools Regulations 1929, the Grammar Schools Regulations 1929, and the Syllabus for Teachers' Examinations was revised.

Schools.—The establishment of twenty new schools was approved. Four were registered and sixteen recognised.

Remission of Fees.—Two applications for the remission of fees were considered, and one was recommended for approval.

Appeals.—Two appeals against the decision of the Suva School Committee were considered and one was upheld.

Cancellations.—The certificates of registration of four teachers and two schools were cancelled.

In 1932 the Methodist Mission relinquished control of its village schools. In some cases the Provincial Councils have assumed control of all such schools in their respective provinces whilst in others the District Council or a locally-appointed committee became the Controlling Authorities. The Buli of the district is usually, but not always, appointed as Manager. The change has resulted in a striking increase in local interest, especially in those provinces in which the District or Provincial Commissioner has interested himself in the schools. Many of these village schools have been combined into district schools, in which there is a notable increase in the standard of education, and in three provinces the people have voluntarily taxed themselves at the rate of one shilling per month per taxpayer in order to provide for the maintenance of them. Local interest in education has outstripped organisation and the supply of trained teachers. In several districts, school buildings and teachers' houses have been erected and funds collected for equipment, but the ignorance of local native managers, who have little knowledge of managing a school, and the lack of trained teachers, make it impossible for the Department to take full advantage of the generosity of the people and satisfy their demand for schools which offer something more than mere literacy. The urgent need for expert direction of local enthusiasm and of the organisation of the district schools as well as of the training in the field of qualified teachers has been met in part by including in the estimate of expenditure for 1934 provision for the appointment of two organising teachers and it is anticipated that when funds will allow, this number will be increased.

It is with deep regret that I record the death of Mr. A. A. Thomson, Inspector of Fijian Schools, which occurred on 13th August after ten years of meritorious service. As a measure of economy the vacancy was not filled.

The Director of Education, Mr James Russell, M.C., B.A., proceeded on leave on the 24th February. Mr. A. H. Phillips, B.Sc., acted as Director until the end of the year. Particulars of European appointments, etc., will be found in Appendix I.

CHAPTER III.—FINANCE.

In the following, corresponding figures for 1932 are given in parenthesis. The gross expenditure on education from Colonial revenue was £47,944 17s. 11d. (£45,057 12s. 5d.) out of a total expenditure of £569,983 14s. 3d. (£528,603 19s. 2d.). Included in these sums is an amount of £13,755 4s. 3d. (£11,502 7s. 5d.) representing moneys collected for educational services as follows:—

Native Contributions to Provincial Schools	£4,996	8	1
Contributions to Central Medical School	1,456	16	6
Education Rate, Municipalities of Suva and Levuka .	2,410	0	0
Sale of Books	444	0	0
Boarding Fees	3,330	3	11
Tuition Fees	1,039	1	7
Examination Fees	78	14	2
Total ..	£13,755	4	3

By deducting this amount from both totals the net expenditure on education is £34,189 13s. 8d. (£33,555 5s. 0d.) from a net expenditure from Colonial revenue of £556,228 10s. 0d. (£517,101 11s. 9d.). The percentage of net expenditure on education to net total expenditure was 6.15 (6.49) and the net cost per head of the population 3s. 6.46d. (3s. 6.25d.).

No amounts have been entered under the heading "other sources" in General Table II as few schools have submitted a satisfactory balance sheet showing income and expenditure, but it is recognised that the total amount expended from "other sources" is considerable.

A summary of an analysis of expenditure is:—

	Gross expenditure.			Recoveries.			Net expenditure.		
	£	s.	d.	£	s.	d.	£	s.	d.
1. Administration . ..	1,852	6	7	279	9	11	1,572	16	8
2. European Education ..	10,798	5	10	5,917	15	2	4,880	10	8
3. Fijian Education ..	24,482	2	10	6,937	19	10	17,544	3	0
4. Indian Education ..	10,644	2	2	619	19	4	10,024	2	10
5. Chinese Education ..	168	0	6	.....			168	0	6
Total ..	£47,244	17	11	£13,755	4	3	£34,189	13	8

CHAPTER IV.—PRIMARY EDUCATION, MALE AND FEMALE.

EUROPEAN SCHOOLS.

There are thirteen schools which enrol children of European descent. Of these, three are maintained and controlled by Government, nine are assisted by Government grants and one is unassisted. Of the assisted schools, four are controlled by the Colonial Sugar Refining Company, two by the Catholic Mission and the remaining two by locally-appointed committees. The unassisted school, St. Joseph's Convent, is in Suva.

Under a scheme of co-operation between the Education Department of New Zealand and the Government of Fiji the Boys' and Girls' Grammar Schools in Suva and the Levuka Public School are staffed with trained and certificated New Zealand teachers. The syllabus of instruction used is very similar to that used in the New Zealand schools. Manual work for boys and domestic science for girls are included in the curriculum. At the St. Joseph's Convent and the Girls' Grammar School a full course in book-keeping, shorthand and commercial practice may be taken. These schools are inspected and the teachers graded by a visiting Inspector of Schools of the Department of Education, New Zealand.

Approximately half of the cost of the maintenance of these schools is met from Colonial revenue and half from fees and a special education rate levied on the municipalities of Suva and Levuka. The children of ratepayers are exempt from the payment of fees in the primary department, but they pay a fee of £2 a term if they are pupils in the secondary departments. The fees for children of non-ratepayers are 14s. and £2 10s. 0d. a term in the primary and secondary departments respectively. There is a reduction of one-third when two or more members of a family attend school. The Government maintains two hostels, one for boys and one for girls. The boarding fee is £16 13s. 4d. per term with varying percentage reductions when two, three or more members of a family attend school. There are also hostels at St. Felix College and St. Joseph's Convent. The fees of which are somewhat less than those of the Government hostels.

European children in remote parts of the Colony may be enrolled in the Government Correspondence Classes which are organised to enable a pupil taking the course to pass into an appropriate class in one of the Grammar Schools. Forty-six pupils are enrolled.

The children on the roll of these European Schools at the end of the year numbered 444 girls and 486 boys. The net cost to Government was £4,880 10s. 8d. Tuition costs in Government Schools will be found in Appendix 4.

SCHOLARSHIPS.

Three grades of European Scholarships, tenable for three years, may be awarded by the Board of Education on the results of competitive examinations.

(1) The Junior Country Scholarships provide for free tuition at one of the Suva European schools and a monetary grant of £20 a year to country children under twelve years of age. The standard of the examination is that which is required for entry into the fourth standard of a primary school.

(2) The Senior Scholarships, one for boys and one for girls, under fourteen years of age, provide free tuition in the secondary departments and a monetary grant of £5 or £20 according to whether the scholar is or is not resident in Suva. The standard of the examination is that which is required for entry into Form III.

(3) The Fiji Scholarship, of an annual value of £120 and tenable for three years at an approved university or training institution in one of the neighbouring Dominions, is awarded on the results candidates obtain in the Entrance Examination of the University of New Zealand.

For financial reasons no scholarships were awarded in the three years prior to 1933, but in this year provision was made for the award of two Junior and two Senior Scholarships in 1934. No provision for or an award of a Fiji Scholarship was made.

Pupils of the European schools are coached for the following external examinations:—

	<i>Entered.</i>	<i>Passed.</i>
New Zealand—		
Proficiency and Competency Examination.	52	46
Intermediate	2	2
University Entrance Examination	8	6
England—		
Cambridge Locals.	11	7

GENERAL.

The following applies to English, Fijian and Indian Schools:—

Attendance is not compulsory although provision has been made in the Education Ordinance 1929 to enable the Governor, by proclamation, to apply compulsion in such districts and to such children of a particular age, sex, class or race as he may deem fit.

In districts where schools are conveniently placed the percentage attendance is good. Both parents and pupils show a desire to take full advantage of the facilities for education that exist. Heavy rains, swollen streams and long distances operate to reduce regular attendance.

The regulations for assisted schools provide that no child is allowed to remain at schools for boys or for girls only after the end of the school year in which the sixteenth birthday is attained, or the fifteenth birthday in the case of pupils in mixed schools. The Director has had to exercise his power of extending the above age limits for pupils in a number of schools for boys or girls only.

In the past difficulty has been met in endeavouring to lower the average age of pupils on enrolment and leaving. Prior to 1932 the award of a grant-in-aid to a school was based on the average attendance of all pupils on the roll, but in that year the basis was changed to the average attendance of pupils on the roll over six and under fourteen years of age respectively on August 1st. This has resulted in lowering the average age of pupils leaving the primary schools, but the average age in the Mission Schools for girls is still high.

The schools are open for a minimum of four hours a day for five days a week and not less than 380 half days a year. The Board of Education found it necessary to fix the school terms as follows:—

First term of 14 weeks commencing on 4th Monday in January.

Second term of 14 weeks commencing on 4th Monday in May.

Third term of 13 weeks commencing on 3rd Monday in September

provided that in approved schools the Manager may vary the dates of the terms in any one year in such a way as to permit of vacations amounting to not less than eight weeks and not more than thirteen weeks in all.

ENGLISH SCHOOLS.

The eight Government schools are: Queen Victoria School, six Joint Provincial Schools and Natambua Indian School. All these schools are residential. Every effort is made in the Fijian schools to encourage the practice of Fijian customs and ceremonies. At least nine hours a week are devoted to practical agriculture and woodwork and five hours to the cleaning and beautifying of the grounds. The food gardens of each school cover areas varying from twelve to twenty acres. One school is actively engaged in sugar-cane cultivation, another has a banana project and a third is developing a dairy-herd to supply cream to a local butter factory. The Fijians contribute approximately half the total cost (£4,500) of the maintenance of the Joint Provincial Schools to which candidates for admission are selected by the local village chiefs and places are allocated to the various districts in proportion to their monetary contributions.

Queen Victoria School is situated five miles from the capital on a property of 173 acres. The fee is £6 per pupil per year with a reduction of one-quarter for brothers. The course provided is an intermediate one in which is included book-keeping, agriculture, animal husbandry and woodwork; provision this year was made for the training of selected youths in typewriting and stenography. Twenty-two acres of crops are in cultivation and a dairy-herd of twenty-four cows is maintained. There is dormitory accommodation for 84 pupils which was fully occupied during the year.

There are six Government scholarships, tenable for three years, and entitling scholars to free board and tuition, awarded annually on the results of a competitive examination which is open to all Fijian boys between the ages of twelve and fourteen.

Natambua Indian School now comprises three separate departments under one principal—the Indian Primary, Indian Secondary and Teachers' Training Schools respectively, (approximately half of the teacher trainees are, however, Fijians). In both the Indian departments English, Hindi and Urdu are taught and there has been some demand for Tamil and Telugu. In the three departments, stress is laid on practical gardening and agriculture. The fees in the primary school are one shilling a month and in the secondary school £2 10s. 0d. a term. There is a hostel capable of accommodating forty students; the boarding fee is at the rate of £8 a term. The average roll and attendance of these schools will be found in Appendix 3.

FIJIAN SCHOOLS.

(i) *Assisted Schools*.—There are 153 Registered and 144 Recognised schools for Fijians on the registers. The total roll is unknown but returns have been received in respect of 16,098 pupils.

The number of native schools receiving grants from Colonial Revenue increased from 97 to 108. Grants-in-aid amounting to £7,508 15s. 9d. or £1 2s. 6d. per head in average attendance during the year were paid. Many of these schools are understaffed because a sufficient number of qualified native teachers is not available and the funds placed at the disposal of the Department are insufficient to cover the cost of training or of paying salary grants at the present rates to a further number of teachers.

The total enrolment at these schools was 7,954 (7,606) of whom 4,477 (4,077) were boys and 3,477 girls (3,529). The decrease in the number of girls is due to an effort made to purge the rolls of mixed schools of the names of girls over the age of 14 years. The percentage attendance was 85.

(ii) *Unassisted Schools*.—There are 189 unassisted Fijian schools on the registers. Information regarding these is meagre, several are known to have been combined into larger schools. The survey of facilities for Fijian education which was commenced late in the year should disclose the full facts concerning them. In general the standard of attainment is low; the teachers in the majority of cases having a scholastic attainment equivalent to that required of an average pupil in Class IV of an assisted school. However records of attendances were received from 155 (120) unassisted schools. The number of pupils enrolled in these was 5,749, which leaves an estimated number of 3,000 children between the ages of six and fourteen years for whom no returns have been received, but the majority of whom are receiving some instruction.

An analysis of the age and classification of pupils in 100 assisted Fijian schools is given in Appendix 6. The figures are only approximately true for the majority of pupils do not know the dates of their births, and as yet the production of a birth certificate on enrolment is not compulsory. However, a comparison with the figures of last year shows that there is an average increase of .7 per cent in the enrolment of pupils under twelve years of age and a corresponding decrease over this age.

The enrolment in Classes 1 to 3 accounts for almost three-quarters of the total roll. This retardation is due mainly to the lack of trained teachers and the existence of one-teacher schools rather than to wastage. There were twice as many classes from one to three as there were of classes four to eight. That progress in the organisation of Fijian Schools is being made is shown clearly by the fact that the average age of the largest group of pupils attending school has been reduced approximately three years since 1930.

INDIAN SCHOOLS.

(i) *Assisted Schools*.—At the end of the year there were 67 registered and 6 recognised schools for Indians. The total roll of those schools which made returns was 4,585. The estimated Indian population was 80,991.

This year no additional school for Indians was established by Government, but one school was enlarged to accommodate an extra eighty pupils. There was an increase of four in the number of assisted schools. The total roll of the seven Government and 45 assisted Indian schools was 4,030 (4,684) of which 3,003 (3,608) were boys and 1,027 (1,076) girls, with an average attendance of 80 per cent. The decrease is due mainly to the operation of the new basis of awarding grants-in-aid on the average attendance of pupils between the ages of six and fourteen years. Many of these schools are two-teacher schools under the control of local committees, the members of which for the greater part are uneducated and parochial. Each school (most of them several times) was inspected during the year, and there was evidence of progress, especially in Hindi, which will become accelerated as qualified teachers, books and equipment become available. Grants to assisted Indian schools totalled £4,881 or approximately £1 10s. 0d. per pupil in average attendance.

There is no noticeable increase in the demand among Indians for the education of girls. It is encouraging however to note that a record number of Indian girls appeared for the Teachers' Certificate Examinations.

In all these schools the medium of instruction in the lower classes is Hindustani. English is taught and the demand is so insistent that it tends to become the medium of instruction in the higher classes. In the majority of locally-controlled schools no fees are charged, and in the Mission schools the fees range from 6d. to 1s. a month according to the standard. Boys may proceed from these schools to Natambua Indian School where they may prepare for the Entrance Examination of the New Zealand University. There is no secondary school for girls although the Catholic and Methodist schools provide a standard of education equivalent to that of Standard 6 in an English elementary school.

(ii) *Unassisted Schools*.—There were 22 unassisted Indian schools, of which 7 made returns of attendances. The roll was 324 boys and 63 girls, a total of 387.

A table showing the age and classification of forty-two assisted Indian schools is given in Appendix 7. Approximately, forty-two per cent of the total number of pupils enrolled is in Class 1 and 75 per cent in the first three classes. This state may be accounted for by understaffing and by the existence of many one-teacher schools, in some of which there are as many as five classes. In such schools as these, the sole teacher tends to devote most of his time and energy to the higher classes, and, in consequence, there is a great deal of retardation in the lower ones. During the last term of the year, Managers and Head Teachers of several schools were requested to reduce the

number of classes in their schools and this policy will be made general in 1934. The maximum enrolment of pupils occurred at 8 to 9 years, but it dropped rapidly to half its value at from 11 to 12 years, when the pupils are becoming useful to their parents.

The sales of the Hindi-English *School Journal* continue to increase; the average sales per issue being 720, an increase of 179 over that of last year.

Consequent upon dissension among the Muhammadans resulting largely from the introduction of a propagandist of the Ahmadiya sect from India, a revival of religious zeal among the orthodox Sunnis has been experienced and a number of Quranic schools have been established in which Arabic and Urdu are taught. These religious schools have not been registered for the purpose of secular education and no statistics concerning them are available. Up to the present none of the Indian religious sects have availed themselves of the opportunity which is given under the provisions of the Education Ordinance to give religious instruction in registered schools.

CHAPTER V.—SECONDARY EDUCATION—MALE AND FEMALE.

Secondary education is given to European pupils in the Grammar Schools, St Felix College and St. Joseph's Convent. Particulars of fees and courses will be found in Chapter IV. The instruction given in Government schools follows closely that given in New Zealand High Schools and pupils are prepared for the University of New Zealand Entrance Examination. The Catholic schools prepare candidates for the Cambridge Locals. The results of the pupils taking these examinations will be found in Appendix 2.

In 1932, the Suva Chamber of Commerce agreed to institute commercial examinations and to award certificates for proficiency in typewriting, shorthand, book-keeping and business principles, so as to encourage local girls to obtain a standard of competency fitting them to compete successfully with typists from overseas for clerical positions in Government or local business offices. During the year the syllabuses and the standards of attainment required for a pass were published. The results of the examinations held in December, 1933, are shown in Appendix 2.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

No universities or colleges (post secondary) exist. On completion of the secondary course, students requiring university education may proceed to New Zealand or Australia. Some take advantage of the facilities offered to extra mural students by the University of New Zealand and Auckland University College and may sit for terms or degree examinations for which arrangements are made by this Department. During 1933 three candidates sat for the terms examinations of Auckland University College, and four for examinations held by the University of New Zealand.

The only institution for professional training is the Central Medical School controlled by the Central Medical School Advisory Board. During 1933 the average attendance was 39 and the total cost per student was £70.

CHAPTER VII.—TRAINING OF TEACHERS.

Financial stringency was responsible for limiting the roll of the Government Teachers' Training School, Natambua, to 24 of which 15 were Fijian and 9 were Indians. There is accommodation for 36 trainees. Training is carried out under rural conditions with emphasis on agriculture and hygiene. Twenty-four candidates sat for the Teachers' Certificate Examinations, 13 passed and four obtained partial passes.

The Methodist Mission Training Institution, Davuilevu, had a roll of 64 trainees, made up of 24 Government, 35 Mission and 5 external students respectively. This institution received from Colonial revenue during the year grants totalling £1000. Sixty-four candidates were presented for the Teachers' Certificate Examinations, of whom twenty passed and twenty-six obtained partial passes. Among the candidates were six girls, of whom two passed and two gained partial passes.

At the Roman Catholic Teachers' Training Institution, Thawathi, there were ten trainees of whom three obtained certificates and four partial passes.

The Department has encouraged the training of probationers in primary schools by awarding a salary grant at the rate of £14 5s. Od. a year. Head Teachers are required to give tuition to them for four hours a week, outside of the time-table. This system has not proved very satisfactory in producing the type of teacher required, but it had helped to relieve the shortage of trained teachers. One hundred and twenty-nine candidates from schools other than training schools sat for the Teachers' Examinations.

The Teachers' Certificate Examinations were held in November. Of the 299 candidates presenting themselves, 76 passed, 93 gained partial passes and 130 failed. The percentage of passes was 25.3. Detailed results are as follows:—

Examination.	Entered.			Passed.			Partial Passes.			Failures.		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
Grade V	138	45	183	45	5	50	53	12	65	40	28	68
Grade IV	66	12	78	13	5	18	17	3	20	36	4	40
Grade III	26	4	30	5	1	6	7	1	8	14	2	16
Grade II }	8	0	8	2	0	2	..	..	..	6	0	6
Grade I }	(see note)			..	..	..	..	..	..	..	..	..
Total	238	61	299	65	11	76	77	16	93	96	34	130

M=Male. F=Female. T=Total.

Note.—The Grade II examination was discontinued in 1932. The eight candidates shown in the foregoing table previously obtained partial passes. To obtain a Grade II certificate candidates are now required to possess a Grade III certificate and to be credited with a total of six units in English, Education and in at least one other subject at the examination for the degree of Bachelor of Arts in the University of New Zealand or other approved University. For a Grade I certificate a candidate must possess a degree of an approved University and Education must be one of the subjects taken.

Results of the Training Institutions.

Examination.	Institution.	Entered.			Passes.			Partial Passes.			Failures.		
		F.	I.	T.	F.	I.	T.	F.	I.	T.	F.	I.	T.
Grade V	Government ..	7	7	14	7	4	11	..	3	3	..	..	..
	Methodist ..	20	11	31	10	5	15	8	4	12	2	2	4
	Catholic ..	9	..	9	4	..	4	3	..	3	2	..	2
Grade IV	Government ..	8	2	10	2	..	2	..	1	1	6	1	7
	Methodist ..	14	13	27	2	3	5	6	4	10	6	6	12
Grade III	Methodist ..	3	3	6	..	..	..	2	2	4	1	1	2
Total ..	....	61	36	97	25	12	37	19	14	33	17	10	27

F=Fijian. I=Indian. T=Total.

TEACHERS' CONFERENCE.

The third annual conference of the Fiji Teachers' Union was held at Lautoka from the 20th to 23rd June. The District Commissioner, Lautoka (R. N. Caldwell, Esq., M.C.) opened the proceedings. During the conference the following lectures, which were followed by interesting discussions, were given:—

- "The Causes of Ill-health in Children" by P. T. Harper, Esq., M.D.
- "Some Aspects of Educational Problems in Fiji" by A. H. Phillips, Esq., B.Sc.
- "Education of Girls" by Miss A. M. Griffen, B.A.
- "Teachers' Examinations" by A. A. Thomson, Esq.
- "Requirements for Secondary Education" by L. Russell, Esq., M.A.
- "The Teaching of Geography" by C. S. Sharp, Esq., B.A.

CHAPTER VIII.—FEMALE EDUCATION.

The majority of primary schools in Fiji are co-educational. In the Central Schools of the four Missions the sexes are segregated as far as is practicable. This is mainly owing to the fact that these schools are residential ones.

There were 20 assisted schools for non-European girls with an average attendance of 1,260. In many of them the average age of the pupils in the lower classes is still too high.

The number of girls in schools for Indians and Fijians which made returns increased approximately 8 per cent—from 6,599 in 1932 to 7,120 in 1933.

Up to a few years ago the specific education of girls has suffered somewhat from neglect, but much credit is due to the Missions' sisters for the heroic manner in which they have trained non-European girls in domestic arts and crafts. With the exception of a few schools for Indians, girls' schools are controlled by the Missions, in which there are 86 European Mission sisters—Catholic 68, Methodist 12, Anglican 3 and Seventh Day Adventist 3.

There is a scarcity of qualified Native and Indian women teachers. At the end of the year there were only 27 (12 Fijian and 15 Indian) with certificates. This state of affairs is fully realised by Government and the Missions, and preparations have been made to commence the training of girls to become teachers. Government has made financial provision for the training, in four schools, of 20 selected girls and from present evidence this number will probably prove to be 30. The Catholic Mission has planned to provide next year a teacher-training course in the St. Joan of Arc School for candidates taking the Government Teachers' Examinations, whilst the Methodist Mission will provide courses for Fijian girls at the Ballantine Memorial School, and increase the present provision made for Indian girls at its school in Suva.

More attention to domestic subjects is being paid in the newly established Fijian District Schools than was the case in the older ones. District Committees are constantly demanding Native teachers of sewing and domestic crafts for their schools, but the Department has rarely been able to supply them. Nevertheless, progress is being made, for the standard of the needle-work, especially in Mission schools, is comparatively high. The quantity and excellence of the work exhibited in the Suva Agricultural Show by Native and Indian schools was a subject of comment by the judges.

The following results were obtained by female candidates in the Teachers' Examinations:—

Examination.	Entered.			Passes.			Partial Passes.			Failures.		
	E.	F.	I.	E.	F.	I.	E.	F.	I.	E.	F.	I.
Grade V	4	25	15	2	2	2	1	5	4	1	18	9
Grade IV	3	2	7	2	..	3	..	..	2	1	2	2
Grade III	2	1	1	..	..	1	1	..	..	1	1	..
Total ..	9	28	23	4	2	6	2	5	6	3	21	11
Grand total ..		60			12			13			35	

E=European. F=Fijian. I=Indian.

The number of candidates shows an increase of 13, (9 Fijian, 2 European and 2 Indian) over the number sitting for the examinations last year. The percentage of passes fell from 28 in 1932 to 20 in 1933.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A.—MEDICAL INSPECTION AND TEACHING OF HYGIENE.

During the year the pupils in Government European and Fijian schools were medically examined by School Medical Officers. In the case of Fijians and Indians medical treatment was given free of charge by Native Medical Practitioners. In 1932 regulations for the medical examination of all children were made by the Board of Education, under which School Medical Officers are invested with powers to examine pupils in registered schools.

The pupils of practically all registered schools, in districts where there are Medical Officers, were inspected. In general the health and sanitary conditions were found to be satisfactory. Child-welfare and the teaching of hygiene are bearing fruit. The District Medical Officer, Lambasa, reported:—"Certainly both Fijian and Indian parents are learning to care for their children and few infected skins can be found."

Mass treatment for yaws, which is unduly prevalent in some areas, was continued with the help of the Rockefeller Foundation.

Instruction in sanitation and hygiene forms part of the curriculum in all Government and assisted schools. These subjects take an important place in the syllabus of the Teachers' Examinations.

B.—GAMES.

Physical training normally forms part of the curriculum of all schools and in Fijian schools it is carried out with zest. The same cannot be said of Indian schools, but there is distinct progress being made, especially in organised play-games.

Registered schools are required to provide facilities for organised field games. Fijian schools are generally well provided by the village green, but the Controlling Authorities of Indian Schools have not yet realised the importance of games in building up physique and generally quickening the intelligence. Adequate areas are provided at all Government schools for playing football and cricket.

Both Rugby and Association football are popular. Inter-class and inter-school matches are rapidly increasing and it is pleasing to record the enthusiasm which is being developed in Indian schools. Cricket, although played in all Government schools, is not so popular owing to the cost of equipment.

The majority of Government and assisted schools hold athletic sports annually and in a few cases inter-school sports were organised. If the present progress continues, and much depends on provision of an adequate supply of trained teachers, it will be possible to organise inter-district competitions in athletic sports and field games.

With the exception of schools for Europeans comparatively few girls' schools have provision for outdoor games, but attention is being given to organised games which can be played on restricted areas.

C.—HOSTELS.

The Government maintains two hostels, one for boys and one for girls, for the accommodation of country children attending the Grammar Schools. The fee charged is at the rate of £50 per annum with reductions for brothers and sisters. The Governor has power to remit this fee, wholly or in part, in necessitous cases. At the end of the year there were 24 girl and 39 boy boarders in residence. The figure for the girls shows a reduction of six, which may be accounted for by the general financial depression and the opening of a European department in the St. Thomas Catholic School at Lautoka.

The seven Government Schools for Fijians and the Teachers' Training Schools are residential. The fee at Queen Victoria School is £6 per annum and native contributions cover the boarding costs in the six Provincial Schools.

Under a guarantee against a loss up to £100, the Anglican Mission maintains a hostel for pupils attending the Levuka Public School. The fee is at the rate of £32 per year with reductions for more than one member of a family. Owing to the fact that there was only an average of 10 boarders during the year, the Mission made a loss of £142 5s. 3d. which was met from Colonial Revenue.

The hostel at the Teachers' Training School admits Indian boarders attending the Indian Secondary School, Natambua. The annual fee is at the rate of £24 per annum. Separate dormitories are provided, but all Indian students, secondary and trainees, mess together.

Boarding establishments are provided at each of the Missions' Central and Training schools and at ten Fijian District Schools which are controlled by District Commissioners. No fees are charged. These schools are largely self-supporting, such funds as may be required for maintenance are subscribed locally for Mission schools and in the case of District schools funds are voted by District Councils. Since the boarders are required to grow the whole supply of native foods, cook them and to keep the institution clean, the average ages of the pupils in the various classes respectively are high. The practice of providing boarding establishments for grouped village schools has been discontinued. When necessity arises pupils are boarded with relatives in the village containing the school, or nearby villages.

Costs of all Government hostels will be found in Appendix 5.

D.—ARRANGEMENTS FOR DELINQUENT CHILDREN.

Early in the year Mr. A. W. McMillan, the Inspector of Indian Schools, was appointed Probation Officer for Suva, under the Juvenile Offenders Ordinance 1932. Later Mr. Sutherland, who had volunteered his services, was appointed as his assistant. These officers have rendered valuable assistance to the Chief Police Magistrate and their services have been of utmost value to the young offenders brought before the Court. The island of Makuluva was declared a place of detention. During the year, 40 juvenile offenders were before the Court, mostly for trivial

offences, and eight were committed for various terms of detention. These latter continue their schooling at Makuluva and are required to perform various tasks including repairs of buildings and improvements to the island. The Probation Officers kept close touch with the remaining 32 offenders and they report that there was no case of bad behaviour and truancy.

CHAPTER X.—MISCELLANEOUS.

A.—CO-OPERATION WITH OTHER DEPARTMENTS.

(1)—(a) *Medical Department*.—The Education Department conducted an examination for Probationer Nurses. Thanks are due to the Medical Department for the many services it has rendered to schools, and for the courteous help it has extended to Head Teachers of Government schools.

(b) *Agricultural Department*.—This Department placed at the disposal of registered schools, free of charge, a large number of Tamarind, Jack and other fruit trees. Agricultural and Veterinary Officers have rendered valuable assistance for which the Education Department is indebted. The latter have inspected and tested for tuberculosis the dairy herds of three schools.

(c) *Public Works Department*.—This Department prepares plans and estimates for new Government schools and maintains those already established. As occasion arises it supplies material and advice for the execution of repairs which can be done by the senior pupils of the manual training classes.

During the year this Department prepared for the Board of Education plans of an assisted school building which can be easily enlarged when the necessity arises and yet remain sightly.

Plans and specifications of school buildings for which a building grant has been requested are scrutinised by the Government Architect and, if approved, progress payments are made on the certificate of one of its officers.

(2) *Co-operation with the Colonial Sugar Refining Company*.—This Company is especially interested in the education of the children of its employees and tenants. It has established and maintains efficiently five European and two Indian schools. The former are staffed by qualified European women and the latter by qualified Indians.

In addition, it granted during the year sums of money totalling £380 to seven privately-controlled Indian schools, and provided areas of land for school-gardening. It continues to render valuable assistance to local Indian committees by helping them to establish other schools, facilitating the leasing of sites for schools and providing material for buildings. The Department is grateful to the local General Manager, Mr. King-Irving, for the willing and ready co-operation he has always shown in improving the facilities for the education of children in the cane areas. The thanks of the Department are due to the local managers of the Company who control their schools most efficiently and have helped the Department on many occasions with advice on local conditions.

B.—CO-OPERATION WITH MISSIONS.

There are four Christian missions—the Methodist Mission, the Roman Catholic Mission, the Seventh Day Adventist Mission, and the Anglican Mission—interested in education. In addition to primary schools, the three former bodies maintain Teachers' Training Schools, those belonging to the Methodist and Roman Catholic Missions being assisted by Government. The amounts paid by way of grants were as follows:—

Methodist Mission	..	..	..	..	£4,372	7	10
Roman Catholic Mission	..	..	..	..	4,598	18	3
Anglican Mission	..	..	..	..	604	5	1*
Seventh Day Adventist Mission	..	..	..	..	322	15	3

* Including £142 5s. 3d. being payment on account of hostel.

C.—BOY SCOUTS AND GIRL GUIDES.

(1) *Boy Scouts*.—The census returns for the year ended 30th September, 1933, reveal a satisfactory increase in the number of groups, scouts and cubs. Comparative figures for this and the previous year are as follows:—

		1932.	1933.
Total number of Groups	.. .. .	41	47
Packs	.. .. .	5	7
Scouters	.. .. .	73	68
Scouts and Cubs	.. .. .	672	867
All ranks	.. .. .	752	945

This increase is probably due to better economic conditions now prevailing in the sugar-growing areas and to the activities of the local associations which were formed in 1932. During the year two rallies were held—one at Nukulau for Suva and Rewa groups and one at Lautoka for groups from the West Coast. Several camp fires and a swimming carnival were held. A pleasing episode of the year was the occasion of the presentation by His Excellency the Chief Scout, on behalf of Lord Baden-Powell, of the Gilt Cross for gallantry to Scout Master Isikeli Daveta who rescued a lad who fell from a launch proceeding across the shark-infested waters of Suva harbour.

The 1st Suva Group, under the leadership of Group Scout Master F. Reay, built a club room which was opened by His Excellency, the Chief Scout. A portion of this building is reserved for a County Office.

The work of developing the Baden Powell Park, an area of nine acres, has been continued. During the year the swimming pool was completed.

The grant made from Colonial Revenue towards the cost of the Association's activities was £100, an increase of £25 over the amount for 1932.

(2) *Girl Guides*.—Steady progress is being made. Through the secretary of the Girl Guides Association being away on leave, the census for 1933 was not complete at the time of the writing of this report and consequently no reliable figures are available. Two week-end camps were held by the Suva Guides—one at Makuluva and one at Bau. The movement is gaining strength especially on the West Coast. The sum of £25 was voted from Colonial Revenue towards the expenses of the Association which had at the end of the year assets amounting to £177 14s. 5d.

D.—ADULT EDUCATION.

No provision has been made for the education of adults.

ALFRED H. PHILLIPS,
Acting Director of Education.

ANNEXURE. I

EXTRACTS FROM REPORTS OF INSPECTOR OF SCHOOLS FROM NEW ZEALAND.

BOYS' GRAMMAR SCHOOL.

I was exceedingly pleased with the tone of the school, a feature which reflects the greatest credit not only on the teachers but also on the parents. In all classes the pupils gave of their best and the response under oral testing was as free as the boys' knowledge allowed.

The environment is a pleasing one and I was glad to note the addition of a tennis court. Organized games and boy scout activities are well looked after. Swimming is a special feature of the outdoor activities. Physical drill was well done in all divisions.

I do not propose to give a detailed criticism of the work, as that will be sent directly to the teachers. Suffice to say that I found recitation excellent where it was heard, and the pupils are evidently encouraged to form a love for good literature. The dramatic element is prominent, as it should be in every good school. Vivid teaching was particularly noticeable in Standards I and II, where also handwork as a foundation for handicraft in the higher classes is well taught. I would suggest that practical methods of instruction should be prominent in all classes and that the teachers avoid, as far as possible, stereotyped ways of dealing with the subjects. It is quite good practice to give the pupils exercises off the beaten track so that their power of initiative may be developed as well as the team spirit of co-operation.

GIRLS' GRAMMAR SCHOOL.

Two and a half days were spent in this school—too short a time to become thoroughly acquainted with all that was being done by each member of the staff. It was very evident, however, that a good spirit pervades the school and that teachers and pupils are working harmoniously. The discipline and tone are very good indeed.

So far as I could judge in the time at my disposal the pupils are making, on the whole, good progress. At the same time there are certain aspects of the work in which improvement is desirable. In every class the instruction should be brought into closer relation with the actualities of life. In an address I gave to the staffs of the two Grammar Schools I pointed out the danger of allowing the instruction to become too formal and too bookish. Arithmetic should be based on practical exercises beginning, as it now does, with the handling of real things in the Infants' classes but continuing on the same principle in the standard classes. Suitable apparatus for practical arithmetic should be regularly used and work should be set that demands the individual exercise of the power of initiative. In Nature Study and Elementary Science there is plenty of opportunity to develop the pupils' powers of observation and habits of thoughtfulness and reflection.

The secondary division of this school is particularly strong in commercial work; but I would warn teachers and parents that this type of instruction has little cultural value and may be overdone to the detriment of true and broad education. Further, the prospects for the employment of girls desiring to take up office work must necessarily be very limited in the Colony, and if the supply of clerks and shorthand-typists greatly exceeds the demand many girls will have missed the best type of education, namely, a broad cultural education, which this school is well fitted to provide.

LEVUKA PUBLIC SCHOOL.

Only one day was spent at this school and it was therefore impossible to secure a thorough insight into the work of the teachers or to give as much assistance as I desired. Their schemes of work and daily lesson plans had been carefully prepared and were conscientiously followed. I saw sufficient to justify me in forming the opinion that the school is in a more efficient condition than it was nine years ago.

The work done was sounder and the pupils equally responsive. The tone is good; the behaviour and discipline throughout my visit were very pleasing.

GENERAL TABLE I.
ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR.

Population.	Particulars.	Controlled Institutions.									Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education Vocational.			Controlled Institutions.			Controlled and Non-controlled Institutions.	
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.					Total.
1	2	3	4	5	6	7	8	9	10	11	12			
Estimated population, 31/12/33:— 193,238.	Institutions—													
	For males—													
	European .. ..	..	..	2	..	2	..	3	..	6	..	2	..
	Non-European .. ..	..	1	1	42	44	3	3	..	6	..	50	..
	For females—													
	European .. ..	..	..	..	..	20	..	..	..	..	..	20	..
	Non-European .. ..	..	..	..	20	20	..	..	..	..	..	20	..
	Mixed—													
	European .. ..	..	..	2	10	12	..	..	..	..	..	12	..
	Non-European .. ..	..	..	..	303	303	..	..	..	..	..	303	..
	Total .. ..	..	1	5	375	381	3	3	6	..	387	..	..
	Pupils enrolled—													
	Males—													
4,373	European .. ..	..	..	271	381	652	..	1	1	..	653	14.9	..
52,882	Fijian, Rotuman & others.	..	37	..	8,763	8,800	56	322	278	..	9,078	17.16	..	
47,621	Indian .. ..	..	2	69	3,414	3,485	22	..	22	..	3,507	7.36	..
1,340	Chinese .. ..	..	..	..	57	57	..	..	..	..	57	4.25	..
	Females—													
4,092	European .. ..	..	..	242	402	644	..	..	..	..	644	15.74	..
49,424	Fijian, Rotuman & others.	..	..	..	6,020	6,020	..	..	..	..	6,020	12.18	..
33,370	Indian .. ..	..	..	9	1,069	1,078	..	..	..	..	1,078	3.23	..
136	Chinese .. ..	..	..	..	22	22	..	..	..	..	22	16.17	..
193,238	Total .. ..	..	39	591	20,128	20,758	78	323	301	..	21,059	..	..

GENERAL TABLE II.
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.						Total expenditure on Education.	Total expenditure from Colonial Revenues.	Percentage of expenditure from Colonial Revenue on Education to total expenditure from Colonial Revenue.	Amount spent on education from Colonial Revenue per head of population.	Amount spent on Education from all sources per head of population.	
University Education.		School Education, General.		School Education, Vocational.		Total.	Univer- sity.	Direction and inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.						
Arts and Science Colleges. 1	Colleges for Professional Training. 2	Combined Secondary & Primary Schools. 3	Primary Schools. 4	Training Schools. 5	All other Special Schools. 6								7	8	9	10	11	12	13	14	15	16	17	18
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Colonial Revenue ..	(1) 2,785 13 7	8,642 17 4	28,712 17 1	2,452 18 2	700 0 0	42,544 6 2	..	2,980 10 10	261 4 6	1,184 14 6	264 1 10	4,700 11 8	(3) 47,944 17 10	569,984 0 0	8.4	4 11.6	....
Local Public Funds ..	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....
Other sources ..	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....
Total ..	2,785 13 7	8,642 17 4	28,712 17 1	2,452 18 2	700 0 0	42,544 6 2	..	2,980 10 10	261 4 6	1,184 14 6	264 1 10	4,700 11 8	47,944 17 10	569,984 0 0	8.4	4 11.6	....

Notes.—(1) Central Medical School.
(2) £1,133 5s. 6d. of this amount is on account of maintenance of buildings.
(3) Expenditure on boarding establishments is included. Boarding recoveries amounted to £8,328 12s. 0d.

GENERAL TABLE III.
COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on 30 September under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on 30 Sept.	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
University & Collegiate Education:														
(a) Arts and Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Colleges for Professional training	1	M. 39	M. 39	..	..	..	..	..	..	..	..	1	M. 39
Total ..	1	39	39	..	..	..	..	..	..	..	..	1	39
School Education—General—Secondary Schools—														
(a) General	3	M. 269 F. 177	M. 225 F. 134	..	..	..	1	M. 60 F. ..	M. 50 F. ..	1	M. 11 F. 74	5	M. 340 F. 251
(b) Training Schools	1	M. 24 F. ..	M. 24 F. ..	..	..	..	2	M. 54 F. ..	M. 54 F. ..	..	M. .. F. ..	3	M. 78 F. ..
Total ..	4	470	383	..	..	..	3	114	104	1	85	8	669
Primary Schools—														
(a) General.	15	M. 1,021 F. 186	M. 898 F. 156	..	..	..	169	M. 8,133 F. 4,822	M. 6,583 F. 3,976	191	M. 3,461 F. 2,505	375	M. 12,615 F. 7,513
(b) Vocational .. .. .	..	..	..	..	..	..	1	M. 100 F. ..	M. 90 F. ..	2	M. 223 F. ..	3	M. 323 F. ..
Total ..	15	1,207	1,054	..	..	..	170	13,055	10,649	193	6,189	378	20,451
Total of Colleges and Schools ..	20	1,716	1,476	..	..	..	173	13,169	10,753	194	6,274	387	21,159

APPENDIX I.

STAFF OF THE EDUCATION DEPARTMENT, 1933, (EUROPEAN APPOINTMENTS).

	Proceeded on leave.	Returned from leave.	Remarks.
1. Headquarters—			
The Hon. James Russell, M.C., B.A., Director of Education	24/2/33	10/4/34	
Mr. A. A. Thomson, Inspector of Schools .. .. .	.....	.....	Died, 13/8/33.
Mr. A. W. McMillan, Inspector of Schools .. .. .	.....	.....	Probation Officer.
Miss Marian Forster, Clerk .. .. .	.....	.....
Miss B. Browne, Clerk	5/5/33	9/2/34	
Miss R. Anderson, Clerk .. .. .	.....	.....
2. Queen Victoria School—			
Mr. A. H. Phillips, B.Sc., Head Master .. .. .	.....	.....	Acting Director, 24/2/33.
Mr. H. H. Hickling, Assistant .. .. .	.....	.....
3. Provincial Schools—			
Mr. B. W. Taylor, Head Master .. .. .	.....	.....
Mr. T. Mason, B.Sc., (Agric.), Head Master	12/8/32	26/4/33	Acting Head Master, Q.V.S., 24/2/33.
Mr. G. Arthur, B.A., Head Master .. .. .	.....	.....
Mr. L. O. Morgan, M.M.	2/12/32	10/3/33	Officer in Charge, Kadavu.
Mr. P. E. Warner, J.P. .. .. .	.....	.....
Mr. W. J. E. Eason, M.A.	25/11/33	9/3/34	Temporary Relieving Teacher.
Mr. G. McC. Thomson .. .. .	.....	.....
4. Teachers' Training and Indian Secondary School—			
Mr. C. S. Sharp, B.A., Principal	31/12/32	2/6/33	Acting Head Master, Lau Provincial School, 5/12/33.
Mr. L. Russell, M.A., Assistant .. .. .	.....	.....
5. Correspondence Classes—			
Mrs. H. J. Hoodless, M.A., Supervisor .. .. .	.....	.....
6. (a) Boys' Grammar School—			
Mr. A. S. de Montalk, Head Master .. .. .	.....	.....	Also Manager, Boys' Hostel.
Mr. F. J. E. Baillie, B.Sc., Assistant .. .. .	.....	.....	Resigned, December 31st.
Mr. W. A. D. Cole, Assistant .. .. .	.....	.....
Miss G. A. Atherton, Assistant	16/12/33	19/9/34	
Mrs. A. de Montalk, Matron, Boys' Hostel .. .. .	.....	.....
6. (b) Girls' Grammar School—			
Miss E. D. French, M.A., Head Mistress .. .. .	.....	.....	Also Manager, Girls' Hostel.
Miss C. M. Wilkins, Secondary Assistant .. .. .	.....	.....
Miss K. McCormick, Assistant .. .. .	.....	.....
Miss V. A. Crawford, Assistant .. .. .	.....	.....
Mrs. L. Bailey, Assistant .. .. .	.....	.....
Miss W. G. Windross, Assistant .. .. .	.....	.....	Resigned, December 31st.
Miss I. Berndtson, Assistant .. .. .	.....	.....
Miss M. Wright, Matron, Girls' Hostel .. .. .	.....	.....
Miss S. Fitzherbert, Assistant Matron .. .. .	.....	.....
6. (c) Levuka Public School—			
Mr. L. G. Usher, Head Master .. .. .	.....	.....
Miss C. J. McDonald, Assistant .. .. .	.....	.....

(Teachers in the Grammar Schools and the Levuka Public School are nominated by the Director of Education, New Zealand, under a Scheme of Co-operation between the Department of Education, New Zealand, and the Government of Fiji.)

APPENDIX II.

PUBLIC EXAMINATIONS, 1933.

TEACHERS' CERTIFICATE EXAMINATIONS.

	No. entered.	No. passed.	No. partial passes.
Fifth Class—			
Male	138	45	53
Female	45	5	12
	183	50	65
Fourth Class—			
Male	66	13	17
Female	12	5	3
	78	18	20
Third Class—			
Male	26	5	7
Female	4	1	1
	30	6	8
Second Class—			
Male	8	2	0
Female	0	0	0
	8	2	0
Total	299	76	93

NEW ZEALAND EDUCATION DEPARTMENT.

EXAMINATION FOR CERTIFICATES OF PROFICIENCY AND COMPETENCY, 1933.

School.	Candidates entered.		Candidates awarded Certificates of Proficiency.		Candidates awarded Certificates of Competency.	
	1932.	1933.	1932.	1933.	1932.	1933.
Boys' Grammar School	16	17	16	12	..	5
Girls' Grammar School	19	20	19	17	..	..
Levuka Public School	3	4	2	2	..	1
St. Felix College	7	7	2	6	1	..
Rarawai	2	2	2	1	..	..
Marist Convent, Levuka .. ..	..	2	..	1	..	1
Totals	47	52	41	39	1	7

INTERMEDIATE EXAMINATION.

School.	Candidates entered.		Candidates passed.	
	1932.	1933.	1932.	1933.
Boys' Grammar School . ..	1	2	1	2
Girls' Grammar School	5	..	5	..
St. Felix College . ..	..	..	..	..
Total	6	2	6	2

NEW ZEALAND UNIVERSITY ENTRANCE EXAMINATION.

School.	Candidates entered.			Candidates passed.		
	1931.	1932.	1933.	1931.	1932.	1933.
Boys' Grammar School	4	4	5	.	2	4
Girls' Grammar School	3	3	.	3	1	.
St. Felix College .. ..	.	.	3	.	.	2
Natabua Secondary (Indian) ..	.	.	4	.	.	1
Total	7	7	12	3	3	7

CAMBRIDGE LOCAL EXAMINATIONS.

School.	School Certificate.		Junior.		Preliminary.	
	Entered. 1933.	Passed. 1933.	Entered. 1933.	Passed. 1933.	Entered. 1933.	Passed. 1933.
St. Joseph's Convent	5	2	5	4
St. Felix College	1	1
Total	5	2	6	5

SUVA CHAMBER OF COMMERCE EXAMINATIONS.

Examinations.		Entered.	Passed.
Book-keeping—Junior .. ..	.. ..	10	6
Senior .. ..	.. ..	8	2
Shorthand—Preliminary .. ..	.. ..	7	3
Junior .. ..	.. ..	7	4
Senior .. ..	.. ..	4	2
Typewriting—Preliminary .. ..	.. ..	12	3
Junior .. ..	.. ..	9	5
Senior .. ..	.. ..	8	3

APPENDIX III.
ROLL AND ATTENDANCE.

School.	Average on Roll.	Average attendance	No. on Roll, 30th September, 1933.		Totals	
					1933.	1932.
<i>European Schools.</i>						
Boys' Grammar School, Suva ..	143	138	Boys. 148	Girls. ..	148	151
Girls' Grammar School, Suva ..	210	160	52	168	220	231
Levuka Public School ..	116	103	68	47	115	97
Rarawai, C.S.R. Company's ..	31	28	16	23	39	24
Lautoka ..	44	41	21	24	45	44
Nausori ..	35	31	21	16	37	39
Lambasa ..	36	32	18	20	38	37
Penang ..	11	8	8	5	13	..
Kasavu	42	35	26	17	43	36
Savusavu East	45	39	29	18	47	45
Marist Convent, Levuka ..	39	34	8	32	40	52
St. Felix College, Suva ..	59	50	60	..	60	52
St. Joseph's Convent, Suva ..	85	71	11	74	85	82
Total ..	896	770	486	444	930	890
Correspondence Classes .. ..	..	..	17	29	46	42
<i>English Schools.</i>						
Queen Victoria School, Nasinu ..	84	81	84	..	84	89
Lau Provincial School	85	83	94	..	94	73
Kandavu Provincial School ..	75	72	74	..	74	75
Provincial School Northern ..	96	93	95	..	95	82
Provincial School Eastern ..	94	90	100	..	100	89
Provincial School Western ..	75	73	79	..	79	75
Provincial School Southern ..	76	73	78	..	78	93
Marist Brothers', Suva	262	221	260	..	260	262
Toorak Boys', Suva	273	220	334	..	334	294
St. Anne's, Suva	218	198	47	152	199	169
St. Joan of Arc, Singatoka ..	83	77	64	40	104	109
St. Thomas, Lautoka	120	105	90	35	125	124
St. Paul's, Suva	33	29	19	11	30	33
St. John's Suva	45	28	22	5	27	59
Sacred Heart, Levuka	110	98	71	89	110	115
Natambua (Primary & Secondary)	78	62	69	9	78	76
Total ..	1,807	1,603	1,480	291	1,771	1,817

APPENDIX IV.
TUITION COSTS, GOVERNMENT SCHOOLS, 1933.

School.	European.					Fijian.			Indian.			Teachers' Training School (Fijian and Indian).
	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Correspondence Classes.	Total.	Queen Victoria School.	Six Provincial Schools.	Total.	Seven Indian Schools.	Natabua Secondary School.	Total.	
Average Roll	143	210	116	46	515	84	501	585	423	27	450	24
Salaries, &c., Teachers	£ s. d. 1,538 12 5	£ s. d. 2,514 17 9	£ s. d. 871 13 10	£ s. d. 248 0 0	£ s. d. 5,173 4 0	£ s. d. 1,251 4 3	£ s. d. 4,171 10 3	£ s. d. 5,422 14 6	£ s. d. 2,162 6 4	£ s. d. 355 11 10	£ s. d. 2,517 18 2	£ s. d. 868 10 11
Salaries, Servants	60 0 0	108 0 0	52 0 0	.....	220 0 0	.....	.....	.....	.....	.....	.....	.....
Total Emoluments	1,598 12 5	2,622 17 9	923 13 10	248 0 0	5,393 4 0	1,251 4 3	4,171 10 3	5,422 14 6	2,162 6 4	355 11 10	2,517 18 2	868 10 11
Contributions, Superannuation Fund	40 10 2	55 17 3	22 7 0	.....	118 14 5	11 9 3	58 17 0	70 6 3	.....	9 1 6	9 1 6	.....
Passages and Local Transport	130 1 5	67 16 10	14 1 8	.....	211 19 11	17 8 6	137 10 9	154 19 3	8 14 10	21 5 6	30 0 4	10 5 4
Books, Stationery, Equipment etc.	129 4 9	172 16 2	100 19 7	17 1 4	420 1 10	78 12 7	149 7 2	227 19 9	97 9 3	46 0 0	143 9 3	40 2 6
Inspector (N.Z. Inspector)	20 0 0	30 0 0	20 0 0	.....	70 0 0	0 10 0	4 15 3	5 5 3	.....	.....	.....	.....
Incidentals	20 10 9	13 10 6	15 15 5	0 14 9	50 11 5	16 11 5	.....	18 11 5	24 5 8	10 0 0	34 5 8	13 11 11
Maintenance, Public Works Dept.	10 17 5	114 16 2	68 3 0	.....	193 18 7	465 16 5	.....	465 16 5	2 10 0	.....	2 10 0	60 0 0
Total Expenditure	1,949 16 11	3,077 16 8	1,165 0 6	265 16 1	6,458 10 2	1,841 12 5	4,522 0 5	6,363 12 10	2,295 6 1	441 18 10	2,737 4 11	990 10 8
Gross Cost per Pupil	13 12 8	14 13 1	10 0 10	5 15 7	12 10 10	21 17 3	9 0 6	10 17 7	5 8 6	16 7 4	6 1 8	41 5 5
Recoveries—												
Fees	219 10 0	239 13 4	46 10 0	84 0 0	569 13 4	.....	.....	.....	249 8 3	200 0 0	449 8 3	.....
Local Bodies	673 0 0	1,237 0 0	500 0 0	.....	2,410 0 0	.....	1,968 14 1*	1,968 14 1	.....	.....	.....	.....
Sale of Books	50 6 7	79 17 2	27 6 7	20 3 1	177 13 5	.....	.....	.....	40 10 10	25 0 0	65 10 10	.....
Total Recoveries	942 16 7	1,556 10 6	573 16 7	104 3 1	3,177 6 9	.....	1,968 14 1	1,968 14 1	289 19 1	225 0 0	514 19 1	.....
Net Cost to Government	1,007 0 4	1,521 6 2	591 3 11	161 13 0	3,281 3 5	1,841 12 5	2,553 6 4	4,394 18 9	2,005 7 0	216 18 10	2,222 5 10	990 10 8
Net Cost per Pupil	7 0 10	7 4 11	5 1 1	3 10 3	6 7 5	21 17 3	5 2 1	7 10 3	4 14 10	8 0 8	4 18 9	41 5 5

* Balance of Native Contributions.

APPENDIX V.
BOARDING COSTS, GOVERNMENT SCHOOLS.

	Boys' Grammar School.	Girls' Grammar School.	Queen Victoria School.	Six Provincial Schools.	Teachers' Training School and Secondary Class, Natsuba.
Average number of Boarders ..	39	24	84	501	48
Food	£ s. d. 714 13 9	£ s. d. 418 9 0	£ s. d. 538 9 2	£ s. d. 2,339 3 2	£ s. d. 403 14 3
Repairs	9 14 4	8 5 1	2 8 8	64 1 4	2 7 7
Equipment	79 18 1	1 15 6	12 4 5	124 14 5	19 7 1
Light	23 2 3	27 8 3	10 7 7	50 3 11	15 12 6
Incidentals	11 10 10	6 19 9	7 16 0	96 2 5	8 19 5
Laundry	170 13 8	495 0 0	90 0 0	181 0 0	158 0 0
Wages and Allowances	447 13 11				
Maintenance (Public Works Dept.)	15 0 0	14 19 1	60 0 0	87 15 4	100 0 0
Transport .. .. .	....	....	47 18 0	84 13 5	16 14 1
Total Expenditure	1,472 6 10	972 16 8	769 3 10	3,027 14 0	724 14 11
Gross Cost per Pupil	37 15 1	40 10 4	9 3 2	6 0 10	15 2 0
Recoveries, Fees, &c.	1,699 15 7	1,040 12 10	379 15 0	3,027 14 0	210 0 6
Net Cost	Cr. 227 8 9	Cr. 68 5 2	389 8 10	....	514 14 5
Net Cost per Pupil .. .. .	....	....	4 12 7	....	10 14 6

APPENDIX VI.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 100 ASSISTED FIJIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1933.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.		
1	118 110	209 157	280 219	280 216	230 193	186 112	110 93	56 39	33 24	18 9	7 4	7 5	1,494 1,181	2,675	34.73
2	1 1	3 5	35 31	79 77	112 89	157 143	160 146	172 135	112 104	85 41	29 9	16 5	961 786	1,747	22.69
3	.. ..	.. ..	5 1	16 17	44 41	83 66	91 76	153 115	148 134	118 77	91 53	64 23	813 603	1,416	18.39
4	.. ..	.. ..	.. ..	.. ..	.. ..	20 12	63 49	57 40	103 79	76 60	63 50	122 49	511 346	857	11.14
5	.. ..	.. ..	.. ..	.. ..	.. ..	4 1	5 8	22 15	31 23	50 27	44 25	75 42	231 141	372	4.832
6	.. ..	.. ..	.. ..	.. ..	.. ..	5 2	11 9	31 17	44 29	65 44	73 38	114 58	343 197	540	7.015
7	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1 0	7 3	4 4	10 3	16 4	38 15	53	0.6884
8	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1 0	2 2	1 0	7 2	14 10	25 14	39	0.5066
Tl.	119 111	212 162	300 251	357 311	391 329	455 336	440 381	493 362	480 398	417 262	324 184	428 196	4,416 3,283	7,699	
%.	2.30	3.74	5.51	6.68	7.20	7.91	8.21	8.55	8.78	8.79	5.08	8.24	..	..	..
	2.99	4.86	7.16	8.68	9.35	10.28	10.66	11.09	11.40	8.82	6.60	8.10	..	..	..

APPENDIX VII.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 42 ASSISTED INDIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1933.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.		
1	79 38	175 90	212 86	155 64	121 30	79 16	29 6	27 1	4 0	.. ..	.. ..	.. ..	881 331	1,212	39.7
2	.. ..	19 10	58 24	91 48	81 24	85 13	41 2	41 14	10 2	3 0	1 0	1 0	431 137	568	18.63
3	.. ..	2 1	5 6	29 24	76 43	94 22	68 20	48 3	30 3	7 0	3 0	.. ..	332 122	454	14.89
4	.. ..	.. ..	.. ..	.. ..	31 20	34 18	59 22	54 3	28 3	15 3	9 1	1 0	257 78	335	10.99
5	.. ..	.. ..	.. ..	.. ..	9 0	28 9	28 10	38 7	23 3	19 2	18 0	5 0	167 31	188	6.50
6	.. ..	.. ..	.. ..	.. ..	1 0	20 10	27 4	30 10	21 4	15 3	14 1	.. ..	128 32	160	5.25
7	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	7 2	8 3	12 5	10 3	8 3	4 5	49 21	70	2.30
8	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	3 0	2 0	5 2	9 1	16 2	10 1	45 6	51	1.07
Tl.	79 38	196 101	275 117	302 143	319 117	310 88	262 66	246 41	133 22	78 12	69 7	21 6	2,290 758	3,048	..
%.	117	207	392	445	436	398	328	287	155	90	76	27	..	..	..
	3.84	9.74	12.86	14.60	14.31	13.06	10.76	9.42	5.08	2.95	2.49	0.89	..	..	..

1935.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 25.

F. 62/47. Pt. 2.

Department of Education

(REPORT FOR THE YEAR 1934.)

Laid on the Table, 1 November, 1935.

THE DIRECTOR OF EDUCATION to THE HON. THE COLONIAL SECRETARY.

Education Office,
Suva, 22nd May, 1935.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1934.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

Prior to 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accordance with the recommendations of the Education Commission of 1926, the Education Ordinance 1929 repealed the Education Ordinance 1916 and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all secular schools and teachers.

GOVERNMENT SCHOOLS.

European.—Previous to 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from—

(a) a capitation grant on the average attendance on a scale fixed by the Governor in Council;

(b) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools was to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

In 1924, owing to the difficulties encountered by the Department in recruiting competent assistants, the Governments of Fiji and New Zealand agreed to a scheme of co-operation under which the New Zealand Education Department selects and seconds teachers for appointments in Government schools in Fiji. The New Zealand syllabus with slight modification has been adopted in Government European schools and these are reported on by an Inspector detailed by the New Zealand Education Department.

Although the schools still retain the title of "Grammar" schools, they are in fact primary schools with secondary departments. The Girls' Grammar School has in addition an infant department in which boys as well as girls are enrolled and a commercial class for the senior girls. Secondary subjects are introduced in Form I. A normal child that has attended school since the age of five or six will as a rule qualify for promotion to Form I at the age of eleven. There will however always be a number over that age in the standards.

The Levuka Public School continues to function as a primary school. Emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary school. Very many of the pupils do not speak English on admittance.

Correspondence Classes were begun in 1923 to provide facilities for those children living in remote places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School for Fijians was erected in 1906, approximately £1,000 being provided by native contributions. The school was at first partly maintained by contributions from each province, but in 1918 these contributions were discontinued and each pupil was required to pay a fee of £6 per annum. Six exhibitions tenable at this school are awarded annually on the results of a competitive examination, to Fijian boys between the ages of twelve and fourteen. Pupils are prepared for entrance to the Central Medical School and to the Teachers' Training School and a few are appointed to vacancies in Government service each year.

The natives of Lau had maintained a boarding school since 1909, Government being responsible for the salary of the Head Master. In 1916 this school was taken over by Government and became one of a number of Provincial Schools that were located to serve as upper primary schools for every part of the Colony. In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kandavu Provincial School in 1923, Provincial School Western and Provincial School Southern in 1926. More than half the capital cost of these schools was provided by the Fijians and they are still required to contribute annually a sum of £4,350 which is approximately fifty per cent. of the cost of maintenance. All these schools are residential. Every effort is made to ensure that the pupils are fitted for life in the villages. Wood-work and agriculture are taught and every pupil takes part in the activities of the school farm, the produce of which is used in the boarding establishment. Pupils are given a certain amount of instruction in native customs and are encouraged to perform native ceremonies properly.

Indian.—The first Government school for Indians was established at Natambua in 1919. Samabula School was taken over from a local committee in 1929, and Andrews and Votualevu Schools in 1930. Vatuwangga Indian Girls' School was built in 1930 and Karavi and Wainikoro Schools in 1931.

In September, 1930, a secondary department was added to the Natambua Primary School.

TRAINING OF TEACHERS.

European.—No provision has been made for the training of teachers for European schools. Vacancies are filled by teachers trained in New Zealand and selected by the Department of Education, New Zealand.

Non-European.—In 1929 a Teachers' Training School was established at Natambua for both Fijian and Indian students. These are selected by competitive examination and receive free tuition and board and an allowance of six pounds per annum.

The Methodist Mission has been training teachers for more than sixty years. In 1918 the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations. Fijian and Indian students are accepted. A grant of £800 is made by Government in addition to an allowance of £10 for board and £6 for pocket money for each approved student.

The Roman Catholic Mission commenced to train Fijian students in a separate institute at Thawathi in 1931 and received a grant of £100 from Government.

The Seventh Day Adventist Mission have a Training Institute at Buresala, Ovalau, for training teachers.

CENTRAL MEDICAL SCHOOL.

In 1873, the Chief Medical Officer commenced training native students in medicine at the Colonial Hospital. Most of the training was of a practical nature given in the wards of the hospital. In 1900 a lecture room and students' quarters were built, diagrams and apparatus obtained and courses of lectures developed. During this period the number of students remained at eight and the number of Native Medical Practitioners in the field at about twenty.

In 1913 three students from the Gilbert Islands were admitted to the School; two of these qualified and returned to practise in their own islands; the other joined His Majesty's Forces. The work done by these and by the Fijian Native Practitioners proved of such great value that when the new Colonial War Memorial Hospital was opened in 1923, the idea of transforming the Fiji Medical School into a Central Medical School catering for the medical training of students from the various South Pacific dependencies was developed. The scheme of co-operation between the various South Pacific administrations for maintaining the present school is due in no small measure to the energy and zeal of Dr. Lambert of the Rockefeller Foundation.

This school is attached to the Colonial War Memorial Hospital and students, on graduation after a four years' course, are granted a diploma to practise medicine and surgery. It was erected in 1928 at a cost of £7,878, to which the Rockefeller Foundation contributed £2,000, the Fiji Government £2,472 and the Administrations of Samoa, Tonga, the Cook, Solomon, Gilbert and Ellice Islands and the New Hebrides £3,406. There is accommodation for forty boarders, half of which is reserved for Fijian students. In 1933 arrangements were completed to accept two trainees from Eastern Samoa (U.S.A.).

The school is controlled by an Advisory Board of which the Chief Medical Officer is the Chairman and the representative of the Rockefeller Foundation a member. There is a whole time tutor and a staff of fourteen honorary lecturers.

METHODIST MISSION.

In the Department's Annual Report for 1932 a comprehensive review of the educational work of the Methodist Mission of Australasia was published. This Mission from the day of the landing in the Colony of the first two missionaries in 1835 has placed secular education in the forefront of its work. It provided the Fijian with an alphabet, reduced his language to writing,

thereby standardising it, and translated the Bible and other works into Fijian. Within twenty years 151 schools had been established with 6,628 pupils and by 1909 there was a school in practically every village. The total enrolment was estimated at 17,000. The standard of scholastic attainments of these village schools was not high but the pupils were taught to read, write, calculate with simple numbers and to be sanitary in their habits. A higher standard of schooling was provided in Central Schools under the direct supervision of European Missionaries. Technical and Agricultural education was not neglected. At Davuilevu, which is situated on the right bank of the Rewa River, and twelve miles from the capital, the Mission has a large educational institution comprising primary schools for boys and girls, a Teachers' Training School, a Technical School and a Native Theological College. Four miles further up the river is the Mission's Agricultural School in which a practical training is given to 100 students.

ROMAN CATHOLIC MISSION.

The following is a summary of a report on the educational work of the Roman Catholic Mission which was published in full in the Annual Report for 1933.

The first Catholic Missionaries arrived in the Colony in 1844 and shortly after commenced schools for the uplifting and enlightenment of the Fijian race. The Mission has as a rule concentrated its efforts on establishing central schools in which a number of boys from the surrounding districts were taught by native catechists under the direct supervision of the Priest. Most of the pupils were boarders and grew their own food. In 1887 Marist Brothers were appointed to schools in Fiji. A set of reading books for primary schools written in the Fijian language was published in 1932.

Commencing in 1882 central schools for the education of Fijian girls were established. These schools had the great advantage of being staffed by European ladies belonging to the Orders of St. Joseph de Cluny and of Mary. An Order of native nuns has also been established and its members are emulating their white sisters in devoting themselves to the welfare of their people.

The Mission soon extended its activities to include the education of Indians and Europeans. In 1930 two teacher training schools, one for Fijian men and the other for Fijian women, were commenced.

SEVENTH DAY ADVENTIST MISSION.

The following has been contributed by Pastor R. W. Lane, Acting Superintendent of the Fiji Mission of Seventh Day Adventists:—

Very soon after the arrival of the Seventh Day Adventist Missionaries in Fiji an educational programme for the Fijians was commenced, and from that time has steadily grown.

In the year 1905 the property of Buresala situated on the island of Ovalau, was purchased for the purpose of training Fijians to fill the positions of teachers and evangelists to their own people. The school was under the headmastership of Pastor Carr for the years 1905-1908 followed by Pastor A. G. Stewart, G. E. Marriott and H. C. White respectively. In the year 1914 Pastor H. R. Martin took charge of the school and during his regime an industrial department was organised. The industrial department was later made much more efficient under the able leadership of Mr. H. R. Sprengel, at which time a saw-mill and joinery machinery were installed. It has been at all times the object of the school to give the students training in intellectual, spiritual, and manual studies.

In the year 1920 an intermediate school was established on the Wainibuka River for the training of younger pupils of both sexes. This school has been conducted under the leadership of Pastors Branster, Steed, Wilkinson and Dyason, respectively. At times there have been as many as 130 pupils in attendance at this school.

In the year 1933 a second intermediate school was organised at Butha Bay, Vanua Levu. This school has proved very successful indeed under the able leadership of Pastor Steed and Mr. Wilkinson respectively.

During this period the Mission has also endeavoured to establish village schools to work as feeders to the aforementioned schools. There are now in existence four schools in Tholo North, three on the Wainimbuka, two in Lau, one in Suvavou, and one in Namōsi district.

In addition to the work the Mission is doing for the Fijians it also has a training school for Indians, established at Samambula and three feeder schools one at Nakaulevu, Navua, one at Rambulu, Tavua, and one at Dreketi, Vanua Levu.

One feature of interest is the fact that only five schools being operated by the mission receive any financial aid from the Government which of course means that the Mission has been, and is prepared to appropriate quite a substantial sum each year in order that the Fijians might have the advantage of an education. The objective of the Mission is to train the pupils firstly to gain a better knowledge of God, and of His saving grace. Secondly that they might attain to a standard of education that will enable them to gain a livelihood, and last but by no means least to train the pupils to be true and loyal subjects of the British Empire under which magnanimous rule we enjoy such peace and prosperity.

PART II.

CHAPTER I.—EVENTS OF THE YEAR.

There were no outstanding events to chronicle during the year. Steady progress has been made in the quality of the work done in assisted primary schools. The Department however is seriously understaffed and the Director's time is so fully occupied with administrative details that he has practically no time to spare for more important work directly concerned with education. The position was improved by the retention of Mr. Phillips' services at headquarters after my return from leave on April 10th, during which time he had been acting as Director of Education, until his departure on August 28th to study Health Education in the United States of America under the auspices of the Rockefeller Foundation. The services of the Inspector of Indian Schools are utilised to such an extent for extra duties not necessarily connected with education that the time he has left for administrative work in the Department is negligible.

The amount voted for grants-in-aid to assisted primary schools was not sufficient to pay grants in full. They were accordingly reduced by five per cent. and no efficiency grants were paid. The grants-in-aid system continues to work well. A few schools may close each year but this is not due to a defect in the scheme but to dissensions among the committee. The majority of Managers are deserving of every praise for the time and in some cases money that they expend on their schools. The relations between the Department and Managers grow more cordial each year. Reductions of grants are not conducive to good results. As a rule the loss is borne by individual teachers who are naturally disappointed when their salaries are reduced through no fault of theirs.

The draft scheme of re-organisation of Fijian schools under Provincial Education Committees mentioned in the last Annual Report has been abandoned. It was found that conditions varied so much from Province to Province that the scheme proposed was not applicable to all. The provisions of the Ordinance relating to Managers are sufficiently elastic to allow many types of control. There is nothing to prevent any Provincial Council setting up an advisory committee on education to assist the Manager who is usually but not always the Provincial Commissioner.

School attendances were affected by an epidemic of whooping cough in certain districts during the first half of the year and of mild influenza towards the end of the year.

CHAPTER II.—EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL.

The Education Rating Ordinance 1934, which repealed that of 1929, was enacted on 31st October. The Ordinance provides for the levying of a special educational rate by the Town Councils in the municipalities of Suva and Levuka to cover half the net cost incurred in maintaining Government schools within their boundaries. The rate is not levied on any persons other than a company incorporated under the Companies Ordinance 1913 who belongs to a race, members of which are not admitted to a Government school, in the municipality which levies the rates. The calculation of the net cost is in the discretion of the Governor in Council whose decision is final. Any under or over payment is adjustable when the Colony's accounts are completed.

The Regulations for the Registration, Recognition and Classification of Teachers were altered. The most important changes are as follows:—The age limits for persons desiring to be trained as teachers were changed from 15 and 25, to 16 and 19 respectively. The appointment of male probationers in schools was abolished. To be eligible for classification in Grade V men are now required to complete two years' service in a training school for teachers. Owing to the shortage of women teachers the appointment of girls to be probationers is still allowed. All applicants are required to pass a qualifying examination.

Regulations for Correspondence Classes, Government Indian Primary Schools, and for the Secondary Department Natambua Indian School, were made by the Board of Education. The regulation governing the payment of fees at the Grammar Schools was amended. The sections dealing with fees will be found in Appendix VIII.

The regulations for the making of grants-in-aid to assisted primary schools were amended. The extension of the school-age in assisted schools for boys or for girls only was amended to allow the Director to extend the age limit in individual cases in any school. The Director was also given power to change the age limit in individual schools when he was satisfied that the staff was insufficient to teach the numbers that would normally attend. The school hours were fixed at 4½ hours per day in Classes 1 and 2, and 4¾ hours in the remaining classes. The Director was given power to exclude any pupil who failed to attend regularly.

The Board of Education met on eight occasions. A summary of the most important business in addition to the making of various regulations is as follows:—

Grants totalling £14,692 4s. 2d. were allocated.

Schools.—Approval was given for the establishment of eighteen new schools. Twenty-three were registered and six recognised. Twenty-one schools which had ceased to function were struck off the register.

Teachers.—The certificates of three teachers were cancelled and their names struck off the registers.

Two organising teachers for Fijian schools assumed duty at the beginning of the year. Mr. Parr organised schools in Tholo East, Tholo North and Ra, and Esala Delana Kama those in Tailevu.

In addition to advising the teachers, they devoted much time to discussing school matters with Fijian committees. As a result of their work there has been an increase in efficiency in the schools and the people are taking a more intelligent interest in them.

CHAPTER III.—FINANCE.

In the following, corresponding figures for 1933 are given in parenthesis. The gross expenditure on education from Colonial revenue was £46,367 12s. 2d. (£47,944 17s. 11d.) out of a total expenditure of £595,460 6s. 6d. (£569,983 14s. 3d.) a decrease of £1,577 5s. 9d. Included in these sums is an amount of £12,356 6s. 8d. (£13,755 4s. 3d.) representing payments for educational services credited to general revenue and made up as follows:—

Native Contribution to Provincial Schools	..	..	£4,045	3	11
Contributions to Central Medical School	..	..	1,339	13	5
Education Rate, Municipalities of Suva and Levuka	..	..	2,476	0	0
Sale of Books	..	..	521	8	3
Boarding Fees	..	..	2,747	6	8
Tuition Fees	..	..	1,132	14	7
Examination Fees	..	..	93	19	10
Total	..	..	£12,356	6	8

After deducting this amount from both totals the net expenditure on education is £34,011 5s. 6d. (£34,189 13s. 8d.) from a net expenditure from Colonial revenue of £583,103 19s. 10d. (£556,228 10s.). The percentage of net expenditure on education to net expenditure from Colonial revenue was 5.84 (6.15) and the net cost per head of the population 3s. 5.34d. (3s. 6.46d.).

In General Table II expenditure from "other sources" is included for the first time. As only 108 schools furnished information the amount shown is not the full amount spent on education in the Colony from "other sources."

A summary of an analysis of expenditure from Colonial revenue is:—

	Gross expenditure.		Recoveries.		Net expenditure.	
	£	s. d.	£	s. d.	£	s. d.
1. Administration ..	2,495	19 1	360	8 3	2,135	10 10
2. European Education ..	10,437	19 9	5,511	10 11	4,926	8 10
3. Fijian Education ..	23,034	18 11	5,695	13 10	17,339	5 1
4. Indian Education ..	10,228	3 5	788	13 8	9,439	9 9
5. Chinese Education ..	170	11 0	....		170	11 0
Total ..	£46,367	12 2	£12,356	6 8	£34,011	5 6

In addition to the above a sum of £3,000 being a building grant to Ballantine Memorial School was expended from loan funds.

CHAPTER IV.—PRIMARY EDUCATION MALE AND FEMALE.

EUROPEAN SCHOOLS.

There are thirteen schools which enrol children of European descent. Of these three are Government schools, nine are assisted by Government and one is unassisted. Of the assisted schools four are controlled by the Colonial Sugar Refining Company, three by the Roman Catholic Mission and the remaining two by local committees. The unassisted school, St. Joseph's Convent, is in Suva.

Under a scheme of co-operation between the Education Department of New Zealand and the Government of Fiji, the Boys' and Girls' Grammar Schools in Suva are wholly and the Levuka Public School partly staffed by teachers selected by the New Zealand Department of Education. These teachers usually remain in the Colony for from three to six years. Their superannuation rights in New Zealand are safeguarded and the Government of Fiji pays a contribution of 80 per cent of the teachers' contributions to the New Zealand Teachers' Superannuation Fund. To ensure that their absence from New Zealand does not prejudice their position, an Inspector of the New Zealand Education Department visits Fiji annually to grade them. A copy of his reports for 1934 will be found in Annexure I. The syllabus of instruction in all Government and assisted schools is in general that used in New Zealand schools. Pupils may enter for the New Zealand Proficiency, Intermediate or University Entrance Examinations.

In the Grammar schools, arrangements were made to teach Hindi. Very few availed themselves of the opportunity. At the beginning of the depression the majority of the girls that had completed the primary course took the commercial course which included book-keeping, shorthand and commercial practice. The general secondary course is now once more in favour.

The two Grammar Schools are comparatively small and the number on the staff renders it necessary for each teacher in the primary division to teach two classes. In the Secondary Departments one teacher in each school has to teach four forms in all subjects. The question of amalgamating the two schools with a view to lessening the burden on the teachers particularly those in the Secondary Departments is under consideration.

St. Joseph's Convent prepares pupils for the Cambridge Local Examination and gives a commercial course also.

Approximately half of the cost of the maintenance of the Government schools is met from Colonial revenue and half from fees and a special education rate levied on property in the Municipalities of Suva and Levuka. The scale of fees will be found in Appendix VIII. The Governor has power to remit wholly or in part any fees payable and in 1934 remitted in Tuition Fees, £26 7s. 8d.; and in Hostel Fees, £30 0s. 10d.

European children that cannot conveniently attend a school may be enrolled in the Government Correspondence Classes. This course follows as closely as possible that in the Grammar Schools with a view to enabling pupils to enter them without unnecessarily interrupting their studies. The large increase from 40 to 56 is an indication of the financial stringency due mainly to the low price of copra.

A number of European children leave the Colony each year to complete their education in England, Australia or New Zealand usually on completing the Primary Course.

The number on the rolls of European schools and the tuition costs of Government schools will be found in Appendixes III, IV and V.

A sum of £904 14s. was paid to assisted European schools as grants-in-aid or as special grants.

SCHOLARSHIPS.

Three grades of European Scholarships, tenable for three years, may be awarded by the Board of Education on the results of competitive examinations.

(1) The Junior Country Scholarships provide for free tuition at one of the Suva European schools and a monetary grant of £20 a year to country children under twelve years of age. The standard of the examination is that which is required for entry into the fourth standard of a New Zealand primary school.

(2) The Senior Scholarships, one for boys and one for girls, under fourteen years of age, provide free tuition in the secondary departments and a monetary grant of £5 or £20 according to whether the scholar is or is not resident in Suva. The standard of the examination is that which is required for entry into Form III (New Zealand).

(3) The Fiji Scholarship, of an annual value of £120 and tenable for three years at an approved university or training institution in one of the neighbouring Dominions, is awarded on the results candidates obtain in the Entrance Examination of the University of New Zealand.

For financial reasons no scholarships were awarded in the three years prior to 1933, but provision was made for the award of two Junior and two Senior Scholarships in 1934. No provision for an award of a Fiji Scholarship was made.

Owing to the financial stringency and the policy of the Government not to increase education facilities in the Colony, it is probable that no more scholarships will be awarded.

GENERAL.

The following applies to English, Fijian and Indian Schools:—

Attendance is not compulsory although provision has been made in the Education Ordinance 1929 to enable the Governor to apply compulsion in such districts and to such children of a particular age, sex, class or race as he may deem fit. In districts where schools are conveniently placed and particularly in boarding schools under European supervision the attendance is good. In others however where children have to walk a long distance to school the attendance may be poor particularly during the wet season.

In assisted schools grants are based on the average attendance of children between the ages of six and fourteen during the months of March, April, May and June.

In assisted schools for boys or for girls only, pupils may remain at school until the end of the school year in which the sixteenth birthday is attained. In mixed schools the age limit is fifteen. The Director has power to extend the age limit in individual cases. Power was also given to him in 1934 to raise the age of entry or lower the age of leaving in any school when he is satisfied that the staff is insufficient to teach the number normally attending.

In assisted primary schools the minimum school hours are $4\frac{3}{4}$ exclusive of recesses except in Classes 1 and 2 where they may be reduced to $4\frac{1}{4}$. The Director has power to order that the school shall be taught in two divisions each for not less than $2\frac{1}{2}$ hours a day.

The minimum number of school days on which the school should be open is 380. The school terms are as follows:—

First term.—Fourteen weeks—Commencing on the fourth Monday in January.

Second term.—Fourteen weeks—commencing on the fourth Monday in May.

Third term.—Thirteen weeks—commencing on the third Monday in September.

Provided that in approved schools the Manager may vary the dates of the terms in any one year to permit of vacations amounting to not less than eight and not more than thirteen weeks in all. Boarding schools find that the two term year is more satisfactory.

ENGLISH SCHOOLS.

An English school is one in which English is the medium of instruction in all classes. Where the school caters for children of mixed races it would be difficult to use either Hindi or Fijian as the medium. In other English schools the tendency is to use the vernacular as the medium of instruction for the first few years. As a knowledge of the vernacular is required in all examinations it is not neglected in any of the schools.

Of the sixteen English schools listed in Appendix III eight are controlled by Government, one by the Methodist Mission, three by the Roman Catholic and two by the Anglican Mission.

Of the eight Government schools seven are boarding schools for Fijians. The most advanced is Queen Victoria School situated five miles from Suva on a property of 173 acres. The school is intended to be the most advanced one for Fijians and enrolls pupils between the ages of 12 and 14 that have passed an entrance examination of the standard of Class 4 of an assisted primary school. English is a subject in the examination.

The course includes book-keeping, agriculture and wood-work. In 1934 two youths were trained in type-writing and stenography. The pupils produce food and milk for their own use. The greater number of the pupils eventually become teachers, medical students or clerks in Government service.

Six Government scholarships tenable for three years and entitling the holders to free board and tuition are awarded annually on the results of a competitive examination open to all Fijian boys between the ages of twelve and fourteen.

The provincial schools draw a limited number of boys from one or more provinces. Up to date the pupils enrolled have had practically no education. In consequence the schools have had to do lower primary work although the average age in enrolment is approximately eleven. Each school produces food and milk for its own use and farm work is an important part of the curriculum. Academic studies occupy from 20 to 25 hours a week and from 20 to 15 are devoted to outdoor work. The pupils are required to do all the work except cooking, even to washing and ironing their own clothes. Three of the six head teachers (European) are selected by the New Zealand Department of Education. If possible arrangements are made for their schools to be examined by an Inspector of the New Zealand Department of Education. Reports of two such inspections will be found in Annexure I.

Natambua School which is also under Government control comprises three departments, Indian Primary, Secondary, and Teachers Training School respectively (more than half of the teachers in training are Fijians). Details of fees will be found in Appendix VIII and costs in Appendixes IV and V. A sum of £1,816 10s. 3d. was paid as grants-in-aid to the assisted English schools.

FIJIAN SCHOOLS.

(i) *Assisted Schools*.—If the 146 Registered and 116 Recognised schools, 113 were assisted by grants-in-aid—an increase of eight. The amount paid to these schools was £9,568 0s. 10d. The total enrolment at these schools was 8,663 (7,954) of whom 4,880 (4,477) were boys and 3,783 (3,477) were girls. These figures include a few children of other races. The schools are as a rule still understaffed. A few employ uncertificated teachers for whom no grant is paid in addition to certificated teachers on whose behalf grants are paid.

The medium of instruction in assisted schools is Fijian. English conversation lessons may be given in Classes 1 and 2, the total time being about 120 minutes a week. In Classes 3 and 4 English reading and writing may be added, the total time devoted to English being from 5–6 hours. After Class 4, Fijian is no longer compulsory and the time devoted to English may increase to 8–9 hours a week. The usual school subjects are taught. Handwork is required but the subject is as yet not developed. Teachers are encouraged to give instruction in local crafts but in many cases material is not readily available. The making of sinnet, baskets, brooms, handles for tabuas, &c., by the boys and mat and fan making by the girls is spreading each year. Many schools have comparatively large areas under cultivation. The work done has very little, if any, educational value. In some cases the proceeds have been kept by the teacher. The system has survived from the days when teachers were not paid in cash but by the proceeds of the children's labour.

In many schools especially where uncertificated teachers are employed, one hour a week is spent by all children in the teachers' food plantations. Health education is not as well carried out as it should be. The Course of Instruction avoids physiology for schools altogether and the syllabus for Teachers' Examinations reduces it to a minimum. The prescribed book, Thompson's Hygiene, in English and translated into Fijian, deals exclusively with Fijian conditions. The teachers are expected to put its teachings into practice but few do so. The pupils, however, are required to keep the school and its surroundings clean and sanitary and to this extent are doing practical work.

(ii) *Unassisted Schools*.—There are 142 unassisted Fijian schools. A number have been closed because of financial difficulties due to the fall in the price of copra. A number of others are still struggling on but it is increasingly difficult for the villagers to find a man who is willing to work for nothing or the pittance which they can give him. In these circumstances, the schools are with a few exceptions most inefficient. Returns were received from 69 of these schools giving the number on the roll as 3,757. No attempt has been made to estimate the number in the other schools. This accounts for the reduction of the number of Fijians under instruction as given in General Table 1 from 15,098 in 1933 to 13,392 in 1934.

(iii) *Age and Classification*.—In Appendix VI will be seen the age and classification of the pupils enrolled in 109 assisted primary schools on September 30th. The greatest number of boys is in the 13 year old group and of girls in the 12 year old group. The percentage of children over fourteen has fallen from 14.7 to 10.86. The number of children under ten years of age has increased from 33 to 36 per cent. of the total. One-third of the children is still enrolled in Class 1 and the age range is from 5–16. The establishment of new schools which would naturally enrol pupils of all ages in Class 1 would account for a small part of the huge number. The enrolment during the year of new pupils that would not be fit for promotion to Class 2 at the end of a few months would account for a few more. The principal reason for the retardation must be that teachers neglect the lower classes.

INDIAN SCHOOLS.

(i) *Assisted Schools*.—At the end of the year there were 62 registered and nine recognised schools for Indians exclusive of Government and English schools. The total roll according to the returns submitted was 4,637. Of these schools 51 (45) were assisted by grants-in-aid amounting to £4,757 13s. The grant-in-aid system is still working well in that new schools are built or old buildings replaced each year. The supply of buildings tends to out-run the number of certificated teachers available and the amount available for grants-in-aid lags still further behind. The management of a few of the non-Mission schools is still most inefficient. Many of them are, however, conducted most efficiently by Indian societies and local committees. Many of the latter have been wise enough to secure the services of a sympathetic European, usually an officer of the Colonial Sugar Refining Company, as Manager. One of the most encouraging features during the last four years has been the general increase in the efficiency of school management and the increased cordiality of relations between Indian Managers and the Department.

Hindustani is the medium of instruction in the first four classes. Unfortunately the non-Hindi elements of the population while recognising that Hindustani is the lingua franca of the Indian population are demanding that their particular language should be put on the same footing as Hindustani. Permission has been given for the teaching of certain of these languages in various schools for one hour a day.

In a number of schools young children are being taught two or three languages. It is quite certain that school work in general must suffer, particularly as those teaching the extra language are as a rule most inefficient. It would be advisable to postpone the teaching of the second Indian language until the last two years of the school course.

The desire to learn English is universal. English conversation may be taught in Classes 1 and 2 and reading and writing for four hours a week in Classes 3 and 4. After Class 4 the time devoted to English may be increased to 8–9 hours.

In general, teachers are taking greater care in the keeping of registers and records. Arithmetic is still rather slovenly and careless. Writing in both Hindi and English is improving. Geography, drawing, gardening and handwork, especially the latter, are weak. History is disconnected. The teaching of hygiene is good. Indian teachers, however well intentioned themselves, have racial customs to contend with. Their teaching however has helped to break down

superstition born of ignorance which of itself will make intelligent co-operation with health authorities possible.

The standard of Hindi is not as high as it should be. In general it is taught because the Department insists on it. Pupils, teachers and many parents would prefer to devote their full time to English.

(ii) *Unassisted Schools*.—There are 21 unassisted Indian schools of which six submitted returns. The roll of these six was 189 boys and 39 girls a total of 228.

From General Table I it will be seen that there are 3,882 (3,507) boys and 1,183 (1,078) girls in all schools. The figures for 1934 show an increase of 375 boys and 105 girls over those for 1933.

(iii) *Age and Classification*.—From the Age and Classification of Indian pupils given in Appendix VII it will be seen that the eight year old group of boys and girls is the greatest. The numbers show the greatest drop between eleven and twelve for boys and between ten and eleven for girls. In interpreting these figures, it should be remembered that the returns from Government and English schools are not included. Indians in these schools stay at school longer. The figures really represent the ages in rural districts.

The number enrolled in Class 1 is still far too high, over 41 per cent. of the total number of children being in this class. It is apparent that not enough attention is being paid to the younger children.

SCHOOL FEES.

The fees charged in Government schools will be found in Appendix VIII. It is impossible to give definite figures for assisted schools owing to the wide variation. The greater number of Fijian schools and many Indian schools make no charge. There is no uniformity amongst those that collect fees. They may be charged by the term, month or week.

The fees in European schools are usually at the rate of 1s. a week. In non-European schools the amount charged varies from 3d. to 6d. a week. Reductions are given when two or more from the same family attend. In some cases any over three are admitted free. A higher rate is occasionally charged in upper classes and in at least one case children over fourteen for whom no grants are paid are charged double. In cases of poverty exemptions are freely given.

PRIMARY SCHOOL LEAVING CERTIFICATE.

An examination open to all non-European pupils in primary schools was held for the first time. Papers were set in Arithmetic, English, Vernacular and General Knowledge (including History, Geography and Hygiene) the standard being that of Class 8. Forty-one candidates of whom one was a girl entered and 12 passed. To prevent cramming, schools that do not pay attention to the other subjects in the syllabus may be refused permission to enter candidates.

CHAPTER V.—SECONDARY EDUCATION—MALE AND FEMALE.

Secondary education is given to European pupils in the Secondary Departments of the Grammar Schools, St. Felix College and St. Joseph's Convent and to Indian pupils in the Secondary Department, Natambua. The syllabus of instruction in Government schools is in general that given in New Zealand High Schools and pupils are prepared for the New Zealand University Entrance Examination. Provision is made for a commercial course in the Girls' Grammar School and book-keeping may be taken by pupils at the Boys' Grammar School. The number of pupils taking the commercial course is decreasing. No candidates entered for the examination in commercial subjects which the Suva Chamber of Commerce was prepared to hold.

St. Joseph's Convent prepares pupils for the Cambridge Local Examinations. Results of all examinations will be found in Appendix II.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

No universities or colleges (post secondary) exist. Residents in Fiji may take advantage of the facilities offered to extra mural students and enter for the term examinations of Auckland University College and the degree examination of the University of New Zealand. Arrangements are made by the Department to conduct the examinations in Fiji. In 1934, six students sat for the terms and seven for the degree examinations. Arrangements are also made when required for holding the University of London examinations.

The only institution for professional training is the Central Medical School controlled by the Central Medical School Advisory Board. During 1934 there were 36 students. The average cost per pupil was £69 18s.

CHAPTER VII.—TRAINING OF TEACHERS.

A qualifying examination for entrance to all teacher training schools and the Central Medical School was held to select new students for 1935. Papers were set in Vernacular (Hindi or Fijian) English, Arithmetic and General Knowledge which included questions on History, Geography and Hygiene. The syllabus was that of Class 7 of a non-European primary school. Candidates had to be between the ages of 16 and 19 on 31st December of the year in which the examination was held. Two hundred and seventeen men and 24 women entered. Of these 66 men and three women scored 60 per cent. or over of the total marks. The new students (men) for 1935 were selected from these.

The system of paying grants to men probationers in schools was abolished. Experience proved that principally because their previous preparation was inadequate very few qualified for certificates.

The Teachers' Certificate Examinations were held in November. Of the 248 candidates presenting themselves, 45 passed, 80 were given partial passes and 123 failed. The percentage of passes was 18. Detailed results are given in Appendix II.

As only 18 per cent. of the candidates passed, it is hardly necessary to state that many should never have entered. As candidates for the Teachers' examinations will in future have passed the qualifying examination and trained for at least a year in an approved school, the majority of these will be eliminated.

RESULTS OF TRAINING INSTITUTIONS.

Examination.	Institution.	Entered.			Passes.			Partial Passes.			Failures.		
		F.	I.	T.	F.	I.	T.	F.	I.	T.	F.	I.	T.
Grade V	Government ..	10	9	19	5	5	10	4	4	8	1	..	1
	Methodist ..	17	3	20	10	1	11	6	2	8	1	..	1
	Catholic ..	11	..	11	2	..	2	6	..	6	3	..	3
Grade IV	Seventh Day Adventist ..	3	..	3	..	..	..	..	..	..	3	..	3
	Government ..	5	2	7	1	1	2	2	..	2	2	1	3
Grade III	Methodist ..	11	..	11	2	..	2	3	..	3	6	..	6
	Methodist ..	6	..	6	..	..	..	1	..	1	5	..	5
Total ..	.....	63	14	77	20	7	27	22	6	28	21	1	22

F=Fijian. I=Indian, T=Total.

TEACHERS' CONFERENCE.

The fourth annual conference of the Fiji Teachers' Union was held in Suva from May 8th to May 10th. The Director of Education opened the conference and gave a short account of his tour through Ceylon, Malaya and the Philippine Islands. In addition to routine business the conference discussed questions of importance to teachers such as grants-in-aid, quarters, super-annuation, &c. Lectures on various subjects dealing with education were given by Mr. A. H. Phillips, B.Sc., Mr. W. E. Donnelly, Miss A. M. Griffin, B.A., Miss N. Beckett, Mr. J. G. C. Campbell, B.Sc., Dip Bact., and Mr. H. W. Simmonds, F.E.S.

CHAPTER VIII.—FEMALE EDUCATION.

As the majority of primary schools in Fiji are co-educational, the information given in Chapter IV applies to girls as well as boys. Except in Suva, the largest town, there is not a sufficient number of pupils of each sex to warrant the establishment of two schools. Many Indian parents do not attach any importance to the education of girls. They either do not send their daughters to school or withdraw them at about the age of nine, especially if the school enrolls pupils of both sexes. In face of such opposition, it is extremely difficult to make provision for the education of Indian girls. The prejudice however appears to be breaking down although very slowly.

The Fijians are not opposed to co-education. Out of 8,424 pupils in 109 assisted schools whose classification is shown in Appendix VI, 44 per cent. are girls. It is probable that the percentage of girls will increase as time goes on. Outside of the Mission schools for girls, very little specific training is given. The obvious remedy would be to train Fijian and Indian women to be teachers. A start was made in this direction in 1934 when an extra IV grade teacher was appointed to each of four girls' schools to enable the European ladies in charge to devote more time to the teacher training. A grant of £3 per annum was also paid to each of twenty approved girls. As the following table which includes all women candidates shows, the results were not very satisfactory.

Examination.	Entered.			Passes.			Partial Passes.			Failures.		
	E.	F.	I.	E.	F.	I.	E.	F.	I.	E.	F.	I.
Grade V	2	25	16	1	4	1	..	7	8	1	14	7
Grade IV	1	4	4	..	..	..	1	1	3	..	3	1
Grade III	2	..	..	..	..	..	..	..	..	2	..	..
Total ..	5	29	20	1	4	1	1	8	11	3	17	8
Grand total ..	54			6			20			28		

E=European. F=Fijian. I=Indian.

The failure of so many candidates is due to the poor preparation received in early years. Unless a girl enters school at about the age of six and remains there until the age of sixteen she cannot hope to reach even the low standards required for teachers in Fiji. The results of the qualifying examination show how girls compare with boys in an examination based on the syllabus of Class 7 of a non-European primary school. In this examination 25.4 per cent. of the boys qualified and only 12.5 per cent. of the girls.

Even if a number of Indian women teachers were trained, the difficulty of making satisfactory arrangements for their board and lodging in country districts would have to be overcome. The custom that keeps girls away from schools also keeps young Indian women from teaching.

There are not the same difficulties with Fijians. In 1935, three certificated women teachers who had received an excellent training in Methodist Mission schools were appointed to country schools. Local Fijian committees are anxious to have women appointed to their schools. Their appointment would ensure that young children as well as older girls would receive more attention. The Ballantine Memorial School for Fijian girls opened in 1934. This school is residential and has attracted a large number of girls from country districts. There are three European ladies on the staff and the school is specialising in home crafts. Its usefulness will be impaired by the fact that the average age of the boarders is high and they have had little if any previous education.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A.—MEDICAL INSPECTION AND TEACHING OF HYGIENE.

Arrangements have been made whereby pupils in all registered schools may be inspected by School Medical Officers. No officers have been appointed specially as such but all Government medical men are given the power of entering schools for the purpose of inspections. Indians and Fijians are entitled to free medical treatment.

Hygiene forms part of the curriculum in all Government and assisted schools and is a compulsory subject in teachers' examinations. The subject is intended to be practical with sufficient theoretical work to ensure that the older pupils understand the reasons for what is done. In practically all schools all cleaning of the school and grounds is done by the pupils themselves.

Whether the credit is due to the Medical Department, Child Welfare Work or the schools, or as it is most likely, to all three, there has been a noticeable reduction in skin diseases in schools. It is disquieting however to find that there is an increase in dental caries amongst Fijians. This was due to the substitution of rice and bread for their customary food which was mainly taro and yams. The depression has done some good in that it has caused the Fijians to use more of their native foodstuffs.

B.—GAMES.

Physical training normally forms part of the curriculum in all schools. The standard varies from poor to very good. Every year sees an increase in the attention paid to organised games and athletics. The Indian teachers of Nadi formed a small association and conducted a very successful sports meeting. His Excellency the Governor, Sir Murchison Fletcher, presented a cup for competition in association football between Indian schools in Ra province and an inter-school competition has been arranged. Until recently Association football was almost universally played throughout the country districts of Fiji and a competition between provinces was held annually. The high standard which has been attained by the Fijians in Rugby football in Suva and their success against Tonga has led to an increase in the popularity of Rugby throughout the group. The Fijian has a natural aptitude for Rugby and if efficiently coached plays remarkably well. Both codes have their advantages and disadvantages as school games and European teachers and others have not yet decided which should be adopted.

Fijian dances are encouraged in schools and are a most valuable part of the curriculum. The teachers in Indian girls' schools are handicapped by the parents' objections to games.

C.—HOSTELS.

Government maintains two hostels for European children, one for boys and one for girls, for the accommodation of country children attending the Grammar schools. At the end of the year there were 20 girls and 32 boys in residence, a reduction of four and seven respectively since 1933. The Methodist Mission and St. Joseph's Convent have hostels for girls in Suva.

The Anglican Mission incurred a loss of £140 in conducting a hostel at Levuka during 1934. This amount was met from Colonial revenue. Owing to lack of support it was decided to close the hostel in 1935.

The seven Government schools for Fijians and the Teachers' Training School are residential. The fee at Queen Victoria School is £6 per annum. Students in training as teachers are given free board and lodging. The boarding costs at provincial schools are covered by native contributions. The hostel at the Government Teachers' Training School admits pupils from the secondary department. Separate dormitories are provided and all mess together.

Government also provides £10 per annum to cover the boarding costs of students in training at the Methodist Mission Teachers' Training Institution, being part of the £1,000 grant to that institution. Most of the Roman Catholic, Seventh Day Adventist and Methodist Mission schools are residential. The schools are largely self-supporting and because of the necessity of growing their own food, the average age of the pupils tends to be unduly high for the standard of work done. A number of Fijian schools also maintain boarding establishments. The Department discourages the practice preferring that children who cannot attend daily from their homes should live with relatives in nearby villages. The system of self-supporting boarding schools which was an excellent one in the early days of the Colony is responsible for the neglect shown to the education of young children.

Costs of all Government hostels will be found in Appendix V and scales of fees in Appendix VIII.

D.—ARRANGEMENT FOR DELINQUENT CHILDREN.

The Probation Officer for Suva, Mr. A. W. McMillan, Inspector of Indian Schools, reports that nine juvenile offenders were brought before the Chief Police Magistrate and twelve were discharged from the detention camp at Makaluva. Contact was maintained with each boy until he obtained suitable employment.

During the year a Board of Visitors consisting of the Chief Medical Officer, the Director of Public Works and the Director of Education was constituted to visit and report on places of detention. The only place of detention proclaimed is Makaluva a low lying sandy island about nine acres in area and approximately eight miles from Suva wharf. It is one of the quarantine stations for the group. The caretaker is in charge of the juvenile offenders detained there and in this capacity is responsible to the Superintendent of Prisons who is also Superintendent of Places of Detention.

At the time of the Board's visit there were five Indian and three Fijian boys aged from ten to sixteen on the island. Although no intelligence tests were made it is practically certain that they range in intelligence from imbecile to normal. They had had from a few months to six years at school. Their knowledge of their own language and of English varied considerably. In such

circumstances the officer in charge found it extremely difficult to arrange a practicable curriculum. He teaches English, Arithmetic, Geography, Drawing and Physical Drill and utilises the services of the more advanced boys to teach vernacular to the others.

On the Board's recommendation tools were provided in order that the inmates might be trained in rough carpentry and arrangements were made to provide an area for gardening on an adjacent island.

The Board was of the opinion that any attempt at reformatory treatment was doomed to failure unless the delinquents were committed for at least one year.

CHAPTER X.—MISCELLANEOUS.

A.—CO-OPERATION WITH OTHER DEPARTMENTS.

The Qualifying Examination mentioned on page 8 was also taken by 32 candidates, 16 Indians and 16 Fijians, who wished to become students in the Central Medical School. One Indian and four Fijians were selected from these by the Central Medical School Advisory Board.

The Department is indebted to the Medical Department for examining and treating pupils and reporting on the sanitary conditions of schools; to the Agricultural Department whose Field and Veterinary Officers have responded freely to all requests for advice and assistance from schools; to the Public Works Department for maintaining government schools and approving plans and issuing progress payments for schools that have received building grants; to District Commissioners for the great assistance they have rendered not only in managing many assisted schools but also in advising on all matters connected with education in their districts.

B.—CO-OPERATION WITH OTHER BODIES.

Four Christian Missions, the Methodist Mission, the Roman Catholic Mission, the Anglican Mission and the Seventh Day Adventist Mission are interested in education in Fiji.

In addition to the Navuso Agricultural School which received a grant of £300 from funds controlled by the Director of Agriculture, a Teachers' Training Institute which received a grant of £1,000 and twenty-five assisted primary schools for Fijians and Indians which received grants totalling £3,225 4s. 9d. the Methodist Mission conducts a Technical School, a Primary School and a Theological School at Davuilevu for which it receives no assistance.

In addition to a Teachers' Training School which received a special grant of £400 a year the Roman Catholic Mission controls 42 assisted primary schools for children of all races. Grants-in-aid totalling £4,501 16s. 9d. were paid to these schools.

The Anglican Mission controls three Indian, one Melanesian and one Chinese school for which it received grants-in-aid totalling £435 0s. 5d. In addition it received a building grant of £60 towards the cost of erecting a new Indian school in Mathuata. It also controlled a hostel for pupils attending the Levuka Public School. £140, being the loss sustained on the year's working, was provided by Government.

The Seventh Day Adventist Mission controls a training school for teachers and four assisted primary schools for Fijians and Indians for which grants-in-aid totalling £301 12s. 6d. were paid.

The Colonial Sugar Refining Company is interested in the education of its children and tenants. It controls and maintains with the assistance of grants amounting to £392 13s. 6d. five European and two Indian schools. In addition it paid £130 to three privately controlled Indian schools through this Department as well as further sums to others and assists local Indian committees to obtain sites and to build schools. A number of schools controlled by Indian committees has enlisted the services of Colonial Sugar Refining Company employees as managers and they render excellent service.

C.—BOY SCOUTS AND GIRL GUIDES.

(1) *Boy Scouts*.—Census returns for 1934 from the various Local Associations were not available. It is believed however that the numbers are increasing. The Suva and Rewa Associations held an Annual Rally at Nukulau which was well attended. The principal event of the year was the raising of funds to send a contingent of eight Fijians, seven Europeans and five Indians to the Australian Jamboree. Their activities evoked a letter of appreciation from Lord Baden Powell. A grant of £100 was paid to the Association by Government.

(2) *Girl Guides*.—On 30th September the Fiji Association consisted of one Ranger Company, nine Guide Companies and two Brownie Packs with a total of 21 Guiders, 203 Rangers, Guides and Brownies. While there have been no outstanding activities all have been working steadily and a number of proficiency badges have been awarded. Funds are being raised for a headquarters building to be erected on a site given by Government. The sum of £25 was voted from Colonial revenue towards the expenses of the Association which closed the year with assets amounting to £232 2s. 1d.

D.—ADULT EDUCATION.

The following brief statement on the work of the Womens' Guilds has been contributed by their leader, Mrs. R. A. Derrick:—

The Fijian Womens' Guilds, known to the Fijian people as the Mataveitathini Vakamarama, are also known as the "Qele ni Ruve" and the members are called "Ruves." This name originated more or less facetiously from the nom-de-plume adopted by the leader "Andi Ruve."

The "Qele ni Ruve" was founded in 1924, and has remained since that time under the leadership of "Andi Ruve" (whose functions are shared by Mr. and Mrs. R. A. Derrick). Although the headquarters are at the Davuilevu Technical School, the Guilds are open to women of all denominations and creeds, and are purely educational and social in outlook.

There are upwards of 140 branches of the Guild throughout Fiji, each branch being self-governing within the limits of the Constitution of the Guild. District combined branches are organised in all important districts.

An Annual Conference is held in Suva, attended by delegates from the branches and any members able to reach Suva. The usual attendance is from 250 to 300.

The aim of the Guilds is to do something constructive for the practical education of women and girls over school-age, and to improve their social conditions and mental outlook. The Guilds seek to widen their interests by providing activities and projects in which they may engage, and topics for discussion.

With these aims in view, the Guilds seek to foster native handicrafts, to teach mothercraft, needlework, cooking, &c., and to improve home conditions. Classes are organised for the teaching of these subjects, and local exhibitions of work, baby shows, &c., are encouraged.

At the annual conference, demonstrations of handwork are arranged, and talks on subjects of value to the women are given by experts. The Suva Show provides an incentive to many of the women, and has resulted in improved standards of work in weaving, needlework, and cooking. The activities are many and varied. They include—

- (a) A Fijian Cookery Book (in the vernacular) which is published by the Guilds. Methods of preparing native foods and newer items in the native diet (green vegetables, tomatoes, egg fruit and ripe fruit) are explained in simple terms.
- (b) Members are encouraged to make their own jam, and their own soap, and full instructions for these and similar projects are issued from time to time.
- (c) A Paper Pattern Service is in operation, and a wide range of suitable patterns is supplied free. Patterns for crochet work and fancy work are also supplied.
- (d) A Handbook on Child Welfare has been printed, and has already gone through one edition, the second edition, making 1,500 copies, is now being completed. This book has been prepared in co-operation with the Child Welfare Committee. The full cost of publication is being borne by the Guilds, and the printing is being done at the Guild office at Davuilevu.
- (e) *Scholarships for Girls*.—Several years ago a Scholarship Fund was set up, and about 50 girls were sent to a good Girls' School during the currency of the scheme. Last year the women decided to endow one or more scholarships at the Muanikau School for Girls, and at present the sum of £150 is set apart for this purpose. This money was all contributed by the women.
- (f) Monthly meetings are held in the branches. At these a monthly circular, sent out by "Andi Ruve", is read and discussed. In this circular, topics for discussion are suggested, together with projects for branch activity, and news of more general character is circulated.

The officers and staff of the Qele ni Ruve work in an honorary capacity, with the exception of a Fijian clerical assistant, who also does the duplicating of printed matter for the Guilds.

The members contribute 2s. each per annum towards the general working expenses of the organisation, and complete financial statements are presented to the annual conferences, and, after approval, are forwarded to every branch.

AGRICULTURAL INSTRUCTION OF FIJIANS.

The Department of Agriculture trains selected Fijian boys at the Navuso Experimental Farm. On completion of the training they are appointed to country districts for service under senior native assistants who are in turn supervised by the European staff of the Department of Agriculture. Their duties include the encouragement and supervision of the planting and care of export crops grown in their area, the selection of land and planting material, advice and assistance in the training of pupils in agricultural methods at the schools, the maintenance of food gardens and instruction in the handling and packing of produce for export. They also act as advisers to the village agricultural clubs where these exist. A club is formed by the men of a village having a chairman and secretary-treasurer and is really a co-operative society for cultivating and marketing products.

JAMES RUSSELL,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORTS OF INSPECTOR OF SCHOOLS FROM NEW ZEALAND.

BOYS' GRAMMAR SCHOOL.

Organisation.—In the Primary Department the classification of the pupils is satisfactory, but in the Secondary Division boys have been promoted into Forms IV and V before their standard of attainment justified such promotion. The general organisation and distribution of duties among the staff is satisfactory.

Accommodation and Buildings.—The floor space is adequate for the present roll number. Two matters which have been reported upon in previous years must again be mentioned. Without doubt the acoustic properties of the classrooms are poor and necessitate on the part of both masters and pupils such increased and sustained attention as must ultimately be harmful. While it is realised that little can be done to remedy this weakness, which is inherent in the structure

of the building, much good would accrue if a separate detached woodwork room were provided. The present woodwork room is in too close proximity to the classrooms. Until such time as the new woodwork room can be provided and sufficient time (2 hours per week) can be given to woodwork, I recommend that instruction in this subject be discontinued.

Discipline and Tone.—The working spirit of the boys is very good indeed, and their general responsiveness most pleasing. In manners and in conduct they deserve the highest praise. It was noted that a sympathetic relationship exists between the boys and the masters. The head-teacher pays due regard to the beneficial and disciplinary effect of physical drill and morning assembly, both of which are of high standard.

Health and Sports.—Physical Drill is allotted 1 hour 15 minutes, swimming 30 minutes per week, and both subjects are taken regularly. The usual sports activities are properly organised and have claimed the keen participation of the boys.

Environment.—The well-tended and delightfully laid out grounds and the tidy, orderly classrooms play no small, though unconscious part, in the cultural education of the boys. All books and records are carefully stored, and special attention is devoted to the arrangement and care of the woodwork tools.

Staffing.—Re-organisation of the staffing arrangements, as discussed with the Director, is recommended.

Teaching.—The head teacher and his assistants are giving wholehearted and most conscientious service. Teaching methods are generally up-to-date and effective and aim at the development of initiative and self-reliance. Such details as the careful correction of all exercises, and the daily preparation of work, are attended to.

Primary Division.—In this division both English and Arithmetic are very strong subjects. The library facilities are generous and adequate. Writing could be improved and, in Standards 1, 2, 3, and 4 drawing is not up to standard. Adequate prescriptions in history and in geography have been covered, while revision has been thorough. Handwork does not receive the time and attention which its importance warrants. In Standards 1 and 2, some provision is made for this subject including paper cutting and plasticine modelling. In Standards 3 and 4 no handwork at all is included in the curriculum and in Forms I and II one hour per week is allotted to woodwork. It is recommended that, in Forms I and II, at least two hours per week be allocated to woodwork the minimum period necessary to make the instruction profitable. A course in light woodwork might be prepared for Standard 4 but, in any case, some provision should be made for handwork in the middle division.

It was noted that Agriculture has been excluded from the curriculum. If the special circumstances make such exclusion advisable, there is the greater need for a comprehensive and scientific course in Nature Study or Science. Familiarity, through careful observations, of the plant, bird, insect, &c., is an undoubted acquisition.

Secondary Department.—Good progress, in all subjects, has been made by Form III, but Forms IV and V are weak, particularly in English. One course, academic, is provided but it is doubtful whether the choice of subjects for this course and the times allotted to each subject are satisfactory. No provision is made for the non-academic pupil. A thorough re-organisation of this department, taking into consideration the special needs of the boys, is recommended.

Conclusion.—In general, the work of the school is carefully supervised by the head teacher and it is with great pleasure that I have to report the conscientious and valuable service being rendered by each member of the staff.

GIRLS' GRAMMAR SCHOOL

Organisation.—The present organisation, which is framed to take advantage of the specialist training of three teachers, has much to commend it but its weakness lies in the difficulty of drawing up class time-tables and in allocating to some subjects, such as handwork, sufficient time per week. It is doubtful whether the quality of the instruction in the special subjects, sewing, singing, and drawing, warrants the disorganisation of class teaching which such an arrangement necessitates. The head teacher keeps in close contact with every aspect of the school work, and has built up an excellent school tone and working spirit.

Buildings.—The detached classroom is unsuitable for infant work which requires space for movement and games. The lighting of the standard classrooms (other than that in the pavilion) is poor, and the suitability of many of the desks is questionable.

Grounds.—The grounds were in good order, and very attractive in appearance.

Teaching Methods.—In the main, teaching methods are proving effective, but I am of the opinion that the traditional method of class-teaching is over-emphasised to the detriment of individual and group work. Little originality was noticed. Group and project methods which develop the reliance and originality of the child, are recommended.

Curriculum—Primary.—The Infant Division is weak. Both rooms were short of home-made teaching apparatus and material. The use of the blackboard in writing up additional reading lessons, word-building, &c., was poor. In all primer classes word reading was fairly common, and indicated a lack of appreciation by the teachers of the use of phrase flash cards and other devices to develop eye-span.

The treatment of number is very formal, and, in this subject Primer 4 is weak. It is doubtful whether many of the girls in this class will be fit for promotion at the end of the year.

In the Standards the quality of the instruction and the standard of attainment is good. Too much time per week is allocated to Arithmetic, the maximum period for which should be four hours. The handwork in all classes receives only cursory treatment and is taken for one hour per week. Systematic and graded hand-work schemes should be prepared by all teachers.

Form II compositions are weak, in vocabulary, in arrangement and in variety of sentence structure. Standards 3 and 4 compositions were very good indeed—as were those of Standards

1 and 2. In all classes, greater opportunities for practice in speaking should be provided. In this connection dramatic work, both formal and informal, is recommended. History stories should also be retold and played.

The written work in all classes was commendably neat and scrupulously corrected. Drawing has progressed under the new arrangement, but the weakness in the sewing is the lack of graded progression in its treatment, and the small period per week allotted to it. In singing, the tone is sweet and a number of songs have been learnt. The children have very little ability to read at sight the Tonic Sol-fa notation.

To sum up—the Primer Division is weak. The Standard Division, good in the English subjects and in Arithmetic but weak in handwork.

A carefully prepared course in Nature Study, planned to arouse interest in and appreciation of the world around us, is strongly recommended.

Secondary Division.—Two courses are provided:—

(a) *General.*—English, Arithmetic, History, Geography, Algebra, Geometry, French, Latin, Home Science—13 girls.

(b) *Commercial.*—English, Arithmetic, History, Geography, Shorthand, Bookkeeping, Typewriting, Commercial Principles—8 girls.

The courses are planned to meet the requirements of the School Leaving Certificate Examination. In both courses good progress has been made. The second year commercial girls showed marked ability to take dictation in shorthand and their typing was good.

Good dramatic work in all forms.

LEVUKA PUBLIC SCHOOL.

Organisation.—Satisfactory, under present staffing conditions. The head teacher carefully supervises every school activity, and pays a due regard to detail.

Buildings.—All classrooms were very clean, attractive and tidy. Special attention has been paid to the storage of library books and other teaching equipment and deserves commendation.

Discipline and Tone.—The control exercised by the head teacher is kindly but firm. The morning assembly provides a sound disciplinary training and the general tone of the school appears to be excellent.

Teaching Methods.—In regard to written work, the teaching methods are, in general, satisfactory and effective. In such a school as this much greater emphasis should be placed on the development of fluent, confident oral expression in English. At present, this aspect of English training is weak. In addition, the teaching methods could be better devised to encourage self-reliance and initiative. At present the children rely overmuch upon the teacher for instruction and guidance in small matters. They definitely lack the ability to attack with spirit and confidence an unusual problem, or one presented in an unusual manner.

Various suggestions and demonstrations were made in order to add variety to and to improve the general efficiency of the methods at present in use in the Infant Room.

Woodwork.—The teacher in charge of this subject has spared no pains to make his teaching effective. New benches have been built, and the tools carefully overhauled and sharpened. The piles of the woodwork room are in poor condition, many of them requiring renewal.

General.—The head teacher and his staff are to be complimented upon their enthusiasm and wholehearted interest in their work. Written composition, throughout the school, is good. Greater insistence upon neat writing at all times is advisable. Oral expression is weak, and various methods to improve were discussed or demonstrated.

In the Lower Standards oral reading is marred, in many instances by word reading. Some of the reading material in use is too difficult.

Recitations were well rendered, with spirit and confidence absent in the other oral work. In most classes mechanical arithmetic and tables were good, but difficulty was experienced with the written problem work. In this as well as in such subjects as geography, &c., teaching methods should be more practical.

Story telling and dramatisation devices which should be strong in such a school as this, were scarcely exploited. Particularly in history, the children should have the ability to retell and to play many history stories. Drawing was very fair to very good, and handwork satisfactory. Singing is exceptionally well taught, proper attention being paid to the development of a good, sweet tone. A good school, but a formal one, in many respects.

PROVINCIAL SCHOOL EASTERN, LONDONI.

The Londoni Provincial School provides a training eminently suitable for its Fijian pupils. The head teacher has reached a pleasing balance between the demands of a literary and a practical training while the government and organisation of the school is well devised to develop self-reliance and self-confidence, two traits usually weak in the native character.

The general health of the boys is carefully supervised, and their cleanliness marked and worthy of special mention. It was noted that there was little skin disease.

Every school activity, both in the school and on the farm, is carefully supervised by the head teacher, and this regard for detail is in no small measure responsible for the success of the school. In addition, pupil participation in school government is fully exploited and has justified its innovation.

The school is definitely agricultural in bias, more than half the time of the boys being spent in such practical activities as ploughing, harrowing, growing food crops, &c. A further uncultivated area has been brought into profit.

The farm equipment is fairly adequate, suitably tended, and of undoubted educational benefit. It must be remembered that it is in only such an institution as the Londoni Provincial School that the Fijian boy can be introduced into the practical use of modern implements and the care of farm animals. The school is equipped with four pairs of working bullocks and one

plough horse. Two ploughs, two harrow trees, one cultivator (ridging plough), one disc, one clod crusher, one konaki, and two sledges. The school has a milking herd of 16 cows and 12 other head of dry stock. A strong point is made of the care and treatment of animals.

The equipment of the woodwork room is good, but instruction in this subject suffers, due to the weakness and inexperience in teaching of the woodwork instructor.

The literary curriculum is, in the main, satisfactory but it is suggested that drawing be included in all classes. The reliance on oral drills for the formation of good speech habits in English is commended, and this practice should be continued. At present, there is too much reliance upon the book and upon written work to the detriment of free, informal oral expression, in which confidence and fluency can be developed. The ability of the boys to speak English is fair only.

In all classes speech-training drill is advisable and necessary. Mechanical and practical arithmetic and number are very good indeed, and it was delightful to experience the speedy response to oral questioning. Writing is good. Handwork is strong and physical drill active and precise in movement. The morning assembly is worthy of special mention.

PROVINCIAL SCHOOL SOUTHERN, SAWANI.

The relieving head teacher has made few alterations in the original organisation of this school, which, in most respects, may be considered satisfactory. The work of the assistants and boys demands constant supervision by the head teacher and, to some extent, this could be more thorough.

The health of the boys is good, and the cleanliness of the buildings and grounds is commendable.

During the last few weeks a fair area of ground has been planted in food crops but, at this school the agricultural activities should be increased and more modern methods encouraged and demonstrated. At present it appears that the agricultural work consists chiefly in the growing of food crops.

There is a decided tendency for the curriculum to become too literary and abstract. The relieving head teacher has already noted this trend. In Class 6, arithmetic is carried further than is required, and courses in some of the other subjects would be more suitable for a European school. The importance of practical methods cannot be over-emphasised, and the necessity to proceed slowly, consolidating carefully and ensuring that comprehension is intelligent and thorough, is essential. Mere rote memorisation, divorced from intelligence and mental activity by the boy is of little value.

Various devices for the practice in the improvement of oral expression were demonstrated, and these should be given a trial. In my opinion, fluency in the speaking of English should be the main aim, correctness of speech can be obtained by regular drills in the use of irregular verbs, number, tenses, &c., devised to build up good speech habits.

Daily speech training drill should be commenced immediately. Such sounds as the "s," "th," "l," "p," &c., are proving of great difficulty to the Fijian.

Except in Class 6, the written English is much below the standard of what could be expected. Recitations were marred, to a considerable extent by an unwise choice of poems, in which the thought and emotional content were too abstract in nature. Oral reading was very fair in most classes. Arithmetic is a strong subject at this school, tables and mechanical number being very fair. Here also, drills and games are indispensable if speed and accuracy are required.

The formal memorisation of history notes is not recommended, but rather should the ability to retell and to play these stories be developed. Geography is very good; Drawing fair to very fair. The boys thoroughly enjoy their singing, but the harshness of the tone was very noticeable. The Handwork Scheme (cardboard modelling) is unsuitable.

Great attention has been paid to the storage of the woodwork tools, and good instruction in woodwork is being given by the native assistant. While the tone of the school appeared to be satisfactory, there was a slowness in responding to the bell and to the word of command which must be considered a serious weakness in such a school as this. The school may be graded fair.

KANDAVU PROVINCIAL SCHOOL.

Organisation.—Satisfactory.

Environment.—The school grounds are the most beautifully laid out and attractive grounds it has been my privilege to see. The buildings are kept scrupulously clean, but the class-room accommodation is barely adequate.

Health.—The boys were free from skin trouble. Physical drill and games are regular daily activities.

General.—Supervision by the head teacher of every aspect of the school work is thorough. The staff co-operate very loyally, but special mention must be made of Jacob whose teaching ability is very good.

In the lower classes, English and Reading are not strong. In the latter subject, most of the boys are word readers. Comprehension is poor. If more reliance were placed upon the retelling and the telling of stories, class questioning by pupils, conversations, &c., oral expression would soon improve. The special language drills given in the text books are excellent and should be frequently taken orally.

GENERAL TABLE I.
ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR, 1934.

Population.	Particulars.	Controlled Institutions.								Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education Vocational.					Controlled Institutions.	Controlled and Non-controlled Institutions.
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12		
Estimated population, 31/12/34:— 197,449.	Institutions—												
	For males—												
	European .. ..	..	..	2	..	2	..	..	..	..	2	..	..
	Non-European .. ..	..	1	1	33	35	2	2	4	..	39	..	..
	For females—												
	European .. ..	..	..	..	..	17	..	..	..	..	17	..	..
	Non-European .. ..	..	..	..	..	17	..	..	..	..	17	..	..
	Mixed—												
	European .. ..	..	..	2	10	12	..	..	..	..	12	..	..
	Non-European .. ..	..	..	..	210	210	2	..	2	..	212	..	..
	Total .. ..	..	1	5	270	276	4	2	6	..	282	..	..
	Pupils enrolled—												
	Males—												
4,354	European .. ..	..	..	270	400	670	1	..	1	..	671	15.41	..
53,862	Fijian, Rotuman & others.	..	34	2	7,607	7,643	129	243	372	..	8,015	14.93	..
48,748	Indian .. ..	..	2	77	3,772	3,851	31	..	31	..	3,882	7.96	..
1,332	Chinese .. ..	..	..	..	61	61	..	..	..	..	61	4.57	..
	Females—												
4,126	European .. ..	..	..	275	380	655	1	..	1	..	656	15.89	..
50,332	Fijian, Rotuman & others.	..	..	..	5,373	5,373	4	..	4	..	5,377	10.68	..
34,541	Indian .. ..	..	..	8	1,171	1,179	4	..	4	..	1,183	3.42	..
154	Chinese .. ..	..	..	..	28	28	..	..	..	..	28	18.18	..
197,449	Total .. ..	..	36	632	18,792	19,460	170	243	413	..	19,873	10.06	..

GENERAL TABLE II.
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

	Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.					Total expenditure on Education.	Total expenditure from Colonial Revenues.	Percentage of expenditure from Colonial Revenue on Education to total expenditure from Colonial Revenue.	Amount spent on education from Colonial Revenue per head of population.	Amount spent on Education from all sources per head of population.		
	University Education.		School Education, General.		School Education, Vocational.			Total.	Univer- sity.	Direction and Inspection.	Scholarships.	Buildings, furniture and apparatus.						Miscellaneous.	Total.
	Arts and Science Colleges. 1	Colleges for Professional Training. 2	Combined Secondary & Primary Schools. 3	Primary Schools. 4	Training Schools. 5	All other Special Schools. 6	Total. 7												
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Colonial Revenue ..	(1) 2,516 8 7	8,143 19 11	28,123 13 7	2,395 17 11	300 0 0	41,480 0 0	..	3,354 10 1	139 11 10	(2) 1,045 18 3	347 12 0	4,887 12 2	(3) 46,367 12 2	595,460 8 6	7.7	4 8.4	4 8.4		
Local Public Funds. ..	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....
Other sources ..	....	320 5 0	11,719 0 5	....	1,053 15 1	13,093 0 6	..	....	....	2,903 17 4	....	2,903 17 4	15,996 17 10	....	....	....	1 7.4
Total ..	2,516 8 7	8,464 4 11	39,842 14 0	2,395 17 11	1,353 15 1	54,573 0 6	..	3,354 10 1	139 11 10	3,948 15 7	347 12 0	7,791 9 6	62,364 10 0	595,460 6 6	7.7	4 8.4	6 3.8		

Notes.—(1) Central Medical School.
(2) On account of maintenance of buildings and fencing Queen Victoria School.
(3) Expenditure on boarding establishments is included.

GENERAL TABLE III.
COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR, 1934.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on September 30 under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
University & Collegiate Education:														
(a) Arts and Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Colleges for Professional training	1	M. 36	36	..	..	..	..	..	..	..	..	..	1	M. 36
Total ..	1	36	36	..	..	..	..	..	..	..	..	..	1	36
School Education—General—														
Secondary Schools														
(a) General	3	M. 272 F. 187	M. 231 F. 159	..	..	..	1	M. 71 F. ..	M. 54 F. ..	1	M. 12 F. 90	9 87	..	M. 355 F. 277
(b) Training Schools	1	M. 27 F. ..	M. 26 F. ..	..	..	..	2	M. 74 F. 5	M. 74 F. 5	..	M. 60 F. 4	60 4	4	M. 161 F. 9
Total ..	4	486	416	..	..	..	3	150	133	2	166	160	9	802
Primary Schools—														
(a) General.	15	M. 1,105 F. 192	M. 960 F. 166	..	..	..	180	M. 8,759 F. 5,275	M. 6,985 F. 4,327	75	M. 1,970 F. 1,491	..	270	M. 11,834 F. 6,958
(b) Vocational .. .. .	..	..	..	..	..	..	1	M. 113 F. ..	M. 100 F. ..	1	M. 130 F. ..	..	2	M. 243 F. ..
Total ..	15	1,297	1,126	..	..	..	181	14,147	11,412	76	3,591	..	272	19,035
Total of Colleges and Schools ..	20	1,819	1,578	..	..	..	184	14,297	11,545	78	3,757	..	282	19,873

APPENDIX I.

STAFF OF THE EDUCATION DEPARTMENT, 1934, (EUROPEAN APPOINTMENTS).

	Proceeded on leave.	Returned from leave.	Remarks.
1. Headquarters—			
The Hon. James Russell, M.C., B.A., Director of Education	24/2/33	10/4/34	
Mr. A. W. McMillan, Inspector of Indian Schools ..	20/12/34	....	Probation Officer and Editor of Hindi School Journal.
Miss Marian Forster, Clerk	12/4/34	1/6/34	
Miss B. A. Brown, Clerk	5/5/33	9/2/34	
Miss M. R. Anderson, Clerk .. . . .	....	....
2. Queen Victoria School—			
Mr. A. H. Phillips, B.Sc., Head Master	28/8/34	....	Acting Director 24/2/33 to 9/4/34.
Mr. H. H. Hickling, Assistant .. . . .	....	....	Acting Head Master, Provincial School Southern.
3. Provincial Schools—			
Mr. B. W. Taylor, Head Master	20/12/34	....
Mr. T. Mason, B.Sc., (Agric.), Head Master .. .	12/8/32	26/4/33	
Mr. L. O. Morgan, M.M., Head Master .. . . .	....	....	Acting Head Master, Queen Victoria School, 24/12/34.
Mr. P. E. Warner, J.P., Head Master	8/5/34	....	Officer in Charge, Kadavu.
Mr. W. J. E. Eason, M.A., Head Master	25/11/33	9/3/34	
Mr. G. McC. Thomson	20/12/34	....	Temporary Relieving Teacher.
Mr. C. S. Sharp, B.A., Head Master	20/12/34	....
4. Teachers' Training and Indian Secondary School—			
Mr. G. Arthur, B.A., Acting Principal .. . . .	....	....	Acting Head Master, Lau Provincial School, 5/12/33.
Mr. L. Russell, M.A., Assistant .. . . .	....	....
5. Correspondence Classes—			
Mrs. H. J. Hoodless, M.A., Supervisor	31/7/34	....
6. (a) Boys' Grammar School—			
Mr. A. S. de Montalk, Head Master .. . . .	....	....	Also Manager, Boys' Hostel.
Mr. J. A. Ferguson, M.A., Dip. Ed., Assistant ..	....	....
Mr. W. A. D. Cole, Assistant .. . . .	....	....
Miss G. E. Atherton, Assistant	16/12/33	27/9/34	
Mrs. A. de Montalk, Matron, Boys' Hostel .. .	....	....
6. (b) Girls' Grammar School—			
Miss E. D. French, M.A., Head Mistress .. . . .	....	....	Also Manager, Girls' Hostel.
Miss C. M. Wilkins, Secondary Assistant .. . .	....	....
Miss K. McCormick, Assistant .. . . .	....	....
Miss C. J. McDonald, Assistant .. . . .	....	....
Mrs. L. Bailey, Assistant .. . . .	....	....
Miss V. E. Steel, Assistant .. . . .	....	....
Miss I. Berndtson, Assistant .. . . .	....	....
Miss M. Wright, Matron, Girls' Hostel .. . . .	....	....
Miss S. Fitzherbert, Assistant Matron .. . . .	....	....
6. (c) Levuka Public School—			
Mr. L. G. Usher, Head Master .. . . .	....	....
Mr. H. W. Buddle, Assistant .. . . .	....	....

(Teachers in the Grammar Schools and the Levuka Public School are nominated by the Director of Education, New Zealand, under a Scheme of Co-operation between the Department of Education, New Zealand, and the Government of Fiji.)

APPENDIX II.

PUBLIC EXAMINATIONS, 1934.

TEACHERS' CERTIFICATE EXAMINATIONS.

	No. entered.	No. passed.	No. partial passes.
Fifth Grade—			
Male	112	31	44
Female	43	6	15
	155	37	59
Fourth Grade—			
Male	60	8	12
Female	9	—	5
	69	8	17
Third Grade—			
Male	22	—	4
Female	2	—	—
	24	—	4
Total	248	45	80

APPENDIX—II

QUALIFYING EXAMINATION FOR ENTRANCE TO TEACHERS' TRAINING SCHOOLS OR CENTRAL MEDICAL SCHOOL.

		No. of	
		Candidates.	Passed.
Male	.. ..	217	66
Female	.. ..	24	3
Total	.. ..	241	69

PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION.

		No. of	
		Candidates.	Passed.
Male	.. ..	40	12
Female	.. ..	1	..
Total	.. ..	41	12

CAMBRIDGE LOCAL EXAMINATIONS.

School.	School Certificate.		Junior.		Preliminary.	
	Entered.	Passed.	Entered.	Passed.	Entered.	Passed.
St. Joseph's Convent	2	1	3	3	4	4
St. Felix College .. ..	..	..	..	..	1	..
Total	2	1	3	3	5	4

NEW ZEALAND EDUCATION DEPARTMENT.

EXAMINATION FOR CERTIFICATES OF PROFICIENCY AND COMPETENCY, 1934.

School.	Candidates entered.		Candidates awarded Certificates of Proficiency.		Candidates awarded Certificates of Competency.	
	1933.	1934.	1933.	1934.	1933.	1934.
Boys' Grammar School	17	15	12	15	5	..
Girls' Grammar School	17	10	17	10	..	..
Correspondence Classes .. ..	..	1	..	1	..	..
Levuka Public School	4	10	2	7	1	1
St. Felix College	7	9	6	6	..	..
Rarawai	2	..	1	..	..	..
St. Thomas's Lautoka .. ..	..	3	..	3	..	..
Marist Convent, Levuka	2	2	1	..	1	..
Total	49	50	39	42	7	1

INTERMEDIATE EXAMINATION.

School.	Candidates entered.	Candidates Passed.
Girls' Grammar School	3	3
Total	3	3

NEW ZEALAND UNIVERSITY EXAMINATION.

School.	Candidates entered.	Candidates passed.
Natambua Secondary	4	1
Total	4	1

APPENDIX III.

ROLL AND ATTENDANCE.

School.	Average on Roll.	Average attendance	No. on Roll, 30th September, 1934.		Totals	
					1934.	1933.
<i>European Schools.</i>						
Boys' Grammar School, Suva ..	148	134	Boys. 152	Girls. ..	152	148
Girls' Grammar School, Suva ..	213	185	40	179	219	220
Levuka Public School ..	117	107	73	49	122	115
Rarawai, C.S.R. Company's ..	34	29	20	17	37	39
Lautoka ..	37	33	19	18	37	45
Nausori ..	34	32	21	13	34	37
Lambasa ..	37	31	17	21	38	38
Penang ..	8	7	5	1	6	13
Kasavu	48	40	26	24	50	43
Savusavu East	28	25	19	9	28	47
Marist Convent, Levuka ..	35	31	9	22	31	40
St. Felix College, Suva ..	61	53	71	..	71	60
St. Joseph's Convent, Suva ..	102	96	12	90	102	85
Total ..	902	803	484	443	927	930
Correspondence Classes .. ..	..	..	26	30	56	46
<i>English Schools.</i>						
Queen Victoria School, Nasinu ..	87	83	88	..	88	84
Lau Provincial School	86	78	88	..	88	94
Kandavu Provincial School	79	76	76	..	76	74
Provincial School Northern	98	94	100	..	100	95
Provincial School Eastern	99	93	97	..	97	100
Provincial School Western	85	79	90	..	90	79
Provincial School Southern	82	78	85	..	85	78
Marist Brothers', Suva	290	246	324	..	324	260
Toorak Boys', Suva	335	269	349	..	349	334
St. Anne's, Suva	209	177	37	119	156	199
St. Joan of Arc, Singatoka	83	76	52	43	95	104
St. Thomas, Lautoka	157	138	109	61	170	125
St. Paul's, Suva	30	27	16	8	24	30
St. John's Suva	57	34	50	3	53	27
Sacred Heart, Levuka	114	103	65	44	109	110
Natambua (Primary & Secondary)	82	69	80	8	88	78
Total ..	1,973	1,720	1,706	286	1,992	1,771

APPENDIX IV.
TUITION COSTS, GOVERNMENT SCHOOLS, 1934.

School.	European.					Fijian.			Indian.			Teachers' Training School (Fijian and Indian).
	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Correspondence Classes.	Total.	Queen Victoria School.	Six Provincial Schools.	Total.	Seven Indian Schools.	Natambua Secondary School.	Total.	
Average Roll	148	213	117	56	534	87	530	617	517	28	545	27
Salaries, &c., Teachers	£ s. d. 1,710 2 10	£ s. d. 2,503 14 7	£ s. d. 919 8 2	£ s. d. 320 2 10	£ s. d. 5,453 8 5	£ s. d. 965 12 10	£ s. d. 3,959 13 1	£ s. d. 4,925 5 11	£ s. d. 2,350 17 10	£ s. d. 326 12 10	£ s. d. 2,677 10 8	£ s. d. 650 19 0
Salaries, Servants	60 0 0	48 0 0	41 0 0	.....	149 0 0	.....	.....	.....	.....	.....	.....	.....
Total Emoluments	1,770 2 10	2,551 14 7	960 8 2	320 2 10	5,602 8 5	965 12 10	3,959 13 1	4,925 5 11	2,350 17 10	326 12 10	2,677 10 8	650 19 0
Contributions Superannuation Fund ..	40 9 0	50 5 0	19 2 8	.....	109 16 8	4 18 8	44 2 9	49 1 5	.....	10 9 0	10 9 0	.....
Passages and Local Transport ..	96 14 0	40 12 4	33 17 6	1 5 8	172 9 6	3 11 8	128 17 5	132 9 1	16 10 7	1 7 4	17 17 11	10 7 4
Books, Stationery, Equipment &c. ..	121 9 0	148 12 3	55 17 0	28 10 8	354 8 11	125 16 2	145 17 3	271 13 5	131 3 10	27 17 0	159 0 10	27 17 1
Inspector (N.Z.)	30 10 0	53 7 1	15 5 0	.....	99 2 1	.....	15 5 0	15 5 0	.....	7 12 6	7 12 6	.....
Incidentals	21 6 4	26 7 1	16 0 5	0 17 0	64 10 10	18 19 6	8 10 4	27 9 10	16 6 8	4 2 6	20 9 2	4 2 6
Maintenance, Public Works Department	55 18 6	25 3 1	123 19 10	.....	205 1 5	28 13 7	193 19 8	222 13 3	40 15 0	28 15 0	69 10 0	28 15 0
Total Expenditure	2,136 9 8	2,896 1 5	1,224 10 7	350 16 2	6,607 17 10	1,147 12 5	4,496 5 6	5,643 17 11	2,555 13 11	406 16 2	2,962 10 1	722 0 11
Gross Cost per Pupil	14 8 9	13 11 11	10 9 4	6 5 3	12 7 6	13 3 10	8 9 8	9 2 11	4 18 10	14 10 7	5 8 9	26 14 6
Recoveries—												
Fees	259 19 10	296 17 0	20 0 10	93 9 0	670 6 8	.....	.....	.....	255 14 7	206 13 4	462 7 11	.....
Local Bodies	779 0 0	1,121 0 0	576 0 0	.....	2,476 0 0	.....	*939 4 5	939 4 5	.....	.....	.....	.....
Sale of Books	51 7 10	80 15 11	27 9 8	22 13 2	182 6 7	.....	.....	.....	50 8 11	22 4 4	72 13 3	.....
Total Recoveries	1,090 7 8	1,498 12 11	623 10 6	116 2 2	3,328 13 3	.....	939 4 5	939 4 5	316 3 6	228 17 8	535 1 2	.....
Net Cost to Government.. .. .	1,046 2 0	1,397 8 6	601 0 1	234 14 0	3,279 4 7	1,147 12 5	3,557 1 1	4,704 13 6	2,239 10 5	177 18 6	2,427 8 11	722 0 11
Net Cost per Pupil	7 14 11	6 11 3	5 2 9	4 3 10	6 2 10	13 3 10	6 14 3	7 12 6	4 6 8	6 7 1	4 9 1	26 14 6

* Balance of Native Contributions.

APPENDIX V.
BOARDING COSTS, GOVERNMENT SCHOOLS.

	Boys' Grammar School.	Girls' Grammar School.	Queen Victoria School.	Six Provincial Schools.	Teachers' Training School and Secondary Class, Natabua.
Average number of Boarders ..	32	20	84	498	33
Food	£ s. d. 671 4 4	£ s. d. 273 16 3	£ s. d. 473 12 3	£ s. d. 2,043 0 2	£ s. d. 408 10 4
Repairs	21 18 0	1 4 0	0 12 9	39 13 11	4 2 6
Equipment	111 1 4	6 6 9	*191 19 10	340 9 11	35 5 6
Light	13 4 7	17 4 2	12 6 3	60 14 5	5 11 11
Incidentals	17 16 7	5 18 11	17 8 10	129 14 5	32 15 5
Laundry	175 6 3	34 1 11	.....	.....	.....
Wages and Allowances	390 4 8	374 0 0	194 3 9	179 17 6	259 8 0†
Maintenance (Public Works Dept.)	55 18 6	20 11 11	28 13 7	193 19 9	28 15 0
Transport	1 14 7	.....	47 4 2	118 9 5	2 8 0
Total Expenditure	1,458 8 10	733 3 11	1,011 4 2	3,105 19 6	776 16 8
Gross Cost per Pupil	45 11 6	36 13 2	12 0 9	6 4 9	23 10 10
Recoveries, Fees, &c.	1,435 1 11	747 15 9	385 5 0	3,105 19 6	179 4 0
Net Cost	23 6 11	Cr. 14 11 10	625 19 2	.....	597 12 8
Net Cost per Pupil	0 14 7	.....	7 9 0	.....	18 2 2

* £191 19s. 10d. Fencing. † £143 included, allowances to students.

APPENDIX VI.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 109 ASSISTED FIJIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1934.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
1	B. G. 110 103	B. G. 272 199	B. G. 324 269	B. G. 281 248	B. G. 199 196	B. G. 176 101	B. G. 94 74	B. G. 46 41	B. G. 23 16	B. G. 11 15	B. G. 5 4	B. G. 3 2	B. G. 1,554 1,268	2,822	33.50
2	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
4	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
5	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
7	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
8	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Tl.	110 103	292 218	354 330	448 370	433 405	481 422	497 399	499 437	511 389	471 330	279 165	310 161	4,895 3,729	8,424	..
%.	2.53	6.05	8.24	8.18	8.38	10.72	10.64	11.11	10.68	9.51	5.27	5.59	..	..	..

APPENDIX VII.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 55 ASSISTED INDIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1934.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
1	B. G. 55 58	B. G. 266 156	B. G. 237 114	B. G. 278 88	B. G. 169 22	B. G. 100 10	B. G. 62 13	B. G. 34 1	B. G. 10 0	B. G. 1 0	B. G. 1 0	B. G.	B. G. 1,263 482	1,725	41.45
2	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
4	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
5	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
7	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
8	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
Tl.	55 60	290 170	358 173	463 181	430 146	403 135	404 80	282 63	218 39	87 20	51 19	24 13	3,063 1,099	4,162	..
%.	2.76	4.60	5.29	6.44	5.76	5.38	4.84	3.45	2.57	1.07	1.68	3.7	..	..	..

APPENDIX VIII.

FEES—GOVERNMENT SCHOOLS.

The following are the regulations governing the payment of fees in Government Schools:—

(1) GRAMMAR SCHOOLS.

Tuition Fees.

4.—(a) The tuition fee for a pupil in the Primary Classes shall be fourteen shillings per term, provided that no tuition fees shall be paid in respect of a pupil whose parents reside in property within the Municipality of Suva and on which the Education Rate is levied.

(b) The tuition fee for a pupil in the Secondary Classes shall be two pounds ten shillings per term, provided that this fee shall be reduced to two pounds per term for those who would under the proviso of the preceding subclause have been eligible for free tuition in the Primary Classes.

(c) A charge of two shillings per term shall be paid by pupils taking the cookery course.

(d) In the event of a pupil being enrolled after half term or leaving the school before half term the tuition fee shall be half the full amount.

(e) If a parent or guardian pays the tuition fees for two or more of his children or wards, respectively, who attend the same department, the tuition fee for each child shall be two-thirds of the full fee. (Grammar School (Amendment) Regulations 1934.)

Hostel Fees.

5.—(1) The hostel fee, which shall include laundry, shall be at the rate of £50 per annum, payable in advance to the manager by three term instalments of £16 13s. 4d.

(2) Subject to due notice being given to the manager, a reduction of fifteen per cent. on the hostel fees payable under these Regulations shall be made in the case of boarders who regularly spend their week-ends at home.

(7) When more than one child of the same parents attend either or both of these schools the rates of the hostel fees and refunds shall be reduced by fifteen per cent. for two, twenty per cent. for three and twenty-five per cent. for more than three boarders. (Grammar School (Hostels) Regulations 1929.)

(2) LEVUKA PUBLIC SCHOOL.

Tuition Fees.

4.—(a) No tuition fee shall be paid in respect of a pupil whose parents reside in property within the Municipality of Levuka on which the Education Rate is levied.

(b) A tuition fee of fourteen shillings per term shall be paid in respect of a pupil whose parents do not pay the Education Rate.

(d) Tuition fees shall be reduced by one-third for two or more members of the same family attending the school (Levuka Public School Regulations 1929.)

(3) CORRESPONDENCE CLASSES.

4. There shall be two terms a year, the first shall in general be from the middle of February to the end of June and the second from the middle of July to the end of November.

5.—(a) A tuition fee of £1 per term or part of a term shall be paid in advance to the Supervisor in respect of each pupil provided that this fee shall be reduced to 15s. in the case of two or more members of the same family attending the classes or one of the Grammar Schools. (Correspondence Classes Regulations 1934.)

(4) SECONDARY DEPARTMENT, NATAMBUA INDIAN SCHOOL.

Tuition Fees.

2.—(1) A tuition fee of £2 10s. a term shall be paid in respect of each pupil, provided that in the event of a pupil being enrolled after half term or leaving school before half term, the tuition fee shall be one-half of the full amount, and provided further that if a parent pays the tuition fees of two or more of his children, the tuition fee for each of his children attending the school shall be two-thirds of the full amount.

Hostel Fees.

3.—(1) The hostel fee shall be at the rate of £24 per annum payable in advance by three terminal instalments of £8 to the Principal who shall give an official receipt therefor.

(2) In the event of a boarder being admitted after the first fortnight of term, the hostel fee shall be thirteen shillings per week or part of a week for the remainder of the term, and shall be payable in advance.

(3) When two or more children of the same parents are boarding at the hostel, the fee shall be reduced by 15 per cent. for two, 20 per cent. for three and 25 per cent. for more than three boarders. (Natabua Indian Secondary School Regulations, 1934.)

(5) GOVERNMENT INDIAN PRIMARY SCHOOLS.

Tuition Fees.

10.—(a) The tuition fee for pupils shall be in accordance with the following scale:—

For pupils in Classes 1, 2, 3, and 4—four shillings a term.

For pupils in Classes 5 and 6—eight shillings a term.

For pupils in Classes 7 and 8—twelve shillings a term.

Provided that in the event of a pupil being enrolled after half term or leaving school before half term the tuition fee shall be half the full amount and that if the parent or guardian pay the tuition fees of two or more of his children or wards, respectively, the tuition fee for each of his children or wards attending the school shall be two-thirds of the full amount.

(b) All tuition fees shall be paid in advance to the head teacher and no child shall be admitted unless this condition is complied with except in such cases as the Director may deem fit to permit otherwise, provided that the Governor may, as he shall deem fit, remit wholly or in part any fees payable under these Regulations.

(c) The head teacher may with the consent of the Director require each pupil to pay to him a sports fee not exceeding one shilling per term. (Government Indian Primary Schools Regulations, 1934.)

(6) QUEEN VICTORIA SCHOOL.

Fees.

6.—(a) A school fee of two pounds per term shall be paid, in advance, to the head master, who shall give an official receipt therefor.

(b) When two or more pupils of the same parents are in the school and paying fees, the fees for each pupil after the first shall be one pound six shillings and eight pence per term.

(c) The fees for each pupil from Administrations other than Fiji shall be ten pounds per term. (Queen Victoria School Regulations 1931.)

1936.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 13.

F. 62/47.

Department of Education

(REPORT FOR THE YEAR 1935.)

Laid on the Table, 24 June, 1936.

THE DIRECTOR OF EDUCATION TO THE HON. THE COLONIAL SECRETARY.

Education Office,
Suva, 1st May, 1936.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1935.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

Before 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accordance with the recommendations of the Education Commission of 1926, the Education Ordinance 1929 repealed the Education Ordinance 1916 and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all secular schools and teachers.

GOVERNMENT SCHOOLS.

European.—Before 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from—

- (a) a capitation grant on the average attendance on a scale fixed by the Governor in Council;
- (b) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools was to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

Although the schools still retain the title of "Grammar" Schools, they are in fact primary schools with secondary departments. The Girls' Grammar School has in addition an infant department, in which boys as well as girls are enrolled, and a commercial class for the senior girls. Secondary subjects are introduced in Form I. A normal child that has attended school since the age of five or six will as a rule qualify for promotion to Form I at the age of eleven. There will however always be a number over that age in the standards.

The Levuka Public School continues to function as a primary school. Emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary school. Very many of the pupils do not speak English on admittance.

Under a scheme of co-operation between the Education Department of New Zealand and the Government of Fiji, the Boys' and Girls' Grammar Schools in Suva are wholly and the Levuka Public School partly staffed by teachers selected by the New Zealand Department of Education. These teachers usually remain in the Colony for from three to six years. Their superannuation rights in New Zealand are safeguarded and the Government of Fiji pays a contribution of 80 per cent. of the teachers' contributions to the New Zealand Teachers' Superannuation Fund. To ensure that their absence from New Zealand does not prejudice their position, an Inspector of the New Zealand Education Department visits Fiji annually to grade them. A copy of his reports for 1934 will be found in Annexure I. The syllabus of instruction in all Government and assisted schools is in general that used in New Zealand schools. Pupils may enter for the New Zealand Proficiency, Intermediate or University Entrance Examinations.

Correspondence Classes were begun in 1923 to provide facilities for those children living in remote places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School was erected in 1906, approximately £1000 being provided by native contribution. The Fijians have since then contributed large sums for a sports pavilion and a laboratory erected in memory of the first Governor of Fiji, Sir Arthur Gordon, afterwards Lord Stanmore. The school was at first partly maintained by contributions from each Province, but in 1916 a school fee of £6 was substituted for them. Six Government exhibitions, tenable for three years, are awarded annually, to boys between the ages of 12 and 14, on the results of a competitive examination. Some of the Provinces also give scholarships tenable at this school. The course includes typewriting, book-keeping, agriculture and wood-work, as well as the usual school subjects. Pupils from this school qualify by means of the Qualifying Examination for entrance to the Central Medical School or Teachers' Training School, some become clerks-in-training. There are 173 acres of land attached to the school. The pupils grow root crops for their own use and a dairy herd is milked by them.

The natives of Lau had maintained a boarding school since 1909, Government being responsible for the salary of the Head Master. In 1916 this school was taken over by the Government and became one of a number of Provincial Schools located to serve as upper primary schools for every part of the Colony. In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kandavu Provincial School in 1923, Provincial School Western and Provincial School Southern in 1926. More than half the capital cost of these schools was provided by the Fijians and they are still required to contribute annually a sum of £4,350 which is approximately fifty per cent. of the cost of maintenance. All these schools are residential. Every effort is made to ensure that the pupils are fitted for life in the villages. Wood-work and agriculture are taught and every pupil takes part in the activities of the school farm, the produce of which is used in the boarding establishment. Pupils are given a certain amount of instruction in native customs and are encouraged to perform native ceremonies properly.

Indian.—The first Government school for Indians was established at Natambua in 1919. Samabula School was taken over from a local committee in 1929, and Andrews and Votualevu Schools in 1930. Vatuwangga Indian Girls' School was built in 1930 and Karavi and Wainikoro Schools in 1931.

In September, 1930, a secondary department was added to the Natambua Primary School.

TRAINING OF TEACHERS.

European.—No provision has been made for the training of teachers for European schools. Vacancies are filled by teachers trained in New Zealand and selected by the Department of Education, New Zealand.

Non-European.—In 1929 a Teachers' Training School was established at Natambua for both Fijian and Indian students. These are selected by competitive examination and receive free tuition and board and an allowance of six pounds per annum.

The Methodist Mission has been training teachers for more than sixty years. In 1918 the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations. Fijian and Indian students are accepted. A grant of £600 is made by Government in addition to an allowance of £10 for board and £6 for pocket money for each approved student.

The Roman Catholic Mission began to train Fijian students in a separate institute at Thawathi in 1931 and received a grant of £100 from Government.

The Seventh Day Adventist Mission have a Training Institute at Buresala, Ovalau, for training teachers.

CENTRAL MEDICAL SCHOOL.

In 1883, the Chief Medical Officer commenced training native students in medicine at the Colonial Hospital. Most of the training was of a practical nature given in the wards of the hospital. In 1900 a lecture room and students' quarters were built, diagrams and apparatus obtained and courses of lectures developed. During this period the number of students remained at eight and the number of Native Medical Practitioners in the field at about twenty.

In 1913 three students from the Gilbert and Ellice Islands Colony were admitted to the School; two of these qualified and returned to practice in their own islands, and the other joined His Majesty's Forces. The work done by these and by the Fijian Native Practitioners proved of such great value that when the new Colonial War Memorial Hospital was opened in 1923, the idea of transforming the Fiji Medical School into a Central Medical School catering for the medical training for students from the various South Pacific dependencies was developed. The scheme of co-operation between the various South Pacific administrations for maintaining the present school is due in no small measure to the energy and zeal of Dr. Lambert of the Rockefeller Foundation.

This School is attached to the Colonial War Memorial Hospital, and students, on graduation after a four years' course are granted a diploma to practice medicine and surgery. It was erected in 1928 at a cost of £7,878, to which the Rockefeller Foundation contributed £2,000, the Fiji Government £2,472 and the Administrations of Samoa, Tonga, the Cook, the Solomon, the Gilbert and Ellice Islands and the New Hebrides £3,406. There is accommodation for forty boarders, half of which is reserved for Fijian students. In 1933 arrangements were completed to accept two trainees from Eastern Samoa (U.S.A.).

The school is controlled by an Advisory Board of which the Director of Medical Services is the Chairman and the representative of the Rockefeller Foundation a member. There is a whole-time tutor and a staff of fourteen honorary lecturers.

METHODIST MISSION.

In the Department's Annual Report for 1932 a comprehensive review of the educational work of the Methodist Mission of Australasia was published. This Mission from the day of the landing in the Colony of the first two missionaries in 1835 has placed secular education in the forefront of its work. It provided the Fijian with an alphabet, reduced his language to writing, thereby standardising it, and translated the Bible and other works into Fijian. Within twenty years 151 schools had been established with 6,628 pupils, and by 1909 there was a school in practically every village. The total enrolment was estimated at 17,000. The standard of scholastic attainment of these village schools was not high, but the pupils were taught to read, write, calculate with simple numbers and to be sanitary in their habits. A higher standard was provided in Central Schools under the direct supervision of European Missionaries. Technical and Agricultural education was not neglected. At Davuilevu, which is situated on the right bank of the Rewa River, and twelve miles from the capital, the Mission has a large educational institution comprising primary schools for boys and girls, a Teachers' Training School, a Technical School and a Native Theological College. Four miles further up the river is the Mission's Agricultural School in which a practical training is given to 100 students.

ROMAN CATHOLIC MISSION.

The following is a summary of a report on the educational work of the Roman Catholic Mission which was published in full in the Annual Report for 1933.

The first Catholic Missionaries arrived in the Colony in 1844 and shortly after opened schools for the uplifting and enlightenment of the Fijian race. The Mission has, as a rule, concentrated its efforts on establishing central schools in which a number of boys from the surrounding districts were taught by native catechists under the direct supervision of the priest. Most of the pupils were boarders and grew their own food. In 1887 Marist Brothers were appointed to schools in Fiji. A set of reading books for primary schools written in the Fijian language was published in 1932.

From 1882 central schools for the education of Fijian girls were established. These schools had the great advantage of being staffed by European ladies belonging to the Orders of St. Joseph de Cluny and of Mary. An Order of native nuns has also been established and its members are emulating their white sisters in devoting themselves to the welfare of their people.

The Mission soon extended its activities to include the education of Indians and Europeans. In 1930 two teacher training schools, one for Fijian men and the other for Fijian women were commenced.

SEVENTH DAY ADVENTIST MISSION.

In the Annual Report for 1934, a report on the educational work of the Seventh Day Adventist Mission was published. The following is a summary.

The objective of the Mission is to train the pupils to gain a knowledge of God, to earn a livelihood and to be loyal subjects.

Teachers are trained at Buresala (Fijian) and Samabula (Indian) Schools. Boarding Schools for Fijians are established on the Wainimbuka River and at Butha Bay. In addition to these, the Mission controls a number of day schools for Indians and Fijians in various parts of the Colony.

PART II.

CHAPTER I.—EVENTS OF THE YEAR.

1. Mr. A. H. Phillips, B.Sc., Head Master, Queen Victoria School, returned on 24th September from leave, following a course in health education under the auspices of the Rockefeller Foundation. He remained at headquarters until 13th December when he took charge of the Teachers' Training School, Natambua.

2. Mr. A. W. McMillan, Inspector of Indian Schools, was on leave from 20th December, 1934, to 22nd October, 1935. Part of the time was spent on duty leave in India where he travelled extensively observing developments in education.

3. In 1934 Mr. C. W. Mann, Lecturer in Education, Teachers' Training School, Newton, New South Wales, spent nine weeks in Fiji on behalf of the Methodist Mission Educational Commission of which he was Chairman. At the end of the year he published *Education in Fiji*. Although the book contains much useful criticism, its value is reduced by the author's inexperience of native education and his apparent hostility to Fijians in general. Owing possibly to lack of time, his observations are not always accurate. This is particularly noticeable in his account of two Government Provincial Schools, which, he stated devote their energies mainly to academic studies. In fact, fifteen to twenty hours a week are spent in practical work. In 1935 Mr. Mann returned to Fiji under the auspices of the Carnegie Corporation of New York. He devoted his time to preparing a non-verbal test of general ability. The norms have not yet been calculated, and when

this has been done the test should prove of the greatest value to Indian and Fijian schools, particularly as a means of selecting pupils for promotion to more advanced schools.

4. I regret to report the death of Mr. Dukh Haran at the early age of 37. The deceased had been Head Master of Andrews School since it was taken over by Government in 1930.

5. The amount voted for grants-in-aid was £16,000 being an increase of £1,000 over the amount voted for 1934. As applications were much in excess of the amount the Board of Education was obliged to reduce all grants by $7\frac{1}{2}$ per cent. Owing to various causes many schools did not earn the full amount voted and it was possible to pay grants-in-aid in full to all teachers as from 1st June. The reduction therefore was equivalent to $3\frac{1}{8}$ per cent. for the year.

6. There were no serious epidemics during the year. The exceptionally heavy rainfall however affected the attendance adversely.

7. The Silver Jubilee of his late Majesty, King George V, was celebrated in all schools. In each Government and Assisted school a competition was held in which the pupils were required to write an essay on "The Reign of King George V," and a medal was given to the writer of the best essay in each school. The best essay for each school was forwarded to headquarters and a silver medal was awarded for the best essay written by a boy and a girl of each race, European, Fijian and Indian. Ten thousand aluminum medals were distributed to school children throughout the Colony. Addresses were made to the school children in Suva by His Excellency the Acting Governor and by District Commissioners in other parts of the Colony. Sports were held and refreshments provided in many places.

8. In October and November arrangements were made to give free exhibitions to school children in five centres of the films "Long Live the King" and "The Jubilee Procession in London." In four of these the film of the Duke of Gloucester's visit to Fiji was also shown. 6,100 children attended. His Royal Highness the Duke of Gloucester visited Fiji on 1st February. Although the schools were in vacation, school children paraded at his arrival and departure and, arrangements were made for them to take part in the official welcome at Albert Park after which they were inspected by His Royal Highness.

9. The Centenary of the Methodist Mission in Fiji was celebrated throughout the Group in October, 1935. The s.s. "Katoomba" brought 400 visitors amongst whom was Her Majesty the Queen of Tonga. Many of the 400 had been connected with the Mission's work in Fiji in previous years. Thousands of people assembled at various centres throughout the Group where *mekes* and native displays of various kinds were given. As the Methodist Missionaries were the pioneers of education and had introduced it into practically every village in Fiji, school children took a prominent part in the celebrations in the various centres and their singing and displays of drill were much admired. When the first Missionaries, the Reverend William Cross and the Reverend David Cargill, M.A., who arrived in the Group in 1835, they found the people to be brutal savages. Their change to a happy, friendly, Christian people must be one of the brightest pages in Mission endeavour and is a monument to the devoted work of the first Missionaries and their successors.

CHAPTER II.—EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL.

No legislation directly affecting education was passed in 1935.

The Board of Education made the Grammar Schools Regulation 1935, revoking those of 1929. The most important change was the extending of free tuition in the primary classes to those who own property in the Municipality on which education rate is paid. The original regulations gave free tuition to children of parents residing in property on which education rate was paid. Another clause authorised the Director to exclude from school pupils who are not making reasonable progress.

The Board met on six occasions. A summary of the most important business is as follows:—

Grants.—£15,936 11s. 3d. was allocated as grants-in-aid.

Schools.—The establishment of twenty-eight new schools (four Indian and twenty-four Fijian) was approved. Twelve Fijian and two Indian schools were recognised and four Fijian and three Indian schools were registered. Five Fijian schools which had ceased to function were struck off the register.

Teachers.—Five certificates of registration were cancelled. Fifteen Fijians who had ceased to teach were struck off the register.

The Organising Teachers continue to do excellent work not only in improving schools but in arousing the interest of the community in them. Mr. Parr was employed in Kandavu and Nandroga Provinces; E. Delana Kama visited all schools in Taveuni and Vanua Levu; J. Pickering, who was appointed on 1st February, visited Ra schools and those in Rewa and Tailevu. An Indian Organising Teacher, Mr. Parshu Ram, was appointed on 1st April, 1935. He was stationed on the northwest coast until 20th August, 1935, when he took charge of Andrews School on the death of the Head Master.

In previous reports attention was drawn to the enthusiasm with which the Fijians assumed responsibility for their own schools. This enthusiasm has not abated. Mistakes have been made, and will continue to be made, but in general the policy of giving the Fijians a direct interest in their schools has proved itself to be a wise one. The Administration authorities do invaluable work in advising and assisting the Fijian managers.

The various societies and local committees controlling Indian schools continue, in most cases, to do very good work. Their difficulties are mainly financial. There can be no doubt that the experience gained by the manager and committee members is a most valuable training in citizenship and local government.

CHAPTER III.—FINANCE.

In this and following chapters corresponding figures for 1934 are given in parenthesis. The gross expenditure from Colonial Revenue on educational services was £46,500 8s. 7d. (£46,367 12s. 2d.) out of a total expenditure of £641,181 4s. 6d. (£595,460 6s. 6d.), an increase of £132 16s. 5d. The increase would be greater if the cost of the Central Medical School (approximately £2,500) had been included this year as it was in 1934.

Included in these sums is an amount of £12,722 1s. 1d. representing payments for educational services credited to general revenue and made up as follows:—

Native contributions to Provincial Schools	£5,479	8	0
Education Rate, Municipalities of Suva and Levuka ..	2,832	10	0
Sale of Books	489	14	1
Boarding Fees	2,753	11	0
Tuition Fees	1,087	17	0
Examination Fees	79	1	0
	<hr/>		
	£12,722	1	1

By deducting this amount from both totals, the net expenditure on education is found to be £33,778 7s. 6d. (£34,011 5s. 6d.) out of a net expenditure from Colonial Revenue of £628,459 3s. 5d. (£583,103 19s. 10d.). The net expenditure on education is 5.37 (5.84) per cent. of the net total expenditure from Colonial Revenue, and the net cost per head of the population is 3s. 4.12d. (3s. 5.34d.).

The amount expended from "Other Sources" as shown in General Table II is not the full amount expended in the Colony as only 121 schools submitted returns.

An analysis of the expenditure from Colonial Revenue on educational services is:—

	Gross expenditure.		Recoveries.		Net expenditure.	
	£	s. d.	£	s. d.	£	s. d.
1. Administration ..	2,139	11 11	346	10 6	1,793	1 5
2. European Education ..	9,798	10 11	5,649	6 5	4,149	4 6
3. Fijian Education ..	22,665	15 10	5,863	4 4	16,802	11 6
4. Indian Education ..	11,745	0 0	862	19 10	10,882	0 2
5. Chinese Education ..	151	9 11	....		151	9 11
	<hr/>		<hr/>		<hr/>	
Total ..	£46,500	8 7	£12,722	1 1	£33,778	7 6

CHAPTER IV.—PRIMARY EDUCATION.

The Education Ordinance (No. 1 of 1929) gives the Board of Education power to direct that a particular school shall be registered for the education of a particular race. Certain schools have accordingly been registered for Europeans, Fijians, Indians, Melanesians (1) and Chinese (1). The remainder, which are situated in towns, enrol pupils of all races. As English is the medium of instruction in these they are called English schools. The same name is used for other schools registered as Indian or Fijian schools which use English as the medium of instruction.

EUROPEAN SCHOOLS.

No new schools for Europeans were established in 1935. The number on the roll of the thirteen schools listed in Appendix III has increased by 26 to 953, with an average attendance of 89.5 per cent. In General Table II the total number of European children attending all schools is given as 1,370. The difference is due to the fact that, in addition to these enrolled in the Correspondence Classes, some European children are taught in English schools.

The course of instruction is practically identical with that prescribed for schools in New Zealand. A number of pupils leave Fiji every year to continue their education abroad. At the end of 1935, 30 pupils left the two Grammar Schools, 20 going to New Zealand, seven to Australia and three to Great Britain.

The Education Rating Ordinance of 1934 requires the Town Boards of Suva and Levuka to pay half the net cost of the Government schools within their boundaries. The schools affected are the Suva Grammar Schools and the Levuka Public School. The net cost is calculated by deducting all recoveries from the gross cost.

No scholarships were awarded in 1935.

Grants-in-aid and special grants amounting altogether to £957 9s. 7d. were made to the assisted European schools.

Further particulars will be found in Appendices II, IV and V.

GENERAL.

The following applies to English, Fijian and Indian Schools:—

Attendance is not compulsory although provision has been made in the Education Ordinance 1929 to enable the Governor to apply compulsion in such districts and to such children of a particular age, sex, class or race as he may deem fit. In districts where schools are conveniently placed and particularly in boarding schools under European supervision the attendance is good. In others however where children have to walk a long distance to school the attendance may be poor, particularly during the wet season.

In assisted schools grants are based on the average attendance of children between the ages of six and fourteen during the months of March, April, May and June.

In assisted schools for boys or for girls only, pupils may remain at school until the end of the school year in which the sixteenth birthday is attained. In mixed schools the age limit is fifteen. The Director has power to extend the age limit in individual cases. Power was also given to him in 1934 to raise the age of entry or lower the age of leaving in any school when he is satisfied that the staff is insufficient to teach the number normally attending.

In assisted primary schools the minimum school hours are $4\frac{1}{2}$ exclusive of recesses except in Classes 1 and 2 where they may be reduced to $4\frac{1}{4}$. The Director has power to order that the school shall be taught in two divisions each for not less than $2\frac{1}{2}$ hours a day.

The minimum number of half days on which the school should be open is 380. The school terms are as follows:—

First term.—Fourteen weeks, commencing on the fourth Monday in January.

Second term.—Fourteen weeks, commencing on the fourth Monday in May.

Third term.—Thirteen weeks, commencing on the third Monday in September.

In approved schools the manager may vary the dates of the terms in any one year to permit of vacations amounting to not less than eight and not more than thirteen weeks in all. Boarding schools find that the two-term year is more satisfactory.

ENGLISH SCHOOLS.

The average roll of the sixteen English schools increased by 174 to 2,147, with an average attendance of 89 per cent. Eight of these are Government schools, three are controlled by the Roman Catholic Mission, one by the Methodist Mission and two by the Anglican Mission.

The curriculum is based on the Course of Instruction for Non-European Schools except that English is the medium of instruction. In the Marist Brothers' School eight pupils were entered for the Cambridge Local Preliminary Examination, of whom four passed.

With the exception of seven Government Fijian Schools, pupils are taught in Classes 1 to 8. Queen Victoria School, which is the most advanced school for Fijian boys, enrols pupils between the ages of twelve and fourteen that have passed an entrance examination of the standard of Class 4 of an assisted primary school. The course includes agriculture and wood work. A limited number are trained in typewriting. The school is residential and most of the work, including the production of food, is done by the pupils. The greater number of pupils eventually become teachers, medical students or clerks in Government service. Six Government scholarships, tenable for three years, and entitling the holders to free board and tuition, are awarded annually on the results of a competitive examination open to all Fijian boys between the ages of twelve and fourteen.

The six Provincial Schools are boarding schools for Fijian boys. An annual contribution from certain provinces pays approximately half the cost of maintaining these schools. In return for this each district in the contributing provinces is entitled to send pupils in proportion to its contribution to the Provincial School concerned. In the past these pupils were nominated by the local chief. Now competition for nomination is so keen that in many districts it is possible to select the brightest boys from the assisted primary schools. As the number and efficiency of the assisted primary schools in each district vary considerably, the Provincial Schools are forced to accept pupils that are backward in comparison with those from other districts. There is no doubt, however, that the general standard of entrance has already been raised considerably and will continue to improve for some years. Pupils over ten years of age are enrolled and usually remain at school until the end of the year in which they attain the age of eighteen. From 20 to 25 hours a week are devoted to the usual school subjects and from 20 to 15 outdoor work. The pupils do all the work of the school and produce a large part of their own food. The Head Masters are Europeans and two of them are selected by the New Zealand Department of Education under the scheme of co-operation. If possible arrangements are made for the schools to be examined by an Inspector of the New Zealand Department of Education. Reports of two such Inspections will be found in Annexure 1.

Natambua Indian School, which is also under Government control, is a combined primary and secondary school. The Government Teachers' Training School is also associated with it.

Details of fees will be found in Appendix VIII and costs in Appendices IV and V. Financial assistance amounting to £2,061 17s. 11d. was given to the eight non-Government English schools.

FIJIAN SCHOOLS.

(i).—Of the 148 (146) registered and 137 (116) recognised primary schools, 118 (113) received grants-in-aid amounting to £8,623 12s. 8d. There were 4,736 (4,880) boys and 3,977 (3,783) girls, a total of 8,713 (8,663) on the rolls.

The medium of instruction in these schools is Fijian. English conversation lessons may be given in Classes 1 and 2. In Class 3 English reading and writing may be introduced. After Class 4 Fijian is not compulsory and the time devoted to English is increased. As the pupils in the greater number of these schools have no opportunity of associating with English speaking people, they are not fluent in English.

The Fijian alphabet has twenty-three letters selected from the English alphabet by rejecting h, x and z. Three of these f, j and p are used in introduced words, the number of which is continually increasing. The consonants correspond to those in the English alphabet except that b always expresses the sound of mb in English; c that of th as in "then"; d that of nd; g that of ng and q that of ngg. The vowels are given the French sounds.

All letters in each word are sounded and, except that no distinction is made in writing between the long and short sounds of the vowels, each letter has always the same sound. The language is consequently easy to read. The transition from Fijian to English reading is much easier for Fijian than for Indian pupils who have to learn an entirely new script when changing from Deva Nagari.

The usual school subjects are taught. Handwork as known in European schools is weak. There is, however, not the same need for it as there is in schools in large urban centres. The Fijian boy is self reliant and quite capable of coping with the situations which arise in his own simple environment. With no other tool than a cane-knife school boys can and frequently do everything necessary from house building to lighting fires. As life in the villages becomes more Europeanised the Fijian will have need for finer work than can be done with a cane-knife, and to prepare for this the Methodist Mission Education Circle have a graduated course in handwork for all classes. Davuilevu Technical School has been investigating the possibilities of weaving and net-making. Physical drill varies from fair to excellent. Fijian dances are included in physical training and form a most valuable part of it. Although no special instruction is given, practically all Fijian children swim well. Gardening, chiefly the growing of native root crops, is included in the time-tables of most schools. The teachers are, however, more concerned with quantity than quality. The Department encourages the growing of European vegetables with a view to improving the diet of Fijians. Hygiene is taught in all schools and many teachers endeavour to put their precepts into practice. There is still room for improvement.

(ii) *Unassisted Schools.*—Returns were submitted by 112 (69) of the 167 unassisted schools, showing the number on the roll as 5,055 (3,751). No attempt has been made to estimate the number enrolled in the schools that did not submit returns.

The course of instruction is similar to that in use in assisted schools except that no English may be taught. The Organising Teachers have paid much attention to these schools and by means of prolonged visits and refresher courses have improved many of them considerably. Most of these schools are not efficient, but a few compare very favourably with assisted schools. A special course in history and geography, dealing solely with the neighbourhood, was introduced into these schools during the year.

(iii) *Age and Classification.*—In Appendix VI the age and classification of 7,936 pupils enrolled in 106 assisted primary schools is given. The greatest number of boys is in the 12 and of girls in the 11 year old group. The percentage of children over fourteen has increased from 10.9 to 12.1 per cent. while that of children under 10 has fallen from 36 to 35.7 per cent. One third of the children are in Class 1.

(iv) *Organising Teachers.*—During the year the three Organising Teachers were employed in Taveuni and Vanua Levu, Kandavu and Viti Levu. In addition to assisting the teachers in all branches of their work in school they held refresher courses wherever possible and encouraged parents to raise funds for school purposes.

INDIAN SCHOOLS.

(i) There are 66 registered and 9 recognised schools for Indians. Of these 7 are Government schools and 55 (51) received Government assistance amounting to £4,952 12s. 6d. an increase of £194 19s. 6d. since 1934.

The total number of Indian children in all schools including Government and English schools was 5,501 (5,065) of whom 4,130 (3,882) were boys and 1,371 (1,183) girls.

The course of instruction is similar to that in Fijian schools except that Hindustani is the medium of instruction in the lower classes and English is optional. English conversation is usually taught in Classes I and II and reading and writing introduced in Class III. The teaching of other Indian languages for a limited time each day is allowed. Although Hindustani is the *lingua franca* of the Indian people in Fiji, the South Indians object to learning it, and the Mahomedans wish to use the Persian Urdu Script instead of the Devanagari. The most satisfactory course would be to make English the medium of instruction in the lower classes.

The following extract from a report by Mr. McMillan on his recent visit to India gives a comparison between conditions in Fiji and India:—

“In the Indian schools in Fiji, the standard of Hindi is lower than that of pupils of corresponding age in India, but in English the boys and girls in Fiji are far in advance and their pronunciation is better. In Fiji the average Indian school is better furnished and equipped, better lighted, less dusty, and the pupils usually brighter and better controlled. Moreover, the percentage of literacy among Indians in this Colony is increasing more rapidly than in India. With a better economic position, freedom from conservatism and custom, progress in Fiji is more rapid than among the rural classes of India. The young Indian teachers also are more ready to assimilate new ideas, adopt new methods and adapt themselves to local conditions and requirements.”

(ii) *Unassisted Schools.*—Of the 12 unassisted Indian schools, 8 submitted returns. The total enrolment in these schools was 230, of whom 196 are boys and 34 girls. These schools are taught by uncertificated teachers. They are as a rule most inefficient.

(iii) *Age and Classification.*—In Appendix VII the age and classification of 4,935 pupils in 55 assisted and 7 Government schools is given. The greatest number of boys is in the 10 and of girls in the 9-year old group; 2.8 per cent. are over 14 years of age and 55.4 per cent. are under 10. The percentage in Class 1 has been reduced from 41.45 to 39.51 per cent.

(iv) *Organising Teacher.*—Mr. Parshu Ram was appointed to be Organising Teacher for Indian schools on 1st April, 1935. He spent four and a half months in organising schools on the north-west coast of Viti Levu. In August, owing to the death of the Head Master, he was transferred to Andrews School, Nandi. The vacancy caused by his transfer was not filled until the beginning of 1936.

SCHOOL FEES.

The fees charged in Government schools will be found in Appendix VIII. It is impossible to give definite figures for assisted schools owing to the wide variation. The greater number of Fijian schools and many Indian schools make no charge. There is no uniformity amongst those that collect fees. They may be charged by the term, month or week.

The fees in European schools are usually at the rate of 1s. a week. In non-European schools the amount charged varies from 3d. to 6d. a week. Reductions are given when two or more from the same family attend. In some cases any over three are admitted free. A higher rate is occasionally charged in upper classes and in at least one case children over fourteen, for whom no grants are paid, are charged double. In cases of poverty exemptions are freely given.

EXAMINATIONS.

(a) *Qualifying Examination*.—Owing to the age limits imposed the number of male candidates fell from 217 to 145, of whom 81 (66) passed. The number of female candidates however increased from 24 to 34, of whom 12 passed. An all round improvement was shown in all subjects.

(b) *Primary School Leaving Certificate*.—The number of male candidates was 68 (40), of whom 21 (12) passed, and of female candidates 16 (1), of whom 1 (0) passed. The general standard of all candidates was much higher than in 1934.

CHAPTER V.—SECONDARY EDUCATION.

There are no purely secondary schools in Fiji. Secondary departments for Europeans are attached to the Boys' and Girls' Grammar Schools, St. Joseph's Convent and St. Felix College, all of which are situated in Suva.

Pupils that have obtained a certificate of proficiency or competency are admitted to the secondary departments in the Grammar Schools and St. Felix College. The pupils are prepared for the New Zealand Intermediate and the University Entrance Examination. The departments are handicapped by the small number of pupils enrolled. Only one teacher is available and has to give a four-years' course in all necessary subjects. An additional mistress at the Girls' Grammar School teaches commercial subjects.

Hindustani is taught by a visiting teacher to seven pupils at the Boys' Grammar School for two periods a week. The pupils voluntarily attend an extra class on Saturday morning.

St. Joseph's Convent prepares pupils for the Cambridge Local Examinations. Results of all examinations will be found in Appendix II.

The secondary department for Indian pupils at Natambua follows closely the course of instruction at the Grammar Schools. There is, however, no entrance examination and owing to the fact that English is optional in primary schools much time has to be devoted to bringing the standard of English up to the level of that of European children.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

There are no universities or colleges (post secondary) in Fiji. A number of young men and women leave Fiji every year to pursue their studies abroad. The greater number go to New Zealand and a few to England or India. Others study privately and seek admission as extra-mural students of the Auckland University College which holds its term examinations in Fiji. Having kept terms they may take the examinations of the University of New Zealand which makes arrangements for candidates to sit in Fiji. Students may also take the examinations of the University of London in the Colony.

In 1935, seven candidates sat for the Auckland University term examinations and six for the degree examinations of the University of New Zealand.

CHAPTER VII.—TRAINING OF TEACHERS.

There are no schools for the training of European teachers. The following refers to the training of Indians and Fijians.

(i) *Men*.—To be eligible for a teachers' certificate a man must have been trained for two years in an approved teachers' training school. Students-in-training are selected from those that have satisfied the examiners in the Qualifying Examination mentioned above. These approved students may enter one of the four teachers' training institutes controlled by the Government, the Methodist, the Roman Catholic, and the Seventh Day Adventist Mission respectively. Students are given instruction in all the subjects that they will be required to teach in assisted primary schools as well as in methods of teaching. At least sixty hours a year are spent in practical teaching. Provided that the Principal's report is favourable, the students are exempted from passing the Grade V examination and may enter for the Grade IV examination at the end of the second year. Whether they succeed in passing this examination or not they are given a Grade V certificate and appointed to various registered schools throughout the Colony. Owing to the limited number of teachers available, many Grade V teachers, particularly Fijians, are put in charge of schools.

To be classified in a higher grade a teacher is required to pass the necessary certificate examination and to have maintained a good record of conduct and diligence and to have shown a satisfactory advance in efficiency as a teacher for a period of two years. Teachers in the neighbourhood can attend lectures at the Methodist Mission Teachers' Training Institute, but the majority have to rely on private study.

Students in training receive free board and tuition and, in the Government Teachers' Training School and the Methodist Mission Training Institute, pocket money at the rate of £6 a year. Costs of the Government Teachers' Training School will be found in Appendices IV and V.

An annual grant of £1,000 a year is paid to the Methodist Mission and £100 to the Roman Catholic Mission. The former has 25 approved students and the latter 10.

(ii) *Women*.—There are so special schools for women teachers. Special grants were paid to four assisted primary schools for girls—St. Anne's, Suva; St. Joan of Arc's, Singatoka; Toorak Girls' School, Suva; and Ballantine Memorial School, Suva—to enable them to employ an extra assistant and to pay a small grant of £3 each to each approved student-in-training. A limited number of girls living in the neighbourhood also attend lectures, along with men, at the Methodist Mission Training Institute at Davuilevu.

It was intended that the students should pass the Qualifying Examination, but it was found that so few could do so and a lower standard had to be accepted. It is anticipated however that the number passing the qualifying examination will increase yearly.

Girls may also be employed as probationers in other assisted schools where they receive a grant-in-aid. The Head Teachers of such schools are required to give them extra tuition for four hours a week to prepare them for the certificate examinations.

The course of instruction covers all subjects taught in primary schools and the method of teaching them. The students also do practical teaching as well as practical work in domestic science. The standard in the Grade V examination is the same for women and men except that a lower standard is required in arithmetic.

The results of the Teachers' Certificate Examination will be found in Appendix II.

(iii) *Singing*.—Arrangements were made with Mr. Rudland Bodé to give singing lessons to Indian and Fijian teachers in Suva, 38 of whom enrolled. I regret to report that Mr. Bodé died before the course was finished. Mrs. Rutledge kindly consented to take charge of the class. She reports that the Fijians did well, but many of the Indians found the course very difficult. All, however, were most enthusiastic and at their request the lessons will be continued in 1936.

(iv) *Teachers' Conference and Refresher Courses*.—The fifth annual conference of the Fiji Teachers' Union was held in Lautoka from 8th to 10th May and was opened by the District Commissioner, Mr. R. N. Caldwell, M.C. Lectures on various educational subjects were given by Mr. G. Arthur, B.A., F.R.E.S., Mr. L. Russell, M.A., Mr. A. W. McMillan; the Reverend H. Cato, M.A., B.D., Dip. Ed., and Miss E. Williams, B.A.

Refresher courses for Registered and Recognised teachers were held at Provincial School Southern, Provincial School Western and Kandavu Provincial School; others were held by the Methodist Mission, the Roman Catholic Mission and the Seventh Day Adventist Mission and by the Organising Teachers.

CHAPTER VIII.—FEMALE EDUCATION.

As is natural in a sparsely populated country most schools enrol pupils of both sexes. There are 45 schools for boys only, 20 for girls only and 248 that enrol pupils of both sexes. Most of the information given in previous chapters applies to all schools and there is consequently no need to repeat it here.

The Indian section of the population has not yet realised the value of education for girls and consequently withdraws them at an early age. Indian custom too is against co-education. This custom, however, is breaking down even in India. In Madras for instance there are more girls reading in boys' than in girls' primary schools. (Page 52, *Education in India in 1933-34*).

The Fijians have no prejudice against the education of girls or co-education. The different outlook is reflected in the following table which shows the percentage of the total female population in all schools for the last five years:—

Year.	Indian.	Fijian.
1931	3.18	11.53
1932	3.33	11.35
1933	3.23	12.18
1934	3.42	10.68
1935	3.82	12.47

The number of Indian girls increased from 1,183 in 1934 to 1,371 in 1935, an increase of 15.8 per cent. as against an increase of 6.4 per cent. of Indian boys. In the same period, the number of Fijian girls increased by 18.7 per cent. and of Fijian boys by 10 per cent.

Although the number of Indian girls in schools has increased very slowly during the last five years, there is no doubt that the standard of their education and that of Fijian girls also has improved considerably, but in general they have not yet reached the same standard as the boys. As stated in Chapter VII the standard of women wishing to be trained as teachers is appreciably lower than that of the men, but the prospects of obtaining a larger supply of trained women teachers both Indian and Fijian are much brighter than they have been.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A.—MEDICAL INSPECTION AND TEACHING OF HYGIENE.

The Education (Medical Examination) Regulations 1932 gave the Director of Medical Services power to appoint his officers to be School Medical Officers and as such they have the right to enter and examine all pupils in Government and assisted schools. In practice they visit the schools as often as opportunity serves.

Hygiene forms part of the curriculum in all Government and assisted schools. A translation of a small handbook on hygiene written specially for Fijian conditions by the late J. V. Thompson, formerly Head Master of Queen Victoria School, is used in Fijian schools. The teachers are encouraged to put their precepts into practice and an increasing number do very good work.

B.—GAMES AND PHYSICAL EXERCISES.

Physical training normally forms part of the curriculum of all schools. The Fijians have an innate sense of rhythm, and in consequence the standard of physical drill in many of their schools is very high indeed. The performance of native dances is encouraged and forms a valuable part of the training. Interest in sport of all kinds is still increasing. It is noticeable that sport flourishes best in the dry zone. An annual rainfall of 166 inches, experienced in Suva in 1935, is not conducive to outdoor sports.

Association football is the most popular game. Inter-school competitions were held in Nandi, Ba and Ra. Cricket is played, but the cost of materials tends to confine it to a few schools. At the end of 1935, a team of cricketers from New Zealand toured Fiji and one of the matches was played against a Fijian team, all of the members of which had been associated as either teachers or pupils with Provincial School Western or an assisted primary school controlled by the Nandi Provincial Council. The Fijians won by an innings. In the final test match, five Fijians, of whom four were connected with these two schools, were selected.

At the Silver Jubilee sports held in various parts of the Group, pupils of all races, including Indian girls, competed.

C.—RELIGIOUS AND MORAL INSTRUCTION.

Ministers of recognised religious denominations are admitted freely to all Government or assisted schools and may give lessons either at the beginning or at the end of the school session. During 1936 the Methodist Missionary Society of Australasia compiled a list of appropriate Bible lessons with notes on method and this was sent to all Fijian assisted schools that were not controlled by other Missions. In Government boarding schools the pupils attend the nearest church or religious services are held by a visiting Minister in the school itself.

D.—ARRANGEMENTS FOR DELINQUENT CHILDREN.

The Probation Officer for Suva, Mr. A. W. McMillan, was absent on leave until 22nd October. During his absence the Reverend W. R. Steadman acted as Probation Officer and he has now been appointed to be Assistant Probation Officer. The Probation Officers endeavour to keep in touch with delinquents and their efforts have been fairly successful.

The Board of Visitors to the place of detention found eight inmates, of whom five were Indians and three Fijians, on their visit in January.

Mainly through the difficulty of transportation the agricultural work on the adjoining island of Nukulau had not made much progress. Handwork had improved since the last visit.

Mann's Test of General Ability was given to all inmates. As the norms for the test have not been compiled at the time of writing this report, it has not been possible to calculate their mental age. It appears that all, with the possible exception of one Indian, will be subnormal.

Arrangements were made for one young Indian boy to be adopted by a respectable Indian family.

CHAPTER X.—MISCELLANEOUS.

A.—EDUCATIONAL ACTIVITIES OF OTHER DEPARTMENTS.

In addition to the Central Medical School, the Medical Department trains a limited number of Fijian girls as obstetric nurses. In future the Education Department will assist in their selection by recommending candidates that have satisfied the examiners in the Qualifying Examination.

The Agricultural Department trains Fijian students at their Central Agricultural Station near Nanduruloulou. Twelve new students were selected, making the total on the roll 18. Training is essentially practical, comprising all field operations, the growing and care of crops, the handling of animals and agricultural implements, the curing of copra and the maintenance of correct records. Lectures were given on the principles of tropical agriculture including the field diagnosis and control of plant pests and diseases, the economic production of marketable crops and the packing and handling of fruits for export. All students participated in outside field work such as Banana Packing Stations and wharf duties. A refresher course was held for all Field Assistants.

The Field Assistants have been engaged in the establishment of a marketing organisation—chiefly in connection with the supply of bananas to Canada; helping individual farmers and assisting in school agriculture.

The Police Department trains recruits in Suva and is embarking on a refresher course for constables already in the service.

B.—CO-OPERATION WITH OTHER BODIES.

The Department gives financial assistance in the form of special grants and grants-in-aid to schools controlled by four Christian Missions, the Methodist Mission, the Roman Catholic Mission, the Anglican Mission and the Seventh Day Adventist Mission.

The Methodist Mission controls 26 assisted primary schools to which £3,322 14s. 10d. was paid as grants-in-aid. This sum includes special grants for training women teachers. In addition £1,000 was paid on behalf of the Davuilevu Teachers' Training Institute. This Mission also controls a Technical School, a Primary School and a Theological Institute at Davuilevu for which it receives no assistance and Navuso Agricultural School which receives a grant of £400 from funds controlled by the Director of Agriculture.

The Roman Catholic Mission controls 42 schools for children of all races on whose behalf financial assistance amounting to £5,119 4s. 9d. is paid. This includes special grants for the education of children of partly European descent and for the training of women teachers. It does not include £100 grant for the training of Fijian men teachers, nor a building grant of £2,000 towards the erection of a new building for the Marist Brothers' Indian School in Suva.

The Anglican Mission controls three Indian, one Melanesian and one Chinese school for which it received grants-in-aid totalling £378 12s. 8d.

The Seventh Day Adventist Mission controls six assisted primary schools for Fijians and Indians for which grants-in-aid totalling £366 19s. 6d. were paid. It also trains teachers both Indian and Fijian for which it receives no assistance.

The Colonial Sugar Refining Company controls five schools for Europeans and two for Indians and receives grants-in-aid totalling £469 4s. 2d. In addition it paid £130 through this Department to three privately controlled Indian schools as well as further sums direct to others. It freely assists Indian committees to obtain sites and to build schools.

The assistance and advice readily given by its Managers in the five mill centres to this Department are most valuable and highly appreciated.

In certain places Europeans employed by the Company have been elected to be Managers of the schools, and without exception they do excellent work.

C.—BOY SCOUTS AND GIRL GUIDES.

(1) *Boy Scouts*.—Complete figures for the Colony are not available. The Suva and Rewa Local Associations have 26 Scouters, 256 Scouts, 24 Sea Scouts and 46 Cubs. A rally was held at Nukulau in August and over 250 attended—Europeans, Fijians and Indians being in camp together. The Reay Flag, won in 1934 by an Indian troop, was won by a Fijian troop in 1935. The Medal of Merit was awarded to District Scout Master Louis Mahabir for his long and valuable services. The Government contribution for the year was £100.

(2) *Girls Guides*.—On 30th September the Fiji Association consisted of 5 Guide Companies and 2 Brownie packs with a total of 17 Guiders, 112 Guides and 36 Brownies. Guiding has gone on steadily throughout the year and a considerable number of Proficiency Badges have been awarded. The Building Fund Account stands at £183 19s. 6d. of which £119 9s. 5d. was raised during the year. Government grant for the year was £25.

D.—ADULT EDUCATION.

The following account of the work of the Women's Guild has been contributed by their leader Mrs. R. A. Derrick:—

"At the Annual Conference of the Native Women's Guilds reports of progressive work were received from the Branches.

"A health talk was given by a Government nurse and the women instructed in the proper use of toothbrushes, handkerchiefs and soap.

"Short talks were given on character-building—one by a member of the Executive of the Australian National Council of Women, and one by the President of a large Women's Organisation in Sydney.

"It was decided to continue the Ruve Scholarship to Ballantine Memorial School, and the holder for 1935, Emeli Saurara, from Wailevu, will continue for 1936. Conditions regarding the terms of scholarship were framed by a subcommittee of women and approved by the meeting.

"The supply of comforts to needy in the villages, in hospitals and at Makongai was adopted as a regular Child activity, and a beginning has been made.

"This year 1,500 copies of the 6th section of the Child Welfare Book have been printed and distributed to the Branches, and this instruction in the care of children and young babies is proving most helpful to the mothers.

"There is a growing interest in Native Handcrafts.

"Inspection of houses indicates the effective use of wire enclosed cupboards for the protection of food, and the use of mosquito nets for protection at night.

"Marked improvement in the quality of the handwork exhibited by the Ruves at the recent Suva Show indicates that the women are learning by doing."

E.—REGISTRATION OF SCHOOLS.

The Education Ordinance No. 1 of 1929 provides that the permission of the Board of Education must be obtained before any school is established. When it is ready to open the Board may register or recognise it.

The main conditions under which a school is registered are as follows:—

Its Controlling Authority is properly constituted and that support and continuity are reasonably assured; the school buildings, equipment, &c., are suitable; the number and qualifications of the teachers are approved by the Board; the curriculum is approved by the Board.

If the school does not meet all the requirements for registration it may be recognised.

Registered schools only are eligible to receive grants-in-aid.

The number of registered schools on 31st December was 238, of which 18 were Government schools and 196 assisted. The number of recognised schools was 147.

F.—DEVELOPMENTS IN THE LAST TWENTY YEARS.

The following extracts from an article in the *Missionary Review* by the Reverend Wallace Dean, M.A., B.D., who was engaged in education work in Fiji some twenty years ago is interesting as showing the development in Fiji during that period:—

“ Young Fiji has definitely improved. Physically young Fijians are cleaner and healthier. Twenty years ago two terrible afflictions of the eyes were prevalent—Thika (a blight) and Seila (a scale). Every third or fourth child had one of these troubles. It was not uncommon for the scale to grow to such an extent as to make it impossible to close the eyelids.

“ The skin disease called Yaws, well known in Africa, was also a scourge amongst the people. On this tour I looked in vain for Seila and saw only one case of yaws. The children of both sexes were bright and clear-eyed. The undoubted improvement is due to the work of the hospitals, the dissemination of right ideas through the Child Welfare Department set up by the Government and to the teaching of Hygiene in schools.

“ The remarkable readiness to break into song was another aspect of this new Fiji. I should have expected that the desire to break into song would become more circumspect as a well heaved, conventional civilisation encroached upon them; but it was quite otherwise.

“ In some directions the people are becoming Europeanised. The boys particularly have taken up drill and physical exercises. Wherever we went, the boys drilled, marched and exercised in perfect time.

“ Fijians are speaking English. Everywhere the boys and girls are able to answer you in our own tongue. Many of them do it well and they seem proud of the achievement. The advance made is so great that now advanced students give little dramas in English.”

JAMES RUSSELL,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORTS OF INSPECTOR OF SCHOOLS FROM NEW ZEALAND.

BOYS' GRAMMAR SCHOOL.

Organisation.—The classification of the pupils is satisfactory.

Discipline and Tone.—The boys are under very good yet sympathetic control and respond freely to demands made upon them. A feature of the school is their quiet, well-mannered conduct.

Health and Sports.—Noticeable at times in the class-rooms is a certain lethargy in many of the boys. No doubt the cause is climatic, but occasional periods of quick physical movement might do much to overcome it. Sport is well organised and the boys have won renown in water polo. In physical drill much more time should be devoted to posture correction exercises. (See Board of Education's book *Physical Education*, 1933).

Environment.—Very good, both inside and outside the class-rooms.

Teaching.—In the main, teaching methods are effective. I am pleased to be able to record my appreciation of the wholehearted conscientious service being rendered by each and every member of the staff.

Primary Division.—Arithmetic is a strong subject, although in the upper classes, the percentage of inaccuracies was too high. In the lower and senior divisions, English is good but a decrease in the quality of English Composition must be reported in the Middle division. Throughout the school spelling is weak and demands careful remedial treatment. Writing is also below standard, being frequently untidy and careless in execution. A high school standard should be maintained, and on no occasion should careless, untidy writing be accepted. Oral reading is good. A silent reading period should be included in the time-table, as the best use is not being made of the good library facilities. Good courses in history and in geography have been provided but too much reliance is placed upon factual teaching at the expense of the developing of reasoning powers from general principles.

An effort has been made to increase the handwork facilities but, so far, without much success, other than in woodwork. I understand that handwork materials have been ordered from England.

Drawing.—Pastel in particular, has greatly improved in quality. The same may be said of the instruction in nature study and in science, where good work is being done. The teaching of singing should be systematised throughout the school, and should include at least one, if not both, notations, ear-tests, voice exercises, &c.

Secondary Department.—The revision of the curriculum has had most beneficial results, in each subject. An interest and drive that were absent last year have been created. The quality of the work in all subjects shows great improvement with the pleasing result that the efficiency of this Department may now be graded good. The present curriculum is somewhat narrow and academic but this weakness could be overcome by the inclusion of singing.

GIRLS' GRAMMAR SCHOOL.

Organisation.—The re-organisation effected this year has proved most beneficial. In certain subjects systematic and graded schemes have been prepared, and these have made the instruction more purposive and effective. The head teacher has kept in very close touch with the work of all divisions, and she has received the loyal and willing co-operation of the staff.

Grounds.—The outside environment receives every attention and is attractive.

Discipline.—A good school spirit prevails. The intervals and the girls' sports activities are carefully supervised and the pupils are quiet and well-mannered.

General Primary.—The efficiency of the infant division has greatly improved and is now very good. The teachers are to be commended for their earnest and careful revision of their teaching methods, for the large amount of useful teaching apparatus which has been manufactured, and for their steady application and enthusiasm. Most marked progress has been made in reading and in oral English.

Standards.—The low oral delivery of the children continues to detract from the quality of the work. Fluency in expression decreases in the upper standards where it is only Fair—increased practice opportunities should be provided. This can be done when revising the work of almost every subject.

The written compositions have improved in quality and show the effect of constructive teaching. The general neatness of the writing and of all written work is most commendable. Except for a few retarded children in Standard 4, reading is a strong subject although comprehension does not appear to keep pace with fluency.

This year has seen a systematic attack on drawing and sewing. Good work has resulted. An effort has been made to increase the handwork activities, but much remains to be done before this subject is receiving adequate treatment. A new singing scheme has been introduced. It is necessary that a definite amount of theory be taught in each standard class.

In Standards 1—4, a beginning has been made in Nature Study. This work should be persevered with. The present Standard 3 and 4 gardening activities are of little real value.

The staff is again recommended to study the new requirements of physical drill and to concentrate upon posture correction.

Secondary Department.—The present courses are well planned to meet the requirements of the various examinations but they are definitely weak on the cultural side. All senior girls should be interested in one or more Club activities, and provision should be made for singing or for some form of handwork.

On formal lines the work in all subjects examined was good. The girls are very diffident in oral expression. The ability to speak and to discuss orally the various aspects of their work is very necessary and should be encouraged to the full.

LEVUKA PUBLIC SCHOOL.

Buildings.—All class-rooms are very clean and tidy. Both inside and outside environments are good.

Accommodation.—Ample.

Discipline and Tone.—The children are under good control, and their manners and general conduct are good. During the morning assembly, or health inspection, (examination of hands, finger-nails, &c.) should be conducted.

Teaching Methods.—Much of the formality of teaching methods, commented upon in last year's report, has been overcome. Infant-room methods have been thoroughly revised, and are more effective and attractive. Further revision in regard to the teaching of reading in the primers is necessary.

In the standards, methods have been devised to call forth initiative and to develop self-reliance in the children but much remains to be done before this education through child activity and doing can be considered satisfactory.

In woodwork in particular the boys should be subjected to a less intensive teacher guidance. Teachers are advised to read *The New Education Fellowship* publication.

Outbuildings.—Clean.

General.—The head teacher and his staff have worked earnestly and constructively to raise the general efficiency of the school. In some subjects, marked success has attended their efforts.

In the lower divisions, speech training, oral expression, recitation and such informal work as dances and games are very good.

In the middle and senior divisions, some improvement in oral expression has been effected, but the children are not yet confident and happy in their oral-work. The head teacher has drawn up a systematic scheme to attack the weaknesses in idiomatic expression and in the use of irregular verbs, &c. Quicker progress would result if the scheme were supplemented by more oral drills aiming at the formation of correct speech habits. In each class the written composition varied considerably in quality. In the lower standards more insistence could be placed upon correct sentence structure. (*Bollard's Fundamental English*).

Throughout the school, reading was fairly fluent except in Standards 3 and 4 where there are some very poor readers. Comprehension is Fair.

Mechanical and written arithmetic are both good. It is recommended that history be taught by the story method, on the lines discussed. Except in the Senior Division, the present factual method, including notetaking, has been to a considerable extent, ineffective.

Drawing shows marked improvement, and in Standards 3 and 4 a number of useful hand-work activities have been introduced. Singing continues to be taught constructively with very pleasing results.

Physical Drill is not a strong subject. I am of the opinion that short quickening exercises are very necessary to overcome the lethargy occasioned by the heat. Posture correction exercises should be stressed.

For the large number of retarded children who have little if any chance of promotion into Form II, a special course, stressing English, but much more practical and more closely related to the needs of the children is recommended.

QUEEN VICTORIA SCHOOL.

The Queen Victoria School, a boarding establishment, provides a training for Fijian boys desirous of entering the Government service. Two special factors have influenced the framing of the curriculum.

- (1) for some years at least the boys are unlikely to participate in village life;
- (2) their prospective employment demands from them a high standard of written and spoken English.

Owing to these considerations, all instruction, except one hour per week allotted to the Fijian language, is given in English.

The boys are employed for 14 hours per week in practical agriculture, and the growing of food crops, but it is the utilitarian aspect rather than the desire to give an agricultural bias to the curriculum, which has necessitated so much time being given to this subject. Nevertheless, the boys receive an excellent training in the handling of stock, the care and use of tools and equipment, and in general farm procedure and management.

The farm equipment consists of 3 horses, 4 bullocks and 2 young partly trained bullocks. The implements in use are 3 ploughs, tine harrows, 1 disc harrow, 1 cultivator, 1 clodcrusher, and 3 sledges.

During 1935, much additional area has been brought under cultivation, and a general and beneficial re-organisation effected. This has not necessitated any increase in the time allotted to agriculture, but is the result of careful organisation and of improved methods.

Although this agricultural training is subsidiary to the real function of the school, its value as a form of practical education cannot be overestimated.

Of the 18 hours per week class-room instruction, 10 to 11 hours are allocated to the teaching of English. The present standard of attainment is very fair to good. It was pleasing to note that oral expression is stressed, frequent practice opportunities provided, and a marked improvement effected, especially in fluency. Special attention must be given to the enunciation and vocalisation of certain English consonants and vowel sounds. The boys have the ability to express themselves in written English, but the usual weaknesses, due to the inherent difficulties of the English language and to the effect of the native idiom breaking through, were not uncommon. Practice and drills in the correct English constructions will do much to overcome these weaknesses.

Oral reading is good, but on no account should the boys be urged to read material too far in advance of their present standard. For this reason some of the *New Zealand Journal* lessons are unsuitable.

Arithmetic is a very strong subject. The tests were very well done with a high percentage of accuracy.

Forty-five minutes per week are given to nature study, to history and geography respectively. The emphasis has rightly been laid upon the study of local phenomena and Fijian history, and the boys were able to discuss with confidence the work already taken.

Although the boys show so much enjoyment in their singing, the tone is somewhat forced and harsh. In this subject, little constructive teaching is given.

An excellently equipped woodwork room is provided and the instruction therein is closely related to the needs of the farm and of the establishment.

The organisation of the school and the responsibilities and duties vested in the native teachers and the projects have built up a very sound school spirit. Daily inspections for cleanliness are very thorough, and all buildings are kept spotlessly clean and tidy. Two hours per week are devoted to organised sport and games, and one hour to military drill. In both activities the boys excel.

SOUTHERN PROVINCIAL SCHOOL.

A very careful reorganisation of both class-room and outdoor activities has been attempted by the head teacher. Attention has been paid to many of the criticisms made in the 1934 report, and the curriculum and methods now employed are much more effective. In certain directions, marked progress has been made, and practical and original ideas put into effect.

The health and cleanliness of the boys are good, and the cleanliness of the *bures* and out-houses is carefully supervised. An investigation of the foot structure of the Fijian is being undertaken by the head teacher.

It is pleasing to be able to report a decided improvement in school tone and in the response of the boys to the word of command. Military drill is of high standard, and is proving a valuable aid in developing a sound school spirit.

Attention has been paid to practical education. The boys are building a model *bure*, and an arts room has been established. Two hours per week are devoted to woodwork and some excellent work has been completed but much of it is too advanced, demanding the technique of a cabinet-maker. A simpler scheme should be devised; one which gives more opportunity to the boys for constructive thought and which is more closely related to village requirements.

The farm equipment has been increased by the acquisition of a plough and two bullocks. A supply of harrows and light discs would be beneficial. The outdoor work, including the growing of food crops, is well advanced.

The head teacher has made himself personally responsible for the teaching of reading and oral English. Very original drills have been devised, and considerable improvement in the quality of both subjects effected. Except in Class 6, the standard of written English is not good. This subject demands careful thought and more time per week. In all classes good speech training drills have been drawn up by the head teacher and are used daily. Their use should result in a pupil consciousness of good speech and exact diction.

Particularly in the lower classes, the general writing is very poor, untidy and badly formed. A definite school standard should be set and demanded. In Classes 2 and 3, the boys have scribbled over exercise books, drawing books and text-books, a rather serious reflection on the tone and supervision of that room. In addition many of the reading books which are disfigured and in tatters should be destroyed.

Arithmetic is of good quality, especially the oral response to tables and the four rules. Each class-room should be equipped with clean rulers, a balance, home-made capacity measures, &c.

History, geography and hygiene have been entrusted to the native assistants, with the result that most of the teaching has been from the text-books and in some cases ridiculously formal in the phraseology employed. Both the head teacher and I found it difficult to get the boys in Classes 5 and 6 to reason from given data. The head teacher is doing his best to overcome this factual teaching, but formality will persist unless the training of the assistants is increased.

Drawing in the upper classes is good, in the others only fair. A big effort has been made to improve the tone of the singing, which is now better controlled and pleasant.

I have the general impression that, in many directions, very marked progress has been made this year. The native assistants have co-operated loyally, but their deficiencies in English make the head teacher's work very difficult. The school may be graded very fair to good.

GENERAL TABLE I.
ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR, 1935.

Population.	Particulars.	Controlled Institutions.									Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education Vocational.			Total.			Controlled Institutions.	Controlled and Non-controlled Institutions.
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.					
		1	2	3	4	5	6	7	8	9	10	11	12	
Estimated population, 31/12/35:— 202,052.	Institutions—													
	For males—													
	European .. .. .	..	..	2	..	2	..	2	..	..	2	..	..
	Non-European .. .. .	..	1	1	43	45	3	2	5	..	50	..	..
	For females—													
	European .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
	Non-European .. .. .	..	..	..	20	20	..	..	..	..	20	..	..
	Mixed—													
	European .. .. .	..	..	2	11	13	..	..	..	..	13	..	..
	Non-European .. .. .	..	..	..	248	248	1	..	1	..	249	..	..
	Total .. .. .	..	1	5	322	328	4	2	6	..	334	..	..
	Pupils enrolled—													
	Males—													
4,535	European .. .. .	..	..	292	420	712	1	..	1	..	713	15.72	..
54,687	Fijian, Rotuman & others.	..	38	1	8,468	8,507	108	208	316	..	8,823	16.13	..	
50,011	Indian .. .. .	..	2	77	4,023	4,102	28	..	28	..	4,130	8.26	..
1,335	Chinese .. .. .	..	..	..	64	64	..	..	..	..	64	4.79	..
	Females—													
4,249	European .. .. .	..	..	245	412	657	..	..	..	..	657	15.46	..
51,203	Fijian, Rotuman & others.	..	..	..	6,386	6,386	..	..	..	..	6,386	12.47	..
35,881	Indian .. .. .	..	..	7	1,361	1,368	3	..	3	..	1,371	3.82	..
151	Chinese .. .. .	..	..	..	30	30	..	..	..	..	30	19.87	..
202,052	Total .. .. .	..	40	622	21,164	21,826	140	208	348	..	22,174	10.97	..

GENERAL TABLE II.
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

	Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.					Total expenditure on Education.	Total expenditure from Colonial Revenues.	Percentage of expenditure from Colonial Revenue on Education to total expenditure from Colonial Revenue.	Amount spent on education from Colonial Revenue per head of population.	Amount spent on Education from all sources per head of population.		
	University Education.		School Education, General.		School Education, Vocational.			Total.	Univer- sity.	Direction and inspection.	Scholarships.	Buildings, furniture and apparatus.						Miscellaneous	Total.
	Arts and Science Colleges. 1	Colleges for Professional Training. 2	Combined Secondary & Primary Schools. 3	Primary Schools. 4	Training Schools. 5	All other Special Schools. 6	7													8	9	10	11	12	13	14	15	16	17	18
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Colonial Revenue	7,765 3 2	29,469 9 9	2,411 10 0	400 0 0	40,046 2 11	..	2,917 13 6	220 2 9	(1) 2,897 16 6	418 12 11	6,454 5 8	(2) 46,500 8 7	641,181. 4 6	7.25.	4 7.2	4 7.2	
Local Public Funds.
Other sources	41 4 7	10,107 12 5	....	....	10,148 17 0	..	....	....	6,803 17 8	....	6,803 17 8	16,952 14 8	....	....	....	....	1 8.1
Total	7,806 7 9	39,577 2 2	2,411 10 0	400 0 0	50,194 19 11	..	2,917 13 6	220 2 9	9,701 14 2	418 12 11	13,258 3 4	63,453 3 3	....	....	4 7.2	6 3.3	

Notes.—(1) On account of maintenance of buildings and Building Grants.
(2) Expenditure on boarding establishments is included.

GENERAL TABLE III.
COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR, 1935.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on September 30 under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
University & Collegiate Education:														
(a) Arts and Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Colleges for Professional training	1	M. 40	40	..	..	..	..	..	..	..	..	1	M. 40
Total ..	1	40	40	..	..	..	..	..	..	..	..	1	40
School Education—General—														
Secondary Schools														
(a) General	3	M. 271 F. 180	M. 221 F. 137	..	..	..	1	M. 88 F. ..	M. 63 F. ..	1	M. 11 F. 72	5	M. 370 F. 252
(b) Training Schools	1	M. 25 F. ..	M. 22 F. ..	..	..	..	2	M. 52 F. 3	M. 52 F. 3	1	M. 60 F. ..	4	M. 137 F. 3
Total ..	4	476	380	..	..	..	3	143	118	2	143	9	762
Primary Schools—														
(a) General.	15	M. 1,083 F. 186	M. 1,009 F. 167	..	..	..	188	M. 9,047 F. 5,672	M. 7,440 F. 4,751	119	M. 2,845 F. 2,331	322	M. 12,975 F. 8,189
(b) Vocational .. .. .	..	..	..	..	..	..	1	M. 87 F. ..	M. 87 F. ..	1	M. 121 F. ..	2	M. 208 F. ..
Total ..	15	1,267	1,178	..	..	..	189	14,806	12,278	120	5,297	324	21,372
Total of Colleges and Schools ..	20	1,785	1,596	..	..	..	192	14,949	12,396	122	5,440	334	22,174

APPENDIX I.

STAFF OF THE EDUCATION DEPARTMENT, 1935, (EUROPEAN APPOINTMENTS).

	Proceeded on leave.	Returned from leave.	Remarks.
1. Headquarters—			
The Hon. James Russell, M.C., B.A., Director of Education			
Mr. A. W. McMillan, Inspector of Indian Schools	20/12/34	22/10/35	Probation Officer and Editor of School Journal.
Miss Marian Forster, Clerk	....	....
Miss B. A. Browne, Clerk	....	....
Miss M. R. Anderson, Clerk	7/1/35	3/6/35	
2. Queen Victoria School—			
Mr. A. H. Phillips, B.Sc., Head Master	28/8/34	24/9/35	
Mr. H. H. Hickling, Assistant	14/12/35	....	Acting Head Master, Provincial School Southern.
3. Provincial Schools—			
Mr. B. W. Taylor, Head Master	20/12/34	3/5/35	
Mr. T. Mason, B.Sc., (Agric.), Head Master	....	....
Mr. L. O. Morgan, M.M., Head Master	14/12/35	....	Acting Head Master, Queen Victoria School.
Mr. P. E. Warner, J.P., Head Master	8/5/34	12/3/35	
Mr. W. J. E. Eason, M.A., Head Master	....	....
Mr. C. S. Sharp, B.A., Head Master	20/12/34	8/3/35	
4. Teachers' Training and Indian Secondary School—			
Mr. G. Arthur, B.A., Acting Principal	....	....
Mr. L. Russell, M.A., Assistant	14/12/35	....
5. Correspondence Classes—			
Mrs. H. J. Hoodless, M.A., Supervisor	31/7/34	7/8/35	
6. (a) Boys' Grammar School—			
Mr. A. S. de Montalk, Head Master	....	....	Also Manager, Boys' Hostel.
Mr. J. A. Ferguson, M.A., Dip. Ed., Assistant	....	....
Mr. W. A. D. Cole, Assistant	....	....
Miss G. E. Atherton, Assistant	....	....
Mrs. A. de Montalk, Matron, Boys' Hostel	....	....
6. (b) Girls' Grammar School—			
Miss E. D. French, M.A., Head Mistress	....	....	Also Manager, Girls' Hostel.
Miss C. M. Wilkins, Secondary Assistant	14/12/35	....	Relieving Teacher from 16/9/35.
Mrs. A. Mack B.A.	....	....
Miss C. J. McDonald, Assistant	....	....
Mrs. L. Bailey, Assistant	....	....
Miss V. E. Steel, Assistant	....	....
Miss I. Berndtson, Assistant	....	....
Miss S. Fitzherbert, Assistant Matron	20/12/35	....
6 (c) Levuka Public School—			
Mr. L. G. Usher, Head Master	....	....
Mr. H. W. Buddle, Assistant	....	....

(Teachers in the Grammar Schools and the Levuka Public School are nominated by the Director of Education, New Zealand, under a Scheme of Co-operation between the Department of Education, New Zealand, and the Government of Fiji.)

APPENDIX II.

PUBLIC EXAMINATIONS, 1935.

TEACHERS' CERTIFICATE EXAMINATIONS.

	No. entered.	No. passed.	No. partial passes.
Fifth Grade—			
Male	25	11	2
Female	32	5	7
	57	16	9
Fourth Grade—			
Male	65	7	23
Female	8	2	2
	73	9	25
Third Grade—			
Male	18	3	3
Female	5	..	..
	23	3	3
Total	153	28	37

APPENDIX II—continued.

QUALIFYING EXAMINATION FOR ENTRANCE TO TEACHERS' TRAINING SCHOOLS OR CENTRAL MEDICAL SCHOOL

		No. of Candidates.	Passed.
Male		145	81 78
Female		34	12
Total		179	93

PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION.

		No. of Candidates.	Passed.
Male		68	21
Female		16	1
Total		84	22

CAMBRIDGE LOCAL EXAMINATIONS.

School.	School Certificate.		Junior.		Preliminary.	
	Entered.	Passed.	Entered.	Passed.	Entered.	Passed.
St. Joseph's Convent	2	2	3	2	5	3
St. Felix College .. .. .	..	..	1	..	1	1
Marist Brothers' School .. .. .	..	..	..	..	8	4
Total	2	2	4	2	14	8

NEW ZEALAND EDUCATION DEPARTMENT.

EXAMINATION FOR CERTIFICATES OF PROFICIENCY AND COMPETENCY, 1935.

School.	Candidates entered.		Candidates awarded Certificates of Proficiency.		Candidates awarded Certificates of Competency.	
	1934.	1935.	1934.	1935.	1934.	1935.
Boys' Grammar School	15	20	15	19	.	1
Girls' Grammar School	10	14	10	14	.	.
Correspondence Classes	1	2	1	2	.	.
Levuka Public School	10	4	7	3	1	1
St. Felix College	9	6	6	..	.	.
Rarawai .. .. .	..	..	..	..	..	.
St. Thomas's Lautoka	3	..	3	..	..	.
Marist Convent, Levuka	2	..	..	..	..	.
Total	50	46	42	38	1	2

INTERMEDIATE EXAMINATION.

School.	Candidates entered.	Candidates Passed.
Girls' Grammar School	6	6
Total	6	6

NEW ZEALAND UNIVERSITY EXAMINATION.

School.	Candidates entered.	Candidates passed.
Natambua Secondary	5	4
Girls' Grammar School	2	2
Total	7	6

APPENDIX III.
ROLL AND ATTENDANCE.

School.	Average on Roll	Average attendance	No. on Roll, 30th September, 1935.		Totals	
					1935.	1934.
<i>European Schools.</i>						
Boys' Grammar School, Suva ..	139	131	Boys. 146	Girls. ...	146	152
Girls' Grammar School, Suva ..	199	177	46	173	219	219
Levuka Public School ..	134	121	89	47	136	122
Rarawai, C.S.R. Company's ..	44	37	23	20	43	37
Lautoka ..	34	30	19	12	31	37
Nausori ..	42	39	23	21	44	34
Lambasa ..	34	33	15	18	33	38
Penang ..	12	10	5	7	12	6
Kasavu	51	42	27	27	54	50
Savusavu East	26	22	19	12	31	28
Marist Convent, Levuka ..	32	28	8	25	33	31
St. Felix College, Suva ..	75	63	88	...	88	71
St. Joseph's Convent, Suva ..	91	82	11	72	83	102
Total ..	913	815	519	434	953	927
Correspondence Classes ..	...	...	23	34	57	56
<i>English Schools.</i>						
Queen Victoria School, Nasinu ..	87	85	87	...	87	88
Lau Provincial School ..	91	87	92	...	92	88
Kandavu Provincial School ..	74	72	73	.....	73	76
Provincial School Northern ..	97	93	100	...	100	100
Provincial School Eastern ..	102	101	100	...	100	97
Provincial School Western ..	87	83	87	...	87	90
Provincial School Southern ..	89	85	93	...	93	85
Marist Brothers', Suva ..	330	280	295	...	295	324
Toorak Boys', Suva ..	330	273	343	...	343	349
St. Anne's, Suva ..	262	227	59	179	238	156
St. Joan of Arc, Singatoka ..	110	98	79	46	125	95
St. Thomas, Lautoka ..	197	173	131	73	204	170
St. Paul's, Suva ..	30	29	23	8	31	24
St. John's Suva ..	56	45	60	4	64	53
Sacred Heart, Levuka ..	126	114	78	54	132	109
Natambua (Primary & Secondary)	79	68	79	7	86	88
Total ..	2,147	1,913	1,779	371	2,150	1,992

Vermaulad. English.

APPENDIX IV.
TUITION COSTS, GOVERNMENT SCHOOLS, 1935.

School.	European.					Fijian.			Indian.			Teachers' Training School (Fijian and Indian).
	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Correspondence Classes.	Total.	Queen Victoria School.	Six Provincial Schools.	Total.	Seven Indian Schools.	Natambua Secondary School.	Total.	
Average Roll	139	199	134	57	529	87	540	627	507	26	533	23
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries, &c., Teachers	1,607 12 0	2,479 6 11	948 17 6	315 8 0	5,349 4 5	1,150 17 0	4,593 2 2	5,743 19 2	2,356 10 9	378 15 0	2,735 5 9	506 16 8
Salaries, Servants	60 0 0	48 0 0	40 0 0	.....	148 0 0	.....	.....	.....	.....	.....	.....	.....
Total Emoluments	1,667 12 0	2,527 6 11	988 17 6	315 8 0	5,497 4 5	1,150 17 0	4,593 2 2	5,743 19 2	2,356 10 9	378 15 0	2,735 5 9	506 16 8
Contributions Superannuation Fund	35 3 4	48 12 10	22 16 8	.....	106 12 10	.....	47 3 10	47 3 10	.....	11 10 6	11 10 6	.....
Passages and Local Transport	44 4 2	103 7 11	2 12 2	1 4 9	151 9 0	8 16 0	124 10 6	133 6 6	43 17 0	10 5 0	54 2 0	14 5 10
Books, Stationery, Equipment &c.	119 17 5	173 11 3	83 15 7	30 3 11	407 8 2	57 0 11	96 17 9	153 18 8	68 13 6	28 17 8	97 11 2	28 0 0
Inspector (N.Z.)	26 0 0	33 18 7	18 0 0	.....	77 18 7	.....	6 0 0	6 0 0	.....	6 0 0	6 0 0	.....
Incidentals	27 5 2	9 6 0	24 9 8	0 9 10	61 10 8	14 11 6	172 3 0	186 14 6	36 9 9	3 14 8	40 4 5	3 0 0
Maintenance, Public Works Department	36 18 3	31 13 8	68 8 7	.....	137 0 6	.....	.....	.....	55 11 6	11 4 3	66 15 9	69 15 8
Total Expenditure	1,957 0 4	2,927 17 2	1,207 0 2	347 6 6	6,439 4 2	1,231 5 5	5,039 17 3	6,271 2 8	2,561 2 6	450 7 1	3,011 9 7	621 18 2
Gross Cost per Pupil	14 1 7	14 14 3	9 0 2	6 1 10	12 0 1	14 3 1	9 6 8	10 0 0	5 1 0	17 6 5	5 13 0	27 0 9
Recoveries—												
Fees	194 15 4	262 2 8	36 1 0	90 3 1	583 2 1	.....	.....	.....	317 9 7	184 0 4	501 9 11	.....
Local Bodies	920 0 0	1,317 0 0	595 10 0	.....	2,832 10 0	.....	*2,621 16 2	*2,621 16 2	.....	.....	.....	.....
Sale of Books	40 17 3	72 18 8	27 3 8	20 6 1	161 5 8	.....	.....	.....	34 4 0	25 1 8	59 5 8	4 18 3
Total Recoveries	1,155 12 7	1,652 1 4	658 14 8	110 9 2	3,576 17 9	.....	2,621 16 2	2,621 16 2	351 13 7	209 2 0	560 15 7	4 18 3
Net Cost to Government.. .. .	801 7 9	1,275 15 10	548 5 6	236 17 4	2,862 6 5	1,231 5 5	2,418 1 1	3,649 6 6	2,209 8 11	241 5 1	2,450 14 0	616 19 11
Net Cost per Pupil	5 15 3	6 8 3	4 1 10	4 3 1	5 8 3	14 3 1	4 9 7	5 16 5	4 7 2	9 5 7	4 12 0	26 16 6

* Balance of Native Contributions, £5,749 8s. 0d.

APPENDIX V.
BOARDING COSTS, GOVERNMENT SCHOOLS.

	Boys' Grammar School.	Girls' Grammar School.	Queen Victoria School.	Six Provincial Schools.	Teachers' Training School and Secondary Class, Natabua.
Average number of Boarders ..	26	17	87	540	38
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Food	581 16 8	327 2 0	571 3 1	1,521 7 9	398 2 4
Repairs	2 18 7	8 12 1	7 10 1	118 19 4	8 6 5
Equipment	29 10 11	24 10 9	91 19 3	141 11 9	57 5 5
Light	14 12 0	19 14 6	16 19 5	267 12 8*	15 11 3
Incidentals	17 4 5	7 5 8	15 8 4	198 2 6	63 14 4
Laundry	102 9 2	30 14 10	.....	.....	.....
Wages and Allowances	356 16 2	317 5 0	90 0 0	194 18 10	278 5 0
Maintenance (Public Works Dept.) .. .. .	.....	25 8 2	106 1 1	303 15 4	.....
Transport .. .. .	.....	.....	45 19 8	111 3 8	4 13 9
Total Expenditure	1,105 7 11	760 13 0	945 0 11	2,857 11 10	825 18 6
Gross Cost per Pupil	42 10 4	44 14 4	10 17 3	5 5 10	21 14 8
Recoveries, Fees, &c.	1,288 10 6	783 18 2	383 16 4	2,857 11 10	297 6 0
Net Cost	Cr183 2 7	Cr 23 5 2	561 4 7	.....	528 12 6
Net Cost per Pupil .. .. .	.....	.....	6 9 0	5 5 10	13 18 3

* Includes £189 for electric light plant at Provincial School Western.

APPENDIX VI.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 106 ASSISTED FIJIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1935.

Class.	Under 6 years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		15 and under 16.		16 years and over.		Total.	Grand total.	Per cent.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.				
1	122	112	202	218	289	272	276	227	212	188	143	123	89	69	75	28	32	17	16	10	2	1	1,459	1,247	2,706	34.10		
2	2	1	8	11	29	41	79	92	156	149	179	148	183	170	135	103	98	68	63	24	27	8	11	5	973	820	1,793	22.59
3	..	..	..	3	3	5	14	26	42	56	89	88	121	126	160	131	149	126	88	108	70	52	43	28	779	749	1,528	19.25
4	..	..	..	..	..	..	1	1	8	5	31	13	42	40	87	70	125	116	126	69	82	74	79	40	581	428	1,009	12.71
5	..	..	..	..	..	..	..	..	..	..	6	1	16	16	41	34	62	54	82	76	94	50	116	56	418	287	705	8.88
6	..	..	..	..	..	..	..	..	..	..	..	..	2	6	3	9	7	20	21	8	14	10	26	54	73	127	1.60	
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	2	2	6	15	29	18	37	55	0.69	
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	10	..	13	13	0.16	
Tl.	124	113	210	232	321	318	371	346	418	378	448	373	451	423	504	369	476	399	398	311	286	207	275	196	4,282	3,654	7,936	
%.	2.37	2.99	4.42	5.57	6.39	8.05	7.17	9.03	7.96	10.03	8.21	10.35	9.74	11.01	8.73	11.00	9.64	10.90	7.09	8.93	4.93	6.21	4.71	5.93	..	..	..	..

APPENDIX VII.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 62 INDIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1935.

Class.	Under 6 years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		15 and under 16.		16 years and over.		Total.	Grand total.	Per cent.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.				
1	103	68	328	237	358	134	252	62	161	48	92	17	42	5	29	1	12	0	1	0	..	..	..	..	1,378	572	1,950	39.51
2	..	..	28	27	70	38	111	69	164	49	146	17	92	8	51	1	23	1	13	0	4	0	2	..	704	210	914	18.52
3	..	..	6	1	14	12	72	53	112	50	135	39	121	30	96	11	37	3	10	3	4	1	1	1	608	204	812	16.45
4	..	..	1	..	4	..	11	7	45	19	88	31	106	24	72	21	49	6	15	2	3	2	..	..	394	112	506	10.25
5	..	..	..	..	1	..	1	..	8	8	28	20	56	20	73	16	45	15	39	4	12	2	3	..	266	85	351	7.11
6	..	..	..	..	..	..	..	..	3	1	9	4	28	13	43	13	35	4	26	3	19	1	7	1	170	40	210	4.25
7	..	..	..	..	..	..	..	..	..	..	..	..	5	2	12	1	28	6	19	4	17	5	6	4	87	22	109	2.21
8	..	..	..	..	..	..	..	..	..	..	..	..	4	..	3	1	10	4	12	6	13	4	22	4	64	19	83	1.61
Tl.	103	68	363	285	447	184	447	191	493	175	498	128	454	102	379	65	239	39	135	22	72	15	41	10	3,671	1,264	4,935	..
%.	1.71	3.47	6.28	12.72	6.31	12.73	6.38	12.93	6.68	13.54	6.26	12.69	5.56	11.27	4.44	8.99	2.78	5.63	1.57	3.18	8.7	1.76	5.1	1.03	..	..	..	..

APPENDIX VIII.

FEES—GOVERNMENT SCHOOLS.

The following are the regulations governing the payment of fees in Government Schools:—

(1) GRAMMAR SCHOOLS.

Tuition Fees.

4.—(a) The tuition fee for a pupil in the Primary Classes shall be fourteen shillings per term, provided that no tuition fees shall be paid in respect of a pupil whose parents own or reside in property within the Municipality of Suva and on which the Education Rate is levied.

(b) The tuition fee for a pupil in the Secondary Classes shall be two pounds ten shillings per term, provided that this fee shall be reduced to two pounds per term for those who would under the proviso of the preceding sub-clause have been eligible for free tuition in the Primary Classes.

(c) A charge of two shillings per term shall be paid by pupils taking the cookery course.

(d) In the event of a pupil being enrolled after half term or leaving the school before half term the tuition fee shall be half the full amount.

(e) If a parent or guardian pays the tuition fees for two or more of his children or wards, respectively, who attend the same department, the tuition fee for each child shall be two-thirds of the full fee.—(Grammar Schools Regulations 1935).

Hostel Fees.

5.—(1) The hostel fee, which shall include laundry, shall be at the rate of £50 per annum, payable in advance to the manager by three term instalments of £16 13s. 4d.

(2) Subject to due notice being given to the manager, a reduction of fifteen per cent. on the hostel fees payable under these regulations shall be made in the case of boarders who regularly spend their week-ends at home.

(7) When more than one child of the same parents attend either or both of these schools the rates of the hostel fees and refunds shall be reduced by fifteen per cent. for two, twenty per cent. for three, and twenty-five per cent. for more than three boarders.—(Grammar Schools (Hostels) Regulations 1929).

(2) LEVUKA PUBLIC SCHOOL.

Tuition Fees.

4.—(a) No tuition fee shall be paid in respect of a pupil whose parents reside in property within the Municipality of Levuka on which the Education Rate is levied.

(b) A tuition fee of fourteen shillings per term shall be paid in respect of a pupil whose parents do not pay the Education Rate.

(c) Tuition fees shall be reduced by one-third for two or more members of the same family attending the school.—(Levuka Public School Regulations 1929).

(3) CORRESPONDENCE CLASSES.

4. There shall be two terms a year, the first shall in general be from the middle of February to the end of June and the second from the middle of July to the end of November.

Tuition Fees.

5.—(a) A tuition fee of £1 per term or part of a term shall be paid in advance to the Supervisor in respect of each pupil provided that this fee shall be reduced to 15s. in the case of two or more members of the same family attending the classes or one of the Grammar Schools.—(Correspondence Classes Regulations 1934).

(4) SECONDARY DEPARTMENT, NATAMBUA INDIAN SCHOOL.

Tuition Fees.

2. Tuition fees shall be paid to the Principal before the commencement of each term.

No pupil whose tuition fee has not been so paid shall be allowed to attend the school without the approval of the Director.

Hostel Fees.

3.—(1) The hostel fee shall be at the rate of £24 per annum payable in advance by three terminal instalments of £8 to the Principal who shall give an official receipt therefor.

(2) In the event of a boarder being admitted after the first fortnight of term, the hostel fee shall be thirteen shillings per week or part of a week for the remainder of the term, and shall be payable in advance.

(3) When two or more children of the same parents are boarding at the hostel, the fee shall be reduced by 15 per cent. for two, 20 per cent. for three and 25 per cent. for more than three boarders.—(Natambua Indian Secondary School Regulations 1934).

(5) GOVERNMENT INDIAN PRIMARY SCHOOLS.

Tuition Fees.

10.—(a) The tuition fee for pupils shall be in accordance with the following scale:—

For pupils in Classes 1, 2, 3, and 4—four shillings a term.

For pupils in Classes 5 and 6—eight shillings a term.

For pupils in Classes 7 and 8—twelve shillings a term.

Provided that in the event of a pupil being enrolled after half term or leaving school before half term the tuition fee shall be half the full amount and that if the parent or guardian pay the tuition fees of two or more of his children or wards, respectively, the tuition fee for each of his children or wards attending the school shall be two-thirds of the full amount.

(b) All tuition fees shall be paid in advance to the head teacher and no child shall be admitted unless this condition is complied with except in such cases as the Director may deem fit to permit otherwise, provided that the Governor may, as he shall deem fit, remit wholly or in part any fees payable under these Regulations.

(c) The head teacher may with the consent of the Director require each pupil to pay to him a sports fee not exceeding one shilling per term.—(Government Indian Primary Schools Regulations 1934).

(6) QUEEN VICTORIA SCHOOL.

Fees.

6.—(a) A school fee of two pounds per term shall be paid, in advance, to the head master, who shall give an official receipt therefor.

(b) When two or more pupils of the same parents are in the school and paying fees, the fees for each pupil after the first shall be one pound six shillings and eight pence per term.

(c) The fees for each pupil from Administrations other than Fiji shall be ten pounds per term.—(Queen Victoria School Regulations 1931).

1937.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 3

F. 28/105/4.

REPORT
ON
EDUCATION IN FIJI

BY

A. I. MAYHEW, C.M.G., C.I.E.,
JOINT SECRETARY TO THE ADVISORY COMMITTEE
ON EDUCATION IN THE COLONIES.

(Prepared after a visit to Fiji in September, 1936.)

By Authority: H. R. CRAIGIE, Acting Government Printer, Suva.—1937.

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REPORT ON EDUCATION IN FIJI BY ARTHUR MAYHEW.

(Prepared after a visit to Fiji in September, 1936.)

A.—EXPENDITURE ON EDUCATION.

1. Proposals are made in the report that follows for increased expenditure under the following heads:—

(a) Increase in departmental staff—

(1) Administrative—Appointment of Assistant Director of Education; increase in number of Fijian and Indian Supervising Masters.

(2) Teaching posts—

European—Two Head Mistresses of Indian Girls' Schools; Principal, Manual Training Centre, Suva; Principal, Domestic Science Centre, Suva; Head Master and wife, Half-caste Rural Boarding School; Head Master and Assistant, Indian Secondary School, Suva.

Indian and Fijian—Additional Staff for Government Training and Practising Schools; Assistants for Manual Training and Domestic Science Centres and for Indian Girls' Schools.

(b) Increase in allotment for grants in aid:—

(1) For speeding up the production and distribution of trained teachers in Fijian and Indian Primary Schools by increase in the number of capitation grants and in allotment for salary grants to trained teachers.

(2) For the development of selected higher grade Fijian and Indian Primary Schools.

(3) For the improvement and development of Fijian and Indian higher grade Boarding Schools and Training classes.

(4) For assistance to the Methodist Technical School (Fijian), Ndavuillevu.

(c) Provision for a Teachers' Pension or Superannuation Fund (Fijian and Indian Primary Schools).

(d) Provision for Scholarships for University or Professional studies overseas (all races) and for Indian Secondary Education.

2. Proposals referred to under (a) (2) involve also considerable capital expenditure. Additional expenditure on building grants are involved by some of the proposals under (b). The Committee on Health Education which I have suggested may find a need for additional public health staff.

3. European schools, other than those intended solely or mainly for half-castes, are not included in these proposals (see K. separate note on European Schools).

4. Several of the schemes to which I refer have already been prepared by the Department of Education and are receiving sympathetic consideration from the Government. Initial expenditure on some has been included in the estimates for 1937 under consideration while this report is being written. There seems to be general recognition of certain urgent needs, widespread interest in education and readiness to resume the aggressive policy recommended by the 1926 Education Commission and initiated in the years immediately preceding the economic blizzard of 1931-1932. The net expenditure on education from Colonial funds rose from £27,916 to £36,801 in 1930. It has fallen steadily from that figure to £33,778 in 1935. (Owing to reductions under other heads it has been possible during the latter part of this period to increase the expenditure on grants in aid, from £13,423 in 1930 to £18,338 in 1936.) The net expenditure per head of population was 3s. 4d. in 1935 (calculated on a population estimate which the recent census has shown to be approximately 5,000 too high) against 4s. 1d. in 1930. The percentage of Colonial Revenue spent (net) on education has fallen from 6.5 in 1932 to 5.3 in 1935.

5. The full expenditure involved by my proposals would, of course, be approached gradually over a period of years. The proposals have been formed, in consultation with the Director of Education and after conversation with the Acting Governor, on the assumption that it is the intention of Government, if economic revival continues, not only to return to the level of net expenditure reached in 1930 but to advance beyond that figure until an effective system of primary schools has been secured for all races in all parts of the islands and the benefits of a sound education have been distributed more widely. No one can complain that the present Fijian education system is top-heavy. It is all to the good that so much care has been and is still being taken to provide a sure basis of sound primary education. A beginning, on very sound lines, so far as the Fijians are concerned, has been made with secondary education. But it is only a beginning and considerable increase in expenditure will be required before the Colony's expenditure on secondary education comes up to that of several other Colonies comparable to Fijian population and revenue. Nothing is at present being spent on post secondary education.

(N.B.—The expenditure figures are net, i.e., after deduction not only of fees but of contributions from European rates and from Fijian Provincial Councils).

6. *If progress in the extension and improvement of Primary Education is to be assured, it must be planned ahead for a period of years. The Director must know what increase of funds is likely to be available for the purpose in each of the next, say, five years, and must apportion this between the training of teachers and salary grants for the additional teachers when trained.* The training takes at least two years, and careful adjustment of the number of training school students to the funds likely to be available for grants when they have been trained is essential. The number of new schools which it may be possible to aid in any given year ought to be known some years before so that it may be possible to get at least that number of schools opened on an experimental basis before the time comes for giving them grants. The Director now has materials (census figures and school maps) on which to base definite programmes. But if he is not given some idea of the sum likely to be available he may prepare a programme which will be turned down as visionary and extravagant. Or, if he is pessimistic, he may prepare a programme which is far short of what the Government would be prepared to give.

7. *The Financial aspect of Indian Education.*—There has been marked improvement in Indian Education since the 1926 Education Commission reported, and particularly since 1929. From all that I saw and heard I am inclined to believe that the primary schools, both urban and rural, are as a whole quite up to the level of the average primary school for similar classes of Indian society under similar conditions in those parts of India with which I am most familiar. But comparison of educational results among the many and varied millions of India and among the small more or less homogeneous Indian population of Fiji, living under very different conditions from those generally obtaining in India, is very dangerous. I deprecate particularly the comparison of village schools among the isolated and economically depressed rural communities of India with schools for agricultural classes occupying the particularly favourable position that the Indian tenant farmers of the Colonial Sugar Refining Company occupy. No outsider familiar with India can fail to be impressed most favourably by the physique, bearing, cheerful appearance, and general intelligence, of those Indians in Fiji whose education has not gone beyond the Primary School. In town and country alike there are obvious signs of prosperity. But it would be a mistake to attribute mainly to schools what is largely the result of economic conditions and the work of such agencies as the Health and Agriculture departments or the Colonial Sugar Refining Company. Indian education has for some time been treated sympathetically by the Government. Expenditure has grown, the interest is great, and the determination to regard the Indian community as an integral part of the Colony, entitled educationally to the same facilities as other racial elements, is genuine. *But the fact remains that, owing to the late start that was made, and owing, I think, to a financial misunderstanding referred to below, Indian education in quality and quantity in all its aspects and grades is still considerably below the level of Fijian education.* Though this can be attributed partly to certain features of Indian life, thought and social custom, not so conspicuous in Fiji as in India, more liberal expenditure by the Government would certainly bring Indian education more nearly to the Fijian level and to a position worthy of the largest racial element in the Colony. It is to be noted that the Indian population of 5-15 (School-going age) is now larger than the Fijian. Their death rate is far lower and their birth rate approximately the same.

8. There is a local tendency, in dealing with proposals for increased Indian expenditure, to emphasise the contribution made by the Fijian community to its own education and the absence of regular provision for any such contribution by the Indian community. In theory the Fijian, like the European community, is supposed to contribute half the net cost of its education, and in practice something on these lines is ensured by a municipal education rate in the case of Europeans and by contributions from Provincial Council funds in the case of Fijians. In schools for these communities not supported by regular rates or contributions an attempt is made to assert the 50-50 principle by regulations or voluntary local contributions.

9. So far as I was able to gather the Indian community has never shown any reluctance to pay an education rate. *The absence of any Indian rating is due to the apparent inability of the Government to produce an equitable scheme, fair to all areas and classes of society, and not involving the Government in corresponding expenditure beyond its means. Educated Indian opinion apparently desires such a scheme and it is difficult to understand why it has not been possible to devise one.*

10. Secondly the Indian community, through school fees and payment by School Committees for the erection of school buildings, and the supplementing of grants in aid, is already making a contribution which some believe to be substantial. *It is most unfortunate that the annual amount of this contribution has never been ascertained. I recommend that in both Mission and Indian Committee Schools efforts should again be made to insist on the annual supply of these figures, the sum total of which should be given in the appropriate table of the annual report.*

11. Thirdly, *even if it be true that the Indian contributions to Indian education fall far short of the Fijian contribution to Fijian schools, the fact does not seem to justify giving the Indian population a far smaller share proportionately of the Colonial revenues available for education than is given to the Fijian population. The net expenditure from Colonial revenues on Indian education was 8-6d. per Indian child of school-going age against 14-7d. spent per Fijian child on Fijian education in 1935.*

12. It is obviously desirable to stimulate local interest in education and to encourage the raising of local funds to supplement expenditure from Colonial funds. But such local funds should be regarded as supplementing and not as a substitute for Colonial funds. It is arguable that a certain portion of the Colonial Revenue available for education should be set apart for stimulating local effort by grants in proportion to the sum locally raised. But the primary object of administrators of Colonial, as distinct from local funds, should surely be to distribute their expenditure as evenly as possible among the various areas, classes and races, attention being paid to the needs and population of each area, class and race rather than to its local contribution.

13. The Government should accordingly aim at a distribution of its educational funds which will ensure for the Fijian and Indian population alike the same expenditure for a child of school going age in each race. At present the needs of the Indian race are greater than those of the Fijian and its proportionate receipt of Colonial funds is considerably less. If special attention is paid to the proposals in this report for the improvement of Indian education it will not be difficult for the Government to reach within a few years the proportionate distribution advocated above. It is not suggested, of course, that such increase of funds as is found possible shall be devoted entirely to Indian schools. But it is important, as the Secretary of State has pointed out, that there should be "reasonable expansion every year irrespective of the ability of private agencies to contribute to such expansion"; irrespective also, as I have tried to show above, of any sum raised, or capable of being raised, by a local Indian rate.

14. It has been suggested locally that the difference between Colonial fund expenditure on Indian and Chinese education is due to the reluctance or inability of Indians to avail themselves of facilities provided for their benefit. It is certainly true as regards girls' education that Indian parents have not used the facilities that have been offered. I hope and believe that they will make better use of the more adequate facilities that I suggest in my report. In other respects I am not convinced that the Indians, taken as a whole, are either reluctant or unable to profit from any sound education that is offered. In any case efforts to remove such reluctance or inability as may exist by the offer of more attractive, effective and extensive facilities should be continued at least until Indian expenditure is brought up to the level of Fijian expenditure. In caring for bodily health we do not cease to attend to a patient who is reluctant or unable to take food.

B.—BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION.

RECOMMENDATIONS.

1. BOARD OF EDUCATION.

(1) There is no woman on the Board. The Education Ordinance (No. 1 of 1929) should be amended so as to increase the number of Government nominees from eight to nine and to provide that at least one of these shall be a woman.

(2) Advantage might be taken of such amendment to provide also that at least five of those nominated by the Government shall have experience of educational administration or teaching.

(3) The Ordinance (sec. 7 (12)) authorises the Government to consult the Board on general policy and questions of principle. It also authorises the Board to initiate recommendations on general policy. I got the impression that the Board, as a Board, has no very clear ideas on general principles and policy, though individual members in separate discussion with me contributed valuable ideas and information. It is not for me to say how far, if at all, this apparent failure of the Board to formulate ideas on general policy is due to their not being consulted on such matters. But I suggest that a sense of responsibility for advice on general policy should be aroused and maintained.

2. DEPARTMENT OF EDUCATION—STAFF.

(1) The post of Assistant Director of Education, recommended by the 1926 Education Commission and sanctioned by the Secretary of State, which has remained vacant for several years, should be filled as soon as possible.

(2) The post of Inspector of Fijian Schools, recommended by the Commission and sanctioned by the Secretary of State which has been vacant for some years, should remain unfilled. The present policy of putting selected Fijian headmasters in charge of specified groups of schools and areas as organising and supervising officers should be developed and their number should be steadily increased as fast as funds and the number of qualified candidates for such posts permit. (This is without prejudice to the retention of one European at present employed in such supervising work).

(3) The policy of placing selected Indian Headmasters in charge of groups of Indian Schools and specified areas as organising and supervising officers should be developed with all possible speed and subject to the same conditions as those specified for Fijian officers above. The post of Inspector of Indian Schools should be retained.

(4) *The training of Indian and Fijian teachers.*—The necessary officer should be a person with up-to-date experience of the training of primary School teachers and qualified by training and experience to bring school life into close touch with the development of rural and industrial communities. This new officer should be put in charge of the Government Training School, Natambua, and should assist with his advice the development of the Mission Training Centres. He should not be responsible for the Government Indian Secondary School, Natambua.

(5) The staffs of the Indian and Fijian Schools, used as practising schools by the Government Training School, should be strengthened. This will probably involve in the immediate future the addition of one carefully selected and certificated Indian teacher to the Government Primary School, Natambua, and at least one additional post for one of the Fijian Schools with more careful selection of teachers for the existing posts. Further improvement of Training and Practising School staffs to be considered after the new officer recommended under (4) has surveyed the situation.

(6) It will be necessary to recruit officers to take charge of the proposed Suva Manual Training Centre, Suva Domestic Science Centre, and a Half-caste Rural Boarding School in Vanua Levu, when the proposals for these institutions (see F. 7 and 8 and G. 11 &c.) have been approved. It is hoped that provision can be made for some of the capital expenditure on these schemes in next year's Budget.

(7) *Women's Education*.—The Secretary of State has asked for consideration of the need for a woman inspector, or organiser, of Indian and Fijian Girls' Schools. It would be useless to fill such a post until the holder can find more and better material on which to work. The immediate needs of women's education are already known and should be met before an organising officer is appointed. In order to assist the development of Indian girls' schools, in which pupils can be brought to a stage where their training as teachers is possible, the Government Indian Girls' School, Suva, should be extended and a European lady should be added to the staff and placed in charge. And a Government Indian Girls' School should be opened at Nandi with a European lady in charge of it. The additional staff expenditure involved by this latter proposal will probably not greatly exceed the salary of the European Principal plus the difference between the salaries of the assistant teachers and the salary grants now paid on behalf of teachers in the assisted School to be taken over by the Government. (For details and explanations of both schemes see D on Women's Education). Budget provision for both these schemes is required as soon as possible.

(8) *Government Indian Secondary Boys' School, Suva*.—Approval of the scheme referred to in E. 4. (Indian Education) will involve a recurring staff expenditure (net) of about £450. But the development of this scheme should await the development of the Suva Manual Training Centre.

(9) *Mode of Recruitment*.—The present system of recruitment in co-operation with the New Zealand Education Department should continue. But the Secretary of State should be informed of all permanent vacancies on the European establishment for Indian and Fijian education as soon as they occur. Such a procedure would be without prejudice to the Governor's right to appoint temporarily any officer already on the establishment or to recruit temporarily from New Zealand for the purpose. But those thus appointed temporarily should be warned that it is open to the Secretary of State to make other arrangements for permanent filling of the vacancy.

A NOTE ON RECOMMENDATIONS RELATING TO BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION.

1. BOARD OF EDUCATION.

(1) It was agreed that there ought to be a woman on the Board, but it was thought that nomination might be deferred till a vacancy occurs. Subsequent reflection has convinced me (a) that delay, which might be for a considerable time, is undesirable—(b) that the principle involved is of sufficient importance to justify statutory provision.

There can be no question as to the desirability of ensuring the advice of at least one woman, not only on the education of girls (and particularly Indian girls), but also on education in general—and particularly health education. The Advisory Committee on Education in the Colonies attaches great importance to such representation and has recommended statutory provision whenever the subject has been brought to their notice.

(2) and (3) Not discussed with the Acting Governor as the points were subsequently brought to my notice. As regards (2) it is not suggested that present members are lacking in educational experience, but for future guidance and in order to safeguard the educational element it seems desirable to make statutory provision for a bare majority of educationists, exclusive of the Chairman.

With reference to (3) it would in my opinion be regrettable if the Board were to be regarded, or regard itself, mainly or merely as responsible for administrative details. In discussing such subjects as assignments of grants or opening of new schools there is always a danger of members regarding themselves as custodians of the interests of groups or bodies with which they are connected. The Ordinance, wisely, makes no provision for such representation. The tendency to view every question from the standpoint of the Colony as a whole, and to work as an educational body with a common aim, would be strengthened if there were more discussion of general policy. This, of course, is on the assumption that the final responsibility and control are retained in their entirety by the Government and that the Board's functions under section 7 (12) and (13) of the Ordinance are solely advisory.

2. DEPARTMENT OF EDUCATION—STAFF.

(1) *Assistant Director of Education*.—The non-utilisation of this post seems to have been an economy measure consequent on economic depression. There seems to be general agreement that one of the first steps consequent on recent economic improvement should be the filling of this post. In my opinion it is needed to ensure careful planning of schemes, effective supervision, and wise and profitable expenditure of funds. Far too much of the Director's time is engaged in administrative details. Though there is no Inspector of Fijian Schools he has had himself no time for touring. Such touring work can be distributed as required between the Director and Assistant Director and is needed if the work of Fijian organising officers is to be guided and touch maintained with Administrative Officers. Additional arguments are (i) the existence, apparently inevitable, of three distinct systems of education in the Colony (ii) the geographical nature of the Colony and difficulties of travel (Vanua Levu, in particular, needs more attention) (iii) the fact that a prepared scheme for the development of health education awaits elaboration and inception. Comparison with somewhat similar Colonies such as Jamaica and Trinidad, where full work is found for Assistant Directors, leaves no doubt in my mind.

(2) Taking into account difficulties of transit and the peculiar system of Fijian School administration, and also the desirability of training the Fijian to bear responsibility I think that the experimental appointment of Fijian organising school masters was justified and ought to be developed further. One European inspector, financially equivalent to about four of these Fijian officers, would cover far less ground than they can cover in a year. Carefully selected men can establish the right kind of relations with village and district authorities and co-operate with Administrative Officers in the gradual extension of properly organised and staffed village schools.

The present custom of moving an organising school master on from an area that has been effectively canvassed to another area seems to be sound. Essential conditions of success are (a) that the Director or Assistant Director should investigate their work by periodic local tours (b) that they should be assembled periodically in centres for conference and instruction in methods of supervision, co-operation with Agricultural and Health Departments, and so on, and (c) that there should also be periodical refresher courses for primary school teachers at the training schools and also at the Provincial Fijian Schools, where the staffs of these schools, and also officers of the Agricultural and Health Departments, can give suitable instruction. For many years to come these organising masters will not educationally be as effective as fully qualified European officers. Their work can be supplemented by the Provincial School Headmasters. (See note on these officers at close of this section). These remarks are also applicable to (3) Indian organising masters.

(4) and (5) *Training of Teachers*.—My recommendation is due to my conviction that the training of teachers, obviously the most important and fundamental task at present, needs new ideas and new blood. In contrast with much educational work in Fiji that is laudably alive and fluid, adapted to changing conditions, the teacher training tends to be formal and stereotyped, out-of touch with rural and industrial life and needs. There is far too much copying by the students of long disquisitions on method and principle, instead of ample talk and, still better, ample demonstrations and practice, based on a few simple principles, which could be comprised in a simple local manual of a few pages. The examination papers for the grade certificate suggest that theory of the Dexter and Garlick type, sometimes but not always paraphrased in simple English, gets far too much importance. There is much to be said for completely dropping the question papers on Method and for certifying the teacher, so far as educational method is concerned, on a year's work in his school subsequent to his passing in general education subjects. In the general education course, more particularly History and English, there is some irrelevant matter that ought to be combed out. One may admit the need for "a background" without admitting the value for a Fijian teacher of knowing "the relations of Edward I to Scotland." The drawing course, more particularly blackboard drawing, requires more attention, and practising schools have to be strengthened and brought more closely into line with the training school work.

No doubt the officer whose appointment I have recommended will consider the applicability to Fiji of the Jeanes Training Centre idea as developed in Nyasaland and contemplated in Zanzibar. (This does not imply that the Fiji village is on as low a level as the African village). The Roman Catholic and Methodist training schools are already integral parts of settlements which could easily be developed on Jeanes lines. The site of the Natambua Government School, chosen before the present Director took charge, is most unsuitable, with no Fijian school or village in the neighbourhood and no apparent hope of establishing them there. Possibly investigation when the new officer has joined will reveal the need for changing the site. Meanwhile staffs of existing practising schools can be strengthened as proposed. The Fijian schools should be controlled by the principal of the training school and the fact that training students, owing to the remoteness of the schools, have to spend a fortnight at a time in these villages, away from the training school, indicates a need for more special and effective measures for their supervision and guidance than seem yet to have been devised.

The time for overhauling the work of the Mission Training Schools, and for co-operating in their improvement, will come when the Government institution has been re-organised. But meanwhile I would draw special attention to the needs of the Practising School at Nдавuilevu, (Methodist Centre) where the European lady in charge has more work than she can effectively get through. She is doing well despite inadequate staff but at considerable risk to her health.

(6) See note E. G. on Secondary and vocational education.

(7) See note D. on Women's Education.

(8) See note E. 4 on Indian Education.

(9) *Mode of Recruitment*.—The present arrangement by which all the Government European Schools posts and a considerable number of posts connected with non-European work are filled by officers recruited through the New Zealand Education Department is economical and geographically convenient. I have been favourably impressed by the work and personality of the New Zealand portion of the staff as a whole. (There is, in fact, now only one officer in the Department who has been selected by the Secretary of State at home). In New Zealand increasing importance is being attached to Maori and to Samoan and Cook Island education. This ought to have its effect on recruitment. If from time to time opportunity can be given, as it has been recently, to the Director of Education and Inspector of Indian Schools, to study school systems in other parts of the Empire, and if touch is kept with the Advisory Committee through study of "Overseas Education" and the Committee's memoranda, there should be no risk of dangerous isolation.

My recommendation on this subject involves no change of principle and implies no dissatisfaction with its results. It is intended to ensure *timely* information being received by the Secretary of State regarding permanent vacancies, so that he may be able to ascertain, before the time comes for considering confirmation of the temporary local arrangement, whether an officer in another Colony or one of the home recruitment candidates has special qualifications for the vacancy. Taking into account the specialised nature of much of the work and the scale of salaries, I do not think there will be many such persons needing consideration. But if, as generally happens at present, no information reaches the Secretary of State prior to a recommendation for confirming in a post a New Zealander who has been acting for a long time in that post (whether transferred from a European School post or recruited for the purpose from New Zealand), it is difficult, if not impossible, for the Secretary of State to consider the possibility of any other candidate.

PROVINCIAL SCHOOL HEAD MASTERS.

In discussing the departmental staff I feel bound to refer to criticism of the inclusion in the staff of six European Head Masters of the Provincial Fijian Schools. It has been criticised as extravagant, since these schools are only of primary grade and the number of pupils is small, ranging from 80 to 110. But the work of these officers is actually and potentially most important. These boarding schools receive selected boys from a large area, give them between the ages of 10 and 16 a course of instruction admirably adapted to rural and industrial conditions with much practical agriculture and handwork, and provide a communal life of great disciplinary value. Many pupils proceed from these schools to the secondary school at Nasinu and some pass direct into the Teacher Training Schools. Others return to village life. The head master's time is well occupied not only in school work but in superintending agricultural operations and controlling the community life. This work cannot at present be entrusted to Fijians. It is most desirable that the number of pupils should gradually be increased, up to a quota of 150 pupils per school. But the influence of these head masters extends beyond the schools. They inspect primary schools in surrounding villages and some of them have been holding refresher courses for primary school teachers. This work ought to be extended and systematised. In this respect the influence of the three head masters in the outlying islands is particularly important, since owing to scarcity of inter-island communications it is impossible to ensure regular visits to outlying islands by outside inspectors.

C.—PRIMARY EDUCATION (FIJIAN AND INDIAN).

1. Provision of Facilities and Training of Teachers.—

	Fijian.	Indian.	Fijian (boys only)	Indian (boys only)
(1) Population 5-15 (a)	23,236	23,608	11,897	12,177
(2) Pupils at school (d) (all grades) ..	15,209 (b)	5,501 (c)	8,823	4,130
(3) Percentage of (2) to (1)	66	23	74	34

(a) 1936 Census.

(b) 1935 figures. Twenty-five small schools sent in no returns.

(c) 1935 figures.—Four small schools sent in no returns.

(d) Includes all schools whether in receipt of public funds or not.

	Fijian.	Indian.
Certificated Teachers	211	142

2. It is not known how many of these are trained. Since 1935 certificates are given only to trained teachers. Of the certificated teachers 144 Fijian and 71 Indian are of the lowest grade, i.e., have passed in a course of general education (plus instruction in method) of about one year beyond the top class of an eight year course or have undergone two years of general instruction and training but passed only on the first year's work. The normal training course is 2 years, but teachers can advance to higher grades by private study.

3. At the rate of 40 pupils per teacher there are certificated teachers for about 37 per cent. of the Fijian school age population and for about 24 per cent. of the Indian.

	In Government and aided institutions.	In other institutions.	Fijian.	Indian.
Students under training, 1935	79	60	108	31
No. of students admitted to training for course beginning in 1936	39	not known	28	11

4. At the present rate, which it is proposed slightly to increase next year, it might be possible to supply certificated teachers for the whole Fijian population in about 15 years time and for the whole Indian school going population in about 40 years time, with due allowance for repairing wastage in the staff. This is on the assumption that the supply of qualified candidates for training is ample (see below) and that the number of failures from Government and aided institutions at the conclusion of the course is made good by passes from unaided institutions, which have not yet come up to a level at which Government support seems justified.

5. The present policy is to concentrate recurring expenditure of Colonial Revenue (a) on the six Government Provincial Schools for Fijians, half of the cost of which is met from local (Provincial) rates and (b) on the upkeep of seven Government Indian Schools (c) on adequate salary grants for certificated teachers in aided Fijian and Indian Schools (with small grants for approved probationary teachers), and (d) on the production of trained teachers. This policy, which clearly aims at avoiding public expenditure on inefficient instruction, is sound. But there is a danger of its providing Government, if it wants to avoid increase of expenditure, with the following argument. If asked to provide more funds for the training of teachers it says that such teachers cannot be produced in excess of the provision for salary grants for them. If asked to provide for funds for salary grants it replies that the increased provision would be in excess of the trained teachers. *It is essential that a programme of effective extension should be planned for a period of years, say five, and that in each year there should be an increase of funds (a) for teacher training and (b) for salary grants, the amount under one head being calculated with careful reference to the amount under the other head.*

6. In determining the amounts, and to ensure a generous estimate of needs the following facts need attention:—(a) *the leeway to be made up in the provision of Indian facilities (see figures above) is far greater than for Fijians.* The Indian need is urgent. (b) *The need for a larger number of certificated Fijian women teachers is great and urgent.* (see D on Women's education). (c) *More*

than 5,000 Fijian pupils, about one-third of the total enrolled number, are studying in unaided schools, i.e., schools without certificated teachers, with a precarious life and a very low level of instruction. Even if this number is deducted the proportion of Fijian children studying in aided schools remains far higher than the similar proportion of Indian children. In Fijian and Indian schools alike an effort should be made to distribute certificated teachers over as wide an area as possible, without prejudice to the need for bringing the staffs of a few selected schools (Provincial and other higher grade schools, see below) up to as high a level of efficiency as possible.

7. I have proposed elsewhere increased expenditure to raise the efficiency of the Government Training School (Indian and Fijian males). When this has been ensured the time will probably have come for assisting the Methodist Mission (Indian and Fijian males) and the Roman Catholic Mission (Fijian males) to increase their expenditure and efficiency on the same lines. This is irrespective of additional expenditure required for increase in the numbers of students as well as in the efficiency of their training. It will probably be desirable before long to bring the training efforts of the Seventh Day Adventist Mission within the range of Government aid. Women's training is dealt with separately. (Women's education).

8. *Supply of Qualified Candidates for Training.*—Candidates are selected for training on an examination which covers the full eight year primary course. This is also the entrance test for admission to the Suva Medical School. In the 1935 examination 60 Fijian and 33 Indian candidates passed. It is not known how many were candidates for the Training School. But even if all were candidates which is certainly not the case, the number of Fijian qualified candidates is dangerously small and the number of Indian quite inadequate for the steady increase in the number of training students (more particularly Indian students) that has been shown above to be necessary. The Fijian male candidates come mainly from the Queen Victoria Memorial School and the six Provincial Fijian Schools, and the mixed English Schools in the towns. The main source of recruitment for Indian students is the mixed English Schools.

9. The minimum age of admission to training, which should certainly not be lowered, is 16. The school enrolment on which the number of teachers entitled to grant is calculated is limited to pupils of 6-14. The reason for the senior age limit is the natural desire of the department to check the Fijian tendency to retain pupils of 14-18, to the detriment of younger pupils, in ineffective and badly supervised boarding schools where they do little more than grow their own food. Such pupils are now wisely concentrated in the six Provincial Schools. But in a few village schools and in the mixed English Schools there are bright and able Fijian pupils of 14 worth retaining up to the age of 16 and capable of passing the qualifying examination at that age. The need for encouraging and assisting the education of such pupils in Classes 6-8 is even greater in Indian Schools. I recommend therefore the recognition of a limited number of aided schools—Fijian and Indian—as higher grade primary schools. In these schools, selected with reference to efficiency and numbers of pupils in the higher classes, the attendance of all pupils between the ages of 14 and 16 who have reached class 6 by the age of 14 should be included for staff and grant calculation.

10. The effect of this at present would be negligible in Fijian village schools but considerable in some mixed English Schools (Fijian and Indian) and in some Indian Schools where there are already 153 pupils under 14 in class 6. It is possible that the number of such higher grade schools, thus encouraged, might grow and such growth would not only provide more candidates for training but would also benefit the community as a whole.

11. I recommend also that in all schools, wherever fees are charged, the fees should be uniform for all classes and school years. To charge a higher fee for the higher classes tends to discourage pupils from staying on and encourages the erroneous idea that the higher stage of the Primary School is a luxury. The loss to the few Government Schools, to the Mission Schools, and to those Indian Committee Schools that charge fees, would be very small even if the higher class fees were reduced without increasing the lower. But I would prefer some increase in the lower to retention of the distinction.

12. *Conditions of Service for Teachers.*—The salaries of teachers in the Government Fijian Provincial Schools and Indian Schools seem to be adequate. The salary grants to certificated teachers, supplemented by such contributions as may reasonably be expected from the community, committee, or mission maintaining the school, provide suitably for the teachers in aided schools. But taking into account the important part assigned to aided schools in the official system of education, the fact that most Fijian schools are maintained by District or Provincial Councils, and the need for making service in aided schools as attractive as in Government Schools, I recommend the following measures.

(a) In Government Schools head teachers are pensionable and assistants may receive a retiring allowance. There should be a pension or superannuation fund covering all certificated teachers in Government and aided Schools, part of the cost in aided schools being met from managers' funds or teachers' contributions or both. The inclusion of aided schools with a pension scheme has been admitted in principle throughout the West Indies and effected in many of the islands.

(b) When a certificated teacher is provided for an aided school the amount of contribution (in money or in kind) by the managing body should be known to and approved by the department and the teacher's receipt for this contribution should be attached to the manager's receipt for the salary grant.

(c) A certificated teacher dismissed by a managing body for any reason which does not disqualify him for teaching work or reflect on his efficiency as a teacher should have a recognised claim to departmental help in getting another post. This, I believe, is already the practice. It might be necessary to make dismissal of a certificated teacher conditional on approval of the department, but I was not furnished with evidence of the need for such a step.

13. *The Fijian School System.*—Apart from the six Government Provincial boarding schools, some central schools (mainly boarding) maintained by Methodist, Seventh Day Adventist and Roman Catholic Missions, and some mixed English Schools (Fijian and Indian) maintained in towns by missions, the Fijian Schools are controlled, nominally or actually, by village communities, District Councils or Committees, or Provincial Councils under the general supervision of the Administrative Officers, who, in close touch with the Director of Education, and assisted recently by organising school masters, act as managers in correspondence with the department and for receipt of grants. Those Commissioners whom I met, and I understand others as well, play a very important part in stimulating village communities and in the opening and direction of schools. Apart from Government salary grants, only received for certificated teachers, these schools depend on village contributions or grants from district rates or levies or from the Provincial fund. A district or village rate is sometimes voluntary, sometimes sanctioned and enforced by the Provincial Council. Regulations for the formation of district or provincial committees and levy of education rates have been drafted but consideration postponed as premature. Meanwhile the existing regulations for Provincial Councils enable an Administrative Officer, where he thinks fit, to raise local funds, with the Council's sanction, for village schools. *The procedure generally encourages local enterprise and interest: being fluid and elastic it is suited to the present stage of development and to the general trend of native administration and it gives great scope to an energetic Administrative Officer.* Provincial Councils also contribute to the cost of the Government Provincial Schools and provide Scholarships for the Victoria School. Financially the principle accepted is that half the cost of Fijian education is met from locally raised funds.

14. Before long some systematisation will probably be found necessary and practicable, but it must be noted that very many of these schools have passed only in recent years from the control (often nominal and ineffective) of the Methodist Mission to that of local bodies. In 1931 that Mission wisely decided to concentrate funds and energy, like the Roman Catholic Missions, on comparatively few central schools, on the training of teachers and on technical and agricultural work.

15. *The 1936 Census figures with school distribution maps under consideration will facilitate a wise distribution of an increased number of certificated teachers. The present tendency to provide central district schools serving a considerable number of villages is wise, but it postulates feeder schools for the very young children.* For the older pupils, who live too far away for a daily walk, Fijian custom makes boarding arrangements with individual families possible. Fijian feeling is all in favour of school boarding houses, but these are discouraged except rarely where competent supervision is available. *An effective survey of needs and possibilities for the more remote islands is most important. There are 15 islands where the children of school going age number less than 20.*

16. *The Indian School System.*—The Government is responsible for seven schools, two are maintained by the Colonial Sugar Refining Company, which aids three Committee Schools also and assists, through its Overseers, the effective management of several more, Missions maintain a few schools in central places, in the towns many Indians study in Mixed English Schools maintained by the Missions; the bulk of the rural work and some of the town work is undertaken by local Committees, sometimes constituted *ad hoc* and sometimes connected with a central agency such as the Arya Samaj or Sanatan Dharma. Some of these Committee schools which I saw and others of which I heard are well and successfully conducted, particularly, but not only those, in which Colonial Sugar Refining Company agents take an interest. In several areas the local interest is considerable. There are schools to whose support parents allot the proceeds of work on a cane farm allotted by the Colonial Sugar Refining Company. There are also Committees and schools whose work is unsatisfactory. But what I saw and heard confirms the departmental view that Committee management as a whole is not discredited, and that there has been in recent years considerable improvement. Undoubtedly a vigorous extension of Government schools would commend itself to enlightened Indian opinion. I found nowhere any sign of a wish to shirk contributions by the community to the cost of such schools. It is security and efficiency that is desired and if any equitable rating system could be devised (in place of the system which has legislative sanction but has never been enforced), by which the financial principle which obtains in Fijian education could be applied, there would, I think be no reluctance on the part of the community to comply with it.

17. *It is to be hoped that efforts to devise such a system will be renewed. If they are successful an equitable mode of distributing the cost and responsibility between the Government and the community will be possible. Meanwhile, it seems necessary to rely, as at present, on the efforts of local committees and to supplement these efforts by the establishment of Government Schools where a real need has been demonstrated.* Such a policy is in accord with that advocated by the Advisory Committee on Education in the Colonies and avoids the violent contrast with the Fijian system that a vigorous extension of Government schools would involve. *At the same time the Government ought to re-affirm the principle on which the 1929 decision to establish a certain number of Government Schools was based; where no reliable Committee can be formed to open a school in an unprovided area, or where a Committee has failed after due trial to maintain a school efficiently, it is incumbent on the Government to establish a school as soon as funds become available.*

18. An extension of effective facilities is clearly needed and it cannot be admitted that the absence of effective local enterprise is a reason for any area remaining unprovided. The apparent reluctance of the Government in recent years to commit itself to any policy that involves an increase in the number of Government schools is due perhaps to a fear that such an increase would be at the expense of Fijian education and in the interests of a community that does not contribute proportionately as much as the Fijians do. This fear will be removed by acceptance of the principle, elsewhere emphasised, that expenditure on Indian education from colonial revenues should

be, with reference to the Indian population, equivalent to but not more than similar colonial expenditure on Fijian education. This sets a financial limit to the establishment of additional schools and prevents any feeling of injustice.

19. There is also a natural fear on the part of the Government that acceptance of the principle advocated above will cause Committees that are now doing well to relax their efforts and will remove the stimulus to the formation of effective committees in other areas. There are some Committees that take a pride in their work and would prefer retention of their schools to transfer of responsibility to Government. But there are certainly areas where slackness or a wish to evade financial responsibility will have to be taken into account. *Steps should, therefore, be taken to ensure, in areas where Government schools are established, such measure of local financial support as will impose on the area a burden equivalent to that borne in more progressive, self-reliant areas. If the area in question will not accept a voluntary rate, and in the absence of provision for a legal rate, the fee rate should be high enough to ensure the proper measure of support. To ensure an attendance justifying establishment of the school, and a fee income in accordance with the principle advocated above, compulsion should be used subject to the principles and conditions advocated below in the paragraph dealing with this subject. The amount of local support should be calculated with reference to the difference between the grants that would be paid to an efficient aided school of the same strength and the total expenditure required for efficient maintenance.*

20. If such steps are taken, and if at the same time service in aided schools is made more popular by the measures on behalf of aided school staffs recommended in paragraph 12(a) above, a definite statement of Government's intention to establish its own schools in areas that cannot otherwise be efficiently served will not have the demoralising effect that it might otherwise have.

21. The distribution of the many new schools that are needed, if facilities equivalent to Fijian facilities are to be provided as recommended, will be very difficult. Unlike the Fijians, most of the Indian agriculturists, who mainly have to be considered, live not in villages but on small farms or holdings spread over large areas. Even in those parts where the census map suggests a concentrated population it is hard to find conveniently central school sites and many pupils have far to walk. Approximately 1,400 children of school going age are to be found in isolated communities where schools with an economic enrolment will be most difficult to establish. *The 1936 Census figures and the recently prepared school map will be useful in planning operations. For such operations the Department, in consultation with the District Commissioners must be responsible. But local Indian assistance ought to be invoked. Each District Commissioner in the Indian areas now has, or will have, an Indian Advisory Committee. In connection with that Committee, or as part of it, there ought to be a group, including representatives of local School Committees, that can advise in the selection of sites for new schools, and give an opinion as to whether they should be Government or Committee Schools. Such a group could also advise on the selection of higher grade schools (see paragraph 9) and could enlist public support in the payment of local contributions or in the enforcing of attendance.*

22. Throughout my survey I was impressed by the difficulty of eliciting enlightened Indian opinion on any educational subject. On some points there seem to be even more opinions than there are Associations. The formation of local advisory bodies, as recommended, might facilitate the formation of one Indian body capable of advising the Government regarding Indian education throughout the Colony.

23. *Length of School Life and Compulsion (Fijian and Indian).*—I have already advocated measures for encouraging in selected schools the retention of competent pupils for completion of the eight years course. *Steps are also necessary to ensure for all pupils, or for a far larger number of pupils than at present, a minimum school life long enough to ensure a sounder value and prevent waste of funds on education not long enough to be effective. It is suggested that five years should be the minimum.* To give only one example of the need for a longer school life than most get at present, I hear everywhere and repeatedly of the thriftlessness, indebtedness, and exposure to dishonest traders or unscrupulous moneylenders, of the Fijian and Indian rural population. Much was said also of extravagant expenditure on marriages (Indian) and feasts (Fijian). These evils can be attacked only through the schools and through subsequent instruction based on a school course that has made the pupil intelligently receptive, anxious to learn and able to learn more. This is impossible, and the production of an adult population willing and able to receive instruction tendered by health and agricultural officers is impossible, unless a minimum school life is established.

24. The wastage at present is considerable. In Fijian Schools, exclusive of the Provincial Schools, there is a drop in the first four years from 34 per cent. of the total enrolment reported in Class I to 12 per cent. in Class IV. The drop in Indian Schools is from 39 per cent. to 10 per cent. The latter half of the course, Classes V-VIII, retains only 11 per cent. of the Fijian enrolment and 15 per cent. of the Indian.

25. In all rural schools this wastage is partly due to the shortage of teachers competent to attract and teach effectively pupils in the higher classes. In Indian schools it is certainly due largely to the desire of parents to employ their older children on their cane farms or other holdings. I am assured by the Colonial Sugar Refining Company and Agricultural Department officers that there is no real need for child labour below the age of 14. There is also a natural ignorance among both Fijian and Indian parents of the value of prolonging the education course beyond the stage when reading and writing have been learned, though there is a growing desire for some knowledge of English. The same causes, and in addition climatic conditions and remoteness of schools, operate on attendance. I do not stress this, because the percentage of attendance

to enrolment is creditable, particularly in comparison with West Indian figures. But the procedure I recommend primarily to lengthen the school life will also improve the daily attendance and thereby increase the value of the course.

26. There is already statutory provision for compulsion which has never been used. *With existing school facilities and shortage of competent teachers universal or widespread compulsion is clearly impracticable, though educated Indian opinion is strongly in favour of it. But the time has come for a cautious advance on lines that have been effective in rural India and that have been commended by the Advisory Committee on Education in the Colonies for consideration. Within any area where facilities, including reasonably efficient instruction, are available or could be made available for a five years course for all boys* of school going age the first step should be to secure local support from the more influential parents, and, if possible, a voluntary undertaking on their part to keep their children in school till they have completed the 5th class course. With local support thus obtained the introduction of legal compulsion within the area becomes practicable. Such support would be more easily obtainable for the Fijian villages, but this very fact makes their inclusion in such a scheme desirable. It must be noted that compulsory attendance by increasing the number of pupils in the higher classes facilitates a more economical and effective distribution of teaching staff than is possible when the higher classes contain only a few pupils. Though universal compulsion usually, but not always, means the abolition of fees, there is no objection to the retention of school fees in selected compulsory areas, if the Government wish to retain fees in their Indian schools and the Missions in their schools.*

27. *School Curriculum.*—In the section on training of teachers in B 2 (4) and (5) I have advocated revision of the training course in order to ensure closer co-relation of the primary school with the life of the community. In paragraph C 9 I have suggested that a longer school life would enable teachers to prepare their pupils more effectively for domestic, social and civil duties. Changes in the school course pending these measures would be of little use; my proposals for the training course include some revision of the course for the two top classes in which pupils are prepared for admission to training schools. But the present course, regarded as a whole, is not open to serious criticism, and with a few changes consequent on changes in the method of training ought to produce, in the hands of well trained teachers, intelligent pupils with receptive minds, alive to the opportunity and possibilities of life in a rural or industrial setting, with a sense of social and civil responsibility, anxious and able to benefit by such further instruction as the Health and Agricultural departments can provide for the adult community. More than this cannot be expected in the present stage and *I would deprecate any attempt to provide a specialised training in agriculture or other form of industry. If a rural or industrial bias is ensured, if the conditions of rural and industrial life are attractive, and if, in Fijian communal life, more scope is provided for individual ability and enterprise, there need be no fear of a drift from rural or industrial pursuits to clerical or "white collar" work.* The Indian rural pupil needs no specialised training, if any were possible in a five years course, to make him proficient in agricultural operations which his family for many generations have undertaken skilfully and as a matter of course. Already a creditable amount of school garden work, and other handwork in connection with it, is being done. In the Government Provincial Fijian Schools more progress on these lines has been achieved than in any schools of similar grade I have seen elsewhere. In the town centres a start has been made with Manual Training, which will become more effective in Suva when the Manual Training Centre has been established.

28. *Adult Education.*—This is primarily the business of the Agricultural and Health departments, as well as of voluntary agencies, such as the Women's Guild, which are coming into existence. *At the present stage the Education Department's main business must be to produce from its schools persons competent to profit by any scheme for adult education that may emerge. It is important that the work of all agencies concerned with the adult should be co-ordinated and that the planning of school and adult work should be jointly considered.* The agricultural and health authorities are well aware of the importance of co-operation with the Education department, but more systematic co-operation seems to depend on a strengthening of the staffs of those departments. It is interesting to note that the Company which has recently inaugurated a broadcasting station for the Colony is ready to provide regular hours for an educational programme. One enterprising Administrative Officer has already equipped six district schools with receiving sets. *There are so many more urgent needs of Primary Schools calling for funds that I hesitate to urge a general supply of receiving sets at present. But the development of a broadcasting scheme is an important and integral part of any adult scheme, to be encouraged without prejudice to Primary School needs. These remarks are also applicable to the educational use of the Cinema.*

29. *School and Adult Literature.*—A useful school journal—trilingual—is already in being. I have supported the proposal for its free supply to all schools. There is also an officially edited Fijian periodical with useful information. A small beginning has been made with the production of Fijian books, mainly translations. The production of vernacular reading matter means considerable expenditure of time and money and perhaps the creation of a special department. *Considering the steady spread of English I suggest a larger expenditure on the many useful books in simple English that publishers are now producing. I recommend also the wider circulation of "Pictorial Education" which is already being wisely used in some schools.*

30. *School Buildings and Equipment.*—I have no recommendations on this subject. From what I saw and heard I infer that steady progress is being made regularly both for Government buildings and for grants to aided schools in the departmental budget. Fijian village communities take an active part in the construction of school buildings and I saw some admirable buildings supplied by Indian Committees.

* For girls see "Women's Education."

D.—WOMEN'S EDUCATION (FIJIAN AND INDIAN).

	(1) Girls between 5-15 years of age.	(2) Enrolled in Schools of all ages.	(3) Percentage of (2) to (1).
Fijian	11,339 (a)	6,386 (b)	56
Indian	11,431 (a)	1,371 (b)	12

(a) 1936 Census. (b) 1935 figures.

1. The training of Fijian and Indian women teachers began only in 1934. The number of certificated teachers is so small as to be negligible. Approximately eight European ladies (all in the service of Missions) are employed exclusively in the education of women. The exact number is difficult to ascertain because the time of many of the Roman Catholic staff is divided between two or more schools. The training of Fijian women is undertaken only by the Methodist and Roman Catholic Missions, and has not yet been systematised. The Methodist Mission alone trains Indian women. There are only 20 Fijian and Indian schools intended for girls—11 Fijian and 9 Indian, but a few girls of both races are studying in the mixed English Girls' Schools.

2. *Fijian Women.*—There is no feeling against co-education in the Fijian community and no reluctance to send girls to school. The Government encourages co-education, subject to certain safeguards, up to the age of puberty, and does not object to co-education beyond that stage under careful and competent supervision, and provided that in central institutions completely separate boarding accommodation is supplied.

3. Though co-education is popular, conditionally approved, and the prevailing practice, the need for trained and competent women teachers is great and urgent. It is essential that in all co-education schools there should be at least one woman teacher—and the more the better. For the higher primary classes 5-8 in selected schools women teachers are essential and they cannot all, for financial reasons, be Europeans. The development of selected higher grade schools is required not only for the supply of candidates for training but also for the supply of candidates for training as hospital nurses (minimum age of admission 18) and for children's welfare committee work, and for the raising of the general level of social and domestic life.

4. In 1935 only 28 girls appeared for the qualifying examination and of these only 8 passed, thanks to generous concessions, all of whom were admitted to Training Schools. A larger number of qualified candidates can hardly be expected under present conditions. There were only 50 girls in 1935 in the two top classes of Fijian primary schools. In classes 5-8, representing the latter half of the primary course, only 11 per cent. of the total pupils enrolled in the schools is to be found.

5. Another fact to be taken into account is the cheerfully irrepresible nature of the Fijian girls. Under strict and careful supervision an admirable character can be produced. But under the conditions prevalent in the ordinary village school, and without competent women teachers, the product is too often an undisciplined and irresponsible character not lending itself to shaping for the teachers' or nurses' profession. *At the present stage, boarding school arrangements under European supervision are essential from an early stage for those marked out for completing the eight year course.*

6. Such boarding schools are maintained by the Roman Catholic Mission. From the disciplinary point of view these seem to be excellent; but more encouragement from the Department seems needed in order to ensure completion of an eight year course by a larger number of girls.

7. The recently opened Ballantine Memorial School (Methodist Mission) at Suva is a large boarding institution (plus day school) with three qualified European ladies and a hardly strong enough staff of Fijian assistants. There is very much that is admirable in the school, but progress is impeded by the fact that many girls come to them either from village schools or from inadequately staffed branch Mission boarding schools too late to be disciplined and trained effectively. Such girls obstruct the progress of those who have joined earlier.

8. In course of time the recently opened training section of the Ballantine School ought to become the chief and effective source of supply of women teachers. At a later stage the Department will presumably encourage by a larger measure of staff support, and by continuance of capita-tion grants, the development of such work. The Roman Catholic training work in Suva and Singatoka will also deserve encouragement.

9. *But for the next year or two efforts should be concentrated on the effective development of selected boarding schools and the encouragement of girls in these schools to complete the full primary course with a view to teacher training. For this purpose staff grants should be allowed, as recommended for boys schools and subject to the same conditions, for girls of 14-16. The question of departmental aid to promote the sending of girls at a young enough age to a boarding school deserves consideration. The fees for the higher stage should not be higher than those for the lower. Any Mission Boarding School staff that needs strengthening should get financial aid for the purpose. On my visit to the Methodist School, Levuka, I found one lady in charge of the teaching and boarding of nearly 60 girls.*

10. *Indian Women.*—I attach as Appendix I an admirable memorandum by Miss Griffen, who is making heroic efforts in the Methodist Mission Girls' School and Training Class, Suva, under most difficult conditions. Her facts are unassailable and I agree substantially with her conclusions. I confine myself accordingly to a few salient facts and conclusions.

11. The figures at the head of this section show Indian women to be far behind Fijian women. In fact their education has hardly begun. It has to be noted that only a very small portion of the Indian community has accepted Christianity and that in India it is only recently that the educated Hindu and Mohammedan world has taken a really active interest in women's education.

12. *An essential condition of progress in Fiji is the development of separate schools—from as early an age as possible and preferably from the start, taught by women teachers and under supervision that the Indian parent can trust.* It is true that in certain parts of India co-education up to puberty is accepted as an economy measure. But there are no signs of such co-education satisfying public opinion generally in Fiji. Everything that I saw strengthened the case for separate schools. There are only 15 such schools at present and few of these were under competent female supervision.

13. There is, unfortunately, evidence that the supply of such schools will not in itself remove the obstacles to the education of girls more than 12 years old. For instance, the Anglican Church has maintained for some years in Vanua Levu a school for girls with two European ladies on the staff. There are no girls in the upper classes and boys had to be admitted to the lower classes because there were so few girls. There is no objection by the community to education in a Christian school though they would prefer generally a Government school. But early marriage, social custom, and indifference are still obstacles that have to be faced. This increases and intensifies the need for special measures by the Government to produce a leaven of educated women who will in time leaven the lump. The teachers must be locally educated and trained Indian women and, for some years to come, European women. The suggestion made to me more than once by Indian bodies that Indian women teachers can be imported from India must be set aside as impracticable. The number of European women with adequate training experience obtained overseas ought to be increased. But there is a local community on which it should also be possible to draw, and women from the half-caste community, carefully educated and trained from the start, could do most useful work. —

14. There is at present only one Training Class for Indian girls, attached to the Methodist Girls' School, Suva. It needs a far better staffed practising school with better accommodation and financial aid from Government for both purposes. But it has only eight students and no prospect at present of getting substantial increase in this number. In all Indian schools there were in 1935 only 151 girls 12 years of age and over, only 1 per cent. of the total enrolment, in itself pitifully small. In the last four years of the eight years course there are only 166 girls, 13 per cent. of the total enrolment. In the final year of the course there are only 19 girls, and it is mainly from these that candidates for training are to be expected. There are also a few Indian girls in the higher classes of Mixed English Girls' Schools. In the qualifying examination for admission there were only six candidates, of whom, by acts of grace, it was possible to pass and admit four.

15. *The first step forward, and one that will occupy some years, must be the development in strategic centres of higher grade schools, including some boarding schools, under trained European women, and the offer of every possible inducement to the completion by girls of the eight years course. These inducements should include all those specified and described in my proposals for developing higher grade schools for boys and for Fijian girls.* But in each of these measures the Government should be prepared to offer more generous aid for Indian girls than for any other class. At the same time it should be notified far and wide that if the Indian community does not within a period of five years take advantage of these facilities they are liable to be withdrawn.

16. I have already referred to the need for strengthening the staff and accommodation of the Methodist School at Suva, which is also the practising school for the training class. *The Government Girls' School at Suva should also be extended in staff and accommodation and placed under a European head mistress, so as to become for day girls from the large Indian community in the neighbourhood a select higher grade school of the proposed type.* (The Mission School takes boarders). *The Government School at Nandi, which is at present a mixed school with a majority of boys, should be reserved for girls and developed as a higher grade school under a European head mistress, the 50 girls at present in the lower classes of the large Committee School in the same place being transferred to it. The boys in the Government school should be transferred to the Committee School, which can remain under Committee management or be taken over by the Government as public opinion and local circumstances may suggest.* Both these proposals originated from the Department of Education and seem to be sound. The latter proposal was submitted some years ago to the Secretary of State and was rejected because its bearing on the problem of girls' education was not adequately explained. As part of a scheme for the development of higher grade schools for girls it deserves fresh and favourable consideration. Though I have advocated generally the encouragement of efficient Indian Committee Schools I do not think that Indian Committees are at present capable of developing the much needed higher grade schools for which the Government and the Missions should accept responsibility. I hope it will be possible for the Roman Catholic Convents to take an increasing share in this work for which they have well qualified ladies at their disposal.

17. *Secondary Education (Fijian and Indian).*—The time has not yet come for considering plans for secondary education. For some years to come attention should be concentrated on the completion of an effective eight years Primary course to ensure an adequate supply of candidates for the teaching and nursing professions and to raise the general standard of home life. *But the Domestic Science Centre separately proposed for all races in Suva ought to provide for Fijian and Indian girls a post-primary course and also to give teachers under training instruction that will qualify them for more effective primary school instruction than is possible at present.*

18. *A Woman Inspector.*—The time has not yet come for such an appointment. There is not enough material for such an officer to work on. The European head mistresses now in action or recommended for appointment need no outside advice and in the lower grade there are hardly any teachers capable of profiting from it. The proposals enumerated above seem likely to absorb all the additional funds available in the near future and have a prior claim. There ought to be work for a Woman Inspector in a few years' time.

19. *Compulsion.*—I can see no reason why the tentative steps towards compulsion in selected areas, recommended for boys in the Primary Education section, should not be adopted subject to similar conditions in the case of Fijian girls (below the age of 12 in mixed schools and below 14 in exclusively girls schools). For Indian girls they should be adopted only in areas served by schools reserved for girls.

20. *Women's Guild.*—This organisation, superintended by Mrs. Derrick of the Methodist Mission, Ndavuilevu, seems to be doing most useful work, somewhat on the lines of Women's Institute work in England. The attention of all girls in the higher classes ought to be drawn to its importance and possibilities. It is hoped that the interest already taken in the work by some European ladies residing in Fiji will be intensified and extended.

E.—SECONDARY EDUCATION, GENERAL AND VOCATIONAL—BOYS (FIJIAN AND INDIAN).

1. *Fijian.*—The Queen Victoria Memorial School is an excellent secondary school (boarders only) a few miles out of Suva which goes further in the direction of secondary education with a strong agricultural and industrial bias, adapted to local conditions, than any Secondary School in the Tropics that I have seen so far, with the possible exception of Achimota. The four years' course for boys between the ages of 12 and 18 includes agriculture and woodwork and the general education subjects that are most in keeping with the practical bent of the school. Typing and book-keeping are also taught. There are 173 acres of land attached to the school, portions of which are cultivated solely by the pupils who raise their own food crops. There is a strong staff with two European masters and 87 pupils, including 18 Government scholarship holders and several holders of scholarships awarded by Provincial Councils. The rest pay an annual fee of £6. From this school pupils pass into the Teachers' Training Schools and into the Native Medical College where they usually do well. Some are taken into the clerical training department of Government service and proceed to posts of considerable responsibility. Some are trained by the Agricultural Department and some pass into village administration. All over the Colony may be found creditable products of this school which has been in existence since 1906. The provincial Councils contributed liberally to its foundation.

2. *It is good to find a type of education adapted to local requirements and not influenced by University requirements or external examinations.* It seems to be popular with the Fijian community and I found no sign of any demand for a more academic type of education or for any institution preparing for a University or professional courses other than medicine. *Further development is always possible on these lines as the demand grows. Accommodation and staff can be provided for additional pupils and the number of scholarships increased. Should any demand arise for University entrance preparation special classes for instruction in the additional subjects could be added without affecting the bias of the school. Its use as the chief source of supply for the Training Schools should not be forgotten.*

3. *Indian.*—The thoughts of Indians who do not belong to the agricultural classes, or who are not content with agricultural work, turn mainly to the learned professions and university training therefor, or to trade and commerce. There will presumably be a growing demand for them in Government service as the administration of Indian affairs becomes more complicated and extensive. There is also a good opening for skilled Indian labour in the Colonial Sugar Refining Company's mills, but the Indians who show generally considerable aptitude for engineering and carpentry prefer motor mechanic work and the upkeep of privately owned and driven taxis to work in the mills. There does not at present seem to be a demand for Indian Medical Practitioners in the Health Department, though a few Indians have been trained in the Central Medical School in recent years.

4. To meet the needs of those who aspire to the learned professions a Government Secondary School was established near Lautoka on the west coast. It follows the same course as the European Grammar School in Suva and prepares pupils for the New Zealand examination. Only eight pupils have matriculated since the school was established in 1929. There are only some 30 pupils in the Secondary classes, eight of whom are boarders. There is accommodation for considerably more pupils both in the classrooms and hostel. There is one qualified and competent master who devotes his full time to the classes and a little of the work is taken by the staff of the Training and Practising School on the same site. Some of the work is done in combined secondary and training classes. *This is not a satisfactory arrangement. With larger numbers additional staff could be employed and more effective class teaching would be possible. It would then also be possible to provide a much needed course of General Science. At present no science is taught in the higher classes. The position of the school is not satisfactory as Lautoka, the nearest town, cannot provide an adequate number of day boys and few Indians seem prepared to pay the boarding fee of £24.*

5. Some change is obviously required but what this should be depends on the settlement of two other questions: (a) whether a transfer of the Training School is found desirable after a survey of training arrangements by the new officer who has been recommended (see B 2. (1)) and (b) whether an Indian Secondary School is to be established at Suva and, if so, of what kind.

6. *A School at Suva.*—A Committee set up by the Legislative Council under the Chairmanship of the Director of Education, in response to a widespread local demand for a secondary school, has recommended the establishment of such a school. It has been suggested that this school should have a strong commercial and industrial bias, with reference to the openings for trade and industry in and around Suva. This is obviously desirable. *There is certainly room for such a school in Suva and the general lines of the Committee's report are sound. If an aptitude for industrial and commercial work, natural to the class of Indians who would use the school, can be sustained instead*

of being weakened by the school course, there are openings for the products of the school in Suva and in other parts of the main island and Vanua Levu, particularly in the Colonial Sugar Refining Company mills. Educated Indian opinion is by no means opposed to the provision of industrial and commercial subjects, but insists also on the provision of a more academic pre-University course. The idea of segregating the latter type of work in the school at Lautoka is by no means popular, though some of the opposition would, no doubt, disappear if the true nature of the vocational bias school proposition were understood.

7. Together with this proposal must be considered another proposal that has been mooted by Government. *This proposal is for the establishment of a Manual Training, Commercial Training and Domestic Science Training Centre in Suva, equipped, accommodated and staffed so as to serve the needs of the European schools and higher classes of the Mixed English, Indian and Fijian Primary Schools in Suva.* Its timetable would provide instruction for the classes of the various beneficiary schools at different hours in the school day or in evening classes. *The general idea is sound and has been welcomed by school managers as providing the right alternative to the provision by individual schools of instruction in these subjects, a procedure which has already begun but which must be either ineffective or very expensive.*

8. *I support the proposal of the Director of Education that the establishment of this Training Centre should precede the establishment of an Indian Secondary School at Suva. When the centre is in working order secondary classes for Indian pupils should be opened, and a substantial part of the timetable for these classes should be given to work in the Manual Training or Commercial classes. The possibility of some pupils being prepared, possibly in a special class towards the close of the course, for the Matriculation or equivalent examination need not expressly be ruled out at the start. Simultaneously a few scholarships or fee exemptions should be allowed to promising students to enable them to take as boarders the more academic course at Lautoka. Scholarships are already awarded to Fijians for study in the Queen Victoria Memorial School. If these measures fail to inspire confidence, and the demand for a full academic course at Suva persists, the only course I think will be to close the Lautoka School and to develop one good and complete Secondary School at Suva with bifurcation of courses—academic and vocational—in the later stages.*

9. It should not be forgotten in this connection that secondary school classes, open to all races, have now been attached to the Roman Catholic St. Felix School, and that competent instruction for the Cambridge School Certificate is being given in these classes. Some Indian boys are proceeding from the mixed English Schools to these classes. No financial aid is asked for these classes and none ought to be given. *But the classes seem to deserve not only recognition by the Department, which they have got, but also encouragement. They may provide in time for Indians the academic courses which it seems desirable to avoid, if possible, in the Government School.*

10. *Age Limit.*—Under existing rules no pupil can be retained without departmental permission in a secondary school after the age of 18. This is a salutary rule intended to prevent the staying on year after year of pupils who have little or no chance of ever completing the course satisfactorily. *But it needs for some years to come very liberal application.* All the secondary courses are in English and in most of the Primary schools from which the pupils come progress in English is still slow and difficult. A competent and industrious pupil with a prospect of completing the course within a reasonable period should be exempted, and *pupils who wish to begin the course at an age which makes it unlikely or impossible for them to complete it by 18 should be informed explicitly of the rule.*

11. *Vocational Training—Post-Primary (Fijian and Indian).*—Agricultural training is given at Navuso by the Agricultural Department to students intended for demonstration or other departmental work; it is also given in a very practical manner, with a view to the effective working of small holdings, to 120 Fijian youths by the Methodist Mission on its large estate at Navuso. A grant is given and the work inspected by the Agricultural Department. The Colonial Sugar Refining Company in consultation with the Education and Agricultural Departments has just completed an admirable scheme for a training farm for Fijian youths whom it is hoped to attract in greater numbers as cane farmers on the Company's land. They would certainly have established a similar scheme for training Indian tenant farmers, had they not found that Indian agriculturists were capable, without preliminary training, of producing satisfactory results with the assistance and advice tendered them by the Company when already at work.

12. Medical training is provided in the excellent Central Medical School at Suva. Industrial training is given by the Public Works Department to its apprentices. There is also a very sound Technical Institute, under a most competent Principal, maintained for Fijian youths by the Methodist Mission at Ndavuilevu, with departments in handcrafts (weaving, &c.), engineering, woodwork, commerce and drawing, and providing an appropriate measure of general education. All students at some stage take part in some project, saw mills, soapmaking, printing and so on, pursued on a business basis. The Colonial Sugar Refining Company is prepared to give engineering training in its Mills to Fijian or Indian apprentices. The Gold Mines seem at present to require no locally trained skilled employees.

13. The supply of specialised training needs careful adjustment to the local demand for skilled labour or professional service. *So far as I could see there is at present no demand for more of such training than is provided, and local employers may be trusted to express such a need, or supply it themselves, as it arises.* What all employers, industrial and commercial, unite in asking for their future employees is a sound general education, a good working knowledge of English, a receptive and intelligent attitude, and an active interest in local industries and trades. The Fijian Secondary Course is already directed towards such ends and proposals for turning Indian Secondary education in that direction have been described above.

14. Two suggestions are, however, pertinent. (a) The Ndavuilevu Technical School which has hitherto been maintained by the Methodist Mission without a Government grant, is now applying for assistance with a view to further development. *If such development is of a kind to assist the Government in its educational schemes, financial assistance would be justified and most desirable.* Already the School provides manual instruction for students in the Teacher Training School. This merits a grant which might be enhanced if refresher courses were instituted for teachers or if Manual Training instructors were trained. Provision for Indian students would also deserve recognition.

(b) *The possibility of arranging for half time instruction in Mills or engineering workshops for boys devoting the rest of the day to general education is worth consideration.* The Colonial Sugar Refining Company Manager at Lautoka is prepared to make such arrangements for boys at the Indian Secondary School. Similar arrangements with some workshop in Suva might suit some pupils better than the less specialised instruction at the proposed Manual Training Centre.

F.—POST-SECONDARY EDUCATION (ALL RACES).

1. Many years must elapse before the advancement of secondary education justified a local College or University, though the existence of the large and flourishing University of Hawaii should be a constant reminder of what is ultimately possible and desirable. The Colony loses greatly from the absence of a University atmosphere, with all that it means in breadth of outlook and in the development of trained and enlightened public opinion. The Acting Governor has referred to the need for an Achimota of the Western Pacific in Fiji. Though this must remain for many years a dream, realisable only when the education and financial position of the High Commission area have been greatly improved, it ought not to be forgotten that there is the germ of such an institution in the Native Medical School, which is supplying the medical needs not only of Fiji but also of the High Commission Territories, as well as the Cook Islands, and Samoa.

2. *Meanwhile the needs of the comparatively few in the Colony who desire and are fitted for University studies overseas must not be forgotten.* In public service and in professional life there are not a few, representatives of all races, whose contribution to public life is all the better for their University studies overseas. Though the scholarship system is not now in operation, there are at present students from Fiji in New Zealand and elsewhere. New Zealand seems specially marked out for such studies, geographically and because of the helpful relations between the New Zealand Education and Academic authorities and the Fiji authorities. New Zealand is willing and able to provide suitable facilities and conditions for Fijians and Indians as well as Europeans.

3. In every other Colony of the size and importance of Fiji there is at least one Scholarship offered annually by the Government for oversea post-secondary work. There is in Fiji legislative provision for the award of one scholarship annually to a boy or girl of European descent for University studies within the Empire, but this is in suspense for financial reasons. I understand, in fact, that only four scholarships have been awarded since the scheme got legislative sanction in 1929. Scholarships have also been given from time to time from Provincial Council or special funds for Fijians to study overseas and there have also been scholarships occasionally for secondary or professional courses overseas for Indians.

4. *I do not think any help should be given from public funds for secondary education outside the Colony. Assistance for University study should be given only from Colonial and not from Provincial Council Revenues, which latter ought to be reserved; educationally, for the primary and Provincial Schools and the Queen Victoria School.*

5. There is much to be said for the institution of an annual scholarship for a student of any race to study in a British Empire University. But this is open to objection that with secondary education in its present position the annual emergence of a deserving and competent candidate cannot be guaranteed. Moreover, with so many urgent educational claims on public funds there is a natural reluctance to expenditure on a student who may not return to the Colony after his studies or who may select for his profession one that is already well stocked in the Colony. *What seems to be needed is an assurance that scholarships can and will be given when the right students, of any race, emerge, whose University studies are likely to benefit the Colony, and great elasticity in the procedure for selection of students and in the conditions and time of award.* To ensure the provision of funds to be used as and when suitable candidates are recommended I suggest the formation of a trust fund or possibly the utilisation of some fund already in existence. For Fijian students use might perhaps be made of funds in the Crown, Schedule B, Rent Account Fund. It would be necessary, of course, to fix a maximum limit of annual expenditure.

6. *If, as I hope, scholarships become available they ought not to be given solely with reference to preparation for official posts. Nor should they be given solely for professional studies. The Colony needs more men and women who have had a sound general academic training, and for ordinary administrative work in the Colony that is probably the best kind of training.*

7. The Government ought not only to permit competent students of all races, with or without scholarships, to proceed overseas for post-secondary work within the Empire under suitable conditions, but ought also to facilitate their reception in the country of study and to commend them to the authorities there.

8. *The exclusion of any particular race from a scholarship scheme is most undesirable. At the University stage all racial distinction should have been forgotten.*

G.—THE HALF-CASTE POPULATION.

1. This is a section of the population with its own peculiar educational and economic problems which has to be distinguished from the pure white population with which it has always been identified, under the head of Europeans, in the annual Education Reports. My special attention was drawn to the community by the Acting Governor and Major Willoughby Tottenham, M.L.C., in whose constituency the most depressed members of the community reside. At their request I altered my programme in order to visit this area, where a first attempt to tackle the problem has recently been made.

2. Politically it has to be noted that the community, which, for franchise purposes, is classed as European, supplies a large number of the voters who return the European members of the Legislative Council. Economically it seems possible that many of them in that part of the Colony will have to become recipients of public relief if their families continue to increase under present conditions.

3. The provisional Census figures of 1936 show a half-caste population of 4,574 * with 1,292 children between the ages of 5 and 15. Of them, 50 per cent. reside in or near Suva and in the second largest island, Vanua Levu. Another 25 per cent. live in or near the urban centres of Levuka, Lautoka and Mba. *It is the 25 per cent. who live in Vanua Levu and the 25 per cent. who are scattered throughout other non-urban portions of the Colony who require special and urgent attention.*

4. Of the total community, over 15 years of age, 22 per cent. are illiterate and of those over 5 years of age 28 per cent. are unable to speak English. The non-English speaking families are in the rural areas. In Vanua Levu, where I met two large groups of parents, everything had to be translated into Fijian for the larger portion of the groups. The English in most of the half-caste schools I visited outside Suva and Levuka was far worse than in the Indian and Fijian schools. Of the children between 5 and 15 only 64 per cent. are enrolled in schools.

5. The position in the urban areas is fairly satisfactory. In Levuka the efficient and well staffed "European" school is attended mainly by half-castes. A sound course of primary education is open to all and taken, I understand, by nearly all. In Suva the European boys' and girls' schools maintained by the Government are in theory open to all half-castes and in practice open to them only if they are, in the opinion of the School Committee, fitted educationally, economically and socially for admission. It seems inevitable that the pure white community should regard these admissions as too numerous and the half-caste community as too few. But there are other schools for boys and girls maintained by the Roman Catholic authorities, open to and attended mainly by this community. The Anglican authorities would open a school if there were any prospect of an adequate supply of pupils. In all these schools primary and post-primary instruction can be obtained. In Lautoka and Mba there are Roman Catholic primary schools at their service.

6. There is plenty of evidence in these urban areas, (a) of a readiness on the part of commercial and industrial employers to offer work with reasonable prospects to those of the community who have profited from these schools, (b) of the good work done by those who have accepted such posts. The Public Works Department, which is glad to train them as apprentices, speaks well of their work; the community as a whole shows considerable manual dexterity and is not averse from it. A gold mining company was looking, while I was in Fiji, for 24 boys of the community to be trained as apprentices on sufficiently generous terms. The Colonial Sugar Refining Company is glad to get them in their mills.

7. For girls there are, or could be, openings in the teaching and nursing professions and in domestic service. I was most favourably impressed by two women and one man of the community whom I found as teachers in Government Schools. It is to be hoped that the domestic Science Centre in Suva, when it is opened, will be used by this community. *I suggest the offer of a few scholarships annually to enable some of the brighter pupils from the pupils in the Levuka, Mba and Lautoka schools to come to Suva for post-primary work.* This would not be inconsistent with the provision made for Fijian scholarships in the Queen Victoria School and the proposal by me for Indian Scholarships in the Lautoka Secondary School.

8. We come now to the depressed section in Vanua Levu, mostly on the south coast of the Island. It is estimated that it owns, in holdings ranging from a few acres to several hundred, 90 per cent. of the "alienated" coconut plantation land in Vanua Levu and the adjacent island of Taveuni. When copra brought in £25 per ton they must have been well off, but they did not acquire by education the will and energy to save, and to devote savings to the development of their land, some of which could be used for other crops, but almost all of which is badly tended and cultivated. The decline of copra prices and its present price of £8 per ton has left them stranded, some just able to live on the food crops, poultry and cows they manage to raise, but scared by the prospect of finding a living on the land for their ever growing families. They are most anxious to secure better conditions for their children but are unable to do so owing to the defects of their education and the psychological effect of their economic depression.

9. In recent years the community has tried to maintain two primary schools on the south side of the island with grants from the Government and supplemented by generous contributions from Major Willoughby Tottenham to one of them. Even with this help they have failed to retain competent teachers. This year the Government has opened a small primary school at the headquarters station Nakama. But communications are very difficult. These three schools will draw day pupils only from a limited area and will do nothing for the many outlying landholders. Moreover, many of the homes are such that there seems to be no hope for the children unless they are brought up in a different atmosphere with a totally new outlook.

* The 1935 estimate was only 3,717!

10. After our visit and discussion with the parents Major Willoughby Tottenham, the Director of Education, the Director of Agriculture and I were agreed that the only possible way of training a younger generation to face the situation was through the establishment in the area of a boarding school very much on the lines of the Provincial Boarding Schools for Fijians, but for girls as well as boys, where between the ages of 12 and 18 boys would spend about half their time growing their own food crops and being trained in manual work associated with rural pursuits, and the girls half their time in training for every form of domestic work, the other half being devoted to appropriate general education. The usual course would cover about four years. Parents in the island, or in isolated rural areas elsewhere, for whom there are no primary school facilities, should be allowed to send children below the minimum age of 12 which is intended for those within the range of the three existing primary schools.

11. The buildings would be of the simple style provided for the Provincial School. It is understood that about 100-150 acres of suitable Crown land is available in the valley immediately behind Nakama. The most essential requisite is a European superintendent and his wife of the right type. If one may judge from what one has seen and heard of the work generally of the head masters of the Provincial Schools and their wives, it should not be impossible by careful inquiry to get the right couple from New Zealand. It would be worth while also to make inquiries at the Fairbridge Farm Schools in Australia. Members of the staffs of those Schools would have the right experience and atmosphere.

12. A scheme on these lines seems preferable either to bringing selected pupils from the area into the Suva schools or to the establishment of a technical school in the conventional sense of that term. The children of this area are of an essentially agricultural stock and must depend mainly on the land for a living later. They have no liking or aptitude for urban professions and ought not to be brought into an urban area. It is generally agreed that they are extremely fond of any manual occupations connected with the soil. Schooling of the ordinary kind is distasteful to them. The Director of Agriculture is anxious to increase the number of persons capable of developing various small holding crops for which he thinks there might be a future. The ex-pupils of the proposed school should be able with the help of the Agricultural Department to assist their parents to develop their present holdings, or to develop land which the Government can put at the disposal of those likely to make good use of it both in Vanua Levu and elsewhere. It seems possible that the Colonial Sugar Refining Company might take on some for training as cane farmers. The girls ought to proceed to domestic service elsewhere or to the training class for hospital nurses. As wives they ought to provide the kind of home that the agricultural community requires.

13. The parents from the neighbourhood announced their readiness to contribute their labour for the clearance of the site and construction of the buildings. If the price of copra goes up they could, I was told, be relied on to pay substantial fees and to contribute in other ways to upkeep. There is no doubt about their keenness, and though they lack the energy and ability to maintain schools of their own, they are not, as yet, anxious to depend on charity or public funds and are likely to do what they can for anything that they feel will give their children a better chance.

14. But at present there seems to be no prospect of maintaining the proposed school on the lines of the European Grammar Schools or the Fijian Provincial Schools, that is to say, half the cost from Colonial Revenues and half from rates or contributions from the beneficiary community. The Governor has been compelled to remit a large portion of the fees prescribed for the Government Primary Day School. The need for special measures to save a community economically and psychologically depressed but potentially useful has to be recognised. They are tax payers at present and voters. Money spent from Colonial Revenues on a scheme of this kind will be a sound investment. If it is not forthcoming a far larger sum may have to be found later for measures of relief. It may also be noted that the Government saved a considerable sum previously spent on half-caste education by closure of the hostel attached to the Levuka School, owing to inability of half-castes in other islands to pay the fees there.

H.—HEALTH EDUCATION.

1. *Central Medical School, Suva.*—I do not propose to say much about this institution. It is not controlled by the Education Department. Full and interesting reports of its progress are available annually. And it has been so much praised that its Superintendent, Dr. Hoodless, when I told him what a favourable impression the school had made on me, begged me to moderate my praise in my report. He was afraid, I think, that over much praise might encourage an idea that the school does not require further development and expansion of scope.

2. I need only add to the reference to the School made above in F. 1 that its present condition and results up to date reflect very great credit on its founders, on Dr. Hoodless, the Medical Department, more particularly the officers of that Department who are honorary members of the staff, the private practitioners who also give their honorary services, and the Rockefeller Foundation authorities who, thanks to the persistent efforts of their local representative, Dr. Lambert, bore so generous a portion of the initial capital expenditure and of the recurring expenditure in the early years of the School's history. So far as I know there is no other example of a stiff medical course based on such a slender foundation of general education. (An eight years' primary course in the case of Fijians. Some of the outside students have taken the New Zealand matriculation course.) I was amazed by the proficiency of the first and second year students in such portions of the course as I was able to understand. All that I saw of their work, together with their admirable bearing and keen professional zeal, made it easy for me to believe that the Native Medical Practitioners who have been through this school are doing most valuable work.

3. I believe that Dr. Lambert, as a result of his studies in the Western Pacific, would be willing and able to interest the Rockefeller Foundation authorities in the development of a Western Pacific institute on somewhat similar lines for the training of native nurses out of arrangements already made for the training of local nurses. It seems possible that such an idea might be expanded so as to comprise training in all kinds of Public Health work. It would be impertinent for a layman to comment on the medical aspect of such a scheme and for a visitor to hazard an opinion as to the need for supplementing or developing what is already being done. *But what I have seen of girls' education in Fiji has made clear to me the value of an effective scheme of Nurse Training in the guidance and direction of school courses and in suggestive influence on the pupils. And what I have seen generally of the schools convinces me of the need for some institution, or at least some organised body, that can consider and promote Public Health Education.*

4. I believe that at present as much is being done for health training in Fiji schools as is accomplished in any Colony that has not yet got a school medical staff or any agency specially concerned with health education. Hygiene figures prominently in Training and other School courses and in the notes dictated to pupils. Native Medical Practitioners visit schools, examine pupils, and confer with teachers, as often as their many other and even more important duties permit. So far as I know it has not been possible for them to find time for talks or courses to teachers under training or for refresher courses. And it has to be remembered that the time required in their course for medicine and surgery allows very little time for Public Health training. Effective work is being developed by the Children's Welfare Committee and its admirable local officers. But, largely I suppose for want of staff, that work has not so far been brought into close and vital connection with the schools.

5. There is widespread recognition of the need for more systematic health education. The vital statistics of the Colony make it impossible to ignore the subject. To take only a few examples, the Fijian death rate is far higher than the Indian, and their infant mortality reaches the disquieting total of 126 per mille (c.p. Tonga 71 p.m.). The whole question of child diet awaits investigation. Hookworm infection, which at one time seemed to have been driven out by the intensive Rockefeller Foundation campaign, is returning.

6. An officer of the Education Department, Mr. Phillips, was selected in 1933 on grounds of ability and qualification to study public health education in the United States of America and England with the help of a Rockefeller Foundation scholarship. His interesting and useful report has been under consideration since the close of 1935. *I recommend that a joint Committee of medical and educational persons, official and non-official, with strong women's representation, be set up to devise in the light of Mr. Phillips' reports a scheme for co-ordinating the work of all agencies concerned with public health with the work of the schools*.* Such a Committee could also ascertain what steps are being taken or contemplated to conduct the Dietetics investigation, the need for which has been emphasised by the Secretary of State, and discuss methods for using the results of such investigation in the schools. The necessary staff and equipment seem to be available now or in the near future in the Biochemical department and laboratory of the Medical School and in the Agricultural Department, (Government Chemist).

J.—LANGUAGES—IN ALL NON-EUROPEAN SCHOOLS.

1. The general policy is that advocated by the 1926 Education Commission, namely the giving where possible of instruction in the earlier stages through the Mother Tongue, the encouragement of English teaching in the Primary Schools and a cautious advance to its use as a medium of instruction in the higher Primary stages, the sole use of English as a medium of instruction in post-primary instruction, and the encouragement of Hindi, regarded as a lingua franca for the Indian community, as a medium of instruction in the lower stages of Indian primary schools and as a second language in later stages. *Subject to suggestions below I regard this procedure, which is substantially in accord with principles advocated by the Advisory Committee on Education in the Colonies, as suited to local needs and conditions.* A proposal made some years ago to restrict the teaching of English in Indian Primary Schools was very properly rejected. It had practically no local support. There is a natural and strong local demand for English. Its spread is politically, culturally and economically desirable and should be an important factor in unification of the races.

2. I was most favourably impressed with the practical knowledge of English shown by the higher classes of the Queen Victoria School and by all students of the Native Medical School. I did not find quite the same progress in the Teacher Training Institutions. I agree that English should continue to be the medium of instruction there. This enables Indian and Fijian students to be trained together, a most important point. Moreover, it facilitates their subsequent teaching of English Primary Schools. But until their English is improved there should be far more use of the vernacular in explaining and discussing method and principles of teaching, and far less dictation of long disquisitions in English on method.

3. In one interesting and valuable type of Primary School English is the sole medium of instruction. This is allowed in schools, at present all in urban areas, where children of the various races are taught together. These schools are valuable because they bring together children of all non-European races—Fijian, Indian, Melanesian, Chinese, &c., at an early age. Progress in English is quicker than in Fijian or Indian schools. I do not think that the results in other subjects show obvious signs of suffering from the non-use of the mother tongue in the early stages. Pupils in urban areas, of course, hear more English spoken out of school than rural pupils hear. Some come from English-speaking homes. Fijian and Hindi are taught as second languages.

* A Committee of this kind was recommended in Mr. Phillips' report.

4. One section of the Indian community is naturally dissatisfied with the present procedure, that section, a minority but a useful and influential minority, whose mother tongue is not Hindi but some other Indian vernacular, for the most part one of the Madras languages, but not always. This section is by no means opposed to English instruction but objects (a) to their children being forced to learn through the medium of an Indian language which is not their mother tongue, and (b) to the absence of provision by Government for instruction in the other Indian languages. The Education Department allows the other languages to be taught as second languages but does not provide teachers for them in Government schools or give grants towards their salaries in other schools.

5. There are not, I think, many who demand instruction through the medium of an Indian vernacular other than Hindi, and I think that such a demand should be resisted. It would mean the setting up of additional schools or additional classes in schools, for the non-Hindi speaking Indians are widely distributed. It would also mean either a separate system of training for teachers who are going to use the Madras languages, if, which is unlikely, candidates with an adequate knowledge of these languages are available, or the importing of teachers from India, to which there seems to me to be grave objections.

6. But there is widespread opposition, in this section, to the use of Hindi as a medium and to the alleged waste of time on the further study of Hindi as a second language. It is said, with some justice, that the only language which they need besides their mother tongue is English. All Indians apparently without any school instruction acquire enough proficiency in colloquial Hindi for use in daily intercourse. It is very doubtful whether Government should take active measures to establish any lingua franca except English. There is reason to believe that within 50 years English will be the normal means of intercourse for all races in the island.

7. With some diffidence, for an outsider must walk delicately in these paths, I suggest that the grievance can be removed, without detriment to the essential features of the approved policy, by recognition of Indian schools in areas where non-Hindi Indians predominate as Mixed English Schools, provided that the teaching staff is competent, as in Mixed English Schools, to give instruction from the start in English. Second language instruction could then be allowed in any of the Indian vernaculars but salary grants should not be allowed for teachers not certified as competent to give instruction in that language. The Department might connive, as it does now, at the employment of incompetent teachers in the non-Hindi languages, for there are in fact few, if any, competent teachers. But it should not go out of its way to educate or train, still less to import, such teachers.

8. The concessions involved by the proposed procedure are (a) exemption from instruction through the medium of Hindi and for the learning of Hindi as a second language for non-Hindi pupils, where competent instruction in English is provided (b) recognition of competent and certificated teachers of Indian languages other than Hindi for grant earning purposes. The second concession would involve little if any expense, the first none. It is possible that if the Madras sense of grievance were thus removed the mainly sentimental demand for school teaching of the mother tongue would disappear.

K.—EUROPEAN EDUCATION (OTHER THAN HALF-CASTE).

1. The European Schools are inspected annually by an Inspector from New Zealand, whose full reports printed with the annual Education Reports give a generally favourable impression of their methods and results. I enjoyed greatly my short visits to the Suva Schools and my talks with the staff. There seems to be plenty of life in the schools and I was much pleased with what I saw.

2. I am sorry that an amount of local opinion seems to be against joint teaching of boys and girls in the high school classes. The number of pupils in those classes is not large enough to make economical and effective teaching arrangements possible. A step in the right direction is the use of Boys' School Science laboratory by the girls. I was interested to find that the feeling against co-education does not extend to mixed bathing.

3. A General Science Course would be preferable to the present concentration on Chemistry.

4. Everyone is convinced that the classrooms of the Girls' Grammar School, Suva, are inadequate, unsuitable and badly placed. I hope popular feeling will lead to allocation of funds before long. The Boys' Hostel is good and the Girls' very good.

L.—EDUCATIONAL WORK OF MISSIONS.

1. Missions is hardly a correct term as the entire Fijian population is by profession Christian.

2. I have referred in many parts of the report to valuable work being done by the various Churches. The Government, relying largely on the system of grants in aid, fully appreciates their work and co-operation seems to be friendly and effective. The major share of the work is undertaken by the Methodists and the Roman Catholics. The Seventh Day Adventists are extending their activities, mainly among Fijians, and the Anglicans confine themselves to Indian work in Vanua Levu and a Melanesian School in Suva.

3. All the Churches concentrate their attention on central primary schools, mainly boarding schools, day schools being mainly in urban areas, and on special post-primary work (Methodists, Roman Catholics and Seventh Day Adventists, training of teachers and Methodists, technical and agricultural education in addition). The Methodists relinquished control of most of their village primary schools in 1931.

4. I have referred in my report to the understaffing of some of the Church Schools, more particularly some of the Methodist Mission Girls' boarding schools, and hope that it may be possible for additional aid to be given when necessary to secure competent extra help from overseas.

5. The Methodists are anxious to make, through the New Zealand Education Department, the same arrangements for the recruitment of its staff as exists between the Fiji and New Zealand Education Departments. This is certainly desirable, and if departmental backing is required I have no doubt that it will be obtainable. They employ at present many useful teachers with New Zealand qualifications.

6. *Religious and moral training in other schools.*—In Fijian village schools there are simple religious exercises at the beginning of school. I understand that religious instruction is left to native pastors or priests and that no serious difficulties have arisen in regard to their relations with the schools.

7. Facilities are allowed for religious instruction, subject to usual conditions, at the wish of the local community in all Indian Schools, but advantage is apparently not often taken of such instruction as is given, which seems vague and indefinite.

8. It is impossible in a short visit to estimate the disciplinary effect of school life and moral training, but I saw and heard nothing to lead me to suppose that any special measures of reform are necessary. I was very favourably impressed with the general tone of school life in the Fijian Provincial Schools and Queen Victoria School, in the Ndavuilevu Methodist group of schools and in the Roman Catholic boarding schools. The duties of citizenship are emphasised in many schools and a useful handbook for teachers has been compiled by Mr. Derrick.

9. It would be well if scouts and guides activities, vigorous in many parts, could be extended to the European and Half-Caste community in Levuka.

M.—THE FIJIAN COMMUNAL SYSTEM AND ITS BEARING ON SCHOOL AIMS AND METHODS.

1. Some students of Fijian life have found in it a lack of private enterprise and apparent incapacity for sustained individual effort in any industrial or commercial undertaking. This they attribute to the system of communal land tenure, the periodic liability to communal duties, and other characteristics of Fijian life which have been carefully safeguarded by legislative measures and executive action under British rule. The Education Commission of 1926 suggested that, "many customs and habits among the Fijians act in a manner which is inimical to the development of a trained native population of farmers, each working his own holding under the stimulus of personal profit for himself and his household." It seems clear that economic conditions and pressure of more individualistic races are inevitably altering the environment of the Fijian. "Specialisation to a particular environment becomes a fatal weakness when the environment is changed."

2. Little by little the communal system in its ancient form is being weakened. Well paid work in the gold mines, profitable enterprise as a cane farmer under the Colonial Sugar Refining Company's system, posts of individual responsibility and profit in Government service, all this and much more is said to be changing gradually the Fijian attitude. The periodic return to the village for statutory duties or the payment of an exemption fee is becoming distasteful. Already more Fijians than some seem to realise are earning substantial sums by individual cane farming, and the Colonial Sugar Refining Company scheme for the training of Fijian cane farmers will accelerate this movement. In several institutions Fijians are being trained to make better use of their lands for their own profit and their characters are being moulded in such a way as to induce and enable them to make the best use of their opportunities for individual advancement.

3. *It seems, therefore, that education is already an important factor in the relaxation of the ties that bind the individual to the village community. But another equally important task of the school is to make this process of relaxation as gradual and smooth as possible, to check any tendency to individualistic excess, and above all to show the pupil all that is socially good in the communal system and capable of being carried over to a more individualistic type of society.* Already in at least one Province villagers are being allowed and, in fact, encouraged to carry out in voluntary co-operation what has hitherto been enforced by statutory measures. *This transition from communal compulsion to voluntary co-operation, the retention on a voluntary basis of all that binds a community together, is perhaps the most important lesson to be impressed in a school civics course and to be exemplified in school life.* It involves also respect for those village traditions, customs and ceremonies which experience has shown to be ethically harmless and cohesive in their results. It is satisfactory to note that local dances and songs are still learned and enjoyed in the schools and that close relations between school and village are being sustained by ceremonies which might be condemned as time wasting were it not for their deep and real significance.

APPENDIX I.

LETTER FROM MISS GRIFFEN TO MR. MAYHEW.

(see Section D, para 10.)

EDUCATION OF INDIAN GIRLS IN FIJI.

According to the census recently taken, the number of Indian Children between the ages of 5 and 15 years has increased from something over 13,000 to 23,608. The following figures give an idea of the number of Indian children whose education needs to be catered for:—

Total Boys 5-15 years—12,177; of these, 4,130 (34 per cent.) at school.

Girls 5-15 years—11,431; of these, 1,371 (12 per cent.) at school.

The number of boys at school cannot be considered satisfactory, and that of the girls much less so.

To make it possible for these children to receive a primary education—of which the aim is good citizenship—there is need for—

- (a) an adequate supply of efficient teachers;
- (b) an adequate number of schools.

These two needs apply to both girls and boys, but in the attempt to bring in a universal education of girls many extra problems present themselves.

Very few Indian girls are allowed to attend schools where boys of all ages are catered for—and only very little girls are allowed to attend. This means that there must be for some time to come separate schools for girls, taught by women teachers. If it were possible for a European woman to be in charge of each school there would still be need for many Indian teachers as assistants. This is even so an impossible plan if all girls are to receive the chance of attending a school sufficiently near. Some plan must be evolved that will produce an ever-increasing number of Indian women teachers who can teach not only in large centres but in outlying districts.

One of the greatest difficulties is going to arise because very few Indian girls stay at school after Class V. The following table will give an idea of the material possible to draw from within the next four years:—

Total number of girls at school	1,371
Girls over 11 years of age	253 (18%)

Of these, 76 are in Class VI or higher, *i.e.*, 70 per cent. have not reached Class VI which is where they should be if they attended regularly from the age of six years.

Class VI (all ages), 40; Class VII, 22; Class VIII, 19; total, 81.

In Class VI or over—

Over 16 years	9 girls	Over 11 years	15 girls
15	10	10	4
14	13	9	1
13	14		—
12	15		81

There is still a strong feeling among some Indians in Fiji against the education of their girls, but this will decrease more rapidly than in India.

The early legal age for marriage (13) and of consent (14) are further stumbling blocks. Almost all Indian girls are married before they are 15, and are usually withdrawn from school before the age of 11 to prepare for this; and because much of the household work seems to be done by the young girl.

One of the reasons given by Indian parents here for early marriage is that it is not safe for an Indian girl to remain unmarried. She will disgrace the family, and of course the blame is attached chiefly to her. No thought is given to the fact that she has no healthy mental interests, or games, or interesting occupations such as sewing, singing, &c. She has not been taught to think and to discriminate. Except for the instruction given by a very ignorant mother or other illiterate adult, she can learn little of the world beyond her family.

There may not be "purdah" as understood in India, but a girl's horizon, if she does not attend school, is very narrow indeed.

There needs to be encouragement of the parents to send and keep a girl at school. If the girl has at 12, 13 or 14 reached Class VII she herself will make great efforts to stay. If she can then begin training with the prospect of being soon able to add even a probationer's salary to the family fund her parents will not hurry marriage. The girl will be happily busy, and be able to give several years of service—as a single and after as a married woman. This has already been proved true of a few Hindu, Arya and Muslim girls, as well as of Christian girls.

I should like to see some system whereby suitable girls could be brought in from outlying districts and given several years of preparation in schools that can prepare them for entrance into a training school.

The schools which have produced the majority of Indian women teachers can be seen from the following figures—

Group 1:—Total number of registered certificated Indian women teachers at present:—Grade 3, 3; Grade 4, 5; Grade 5, 10; total, 18. Of these, 14 have come from the three Methodist Mission Schools:—Lautoka, 2; Dilkusha, 5; Suva, 7.

Group II.—Of the 16 Probationers, Partial Passes and Students who have reached the required standard, 14 are from the same schools. (These girls have had or are receiving training, not simply tuition).

Of all certificated registered teachers four are from other Christian schools, and of the second group 1, which means of a total 34—28 are from Methodist Schools, 6 from other Christian Schools, *i.e.* all of the 34 are from Christian Schools. There are other teachers, but their standard of education is low and they have received no training as teachers.

In India a large proportion of the Indian women teachers are Christian and from Christian families, and it looks as if this is to be the case here. The reasons being:—

- (a) early marriage in non-Christian denominations;
- (b) the greater freedom given to a Christian girl;
- (c) the fact that Christian girls have an increasingly greater freedom in agreeing or refusing to marry.

Also, can it not also be expected that a Christian girl trained in Christian ideals will develop a character that will give her ideals of service and make her able to keep her self-respect. This may not be true in every case, but should be so with the majority.

If the three Methodist schools have already thus contributed so many of the few teachers (28 out of 34), should not efforts be made to help them to continue and increase. This twofold work of—

- (a) preparing girls to reach the standard required for entering a training school;—
- (b) training the suitable girls so that as soon as possible they may be able to take positions as certificated teachers.

SCHOOLS PREPARING GIRLS TO ENTER A TRAINING SCHOOL.

If these schools are to do their first work, and at a reasonable age enable girls to reach the required standard, the schools need to be staffed with certificated teachers, not students or probationers. The latter form of staffing results in two evils—

- (a) the girls of the school do not advance from class to class as they should, *i.e.*, are retarded;
- (b) students and probationers who are teaching all day have very little time, and that at the end of a tiring school day, for their own study and for training in the art of teaching. They take several years to get even the lowest certificate. I consider this a real injustice to a girl who intends to teach, especially as often her ability to earn is the price of her freedom and independence. Besides this, if a school is poorly staffed, the head mistress has an almost impossible and often a very disappointing job.

In order to keep the girls long enough at school the age for girls at these schools financed by Government should be raised to 16.

Scholarships, boarding and otherwise, could be granted to girls from other districts so that supplies of teachers for these districts be begun.

The training school itself should be so staffed that the tutorial needs and the training in practical teaching is properly done.

It is desirable at present that girls of 15 (if at the right standard of education) be admitted for training. Such young students need much guidance and supervision. Great care needs to be taken that the children who are used to practise on, do not suffer. The best of Indian teachers are needed as part of the staff to be responsible for the work of the classes taught by the students, and to give demonstration lessons. Needless to say the building and equipment should be sufficient to allow the best possible work to be done.

Schools in towns will not find it difficult to procure staff, as girls will be able to live at home. It is the school in the outlying district that is the problem.

Girls from districts requiring girls' schools should be encouraged in every way to get their training.

Where female teachers have mothers or aunts who can go with them, houses near the school need to be provided.

Buses can be used to convey groups of teachers from their homes in towns to outlying villages, the girls living at home.

The fact must be faced that an Indian girl or young woman cannot be expected to go and board in a village as in European countries.

Hostels with a matron in charge might be opened in some large centres, to supply a district with teachers.

I feel I cannot too strongly plead for the education of the Indian girl in Fiji. I feel she has a great possible future and a tremendous need.

Every girls' school I know of has this year pleaded for staff. Let us hasten to fulfil their need, and then what of the 400 and more teachers required for the 11,431 Indian girls if we allow four teachers to 100 children.

The figures given were obtained from the Inspector of Indian Schools recently.

A. M. GRIFFEN,
Dudley House School, Methodist Mission,
Toorak, Suva.

APPENDIX II.

FIJI DIARY.

- 27th August.*—Arrived Suva 5 p.m. Dinner Government House.
- 28th August.*—Suva:—Interviews—Colonial Secretary; Secretary for Native Affairs; Secretary for Indian Affairs; Treasurer; Director of Medical Services; Acting Director of Public Works. Indian Schools—Arya Samaj Girls'; Government Boys' School.
- 29th August.*—Suva:—Inspected Office of Director of Education; read documents and records; visited Suva Museum; met Committee of Teachers' Association.
- 30th August.*—Suva:—Indian Schools—Government Girls' School; Methodist Mission Girls' School and Training School; Methodist Mission Mixed English Boys' School. Interviews—Director of Agriculture; Head Mistress, Girls' Grammar School; two Organising School Masters. Dinner—Archdeacon of Fiji.
- 1st September.*—From Suva to Victoria School, Nasinu—inspected (5 miles); on to Provincial Fijian School, Sawani (9 miles)—inspected. Back to Suva. Met Government Officers and European members of Legislative Council at party.
- 2nd September.*—From Suva to Ndavuilevu (12 miles). Inspected Methodist Mission Technical School (Fijian); Training Institution (Indian and Fijian); Practising School. On to Nausori (1 mile). Met Committee of Fijian Primary School (Yanggona Ceremony); on to Navuso (3 miles). Inspected Methodist Mission Farm School (Fijian); back to Suva.
- 3rd September.*—From Suva to Mbau (20 miles); Inspected Fijian Primary School; back to Suva—Inspected on road: Arya Samaj Boys' School; Local Committee School and Mission Girls' School—Indian.
- 4th September.*—From Suva to Nandarivatu (145 miles). Inspected on road Fijian Primary School, Tavua (Yanggona Ceremony); Indian Committee Primary School, Wairuku.
- 5th September.*—Nandarivatu:—Interview with Provincial Commissioner (Reay); Assistant Commissioner (Bernacchi); Head Master, Fijian School.
- 6th September (Sunday).*—From Nandarivatu to Mba (50 miles). Interview with Provincial Commissioner (Windrum); Manager, Colonial Sugar Refining Company's Mill (Allen); on to Lautoka (30 miles); on road inspected site and building of Government Indian School (Boys); interview with Provincial Commissioner (Caldwell); Manager, Colonial Sugar Refining Company's Mill (Robertson); inspected site and discussed plans of proposed Colonial Sugar Refining Company's Farm School (Fijian).
- 7th September.*—From Lautoka to Sambeto (5 miles). Inspected Indian Committee Boys' School; interview with Colonial Sugar Refining Company's Overseer (Knox), manager of above; inspected Fijian Primary School; on to Nandi (7 miles); inspected Government Boys' School; Committee Indian Boys' School; Provincial Fijian School (Namaka); return to Lautoka—on road interview with Colonial Sugar Refining Company's School Manager (Fenner); Principal, Natambua School.
- 8th September.*—Natambua:—Inspected Government Indian Secondary School; Government Training Institution (Indian and Fijian); Government Practising School (Indian). Lautoka: Inspected Roman Catholic Mixed English School (Boys); Indian School (Boys); European Girls' School; interview with Reverend Mother; on to Mba—further interviews with Provincial Commissioner and Colonial Sugar Refining Company's Manager; interview with Mr. H. Ragg, M.L.C.
- 9th September.*—Inspected Roman Catholic English School; Fijian Girls' School; visited buildings of Indian Committee Boys' School; Methodist Mission Fijian Girls' School (lady Superintendent not at home); from Mba to Emperor Gold Mine, Tavua (40 miles); discussed with Manager site and plans for European and Fijian Schools; on to Vunindawa (90 miles), Yanggona Ceremony in Fijian village; interview with Provincial Commissioner, Tailevu (Baker).
- 10th September.*—Vunindawa:—Inspected Fijian Primary School; back to Suva (55 miles); on road interview with General Manager, Colonial Sugar Refining Company, at Nausori. Suva:—Interview with Head Master, Levuka School (Usher); Head Master, Provincial School, Kandavu (Sharp).
- 11th September.*—Suva:—Inspected Roman Catholic Mixed English School (Boys); Roman Catholic European School (Boys); Roman Catholic Mixed English School (Girls); Roman Catholic European School (Girls); interview with Brother Alphonsus; inspected Ballantyne Memorial School (Girls, Fijian); Training School (Girls, Fijian).
- 12th September.*—Suva:—Lecture to Managers and Teachers; interviews with deputation of Indians from Suva; Roman Catholic Bishop of Fiji; left Suva in H.M.C.S. "Pioneer."
- 13th September (Sunday).*—Arrived Savu Savu in Vanua Levu; interviews with representatives of local half-caste community and Major Willoughby Tottenham in Savu Savu and Nakama; inspected buildings and records of Government School for half-castes and Committee School for half-castes; interviews with staffs of Schools; visited Roman Catholic Boarding Schools for Fijian boys and girls; left Savu Savu in H.M.C.S. "Pioneer."
- 14th September.*—Arrived Levuka; inspected Roman Catholic Boarding Schools (Girls and Boys) Thawathi; Roman Catholic Training School (Fijians); Methodist Mission Girls' School (Fijian); Government School for Half-castes; interview with Provincial Commissioner; Reverend Mother, Roman Catholic Convent; Representatives of Levuka Town; left Levuka in H.M.C.S. "Pioneer."

15th September.—Arrived Suva; interview with Dr. Lambert (Rockefeller Foundation); visited Central Medical School, Suva; interview with Mrs Hoodless (Correspondence Classes).

16th September.—Interview with representatives, Methodist Mission; inspected European Grammar School (Boys); European Grammar School (Girls); interview with Museum Committee; gave broadcast lecture.

17th September.—Interview with His Excellency the Governor, Colonial Secretary and Director of Education; Board of Education; Representatives of Seventh Day Adventists Mission; Indian deputation; dinner on H.M.S. "Wellington."

18th September.—Interview with Director of Education; Anglican Bishop in Polynesia Major Willoughby Tottenham, M.L.C., Mr. K. B. Singh, M.L.C.

19th September.—Interview with Mr. Kodanda Rao (Servants of India Society); Dr. Lambert; left Fiji in R.M.S. "Niagara."
