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FIJI.



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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.

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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.

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New Zealand Education Department.

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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 corporate 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

education is regarded merely as a means of qualifying for Government service, he has been apt to set before his pupils that one ambition. In a vernacular middle school a few years ago I asked each of the thirty boys in the highest class what he looked forward to: every boy replied with the single word 'Naukari' service, and service means always service of the state. The teachers had probably encouraged this state of mind, because they shared the popular view that education is of no use to the tiller of the soil. But now, the teacher is often no longer a stranger to the village; to-day attempts are being made to send back teachers from the normal schools to the villages to which they belong. And those teachers go back imbued with the notion that it is their business to remove illiteracy, to fit boys for the land, and not merely to 'feed' with boys the hungry secondary schools.

"To sum up. In the past nearly all the rural boys who have been educated beyond the primary stage have been lost to the land; to-day a large proportion of them are returning to the land as educated or at any rate literate workers. This change is due: (a) to a recognition by the parent that education is advantageous to the simplest ploughman; (b) to the bitter experience of those who have failed to find other occupations; (c) to the influence of the new type of teachers; and above all (d) to the policy of the Punjab Ministry in boldly attacking the problem of removing illiteracy, in having agriculture well and efficiently taught in vernacular middle schools, in encouraging the agricultural teacher and generally stimulating the teaching of agriculture wherever it can be efficiently taught. So with schools having an environment favourable to agriculture, it may confidently be expected that the drift of educated rural youths to the town will cease and that one of the finest farming people in the world will continue as an educated race to work on the land to the benefit of themselves and the whole world."

Your Commission heartily commends the above statement of educational policy as being in its opinion exactly what is needed for Fijian conditions.

46. In laying down the basis upon which education in Fiji should develop, we feel that we should insist upon the fact that the primary schools must, for many years, supply all the school training which an overwhelming majority of children can receive. These schools, therefore, should have their own objectives, as apart from those of the secondary schools to which only a small proportion of their pupils will eventually proceed. Moreover, no effort must be spared by those directing and supervising Fijian education, to try to make the rural school a stronger and more vital agency in the village community. When secondary and other advanced schools are established for non-European children, it may be expected that the social esteem which accompanies higher education, and the entry to coveted occupations to which such education admits, will be guarantees that Indian and Fijian students will be attracted to them without any special advocacy of such schools by the Department. It is, therefore, on the primary schools that the emphasis of administrative effort should be placed. If these become a real and vital factor in the development of an efficient and contented body of rural workers, steadily progressing in the direction of higher standards of health, of comfort, and of happiness, the Colony must prosper. If the rank and file of the agricultural and industrial army are trained in a good system of primary schools kept closely in touch with the needs of the community, it will be comparatively easy to select for higher training the future non-commissioned and commissioned officers who are to lead and direct them.

THE MISSIONS IN RELATION TO EDUCATION.

47. It is estimated that in the Colony there are 19,399 Fijian children between the ages of 5 and 15 years. It may be asserted confidently that a large majority of these are in attendance at primary schools conducted by the Missions in the villages. As to children of Indian parentage it is estimated that there are about 14,000 of school age, of whom only 2,485 are known to be attending schools. Of the above children 6,700 are girls, of whom only 333 are attending school. The Indian situation therefore presents a grave problem very difficult to solve satisfactorily within the Colony's limited financial resources.

48. As we have pointed out, the education of native children has been practically left to the zeal and devotion of the Missions, and while both Missions have made a beginning with the education of Indian children, it is unlikely that they can carry the great burden of providing schools for all who should attend. Moreover, the religious question is an insuperable barrier to such a scheme, even if it were otherwise feasible. There appears to be no alternative but a system of Government schools, or an extension, under strict regulations, of the system of grants in aid.

49. There are many good and sufficient reasons why the establishment and maintenance of Indian schools should be strictly regulated, and why there should be forthcoming some guarantee of the fitness of the teacher to conduct a school in Fiji. If the ideals of education outlined in this report be accepted, it will be recognized that teachers trained in Fiji, and willing and able to work towards the realisation of these ideals, should be employed. We are not in favour of bringing any considerable body of teachers from India for service in Indian schools. The aim of Fijian education should be the production of capable, efficient, loyal citizens of this Colony; and this objective will be most readily secured if the teachers are carefully selected and trained here. We do not mean to advise that no teachers from India should be engaged, but we do advise that the selection should be a most careful one, and that very full inquiry should be made to ensure that such teachers are in every way fit and proper persons for service in Fiji.

50. As the number of Government schools steadily increases with the demand for the education of Indian children, the position of the Mission schools will call for careful consideration. We consider that the Colony should always remember very gratefully the fine service the Missions

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 alibity 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. Tohill, 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	..	..	..	..

* 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 unfailing 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.

25th June, 1926.

EYRE HUTSON,
 Governor.

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, F. Tate, Esquire,	The Rev. Brother Alphonsus, J. S. Neill, Esquire, D. W. Hoodless, Esquire, Ratu J. L. V. Sukuna, Mr. Hakim Din. ABSENT: 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,	The Rev. Brother Alphonsus, J. S. Neill, Esquire, D. W. Hoodless, Esquire, Ratu J. L. V. Sukuna, Mr. Hakim Din, Mr. Badri Mahraj.

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),
F. Tate, Esquire,
F. H. Bakewell, Esquire,
The Rev. L. M. Thompson,
The Rev. Brother Alphonsus,

Mr. Badri Mahraj.

J. S. Neill, Esquire,
D. W. Hoodless, Esquire,
Ratu J. L. V. Sukuna,
Ratu Deve Toganivalu,
Mr. Hakim Din,

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. 21a.—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. 23a.—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."

21b. 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, Latin, 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. There must be white supervision?—Yes.

109. MR. TATE: A teacher can be developed to teach a village school?—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 conferees 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, Taveuni, 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.

MANCAL 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 SHAN.

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 Madrasi 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 Is. 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 establish 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, Telegu, &c.

C. CHATTUR SING (and three others).

Resolution.

That this meeting appoints Messrs. Dildar Ali Shah, C. Chatur 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.

COPENDRA 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 Madrasi 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. BADRI 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 Mahomedan 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 Mahomedan children. The Mahomedan 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 Mahomedan 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 Mahomedan 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 Mahommedans 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 MAHRAJ: 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 Mahommedan 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. McOWAN: 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 Vanua-levu 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. McOWAN: 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. McOWAN: 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. McOWAN: 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 Vanua-levu 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. McOWAN: That is not so.

R. C. 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 be 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. MCOWAN: 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. MCOWAN: 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. MCOWAN: 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. MCOWAN: 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. MCOWAN: 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. 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.

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. Lelan, 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.
Parcelling.—The making of neat parcels; mailing goods, &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 *vatas*; 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. MOWAN: 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 7½ 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 Deve'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. MCDOWAN: 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 they 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 an 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 Mahomedans also desire it?—A great many Hindus and Mahomedans have schools in their own homes for their girls.

726. Are there any Mahomedan 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. MCDOWAN: 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 out side 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 Mahommedan 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 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. MCGOWAN: 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 wholetime 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. MCGOWAN: 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. MCGOWAN: 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. MCGOWAN: 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.

I.—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 TOCANIVALU: 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. NOODLESS: 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.

<i>Locality.</i>	<i>Description of school.</i>	<i>Boarders.</i>	<i>Day p.</i>	<i>Total.</i>
1. Suva	Brothers' School for Indian boys	27	316	343
2. do.	do. other coloured boys .. ..	..	72	72
3. do.	Sisters' School for all 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	1,309	1,182	2,491

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 intercourse between the Fiji Government and the 65,000 Indians, which requires attention in these 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 Mahommedans 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 step 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 is fairly heavy, but after the first few years, this type of school, if at all successful, should become 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 the 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 vesi or bamboo.

Plaiting, baskets, &c.—Sail-making for native canoes, fish fences, crab traps, turtle traps, traps for flying foxes, fly whisks.

Rope-making.—Sinnnet 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 sinnnet 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,

Nabouwalu, Bua, 14th July, 1926.

Madam,

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	
2 Indian Dormitories .. .. .	..	..	..	350	
Kitchens . . . . .	..	..	..	30	
2 Common Rooms (Dining and General) ..	..	..	..	400	
Furnishing—2 at £30 .. .. .	..	..	..	60	
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
				—	
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. RAGHVANAND,
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 Muslin 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 throughly 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, Urdu, 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.

Sir,

24th July, 1926.

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.

Sir,

Suva, 5th August, 1926.

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.

1926.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 14.

M.P. 1550/26.

Education Department

(REPORT ON, FOR THE YEAR 1925.)

Laid on the Table, 25 May, 1926.

THE ACTING SUPERINTENDENT OF SCHOOLS TO THE ACTING COLONIAL SECRETARY.

Education Office,

Suva, 31st March, 1926.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1925.

I.—LEGISLATION.

2. *Regulations Made.*—No amendments or additions were made to the Ordinances passed in 1916–1919. Under section 11 (*d*) of the Registration of Schools and Teachers Ordinance of 1918 a new regulation was made to govern the appointment, when necessary, of a special committee to inquire into the conduct of teachers. An amendment to section 8 of the Rules and Regulations for Government and Assisted Primary Schools was made in order to reduce day fees in certain cases.

II.—BOARD OF EDUCATION.

3. *Grants in Aid.*—During 1925 there were three meetings of the Board. Two additional schools (Colonial Sugar Refining Company's School, Lautoka, and the Nacekoro School, Savusavu), were admitted to grants in aid from January, 1925, under the Primary School Regulations. Although no building grants had been provided for in the Estimates it was found possible later on to allow one of £250 for the Methodist Mission Indian Girls' School in Suva, and a second one of £100 for the new Indian School at Samabula.

By 31st December, 1925, the list of schools waiting to be admitted to grants in aid contained 34 names, including 16 schools for Indian, 14 for Fijian, 3 for half-caste, and one for European pupils. To admit all these schools to grants in aid will involve an additional expenditure of about £3,000 per annum.

In addition to salary grants, applications had been received for building grants amounting to £6,000. 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 report of the Education Commission in 1926.

4. *Other Business.*—The Board fixed the amounts to be raised by way of Education Rates in 1926 by the Municipal Councils in Suva and Levuka, namely, £1,900 and £700, respectively.

The Board awarded three local scholarships in 1925, and approved the exemption of fees of 12 pupils at the Grammar Schools in Suva. The special scholarships for four Fijian boys at the Wanganui Technical College, New Zealand, were continued for 1925. The agricultural grant, up to a maximum of £400 per annum, was continued during the year in assistance to the Methodist Mission Agricultural School at Navuso, and it was agreed that this grant should be increased to £500 for 1926. The temporary increase of 30 per cent. in the salary grants payable to assisted primary schools was continued during 1925, and the payment of salary grants to teachers in assisted vernacular schools on the maximum of the scale was continued also.

5. *Members of the Board.*—The members of the Board remained unaltered from 1924. The Board is complete with twelve members—*vide* Annexure VI.

III.—ADMINISTRATION.

6. The appointment of Acting Superintendent of Schools was continued during 1925. 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 Supervisor for Correspondence Classes for country children was continued for 1925; and a junior assistant clerk was appointed to the Education Office.

The Education Department in Fiji was formed only nine years ago, and Mr. George Mackay, M.A., formerly of Seychelles was appointed as the first Superintendent of Schools here. In January, 1922, Mr. Mackay was transferred and appointed as Director of Education in Trinidad, and it is with very sincere grief that I have to record Mr. Mackay's death, which occurred in June, 1925.

7. *Finance*.—Expenditure from General Revenue on education amounted to about £3,000 only in 1915, but had increased to £30,039 for 1925. The following figures show the expenditure on education for the last five years:—1921, £26,151; 1922, £28,957; 1923, £26,108; 1924, £27,103; and 1925, £30,039.

IV.—GOVERNMENT SCHOOLS.

8. 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.

9. *Boys' Grammar School, Suva*.—Under the scheme of co-operation with the Education Department of New Zealand, the teaching staff at this school continued during 1925, the same as in 1924. The school was visited and inspected, by the New Zealand Chief Inspector of Primary Schools in Wellington, on the 13th and 14th of October, 1925—(vide Annexure I). The number of boarding pupils was 22 only, the previous numbers being 26 for 1920, 32 for 1921, 31 for 1922, 23 for 1923, and 18 for 1924. The average number of pupils on the roll for 1925 was 81, and the average attendance was 70. About one-fourth of the pupils are boarders who pay boarding fees at the rate of £50 or £40 per annum. In addition to the Head Master there was one Assistant Master in residence throughout the year. 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. Excellent results were obtained at the New Zealand Proficiency Examination in November, twelve pupils in Standard VI having passed; also three candidates in the secondary class were successful at the New Zealand Public Service Entrance Examination. The Head Master's annual report for 1925 is included as Annexure II—B.

10. *Girls' Grammar School*.—Under the scheme of co-operation with the Education Department of New Zealand the teaching staff continued during 1925 the same as in 1924, with the exception of Miss R. E. Rowlandson who was succeeded by Miss A. C. Tebbs. The average number of pupils on the roll for 1925 was 116 with an average attendance of 96 only. The corresponding numbers for 1924 were 121 and 107 respectively. At the Boarding Establishment for pupils there were 30 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 indefinitely postponed. The six class-rooms include two detached "open-air" ones, and there is accommodation for about 200 pupils in all. Single desks of an improved pattern have now been provided for the senior classes, and a large number of suitable wall pictures have been provided. A grass tennis court was constructed for the school during 1925, and this is to be converted to a hard court during 1926. The present playground is not very suitable for the usual school games—basket-ball or hockey. The curriculum followed was in accordance with the New Zealand syllabus of studies for Public Schools, and classes in elementary domestic science were given to the senior pupils. Out of seven pupils presented for the New Zealand Proficiency Examination six pupils of Standard VI were successful. The continued success of this school was evident from the well-attended combined Prize Distribution, on 17th December, for the two Grammar Schools in Suva 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 15th and 16th October, and the Head Mistress' annual report is included as Annexure II—C.

11. *Levuka Public School*.—Under the scheme of co-operation with the Education Department of New Zealand this school re-opened in February with four new teachers and Mr. Downard and Miss Warner who continued their services from 1924. The average number of pupils on the roll was 188, with an average attendance of 152. There were five teachers and fourteen 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. Miss J. Wilson has continued as Matron during 1925. 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. A suitable residence has now been purchased by the Government and this will be used in future either as the Head Master's quarters or as a boarding residence for the lady assistant teachers. The New Zealand syllabus of studies for Public Schools was followed during 1925 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 the five candidates presented for the New Zealand Standard VI Proficiency Examination all were successful. These results are very satisfactory. The New Zealand Inspector visited and inspected this school on 7th and 9th October, and his report indicates that good progressive work has been done throughout the year. The Head Master's annual report for 1925 is included as Annexure II—D.

12. *Queen Victoria School, Nasinu*.—The average number of pupils on the roll for 1924 was 98, with an average attendance of 94. All these pupils are boarders, and until further dormitory accommodation is available the number of pupils cannot be increased. A small annual fee of £6 per annum is charged, but exemption from fees has been granted to about twelve of the pupils. The satisfactory progress that has been made at this school during the last few years has resulted in an increased number of applications for admission, and there is a waiting list of twelve boys at the present time. In spite of repeated advertisements both in New Zealand and in Australia no suitable Second Assistant Master (to specialise in agriculture and manual work) was obtainable. This appointment remained vacant throughout the year and applications from English candidates are now being obtained. The First Assistant Master, Mr. P. E. Warner, left on long leave in December, and Mr. J. Trimmer was appointed as temporary assistant. Joeli Kete Ravai, one of the scholarship holders at the New Zealand Wanganui Technical College since 1921, was appointed as Native Assistant Master at Nasinu in January, 1925. During the year a small class of pupils was prepared for the Department's Pupil Teacher's Certificate Examination and three of these pupils obtained partial passes. With the exception of the Lau School none of the Provincial Schools has so far sent pupils to the Queen Victoria School, at Nasinu, for higher education. It is intended that the provincial schools shall train Fijian boys up to Standard III only, and those pupils who desire further education should then proceed to Nasinu. Although not possible during 1925, three of the provincial schools have arranged to send pupils on to Nasinu during 1926; and two pupils from each provincial school will be expected to proceed to Nasinu each year after 1926. Considerable attention was given during 1925 at Nasinu to the part which manual and occupational training shall take in the general course of studies. The extensive school grounds and gardens have been well planted with native food crops. The construction of a "grand stand" pavilion and the levelling of a large playing field was completed during 1925. The cost of these, amounting to £780, was provided by voluntary native contributions. It is anticipated that during 1926, competition games in cricket and football between various local Fijian teams will be played in this new playing field, and that the games side of the school activities will be considerably developed. The Head Master's report for 1925 is included as Annexure II—A.

13. *Lau Provincial School, Lakeba*.—The average number of pupils on the roll for 1925 was 63, with an average attendance of 61. Eight of these were day pupils and the rest were boarders. Mr. C. J. Haskoll continued to act as Head Master during 1925 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 Fijians. An elementary education in English subjects together with some applied manual instruction is given. The excellent *esprit de corps*, which is fostered among both the pupils and the old pupils of the school, is still maintained and about thirty of the latter are scattered in different parts of the Colony in junior official appointments, including twelve teaching appointments. Satisfactory progress has been made during 1925, but attention will have to be given, in the near future, to extra class-room accommodation, the water supply, and the quarters for native teachers. The Head Master's annual report for 1925 is included as Annexure II—E.

14. *Northern Provincial School, Taveuni*.—The average number of pupils on the roll during 1925 was 57, with an average attendance of 52 only. Mr. J. Russell has continued as Head Master during the year. This school, the first of the new joint provincial schools was opened in 1921, and it accommodates pupils from each of the three provinces of Vanualevu. In addition to the ordinary subjects of the curriculum special attention is given to manual training of the kind suitable for Fijians on an island such as Taveuni where there are large coconut and cattle estates. Ratu Jope Loloma, one of the scholarship holders at the New Zealand Wanganui Technical Institute since 1921 was appointed as native manual instructor in January, 1925. During the second half of the year a large manual workshop was erected, and in future all the senior pupils will be given a two years' course in practical woodwork. The dormitory accommodation at this school is not very satisfactory, more especially that for the pupils from Macuata. The school is established to accommodate 80 boarders, but this number has never been obtained. No inspection visit was made by the Department during 1925. The Head Master's annual report is included as Annexure II—F.

15. *Eastern Provincial School, Tailevu*.—The average number on the roll for 1925 was 99, with an average attendance of 85. Six of the pupils were day boys from neighbouring villages. The class-room accommodation is insufficient, and an extra room will be constructed in 1926. Mr. A. F. Larcombe terminated his appointment in October, and Mr. W. O'Connor from Christchurch, New Zealand, succeeded him. The school was visited by the New Zealand Inspector, Mr. F. H. Bakewell, prior to Mr. Larcombe's departure. The second Native Assistant Master, Ratu E. K. Nailatikau resigned his appointment in December, and two senior pupils will be appointed as pupil teachers in his place. During 1925 special attention has been paid to written and oral arithmetic, dictation and English conversation. The school grounds have a good appearance, and there are extensive gardens of native food-crops. The school is fortunate in having a fine natural play-ground and an excellent bathing-pool. The Head Master's annual report for 1925 is included as Annexure II—G.

16. *Kadavu Provincial School*.—The average number of pupils on the roll for 1925 was 75, with an average attendance of 69. Of these 14 are day-boys and the remainder boarders. Mr. A. A. Thomson continued as Head Master during 1925. The school buildings including the boys' dormitories are very satisfactory, and the health of the pupils has been excellent throughout the year. There is no natural water supply at the school, and the present pipe supply is not satisfactory. Satisfactory progress has been made during 1925 not only in the ordinary school routine, but also in the out-door school activities, such as games and planting. The native manual instructor resigned his appointment in December, and a new instructor will be appointed

during 1926. The Kadavu Provincial School, admitting pupils from one province only, as in Lau, has a greater opportunity to develop an *esprit-de-corps* than a joint provincial school. The native Chiefs and people of Kadavu have continued to give excellent support to the school throughout the year. The Head Master's annual report for 1925 is included as Annexure II—H.

17. *Western Provincial School, Nadi*.—This school, the fourth of the new provincial schools, was opened in March, 1925, with Mr. J. G. Brown, M.A., of New Zealand, as Head Master. The average number of pupils on the roll was 73, with an average attendance of 71. In addition there are two native assistant teachers. The school buildings occupy a very fine site near the Nadi River. Both class-room and dormitory accommodation are very satisfactory. There is a large playing field on which the usual school games and sports have been practised throughout the year. The amount of planting ground is limited, and that near to the school is of poor quality. It will be difficult to grow the necessary shade trees, &c., in the school grounds, but already a commencement has been made by planting several mango and acacia trees. The large cement water tanks have been satisfactory. The school was visited by the New Zealand Inspector, Mr. F. H. Bakewell, on 19th to 21st October, for the purpose of grading the Head Master as a New Zealand teacher. Although the school was open only nine months a very satisfactory beginning has been made, and with continued progress a number of the senior pupils will soon be eligible for entry into the Queen Victoria School at Nasinu. The Head Master's report for 1925 is included as Annexure II—I.

18. *Southern Provincial School*.—During 1925 it was arranged that this school should be erected at Sawani, Naitasiri, about eleven miles from Suva. This is the last of the joint provincial schools for Fijian boys, and will accommodate 85 boarders from the provinces of Rewa, Naitasiri, Colo East, Namosi, and Serua. In addition a few day-boys will be admitted, so that the total roll will be about 100. A three-roomed school of the same type as that at Kadavu and Nadi is being erected and the pupils' dormitories are similar to those at Kadavu, each dormitory to accommodate twelve or fourteen boys. The school grounds include a good playing field and there are excellent bathing and swimming facilities close by. All arrangements have been completed for the selection of pupils, erection of buildings, &c., and it is anticipated that the school will be opened early in March, 1926.

19. *Rarawai Government School*.—This is a mixed primary school for European and other pupils. The average number on the roll for 1925 was 57, with an average attendance of 52. Miss M. Ogden has continued as Head Mistress during 1925. There is a pupil teacher to assist with the junior classes. During January, 1925, the Colonial Sugar Refining Company which owns the school building moved it to a more central site, and this accounts for the increased average attendance which was 36 only during 1924. The agreement made between the Fiji Government and the Company will continue to 1928. Further reference is made to this school in section 37 and in Annexure II—J.

20. *Natabua Government School, Lautoka*.—This school for Indian pupils occupies part of the former Experimental Farm at Lautoka, and the school reserve includes about 23 acres. The average number of pupils on the roll for 1925 was 44, with an average attendance of 34 only. The corresponding numbers for 1924 were 61 and 45 respectively. Syed Dildar Ali Shah has continued as Head Master during 1925. Owing to the serious decrease in the number of pupils the appointment of one of the two assistant teachers was discontinued from 1st October, 1925. During the year a new departure has been made and the Head Master has commenced a scheme of practical agriculture. Commercial crops such as rice, cotton, &c., will be planted, and the work will be correlated with the school lessons in tropical agriculture and nature study. Reference to this school is made also in section 50 and in Annexure II—K.

V.—ASSISTED PRIMARY SCHOOLS.

21. *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. The latter increase was due to the admission to grants in aid from 1st January, 1925, of the following two schools: Colonial Sugar Refining Company's School at Lautoka and the Nacekoro School at Savusavu. Fifteen of the schools are for Indians, seven for Fijians, three for Europeans and half-castes, three for Indians and Fijians, and one admits half-castes, Chinese, Samoans, &c. Twelve are boys' schools, four are girls' schools, and thirteen receive both boys and girls. There are sixteen Methodist Mission schools, seven Catholic Mission schools, one under the Church of England Mission, and five are 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.

22. *Attendance*. The average number on the roll in 1925 was 2,223, and the average attendance was 1,722, which is 77.4 per cent. of the average enrolment. The corresponding percentages for 1922, 1923 and 1924 were 72, 81 and 81. Eight of the schools are boarding schools, and 21 are day schools.

23. *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 29 Indian and 14 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.

24. *Buildings and Equipment*.—Considerable improvement in buildings, equipment, and school play-grounds continues to be necessary. At many schools the furniture is not maintained in good repair, and the obvious example of neatness and the preservation of school equipment is not kept constantly in mind. While due allowance is made for the increased difficulty in the tropics of keeping school books, maps, &c., from the ravages of insect pests a considerable improvement in the present conditions is possible; and an example of neatness in all matters cannot be too strongly emphasised—most especially among the Fijian pupils.

25. *General Organisation.*—During 1925 there were 75 teachers to 29 schools and to 2,223 pupils. This number of teachers includes untrained pupil teachers. It is pleasing to be able to report a marked improvement at many of the schools where prize days, parent days, school concerts, &c., have been held, and many of the schools are gradually becoming part of the life of the local district community. The Interest of Fijian or Indian parents in school matters is easy to obtain but difficult to maintain, but the friendly co-operation of the parents of native pupils is just as important a factor in the success of a school here as it is in the case of a school for European children. Managers and Head Teachers are invited to form advisory committees among the pupils' parents with a view to an increased community interest and an adaptation of parts of the school curriculum to local conditions.

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 teachers has been held, nor is there any official or non-official journal for teachers.

26. *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. As stated in previous annual reports, the same problems and moot points occur and re-occur at most of the schools, and by co-operation it would, no doubt, be possible for courses of studies in detail, based on the outline courses in Schedules A and B to be drawn up and adopted at most of the schools. The Department has received no replies to its invitation 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.

27. *School Records.*—The monthly attendance returns of pupils and of teachers have continued to be regularly received during 1925. A uniform type of daily register and of admission register is now in use, and these registers are sold at cost price to all managers. Annual reports for 1925 have been received from a few assisted primary schools only. Weekly or daily schemes of work are in use at several schools but not at all schools.

VI.—ASSISTED VERNACULAR SCHOOLS.

28. In December, 1925, 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, 60 Fijian, and 11 Indian teachers together with an average attendance of 1,846 Fijian and 260 Indian pupils. Of the total number (72) of teachers there are only 6 who are certificated. A few of these assisted vernacular Fijian schools are in isolated places, and they are not easily visited either by the Manager or by an officer from the Department; as, for example the Methodist Mission vernacular school at Vatulele or at Naceva, Kadavu.

During 1925, the Board of Education agreed to allow the Methodist Mission to spread their total annual grant for vernacular schools over 18 schools instead of 15 schools only. A similar concession was allowed during 1924, but it is a temporary expedient only, and will be discontinued as soon as more 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 on Vitilevu.

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. This practice is an excellent one, and will no doubt be continued.

No annual reports from the Managers or Head Teachers of the assisted vernacular schools have been submitted to the Department.

During 1925, owing to no appointment of an Inspector of Schools being made only eight 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.

29. 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 1925, six candidates qualified as pupil teachers and seven 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, has been extended for a fourth year extra, namely, up to February, 1927.

30. *Examinations.*—Examinations for teachers' certificates were held by the Department in July and November, 1925. On both occasions the examinations were held simultaneously in Suva and at Davuilevu under the supervision of the Superintendent and the Head Master of Nasinu School. The examinations were for primary teachers' (pupil teachers' and third 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. Miss O. E. Morrissey, of the Training Institute at Davuilevu, is preparing a text-book on "school method" for the use of Indian and Fijian teachers in training. Further alterations in Schedule C will be necessary so that junior teachers for primary schools may be adequately trained in manual occupations, such as paper folding, plasticine work, weaving, &c.

31. In addition to the 13 teacher certificate passes in the above section 29, gained by candidates trained by the Methodist Mission, there were, during 1925, seven other teacher certificates awarded on examination results. Four of these (three pupil teachers and one third class) were trained at the Marist Brothers' School in Suva, one was a pupil teacher trained at the Colonial Sugar Refining Company's School at Nausori, one pupil teacher at St. Joseph's Convent, Suva, and one pupil teacher at the Methodist Mission at Lautoka. These seven teachers included three Europeans, two Indian, and two Fijian candidates. Under the Regulations no certificate pass grant was paid to these seven teachers. Five candidates for teachers' examinations were submitted during 1925, from the Queen Victoria School, Nasinu, and four of these obtained passes.

32. 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 training will depend largely on the obtaining of qualified teachers and the training of suitable assistant native teachers to work with them. The very low standard at the majority of the present unassisted vernacular schools is on account of the large number of untrained teachers. Progress in Indian education in particular and in vernacular education in general is hampered by the lack of qualified teachers. Up to the present no system of examination for vernacular teachers' certificates has been adopted, and 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.

33. At the present time there are not more than 700 European children of school age in the Colony and ample provision for education is provided for all of them. There are four Government schools in Suva, Levuka, and Rarawai. In addition there are three Catholic Mission schools in Suva and Levuka, and three Colonial Sugar Refining Company's schools at Nausori, Lautoka, and Labasa, and the Correspondence Classes conducted by the Department provide a means of education for country children.

34. 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 are very moderate, and have been maintained at pre-war rates.

35. *Scheme of Co-operation with New Zealand Education Department.*—The scheme of co-operation has been in operation since January, 1924. The three main benefits from this co-operation scheme 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 operated most successfully during the last two years, and has greatly facilitated the management of the three schools. Perhaps the chief result under the scheme has been a marked improvement in the lower primary and infant classes. During 1925, two amendments were made to the regulations governing the scheme; by the first amendment Head Teachers will accept appointment in Fiji for a minimum period of three years and Assistant Teachers for not less than two years, and the second amendment was in reference to sick leave regulations.

36. *Visit to Fiji of a New Zealand Inspector of Schools.*—In October, 1925, Mr. F. H. Bakewell, M.A., Chief Inspector of Primary Schools in the Wellington district visited Fiji, and inspected the Girls' and Boys' Grammar Schools in Suva, and the Levuka Public School in Levuka, at the request of the Fiji Government. Mr. Bakewell's report was considered by the Fiji Board of Education, and the necessary action was taken in regard to various recommendations made by Mr. Bakewell referring to school furniture and equipment. The following extract is from Mr. Bakewell's report: "All three schools are well staffed, well managed, and each is maintaining a most commendable standard of efficiency."

37. *Primary Schools for Europeans.*—The Rarawai School taken over from the Colonial Sugar Refining Company in 1919 has continued to make satisfactory progress during 1925. Further reference to this school is made in section 19 and in Annexure II—G. The Colonial Sugar Refining Company has three schools for European children at Lautoka, Nausori, and Labasa. The average monthly attendance at Lautoka was 20, and at Nausori was 28. Both the Lautoka and Nausori Schools have been admitted to primary grants in aid, and the Labasa School has now applied for admission to grants in aid. The Returned Soldiers' Settlement School at Korovou, Tailevu, was opened during 1925, but only six pupils were enrolled, and the school could therefore not be admitted to grants.

38. *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

if necessary. The annual fee is £2 which includes free stationery up to a value of 10s., and all postage free. Several parents have forwarded very appreciative letters to the Supervisor, and in general the progress made by the correspondence pupils has been very satisfactory. The Supervisor's annual report for 1925 is included as Annexure III.

39. *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 children. These three schools, all under the Catholic Mission, share with the Government the education of European pupils, and each school admits a number of country children as boarders.

40. 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.

41. 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. Many of the remaining number are scattered over the various provinces. During 1925 a school was opened at Nacekoro, Savusavu, at which the average number on the roll was 17 only, and this school was admitted to grants. Additional schools will be necessary in Vanualevu and Taveuni for these pupils.

IX.—EDUCATION OF FIJIANS.

42. There were during 1925, 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 not made such progress during 1925, the chief reason being the lack of a suitable syllabus.

43. The vast majority of the Fijian village schools are schools in name only. Even where the teaching is of a very simple nature only, much of it is useless and quite unsuitable for the pupils. One of the most urgent, but at the same time one of the most difficult, problems in education in Fiji will be to develop a general scheme whereby village schools for Fijian pupils can be organised so that the type of education given is suitable not merely from the consideration of the pupils only, but from the general consideration of the race, and the local conditions. Practically all the former manual arts among the Fijians with the exception of mat-making and tappa-making are becoming lost arts, and there is no doubt that much could be done to revive some of the former native arts, such as wood-carving or plaited sinnet-work, through the village schools. The native Fijian must of necessity remain attached to agricultural and fishing pursuits, and uncorrelated odds and ends—arithmetical tricks or scraps of geography and history are very poor substitutes for an expert knowledge of timbers, plants, fishes, &c.

44. At various centres throughout the group there are boarding schools for Fijian pupils. Most of these are under the management of one of the Missions, and six of them conducted by the provinces with the Provincial Commissioner or Roko as Manager. The total number of these boarding schools probably exceeds forty.

45. *The Joint Provincial School Scheme.*—Reference to these schools has already been made in sections 14–19. By March, 1926, the scheme will be complete with six provincial schools. These schools follow the curriculum set out in Schedules A and B of the Regulations and are very similar in standard to the assisted primary schools. Out of the total of about 20,000 native children of school age it is obvious that the vast majority are suited for a simple vernacular training only. At the provincial schools about 1 in 50 will be given a primary education, and opportunity will then be given to a limited few to enter Queen Victoria School at Nasinu, so that the best pupils may advance to a higher standard. With the completion of the Provincial School Scheme the educational ladder for the Fijian boy becomes a fairly good one. Much credit is due to the continued assistance, not only in money, but in friendly co-operation, from all the Fijian Chiefs who without exception have all helped to make the provincial schools a success.

46. *Scholarships for Fijians.*—During 1925 the four Fijian scholars continued at the Wanganui Technical College, New Zealand. The reports from the Principal are highly satisfactory. The boys have not only progressed satisfactorily at studies but they have excelled at games. Two of the scholars will proceed to a complete medical training, and the other two are being trained as manual instructors.

X.—EDUCATION OF INDIANS.

47. In 1925 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 1,676 pupils in attendance in Government and assisted schools for Indians, the numbers in previous years being 1,338 for 1921, 1,490 for 1922, 1,397 for 1923, and 1,626 for 1924. There are many other schools for Indians—all under private or Mission management—but these have not yet been admitted to grants in aid. By the 1921 Census returns the number of Indian children between the ages of 5 and 15 is 13,116 (6,884 boys, 6,232 girls), and the present number of Indian children of school age will be not less than 14,000 (approximately 7,300 boys and 6,700 girls).

Of the above 1,676 Indian pupils, in Government or assisted schools, 1,459 are boys and 217 only are girls. In addition there are approximately 2,000 more Indian pupils in attendance at other schools not yet admitted to grants in aid. From these figures it will be seen that one-fifth of the total number of Indian boys in the Colony are at assisted schools, and approximately one-half are at assisted or non-assisted schools. The number of Indian girls attending school is extremely low and apparently only about 1 in 150 attend school.

48. About one-sixth of the total Indian population is resident on Vanualevu, and if only children of school age are considered the number on Vanualevu (1,921 Census) was 2,449 out of a total of 13,116. Of the total twenty-four assisted schools for Indians only one of them is in Vanualevu and four or five more schools are required in the Macuata province to make the educational facilities equal to those for Indian children in Vitilevu.

49. The Colonial Sugar Refining Company continued for 1925 the subsidy (paying £125 out of a maximum of £250) given to assist Indian schools in 1919-1920, this amount was awarded in grants to schools fulfilling the requirements of the Government regulations either primary or vernacular.

50. The Government Primary School at Natabua continued to serve the district as a day school. Owing to the decrease in the average number on roll, from 62 in 1924 to 44 only for 1925, the staff was reduced. The average attendance was 34 only. The number of available Indian pupils in the neighbourhood of this school is very limited and, with the opening of several new Indian schools in the Lautoka district, there is a marked tendency for the number on the roll to decrease. The Head Master's annual report for 1925 is included as Annexure II—J.

51. The Methodist Missionary Society of Australia is largely interested in education work among Indians 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 pupils in Suva, and the Catholic Mission manages two Convent schools, one in Suva for girls only, and a mixed school in Levuka. The Church of England Mission is interested in educational work among Indian children in Vanualevu and has one assisted primary school for Indians at Labasa. In addition to the above three Missions the Y.M.C.A. of New Zealand has had a representative (Rev. A. W. McMillan) in Fiji during the last two years for social welfare and educational work here.

52. A number of Indian students have been trained as teachers during 1925 either at the Methodist Mission Training Institute at Davuilevu or with the Marist Brothers in Suva. Twenty-two candidates in all were trained by the Methodist Mission and of these, three obtained the Third Class Teachers' Certificate, four a partial Third Class, four qualified for the Pupil Teachers' Certificate, and five obtained a partial pass at the Pupil Teachers' Examination. The Marist Brothers in Suva trained six Indian students also for the Pupil Teachers' Qualifying Examination and of these one passed and three obtained partial passes.

53. It has not been possible during 1925 to inaugurate a system of Government teacher-training for Indians. The problem is one of paramount importance and even if many new schools were opened for Indians the difficulty would remain of obtaining suitable certificated teachers with a knowledge of the local rural conditions.

54. It has been agreed to provide during 1926 two Government Scholarships of £100 per annum each in order to allow Indian pupils to proceed to New Zealand for higher education. It is intended by means of these scholarships to train Indians for educational and medical work in the Colony.

55. Arya Pratinidhi Sabha during 1920 erected a school at Saweni, Lautoka, and there are at present about 70 pupils. During 1925 a trained teacher was obtained from India for this school, and the members of the Samaj are endeavouring also to obtain Indian lady teachers for Fiji. The Indian Reform League is about to erect a new school at Samabula about two miles from Suva, and has received a Government grant in aid of £100 towards the cost of building.

56. The following paragraphs are extracted from the 1924 Annual Report on Education:—

" (48) For Indian education the language difficulty is a very great one. Teaching in the vernacular (Hindi, Tamil, Urdu, &c.) may be given along with very elementary English up to the age of about ten years, and primary teaching in English only should then be given up to the school-leaving age. By adopting roman characters, the difficulty of the various Indian scripts may be avoided, so that text-books suitable for Indian pupils in Fiji could be more easily written.

" (49) As stated in the annual report for 1923, the assisted schools in Fiji under Indian management have not worked very satisfactorily. The Indian community does not readily combine for continued and organised constructive work, and the school fund in some cases has not been contributed to satisfactorily. The District Commissioners have shown great interest in these Indian assisted schools, acting as Treasurers in most instances; but, unless the Indian parents are prepared to be interested in, and to continuously support their schools, progress will be impeded.

" (50) Indians do not pay an education rate. Systematic progress in the education of Indians in Fiji would be accelerated if the Indians themselves would develop a general scheme of assisting-contributions comparable to the education rate amongst Europeans, or the provincial rate among Fijians. By means of these rates about 50 per cent. of the total cost of schools for Europeans and Fijians is contributed by the ratepayers, and it may be pointed out that these rates are quite distinct from general taxation, such as the Residential Tax or the Provincial Tax."

57. *Summary.*—

- (a) The present system of assisted primary schools for Indians is working satisfactorily. A few more of these schools are required in Vitilevu but several more in Vanualevu (Macuata).
- (b) The present assisted vernacular schools are not satisfactory. The teachers are uncertificated, and the services of an Indian Inspector of Schools are required more especially in order to control the curriculum and to advise the local committee how to maintain reasonable progress.

- (c) The vast majority of Indian school children have parents who are interested in the cultivation of sugar, rice, bananas, or cotton, &c., and the education given in vernacular or rural schools should be adapted to local conditions to avoid the estrangement of the child from his environment.
- (d) It is essential that the problem of training more local Indian youths to become qualified teachers be given immediate attention. This applies particularly with reference to assistants and Head Teachers for vernacular and rural Indian schools.
- (e) A secondary school for Indian pupils is necessary and could be made somewhat similar in type to a Junior High School in New Zealand.
- (f) A general scheme of assisting-contributions from the Indian community is necessary. This may be by an education rate or by a special tax in order to provide part of the funds necessary to obtain new Government schools for Indians and to assist the various Missions or certain Indian school managers to increase the number of assisted primary or assisted vernacular schools.
- (g) The basis of Indian education like that of Fijian education is the "village" school; and the building up of a teaching service, and the general development and progress of these schools cannot be made without constant effort and the co-operation of all concerned. The excellent work done in Indian education in certain districts during the last few years indicated that final success can be achieved.

XI.—MISCELLANEOUS.

58. *Medical Inspection of Schools.*—It has not yet been found possible to establish a system of medical inspection of schools. The details of systems of school medical services have been obtained from a number of different countries and further consideration to school medical inspection in Fiji will be given in 1926.

59. *Boy Scouts.*—Satisfactory progress has been made during 1925 by the Fiji Branch of the Boy Scouts' Association. New troops have been enrolled at Levuka and Davuilevu, and several more Head Teachers in country districts are intending to form additional troops or patrols. Mr. R. C. Pearson, Head Master of the Methodist Mission Assisted Boys' School in Suva, has continued as Chief Commissioner for Fiji. Up to the present no troops of Girl Guides have been formed.

60. *Teachers' Reference Library.*—There are 142 volumes in the Reference Library. Copies of the Library List are sent to the Managers and Head Teachers of the assisted and Government schools, and the list of borrowers contains 58 names. Recommendations for the purchase of additional reference books will be received with pleasure from any of the registered teachers in the Colony.

61. *Agricultural Schools.*—During the last few years considerable attention has been given to agricultural instruction for senior Indian and Fijian pupils. At Lautoka, the Reverend R. Piper has gradually planted up an excellent orchard containing numerous tropical fruit trees and bushes, and his pupils have successfully co-operated both with the Colonial Sugar Refining Company in sugar-cane growing, and with the Government ginny in cotton growing. This valuable experimental work at Lautoka may well be used as a model for managers of other schools where practical agricultural instruction is desired. Mr. Piper left the Colony in December, 1925, but it is hoped that this agricultural work will be continued. At Ba also the Reverend A. D. Lelean has commenced a simple form of school-farming in co-operation with the Colonial Sugar Refining Company. The scheme is self-supporting, and the youths receive the net balance for the sale of the produce. These two schemes at Lautoka and Ba indicate an altered attitude to the education of non-Europeans. Formerly Fijians and Indians were trained for clerical and industrial jobs only; but in a country like Fiji it is obvious that opportunities for clerical and even for carpentry work are very limited and that the great majority of youths should be trained in agricultural work of one form or another. There are undoubtedly many opportunities for co-operating with sugar, banana, and cotton estates that may well be considered by Head Teachers or the managers of schools which have classes of senior boys; and there is no reason why boys who have passed the school age should not be retained to form agricultural classes instead of merely returning to their native villages. Teachers in primary schools in European countries are accustomed to lose their pupils at the age of 14 or 15 years, and the pupils leave school to enter one of the hundred and one avenues of trade or calling; but in Fiji there are totally different conditions, and not only must the actual school teaching be altered to be in sympathy with the local conditions, but success will only be obtained if the native Fijians (and Indians also) are afterwards helped to become better agriculturalists. The prospects for new agricultural developments in Fiji such as cotton and pineapple growing and dairy and cattle farming have never been so good as at present, and it is essential that the practical side of education must be developed to join hands with, and to assist in every possible way, these new developments in agricultural directions.

62. *Navuso Agricultural School.*—The Methodist Mission in 1921 sent six Indian students for agricultural training at the Allahabad Institute, India, and the Fiji Government contributed half the cost of the training and passage expenses. These students returned to Fiji in 1923 and the Mission opened an Agricultural School at Navuso, on the Rewa. The Government has assisted by annual grants of about £700 during each of the last three years. The curriculum at Navuso is based on the work done at similar schools in the Philippines. At first, during 1923 and 1924, there were 40 Fijian and 2 Indian Students in training, but during 1925 the number of Indian students has been increased to about 20. The training in simple but scientific agriculture and dairy farming is already meeting with some success, and some valuable experimental work has been done. For example the market in Canada for locally grown sweet potatoes (kumala) has been tested; and, in addition different methods of planting rice have been tried out at this agricultural school. Not the least important function of the school will be to train native agricultural instructors for schools which are about to extend for agricultural work.

63. *Empire Day*.—May 24th, 1925, was a Sunday, and instead of the usual school sports for Empire Day, the Ministers of religion in Suva and Levuka were invited to refer to Empire Day and its significance in their discourses. A courteous response was made by all denominations.

64. *Cambridge Local Examinations*.—These examinations were held during December, 1925, for the seventh year in succession. Twenty-three candidates took the examination, and two gained the Senior, five the Junior, and seven the Preliminary Certificate. Twenty-one of the candidates were trained at the Catholic Schools in Suva and the other two were private candidates. No pupils from Government schools were entered during 1925 for the Cambridge Local Examinations.

65. *New Zealand Education Department Examinations*.—These examinations were held for the second time in Fiji during November last, and candidates were entered from the Girls' Grammar School, the Boys' Grammar School, and the Levuka Public School. Twenty-three pupils in Standard VI at these three schools obtained the New Zealand Standard VI Proficiency Certificate, and in addition three pupils at the Boys' Grammar School passed the New Zealand Public Service Entrance Examination. These results were most satisfactory, and indicate that the high standard of work done during 1924 at these schools has been well maintained during the past year.

66. During 1925, the Department co-operated with the Medical Department as in previous years, and held educational examinations for the entrance examination for native medical students, and for European probationary nurses.

67. *Registration*.—Up to the 31st December, 1925, 626 schools and 1,204 teachers had 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 1,204 registered teachers there are 234 Europeans, 869 Fijians, and 101 Indians; and of the total number there are 175 certificated (including 53 Fiji certificates) and the remaining 1,029 are uncertificated teachers.

D. W. HOODLESS,
Acting Superintendent of Schools.

ANNEXURE I.

EXTRACT FROM THE VISITING NEW ZEALAND INSPECTOR OF SCHOOL'S REPORT ON THE GIRLS' AND BOYS' GRAMMAR SCHOOLS IN SUVA, AND THE LEVUKA PUBLIC SCHOOL IN LEVUKA.

Mr. F. H. Bakewell, M.A., in submitting his report on the above three schools to the Fiji Board of Education stated that "these reports are of a highly satisfactory nature, and reflect great credit on teachers and pupils alike."

In addition the report stated: "that all the three schools are well staffed, well managed, and each is maintaining a most commendable standard of efficiency. The results of the Proficiency Examinations were also highly satisfactory. My inspection was carried out on precisely the same lines as it would have been in the case of New Zealand schools, and it should be a matter for congratulation that the scheme of co-operation that has been in existence for barely two years should now be working so smoothly and well."

ANNEXURE II.—A.

QUEEN VICTORIA SCHOOL—ANNUAL REPORT, 1925.

Staff.—There has been one alteration during the year, Mr. J. H. Trimmer was appointed Temporary Assistant Master on 10th November, to relieve Mr. P. E. Warner, First Assistant Master, who proceeded to England on 5th December. The post of Second Assistant Master continued to remain vacant during the year. Joeli Kete Ravai was appointed as a Native Assistant Master on 21st January. This young Fijian is one of the two exhibitioners who were sent to Wanganui, New Zealand, under the scheme for the Higher Education of Natives, to take a general High School course. The manner in which he has carried out his duties shows that the scheme is one in which public money is well invested.

Roll.—Early in the year there were thirty applications for admission and many of these could not be admitted owing to the lack of dormitory space. As a temporary relief the vacant quarters of the Second Assistant Master was used as a dormitory enabling some 12 extra pupils to be accommodated. In 1926 these quarters will not be available and in consequence the number of pupils must be limited to 90, until an additional dormitory is provided. The average number on the roll was 100 with a percentage attendance of 93.6. Twenty-eight boys were present at each opening during the year.

Health.—The health of the boys has been very good; the epidemics of typhoid and sore throats did not claim one victim. Sixteen boys were treated at the Colonial War Memorial Hospital, four for extraction of teeth, three for filaria, two for yaws, two for bronchitis, two for phthisis, one for dysentery, one for otorrhea, and one for cuts. It is with regret that I report the death of two boys from tuberculosis, both from Colo East. My thanks are due to Mr. Kendrick who kindly treated every boy for ankylostomiasis early in the year.

Food.—There has been ample, and the cooking was satisfactory.

Buildings.—The buildings are in good repair. During the year there was a shortage of water. This was rectified by the Public Works Department. The reservoir walls have been refaced, the guttering thoroughly repaired, two concrete tanks built and a new six inch pipe run from the concrete dormitory to the reservoir.

School Work.—Last year I reported that the progress of former years had weakened consequent on the lack of adequate staff, and hoped that with the introduction of provincial school boys who had had a grounding in English together with the appointment of a Second Assistant Master, progress would be re-established. Neither of these anticipations was realised and it soon became evident that if the syllabus was to be completed, both the staff and the boys must work extra time. This was done and from the results of the annual examination it is not a little gratifying to report the standard higher than in 1924.

Specimens of school work were sent to the Agricultural Exhibition, held in October, for entry in the Schools Section and they gained five first, three second, and three third prizes.

The manual work has considerably improved during the year and the articles made are being sold and the receipts divided between the Sports Fund and the producer.

Reports detailing the progress made by, and the state of the clothing of, each boy have been sent each term to the respective parents, who are now taking a much keener interest in the school life of their sons.

Planting.—An hour a day is devoted to planting together with the mornings of the two mid-year holidays. The system inaugurated last year has been successful and has enabled the heads of gardens to develop initiative and control. During the year 20 tons of native food have been grown, the fields weeded twice and the fences kept in repair. From the boys' own gardens 15 cases of pineapples and 220 bunches of bananas were sold for export. There are at present 12 acres of gardens.

Discipline.—This has been good.

Games.—In 1924 the Provincial Councils voted £1,000 to construct and equip an adequate sports field, the lack of which has been a serious handicap, as a fitting memorial commemorating the Fiftieth Anniversary of the Cession of Fiji to the Crown. The Public Works Department levelled the dormitory paddock and by August a playing field, 154 yards by 66 yards, was roughed out. Unfortunately no funds were left, after building a substantial pavilion, wherewith to purchase the necessary equipment. It would facilitate the enjoyment of this ground if money could be found to purchase a motor-mower and roller.

Only one competitive game of football was played during the year, which resulted in a win. I am looking forward to the time when annual sports in Suva for provincial schools will be a feature of Fijian life.

Exhibitioners.—Freddy Ieli and Sairusi Natuna proceeded in April to Wanganui Technical College to take an agricultural course. The reports of the work already done by these boys are very gratifying.

Nasinu, 21st December, 1925.

ALFRED H. PHILLIPS, B.Sc.,
Head Master.

ANNEXURE II.—B.

BOYS' GRAMMAR SCHOOL, SUVA—ANNUAL REPORT, 1925.

Opening of School.—The school was opened on 16th February and will close for the mid-summer vacation on 18th December.

Staff.—During the year there have been no changes, and the personnel will remain the same for 1926. This is a pleasing feature as frequent changes are not conducive to satisfactory progress.

Attendance.—The roll number is 77, including 22 boarders. In addition 7 pupils are absent with their parents, who are on leave. The attendance, except while affected by the typhoid epidemic, has been very good. The average for the First Term was 90.25 per cent., for the Second Term 87.6 per cent., for the Third Term 93.5 per cent., and for the year 90.2 per cent. The average for the Third Term is always detrimentally affected by the departure early in December of boarders who live in the more distant parts of the Colony and whose parents naturally arrange that they shall leave in time to be at home for Christmas. I also wish to draw attention again to the existence of cases (fortunately very few in number), where parents are not sending their children to school as regularly as they should. These children are being kept at home apparently to work; they do not receive a fair chance to make the progress they otherwise would; repeated protests have little or no effect. I take this opportunity over again to impress on parents their responsibility to their children in this matter.

Attendance Certificates.—Certificates of attendance have been gained by 16 pupils, who have fulfilled the necessary condition of not being absent for more than five half days during the year. Six of these have not missed a single half day that the school has been open: Philip Charlton, Arthur Groom, Carl Huon, Charles Leleu, Christopher Stanley, and William Wilson.

Typhoid Epidemic.—Following on the outbreak of typhoid in April, the school was closed for a period of six weeks. Sixteen pupils contracted the fever, some of them in a very severe form, and one, Albert Blanch, died. This boy, who will be remembered as taking a leading part in the School Concert last year, was a bright and promising lad, a great favourite with all, and his death came as a great blow. Another very fine boy, Hubert Ewins, who left the school only a few months before, also passed away. To the parents and relatives we extend our deepest sympathy. The epidemic imposed a considerable check upon the progress of the year's work, but, thanks to extra work on the part of the staff and a fine responsive spirit on the part of the pupils, the leeway has been largely made up. Parents and teachers agreed to the extension of the school day by half an hour, and in this way much of the time lost has been recovered.

Examinations.—The results of the New Zealand Public Service Entrance and the Standard VI Proficiency Examinations held at the end of 1924 came to hand early in the year. Three candidates entered for P.S.E. and two, Lyall McHugh and Thomas Morrison, were successful, gaining good positions—140th and 440th respectively, among 1,200 odd successful candidates. The third candidate passed in all subjects but one, and was successful in passing the Cambridge Local Junior Examination, for which he was the only entrant from this school. Fifteen candidates sat for the Standard VI Examination and all passed, 14 gaining the higher certificate, Proficiency. The Local Scholarship was awarded to Sydney Bossley, who gained highest marks in Standard VI.

This year Mr. Bakewell inspected the school in October, and while here conducted the examination of Standard VI. News has just come to hand that all twelve candidates have secured their Proficiency Certificates. Three candidates sat for the Public Service Entrance Examination in November, and results should come to hand about March.

Dux.—The coveted distinction of Dux of the school has been won this year by Charles Leleu. This boy has put up the exceptionally meritorious performance of passing through three classes, Standards IV, V and VI, in eighteen months, and obtaining premier position in the highest class.

Gardening.—The new gardens in the school grounds are now well under way. I am particularly indebted to Mr. S. G. Davey for providing an incentive for the boys in the shape of a handsome donation to provide prizes for those who carried out their work most successfully. The matter of beautifying the grounds has also received due attention.

Sports and Games.—A strong feature has been made of this side of the school life. Senior and junior football and cricket teams have engaged in several friendly contests with teams from St. Felix College. A hockey team played in the senior competition, and swimming sports and a tennis tournament have been held during the year. Two boys have gained representative honours: Colin Downes, in hockey, and Harold Sturt, in cricket.

Annual Sports.—Our Annual Sports took place on 13th November, and were a great success. The Championship Cups were won as follows:—Escott Cup (Senior Championship), Harold Sturt; Butler Cup (Junior Championship), Philip Chariton; Mathews Bowl (Juvenile Championship), Ian Chalmers; Collins Cup (for throwing Cricket Ball), Harold Sturt.

Appreciation.—The most stimulating feature of the year's work has been the interest displayed in the school by the public, and I am deeply indebted to the following for the donation of trophies and prizes: His Excellency the Governor, His Honour the Chief Justice, Mr. S. G. Davey (gardening), Mr. H. Wisdom and Colonel Golding (tennis), Mr. N. S. Chalmers of Ba (cricket), Mr. Hansen (running), and Professor Sir Harry Reichel, of Wales; to Messrs. Marlow & Co., and Messrs. Robinson and Ballantyne for work and materials, and to all those who subscribed so liberally to our fund for sports prizes.

In conclusion I wish to place on record my great appreciation of the loyal assistance of the members of the staff in meeting the difficulties of the year's work, with such success that, in spite of the epidemic, the annual programme has in most classes been completed—in some classes two months ago, and the work of the succeeding classes well under way. This, while it testifies to the industry of the teachers concerned, also demonstrates that the climate does not affect detrimentally the general capacity of the Fiji-born pupil. Performances at the Annual Sports also showed very clearly that there is nothing wrong with his physique.

D. T. McCORMICK,
Head Master.

Suva, 14th December, 1925.

ANNEXURE II.—C.

GIRLS' GRAMMAR SCHOOL, SUVA—ANNUAL REPORT, 1925.

The school re-assembled on 16th February after the Christmas holidays with a roll number of 125. At present the number on the roll is 117, of which 38 are in the Infant Department and 11 in the Secondary Department.

We suffered very severely during the typhoid epidemic, and had to close down for six weeks from 1st May to 15th June. One member of the staff was attacked and a large percentage of the pupils, Standard VI particularly suffering badly. Out of six girls in this class only three were left to carry on at school, and it speaks well for the enthusiasm and hard work of Miss Watson and the girls that four out of the six were successful in obtaining Proficiency Certificates in October.

But the epidemic took from us two of our most promising pupils, Alice Hooker, in Standard VI, and Rosemary Bartlett, in Standard V, both girls of sterling character, to whose relatives we offer our deepest sympathy.

Curriculum.—This year no candidates were presented for the Cambridge Local Examination, nor, on account of sickness, were any presented for the New Zealand Public Service Entrance. Of those who sat for the Cambridge Examinations last December, the following were successful in passing: May Johnston, Senior; Joan Warren, Junior; Isabel Halstead and Eleanor Anderson, Preliminary. The Local Scholarship given by the Fiji Government was this year awarded to Joan Warren. For next year I have much pleasure in recommending Marjorie Dewhirst the top girl in Standard VI. The syllabus of the New Zealand Education Department has been strictly adhered to, and in spite of adverse conditions, both staff and pupils attacked their work with keenness and determination to make up for lost time. Cookery classes for Standards V, VI and VII, were inaugurated this year, the classes being held at Mount Pleasant, but until a properly equipped kitchen, with sinks, &c., fitted in at one end for science purposes, is a part of the school building itself these classes cannot possibly be a great success. At present, since we have no science laboratory at the school, the girls have to go to the Boys' School for their science lessons, a plan which necessitates a considerable loss of time.

The school was visited in October by Mr. F. H. Bakewell, late Inspector of Schools for Wellington. He spent nearly three days in the school and reported very favourably on the tone and progress of the pupils. He examined for the Proficiency Certificates and granted them to Molly Barker, Marjorie Dewhirst, Doreen Waddingham, and Vio Walcot. Three girls who gained Competency Certificates (Mary Cross, Minnie Beddows, and Marjorie Harcourt), had another examination on 15th and 16th December, the results of which will be published later.

It seems a great pity that when a pupil has gained her Proficiency Certificate, which in New Zealand entitles her to free secondary education she should be penalised on entering the Secondary Department by having to pay a fee of £2 or £2 10s., whereas the Primary pupil receives free or practically free, education.

Staff.—Next year will see some changes in the staff to fill the vacancies caused by the resignation of Miss Hill, who left us to be married, and of Miss Tebbs, who is returning to New Zealand.

Sport.—Not much has been done this year in the way of sport. The year has been so broken that there seemed little or no time for games. The tennis court, however, is now an accomplished fact, although we are still hoping that it will be converted into a hard court, and the girls are keenly enthusiastic. It is a great advantage having the court so close to the school as no time is wasted going to and fro. Our thanks are due to the Committee of the Suva Tennis Club for donating to the school a tennis net and posts all complete. The senior girls are also allowed the privilege of playing on the public courts three afternoons a week.

The Girls' School combined with the Boys' School for a Sports Meeting on 13th November, when a long programme of races was gone through. The day was most enjoyable and brought forth some quite good performers among the girls.

There have been one or two social events in connection with the school. The end of the Second Term was celebrated by a dance in the Infant Room which was attended by all the girls from Standard III upwards. The younger pupils had their "Break Up" in the afternoon.

On Friday evening last the girls of Standards V, VI and VII entertained the boys of the corresponding standards at a "farewell" dance for those who are leaving school.

In conclusion I wish to thank each member of the staff for her loyalty and helpfulness through a most trying year, and the residents of Suva for their hospitality.

Suva, 14th December, 1925.

K. P. WILLS, B.A.,
Head Mistress.

ANNEXURE II.—D.

LEVUKA PUBLIC SCHOOL—ANNUAL REPORT, 1925.

I have the honour to submit the following report on the Levuka Public School for the year ending 31st December, 1925.

Roll.—The school reopened on the 16th February with a roll of 196. This was increased to 198 in June, but, owing to several families leaving the district, has gradually decreased until it now stands at 173. The average roll number for the year is 189.

Attendance.—As usual, owing to so many of the pupils having their homes in such distant islands as Rotuma, Samoa, Ellice, and the Lau Group, the attendance at the beginning and close of the year, when hurricanes are expected, has been somewhat poor. During the middle portion of the year it was excellent and averaged 95 per cent. An outbreak of chicken-pox in November also contributed to a decreased attendance. The average attendance for the year is 156.

Staff.—The four teachers who resigned in 1924 were succeeded by Mr. W. Parsonage, Mrs. Bailey, and Misses Young and Swabey. Miss Young arrived a month late and was obliged to return to New Zealand in July, since when her position has been temporarily filled by Mrs. Melhuish and Mr. Thomas. Miss Swabey left at the end of October, leaving the school understaffed for the remainder of the year. All the staff have co-operated willingly in the interests of the school so that in spite of difficulties the work has been carried on very successfully indeed.

Curriculum.—As far as possible this has approximated to the course in a New Zealand primary school. Owing to the language difficulty English has been considerably stressed and with very pleasing results. Taking into consideration the fact that the pupils have on an average not more than eight months' tuition in the year the maintenance of proficiency in the class subjects is very gratifying. Previously pupils leaving here for New Zealand schools were invariably put back a standard or two; this year those transferring to New Zealand have held their own in their classes. The pupils have throughout the year maintained an interest and a keenness in their work and an excellent school-spirit has developed. This result would have been unattainable without the energy and capable work of the assistant teachers.

Infant Department.—With such competent teachers as Miss Young and Mrs. Bailey this all-important section of the school has made wonderful progress. Several pupils with no previous knowledge of English have passed through the four primer classes in the one year. I cannot but feel that the future success of the school lies in the hands of those who lay the foundation work in the primer classes. A special feature of this department has been handwork.

Technical.—Classes in woodwork, agriculture, and cookery have been held. Woodwork has been very efficiently taught by Mr. Parsonage. The workshop has been re-fitted with electric light, and night classes have been enthusiastically attended by the senior boys. In agriculture much interesting work has been done in the study of growth and treatment of Fijian crops. A course in domestic science was undertaken for the senior girls by Miss Swabey.

Sports.—Keen interest has been displayed in football, cricket, basket-ball, and swimming. The Municipal Council kindly allotted us the use of the Park grounds for games on two days a week and allowed free use of the salt-water baths. Games and swimming were supervised by the teachers with excellent results. These outside activities greatly strengthen the interest in the school.

Discipline.—The behaviour of the pupils and the tone of the school have been throughout the year of a very high standard.

Inspection and Examination.—The school was visited in October by Mr. F. H. Bakewell, M.A., late Senior Inspector in New Zealand, who spent three days in examining the work. Proficiency Certificates were granted to three Standard VI pupils. Term examinations have been held by the Head Master and reports of progress sent to parents. An examination for Certificates of Proficiency was also held at the end of the year for Standard VI pupils, but the results are not yet known.

Entertainment.—A School Concert was held on 20th November for the purpose of establishing a Sports Fund. The children acquitted themselves well and the receipts totalled £23 5s. For the distinct success of this first venture I wish to thank those teachers and friends who so willingly organised and directed the performance. Another new departure was the prize distribution at the close of the year. By a happy coincidence we were able to enlist the services of Sir Maynard Hedstrom, an old pupil of the school, for the presentation of the prizes. For the infants, gifts were distributed from a well-laden Christmas Tree, a conspicuously attractive feature arranged by Mrs. Bailey.

Boarding Establishment.—This has been well conducted as usual. Five teachers and fourteen pupils have been in residence.

General.—In conclusion, I wish to thank all those, both officials and friends, whose kindly co-operation has enabled the year's work to be carried out so harmoniously. To them the success of our work is largely due; they have made labour a pleasure and greatly helped towards a realisation of that ideal which is the consummation of our work.

Levuka, 17th December, 1925.

F. N. R. DOWNARD,
Head Master.

ANNEXURE II.—E.

LAU PROVINCIAL SCHOOL, LAKEBA—ANNUAL REPORT, 1925.

Staff.—The school staff throughout the year has been: Acting Head Master, C. J. Haskoll; Assistant Master (Technical Instructor), Lorima Q. Sautu; Native Assistants, Ilifeleti Rokowaqa, Lepani Baba. From June, Eroni Leauli and Jone Fonolahi have given their services as temporary pupil teachers (unpaid).

Health.—The general health of the school has been satisfactory. There have been two cases of prolonged illness, the boys concerned being in the provincial hospital for seven and five weeks respectively. There were twelve cases of mild dysentery in June—July. A dormitory was used as temporary hospital, and by vigorous disinfection and extra sanitary precautions the outbreak was stamped out in four weeks. There have been no cases of serious injury.

Roll and Attendance.—There are now 58 boarders and 8 day-scholars on the register: the average for the year being 63.8 and the average daily attendance being 62.7. Nineteen scholars have entered, and 15 have left the school. All the 13 districts are represented. The school is at present as full as the existing accommodation and water supply admit. There are applicants waiting for vacancies.

Food.—The bread supplied by Kwong Wing & Co., Tubou, has continued to be excellent. The excessive rainfall in 1924 caused some deficiency in native food crops, but our supply, either (for most of the year) grown by the school, or bought from local natives, has been adequate except for one period when there was a general shortage when none could be bought and extra rice rations had to be given.

Cattle.—The school has five milking cows. I hope to bring the herd up to seven, shortly, from calves bred on the place. I should like to have ten, but we cannot feed more than seven in the dry season.

Premises.—The school premises are in good condition. No painting has been needed. The province undertook to rebuild the third native teacher's bure this year, but this has not yet been done. I hope to get it done early in 1926.

School Work.—Lessons have been carried on in accordance with schedule and time-table approved by the Acting Superintendent of Schools. The Preparatory has been divided into two, and from June the teaching of the lower division has nearly all be done by the temporary pupil teachers, under supervision, they giving their services and doing very well.

Writing.—"Script" writing has recently been adopted and will be used exclusively after the Christmas holidays. Progress in the short time since its adoption has been good.

Geography.—A new text-book, on the Geography of the British Empire, has been taken into use since June.

Examinations.—The annual examination was held in April, at the end of our school year. Another examination, shorter, was also held in November, as usual.

Workshop.—In addition to regular instruction in simple woodwork, twice weekly to Standards III and II, and once weekly to Standard I, these boys have, under the supervision of the Technical Instructor, done a quantity of general repairs as well as made various articles required for the use of the school. They are also regularly instructed, in school hours, in preparing plans of the work they are to do in the workshop.

Games and Drill.—Cricket or football is played by all every Wednesday and Saturday afternoon. A separate game is always arranged for the little boys, as they thus get a much better game than when mixed with big boys. All are also very keen on boxing; they have a set of gloves which they use, with much enjoyment and the advantage of first rate exercise and the discipline of taking hard knocks with good temper, at stated times and under supervision of one of the big boys. All are drilled once a week, in two squads. They also do physical exercises every morning before school. I have lately taught them new exercises myself, and either take them myself or hand them over to Baba.

General.—Two senior pupils took the first two places in the last examination for native medical students. Two more compete at the next examination. One boy goes on to the Queen Victoria School next month, and I am in hopes of arranging with the Provincial Council next year that the provinces shall in future years pay for a certain number of promising boys from the school, to go on to the Queen Victoria School every year.

I am happy in being able to say that the school staff have consistently worked hard and given me all possible help in school-time, at out-of-door work, and in promoting discipline and good conduct. I am also very grateful for the consistent kind help given to, and interest shown in, the school by the Roko Tui Lau and the other native authorities, and for the helpful kindness shown by the two gentlemen who have held the post of District Commissioner during the past year.

CHARLES J. HASKOLL,
Acting Head Master.

ANNEXURE II.—F.

PROVINCIAL SCHOOL NORTHERN, TAVEUNI—ANNUAL REPORT, 1925.

Staff.—The school was staffed throughout the year as follows: Head Master, James Russell, B.A., M.C.; Manual Instructor, Ratu Jope Loloma; Assistant Masters, Tevita Vuiyanuca, and Eroni Jako. The services of the pupil teacher, Joni Tabualevu, were dispensed with on the appointment of J. Loloma.

Roll and Attendance.—The maximum number on the roll was 62 and the average 57.3. The full number of pupils from Bua and Cakaudrove were enrolled early in the year, but it was not until October that the full number from Macuata arrived. The school was open for 388 half days with an average attendance of 52.4. In addition to these half days, a further 48 were spent in out-door work before school opened in February and on Saturday mornings. During the year one boy left to take up an appointment and one was sent home on the District Medical Officer's advice.

Health.—The attendance was sadly interfered with by epidemics of influenza and typhoid. Three boys were very seriously ill, but made a good recovery under the treatment of the District Medical Officer (Dr. H. S. Evans). During February, an average of nine, in May, eight, and in June, six, were absent through illness. The health was normal again for the rest of the year except in October when the average attendance fell from 60 to 48 for a week.

School.—The classes taught were Primer I and II, Standards I, II, III and IV. On arrival of six new boys in October, Standard I was promoted to Standard II and the best boys promoted in the other classes to facilitate school work.

The syllabus was based on Schedule A. All the subjects in Part I were taught and from Part II as follows: preparatory stages, paper folding and drawing; Standard I and II, paper folding, drawing, and paper modelling; Standard III, cardboard modelling, basket making, geography, and hygiene. Standard IV, drawing of plans, basket making, geography, and hygiene. As the workshop was not completed no woodwork was taught. Steady progress has been made in all subjects. The classes are graded on arithmetic in which they have easily covered the syllabus. The English is necessarily somewhat backward.

Agriculture.—Mr. F. Smith has continued his classes in practical agriculture dealing chiefly with the handling of cattle. Twenty boys took the course. The pupils have also grown their own vegetables, the greater part of the work being done from three to four daily and on Saturday mornings, thus leaving five hours daily for ordinary school work. A poor yam crop resulted in a shortage of native vegetables from the beginning of November. Otherwise we have been well supplied with vegetables and fruit, especially cabbages, tomatoes, and pineapples. All the fences were renewed, part being done with concrete posts made by the pupils.

Singing.—This has been taught on two evenings a week with excellent results.

Games and Drill.—Football and cricket have been played during the year. Very few outside matches could be arranged. Drill has been taught consistently, weather permitting, and the senior squad especially, is very good. Following instructions issued by the Education Department the school has been organised for fire fighting and been drilled in their duties.

Cattle.—One old cow and one steer were sold and replaced by milking cows. Milk and butter have been supplied to the boys throughout the year. More cows are required to increase the supply of butter. The school has five cows and three calves. Of the cows one is useless and will have to be destroyed.

Buildings.—The roof of the Macuata bure is in a very bad state, the other buildings are in good order. A workshop with teachers' quarters attached was completed by the end of the school year.

Taveuni, 16th December, 1925.

JAS. RUSSELL,
Head Master.

ANNEXURE II.—G.

PROVINCIAL SCHOOL EASTERN, LODONI—ANNUAL REPORT, 1925.

Staff.—Mr. A. F. Larcombe, Head Master since the inception of the school, left for New Zealand in October. Mr. J. H. Trimmer took charge of the school till my arrival on 2nd November. Ratu E. K. Nailatikau resigned in December, and Maciu Rococovu and Anare Tuidraki were appointed probationary pupil teachers.

Roll Number and Attendance.—There was an aggregate attendance of 34,736, registered on 410 half-days, and an average attendance of 84.7. The school closed with a roll number of 90.

Health.—There has been a pleasing absence of serious sickness. One boy was returned to his home on the recommendation of the Native Medical Practitioner as being physically unfit to attend school.

Buildings.—The residence and all the school buildings, with the exception of two dormitories, have been painted. All are in good repair.

School Work.—The Direct Method of teaching English has been continued with pleasing results. Good progress has been made in all the other subjects. Special attention has been paid to written and oral arithmetic, dictation, and English conversation. Three suitable pupils, who have completed their education to the required standard here, will attend the Queen Victoria School next year.

Planting.—Owing to an exceptionally heavy flood which washed away part of crops in May, and the dry period which followed, there was a temporary shortage of native foods towards the end of the year. Supplies were materially augmented by three very successful tivoli expeditions which the boys thoroughly enjoyed.

Fishing.—Since the completion of the school punt in April, fishing parties have gone out, in charge of one of the staff, each week-end. Results have been very satisfactory, the catches averaging about 70 pounds.

Visits.—In September, Mr. Bakewell, M.A., Inspector of Schools, New Zealand, visited the school in order to continue the grading of Mr. A. F. Larcombe, who was then Head Master.

Games and Drill.—Cricket and football have been played enthusiastically throughout the year. A period has also been set aside for physical drill, which is proving of great benefit to the boys.

Discipline.—The attitude of the pupils to their work, their school and their teachers has been excellent. In conclusion I wish specially to thank the members of the staff for their loyal co-operation, and Mr. Milton Craig for his consistent and much appreciated generosity to the school.

WILLIAM O'CONNOR,
Head Master.

Lodoni, Tailevu, 11th December, 1925.

ANNEXURE II.—H.

PROVINCIAL SCHOOL, KADAVU—ANNUAL REPORT, 1925.

Staff.—The staff for the year has remained unchanged. Head Master, Arthur A. Thomson; First Assistant Teacher, Navitalai Cava; Second Assistant, Malele Dakui; and Woodwork Instructor, Marika Qereqetabua.

Roll and Attendance.—The number on the roll at the beginning of the year was 74 and the year closes with 74 on the roll. The school was opened 422 half-days and the attendance has been very good, the average being 92.5 per cent.

Health.—No sickness is to be recorded, only a few minor complaints necessitated attention at the local native hospital.

School Work.—Satisfactory progress has been made in the work this year. The school has been graded into five classes, Standards III, II, I, and Primer II and Primer I. Standard III have finished the Reader Book B and will go on to Continuous Readers next year.

Woodwork.—Good work has been done in the workshop. The main object was to teach them the care and use of certain tools and to make simple articles. These consisted of seats, combs, deck chairs. Various repairs were also done.

Planting.—A further three acres have been cleared and crops for next year look promising.

Games and Drill.—Football has been played regularly throughout the year. Drill has also been carried out. During the year the boys of the football team journeyed to Suva to play a team from Nasinu and it is hoped that this becomes an annual match.

Buildings.—Several of the dormitories have been repaired by the province and by the boys themselves.

Visits.—The school was visited and inspected by the Superintendent of Schools in February, and in October he and the Inspector from New Zealand paid another visit.

Appreciation.—I cannot close this report without expressing my gratitude to the staff and my appreciation of the untiring efforts of the Provincial Commissioner, Mr. A. L. Armstrong, Ratu Waqanivalagi and all the Bulis.

A. A. THOMSON,
Head Master.

15th December, 1925.

ANNEXURE II.—I.

PROVINCIAL SCHOOL WESTERN, NADI—ANNUAL REPORT, 1925.

Staff.—The staff during the year has been as follows: First Assistant, M. L. Vulaono; Second Assistant, R. T. Osborne.

Attendance and Roll.—The roll number has remained unchanged at 73, of whom four are day boys. The average attendance was 71, and the school was open for 250 half-days.

Health.—The health of the school has been generally good. During the year, the District Medical Officer, Lautoka, twice examined the boys, all of whom were inoculated against typhoid. As a result of the first examination, one boy was returned to his home, medically unfit.

Curriculum.—The usual Provincial School subjects are taken, English and Handwork being stressed. At the yearly examination, the averages of the classes were fairly satisfactory. Reports were issued to the boys' fathers.

Outside Work.—This has been strenuous, as all the land had to be broken in for the first time. Good planting was done and there should be no future difficulty regarding the supply of native food. Bananas, dalo, yams, kawai, kumala, maize, cane, peanuts, and pineapples are the chief crops.

Two bures were built by the boys, one of which is for the new woodwork instructor, who takes up work in 1926. A little elementary concrete work was done, and reed walls were put on the boys' dining room.

Sport.—Cricket has been extremely popular, and the First XI contains some very fine material. Matches against Nadi Cricket Club, Koroivolo School, Nadi Government Station, and Sabeto (twice) were won, while one against Sabeto was lost. At the Nadi Sports Club's meeting, the school got First and Second in High Jump, First, Second, and Third in Long Jump, Second in Throwing the Cricket Ball, and Second in 50 yards dash.

Visits.—The school was visited and examined on 19th, 20th, and 21st of October, by the Superintendent of Schools and by Mr. F. H. Bakewell, of the New Zealand Education Department.

Appreciation.—I must thank the staff for their consistent hard work both in school and out, their loyal co-operation in reforms, and their readiness to adopt any improvements in methods of teaching. I wish also to thank Captain W. Burrows, former District Commissioner, Nadi, and Mr. A. E. Howard, present District Commissioner, Nadi, for their valuable help and advice.

Namaka, Nadi, 30th November, 1925.

J. GOLDIE BROWN, M.A.,
Head Master.

ANNEXURE II.—J.

RARAWAI GOVERNMENT SCHOOL—ANNUAL REPORT, 1925.

Roll.—The Rarawai School opened on 9th March with a roll number of 47 which increased steadily to 58.

Attendance.—The average attendance for 1925 was 42. This was a great improvement on 1924. During the year there were several epidemics of influenza which affected the attendance considerably.

Staff.—On 10th March, Miss Southey commenced her duties as pupil teacher. In November, Miss Southey resigned from her position and she leaves at the end of the year.

Prize Day.—On Tuesday evening, 15th December, the children had their annual prize distribution in the Hall. The prizes were presented by Mr. Allen, Manager, Colonial Sugar Refining Company. Before the prizes were presented a concert was held in aid of funds for a school library. The result was very satisfactory.

Curriculum.—A detailed syllabus is attached hereto. This syllabus is based on the New Zealand one with slight modifications to meet local conditions.

Buildings.—At the beginning of the year the school was moved to a more central situation. The buildings were considerably enlarged and are much more convenient in every way. The delay in the opening of the school was caused through the wet weather interfering with the completion of the buildings.

16th December, 1925.

M. OGDEN,
Head Mistress.

ANNEXURE II.—K.

NATABUA INDIAN SCHOOL, LAUTOKA—ANNUAL REPORT, 1925.

Staff.—The school opened on the 19th January with three teachers, but on account of the low average attendance the services of the temporary teacher, Mr. Lekh Ram Sharma, were dispensed with, with effect from the 1st October, 1925.

Roll and Attendance.—The number at the beginning of the year was 17 and at the end 43. The school opened for 429 half-days during which time 14,315 attendances were recorded, the average attendance being 33.

Fees.—The total fees for the year amounted to £26 3s. 8d. only. Fees were reduced this year in the case of brothers or a brother and sister of the members of a family residing in the same house from 3d. and 6d. to 2d. and 4d. a week and many boys have received the benefit of this reduction.

Buildings.—These are all in good condition and were painted externally in the month of June, 1925.

Makogai Christmas Fund.—For the benefit of the lepers at Makogai we sent £1 16s. this year.

Empire Day.—It was celebrated as usual and our thanks are due to Mr. W. L. Wallace for showing magic lantern pictures at the school on this day.

Prizes.—Prizes for 1924 were presented on Empire Day, 1925, and for this year on the 11th December.

Sports.—Our boys have had their sports as usual and also took part in the sports competition at Seweni, on the 23rd October, where they did everything creditably and well.

School Work.—English, Hindi, Urdu, and Tamil have been taught as in the previous year and work has been done according to the syllabus of instruction, Schedule A and B, but Nature Study was replaced by Agriculture.

Type Writing.—The senior boys have been learning typewriting during the year, but no extra fees have been charged them for this purpose.

Practical Agriculture.—It was introduced this year and the boys are apparently interested in this branch of their work.

Lautoka, 17th December, 1925.

S. DILDAR ALI SHAH,
Head Master.

ANNEXURE III.

CORRESPONDENCE CLASSES—ANNUAL REPORT, 1925.

I have the honour to present to you my report for the year 1925.

Roll Number.—The work of the Correspondence Classes for 1925 was commenced with a roll number of 30. About the half-year 6 left to attend school, and 12 others were admitted, so that the roll in December stands at 36, the pupils ranging from Primer I to Standard V.

Class Numbers.—Of the 36 pupils, one is in Primer I, one in Primer II, seven in Primer III, six in Standard I, six in Standard II, two in Standard III, five in Standard IV, and eight in Standard V.

Progress of Pupils.—Five of the 36, belonging to two families, must be classed as unsatisfactory because of the irregularity of their work. In Correspondence Classes, discipline and supervision rest necessarily with the parents, and in cases where the responsibility is not undertaken, satisfactory progress is not made. In most cases, however, parents have very willingly accepted their responsibility, and the progress made has been most encouraging.

There are 14 pupils who have been members of the Classes for the whole of the two years, and four others have been pupils for 1½ years or more. These 18 pupils without exception have proved most satisfactory. Four of them commenced their primer work according to the scheme worked out for this Correspondence Course, and these children are now ready for Standard I.

The chief difficulty is with the writing, since this requires a strict personal supervision to ensure exactness and care. About 60 per cent. of the pupils write very satisfactorily, but about 20 per cent. are spoiling very good work by rather poor writing.

Books and Circulars.—The New Zealand primary-school text-books have been used, so that the Classes may as far as possible work on the same lines as the Government schools. No new circulars have been printed this year, but sets of questions on History, Geography, and Reading have been copied monthly on the duplicator and sent to pupils. By the same means, a plan of the lessons has been sent to parents, to show briefly what the pupils are expected to do; and sets of arithmetic examples have been sent to the children of the different standards.

Examinations.—A half-yearly examination was held in June, and after this the pupils were given a fortnight's vacation. In November the yearly examination was held. The examination results show that good progress has been made; and from these results as well as from the general standard of work done during the year, promotions for the New Year have been made. We owe thanks to the *Fiji Times and Herald* for publishing the examination results. On the 19th December the classes closed for the year 1925.

Suva, 24th December, 1925.

H. J. HOODLESS,
Supervisor.

ANNEXURE IV.

RETURN OF ASSISTED PRIMARY SCHOOLS, 1925.

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. . .	97	74
2. Dilkusha Girls "	"	42	40
3. Vuci "	"	68	58
4. Nausori "	"	81	52
5. Suva Boys (Fijian and Indian) ..	Rev. W. R. Steadman	158	115
6. Indian Girls, Suva	"	41	21
7. Navua (Indian)	"	48	34
8. Rarawai "	Rev. J. F. Long	65	53
9. Lautoka Boys (Indian)	Rev. R. Piper	53	39
10. Lautoka Girls "	"	61	44
11. Nasigatoka "	"	38	29
12. Butt Street, Suva (Fijian) ..	Rev. R. L. McDonald.. ..	65	47
13. Matavelo, Ba "	Rev. A. D. Lelean	60	50
14. Vunitivi, Ba "	"	79	62
15. Rewa Central "	Rev. W. Greene.	183	121
16. Wainibokasi "	Rev. L. M. Thompson	50	46
<i>Catholic Mission Schools.</i>			
17. Naililili (Fijian)	Rev. Father Bousquet	120	108
18. Cawaci "	Rev. Father Lahaye	72	65
19. Delailagi "	Rev. Father Helliet	93	83
20. Marist Brothers (Indian) ..	Rev. Brother Alphonsus	260	196
21. Sacred Heart	"	76	54
22. St. Anne's	Rev. Mother Superior, Suva ..	128	103
23. Sacred Heart Convent, Levuka ..	Rev. Mother Superior, Levuka ..	74	65
<i>Private Schools.</i>			
24. Nausori (C.S.R. Co.).. ..	Manager, C.S.R. Co. Ltd., Nausori ..	32	28
25. Sabeto (Indian)	Indian School Committee	29	27
26. Nadi "	"	50	30
27. Labasa "	Right Rev. the Bishop in Polynesia ..	51	41
28. Lautoka (C.S.R. Co.)	Manager, C.S.R. Co., Ltd., Lautoka ..	26	20
29. Nacekoro	C. Hawksley	23	17
Total ..	.....	2,223	1,722

ANNEXURE V.

RETURN OF ASSISTED VERNACULAR SCHOOLS, 1925.

Assisted Vernacular Schools.	Manager.	Average No. on Roll.	Average Monthly Attendance.
<i>Provincial Schools.</i>			
1. Colo East Province	District Commissioner	68	60
2. Colo North Province .. ..	.. ..	72	60
3. Bua Province	Roko Tui Bua	78	70
<i>Indian Private Schools.</i>			
4. Wairuku	Mr. Badri Mahraj	68	53
5. Navua	D.C., Navua, for Indian Committee	81	43
6. Vatulaulau	Mr. Ramphal Singh, Ba	30	21
7. Votulevu	D.C., Nadi	20	17
8. Lautoka (Na Moli)	Mr. M. N. Naidu, Lautoka	42	37
<i>Catholic Mission Schools.</i>			
9. Wairiki (Fijian)	Rev. Father Terrien	68	65
10. Nabala	Rev. Father Villiane	41	41
<i>Methodist Mission Schools.</i>			
11. Namara (Fijian)	Rev. A. G. Adamson	88	77
12. Richmond	Rev. S. Albon	69	56
13. Tavuki .. ..	.. ..	61	53
14. Naceva .. ..	.. ..	77	61
15. Namuana .. ..	.. ..	56	48
16. Noco	Rev. R. L. McDonald	185	168
17. Deuba .. ..	.. ..	61	60
18. Serua .. ..	.. ..	61	55
19. Cautata	Rev. A. G. Adamson	104	99
20. Nasigatoka	Rev. R. H. Greene	126	113
21. Cuvu .. ..	.. ..	49	40
22. Navua .. ..	.. ..	69	54
23. Vatulele .. ..	.. ..	47	74
24. Lomawai .. ..	.. ..	64	58
25. Wailailai (Indian)	Rev. J. F. Long	19	26
26. *Beqa (Fijian)	Rev. R. L. McDonald	100	93
27. *Nakelo (Fijian) .. ..	.. ..	145	135
28. *Levuka (Fijian) .. ..	.. ..	163	100
Total .. ..	.....	2,112	1,837

* These three schools have not been officially admitted to grants in aid—*vide* section 28 of the Annual Report.

ANNEXURE VI.

BOARD OF EDUCATION, 1925.

His Excellency the Governor, Chairman.
The Right Reverend the Bishop in Polynesia.
The Honourable the Colonial Secretary.
The Honourable the Attorney-General.
The Colonial Treasurer.
The Chief Medical Officer.
The Honourable Sir J. M. Hedstrom.
The Honourable H. Marks, C.B.E.
The Reverend L. M. Thompson, M.A.
The Reverend Father Dupont, S.M.
J. H. H. Millett, Esquire.
The Superintendent of Schools, Secretary.

SUVA SCHOOL COMMITTEE, 1925.

R. C. Higginson, Esquire, Chairman.
J. H. H. Millett, Esquire.
J. Herrick, Esquire.
D. W. Amos, Esquire.

A. W. SMALL, Esq.,
Secretary.

LEVUKA SCHOOL COMMITTEE, 1925.

Commander W. Burrows, District Commissioner, Chairman.
Captain D. Robbie.
R. W. Robinson, Esquire.
J. P. Hjorring, Esquire.
L. C. Bentley, Esquire.

W. CARRUTHERS, Esq.,
Secretary.

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 Jnly. 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 SCHOOL'S 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.

F. H. BAKEWELL,
Inspector.

Suva, 28th August, 1926.

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 pineapples 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 thier 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 ben 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.

F. N. R. DOWNARD,
Head Master.

30th November, 1926.

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.

Nasinu 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 Vuiyānuca, 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 Raşoki; 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.

17th December, 1926.

A. A. THOMSON,
Head Master.

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 Helliet	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. Kermodé, Esq.

W. CARRUTHERS, Esq.,
Secretary.

1924.

LEGISLATIVE COUNCIL,
FIJI.

COUNCIL PAPER, No. 54.

Philippines Education

(SOME ASPECTS OF)

Laid on the Table, 27 November, 1924.

THE ACTING SUPERINTENDENT OF SCHOOLS TO THE COLONIAL SECRETARY.

Sir,

I have the honour to submit a special report on Education in the Philippine Islands by Mr. A. H. Phillips, B.Sc., Headmaster, Queen Victoria School, Nasinu.

I have, &c.,

D. W. HOODLESS,
Acting Superintendent of Schools.

PART I.—INTRODUCTION.

1. It is advisable to preface this general appreciation of my visit to the Philippines with a few facts relative to its position, size, government, &c., in order that you may better understand that I shall be dealing with a country of greater importance than one consciously realises, and one, which in many respects, has great advantages over Fiji.

2. The Philippines occupy much the same position to Asia as the West Indies to North America. Its nearness accounts for the great intermixture of Chinese and Malayan blood with the indigenous stock, producing a race more amenable to industry than the Fijian, and it is to these facts that the greater possibility and the actual rapidity of its development is due. The archipelago is 600 miles south of China, spreading from 5° N. to 21° N.; the capital, Manila, a city containing over 300,000 people is approximately 15° N. and 120° E.

3. The total area is 114,000 square miles—15 times larger than this group. There are over 7,000 islands of which the principal ones are Luzon (40,814) and Mindanao (38,012).

4. The population is over 11,000,000, chiefly of Malay-Chinese extraction, which is 64 times our population. There are approximately 43,000 Chinese (who control most of the trade), 7,000 Americans, and 1,000 British.

5. The climate is exceptionally good and varied: that of the mountain provinces is comparable with that of Italy. It is healthy: the death-rate of Manila, once the slum of the East, in 1918 was 12 per thousand.

6. The Government is administered through three co-ordinate branches: the Executive, Legislative, and Judicial. The Governor-General represents the sovereign power of the United States of America, appointed by the President with the advice and consent of the Senate, and is the chief executive. Under him are the Secretaries of six executive departments: Interior, Public Instruction, Finance, Justice, Agriculture and Natural Resources, Commerce, and Communications. With the exception of the Secretary of Public Instruction, who is also the Vice-Governor, all other Secretaries are Filipinos. Under each department are the various Bureaux.

7. The Legislative body is composed of two Houses containing senators and representatives elected by popular vote, exception being made of the backward provinces for which the Governor-General elects members.

8. Each province and municipal area has its own local Government elected by popular suffrage and these are controlled by the Department of the Interior.

9. Public Education is free, secular, and *co-educational*; the principal aim is to spread literacy on the basis of a common language, English. This is rapidly being realised for the percentage able to read and write, given in 1922, is 66 per cent., which is very creditable after twenty-four years' labour.

10. The Philippines, like Fiji, is essentially an agricultural country and the people depend chiefly on the products of the land for their livelihood—88 per cent. of the exports is made from this source. Rice is the staple food of the inhabitants and in spite of four million acres being devoted to its cultivation, much rice is imported from French Indo-China. This amount though is decreasing each year under the stimulus of agricultural education.

11. Some 67 per cent. of the area is forest lands, the timber from which resembles our Fijian ones (*Dipterocarps*) and 99 per cent. is owned by the Government.

12. The industries are many and varied; in addition to those associated with tropical produce, there are those connected with cloth (pineapple fibre, &c.), rattan and bamboo furniture, soap, matches, shoes, leather, pottery, bricks, shell window panes, &c. In 1920 some 1,000 tons of sugar were manufactured daily.

13. Communication by road, rail, and water, is excellent. There are 766 miles of (4 ft. 8½ in.) railroad, formerly owned and built by a British company; 2,000 miles of excellent first class roads; 4,300 miles of second class roads; and the trails in the mountains, reaching 7,000 ft., are well graded and kept in repair.

14. Commercially the islands are very prosperous. The products are almost exempt from import duty by the United States of America, which accounts in some measure for the wealth which enables the natives to adopt a high standard of living, and also for the ambition and energy shown by the better class Filipinos. As an example, which is of interest to this Colony: in 1922, 400,000 tons of cane-sugar were manufactured of which 262,000 tons were exported to the United States, where it was received duty free, as against a tariff (1922) of \$1.60 per cwt. on Cuban sugar and \$2 on foreign sugar. This means a net gain to Philippine producers of nearly £2,000,000.

15. The following is a table showing the trade for 1922, which was a year of depression, using the present rate of exchange (one peso=2s. 4d.).

<i>Exports.</i>				<i>Exports.</i>			
Sugar	..	..	£5,969,000	.....	Cotton goods	..	£5,510,000
Hemp	..	..	4,559,000	.....	Iron goods	..	1,833,000
Coco oil	..	..	3,671,000	.....	Oil	..	1,557,000
Copra	..	..	3,291,000	.....	Meat, Dairy	..	997,000
Tobacco	..	..	2,023,000	.....	Flour	..	675,000
Embroidery	..	..	761,000	.....	Coal	..	583,000
Manguey	..	..	347,000	.....	Rice	..	537,000
Copra Meal	..	..	284,000	.....	Silk	..	364,000
Lumber	..	..	194,000	.....	Automobiles	..	350,000
Hats	..	..	111,000	.....	Fish	..	331,000
Others	..	..	1,091,000	.....	Others	..	5,933,000
Total	..	..	£22,301,000	.....	Total	..	£18,670,000

16. *The People.*—I spent some time in the homes of the people. They are very like the Fijians, possessing a dignity and self-respect combined with lavish hospitality which amounts to the inability to say "No" to you. They are light-hearted yet fervently patriotic—a spirit developed by the Americans through the idealisation of Rizal. From north to south, in every village through which I passed was a monument to him, each sculptured by Filipino artists.

17. They are law abiding and very imitative, which trait has been of great benefit in introducing games and abolishing cock-fighting.

18. Their natural ability exceeds that of the Fijian and is comparable with the best European races. Entry into the Government Service is through stiff public examination. Such employment is eagerly sought—in 1922, 9,000 candidates sat for this examination. Only 4 per cent. of the Service is American, which means that the service is Filipino supervised by Americans. I am told that the manner in which many holding high positions in the Judicial, Executive, and Medical Departments are carrying out their duties, would be a credit to any Government. It is because of this efficiency of the Service that the politicians are demanding immediate and complete independence. These people are by no means as efficient in their work which is proved by their mismanagement of the Government prior to 1921, when they had virtual independence, and which led to the appointment of General Leonard Wood as Governor-General. I believe it is certain that the 4 per cent. Americans will continue to supervise the working of the Government for some time to come. This sprinkling of experts will ensure that the Service will not be dominated by political groups.

19. *Comparative.*—

	<i>Philippines.</i>	<i>Fiji.</i>	<i>Ratio.</i>
Area	114,400	7,435	15.39
Population	10,314,000*	162,045	63.63
Exports	22,301,000	1,788,000	12.47
Imports	18,670,000	946,000	19.73
Total trade per head	£3,975	£16.88	£0.23

The larger total overseas trade per head in Fiji appears to be due to the large export of sugar which is 75.1 per cent. of our total exports, whereas in the Philippines exports are more evenly distributed, sugar being 26.74 per cent., and again the people of the latter are much more self-supporting than the natives here, consuming their own productions.

PART II.—EDUCATION.

I.—HISTORICAL.

1. When Manila was surrendered by the Spaniards in 1898 to the Americans, a legal system of education was in existence but was not enforced. Strange as it may seem higher education received attention before primary. As early as 1601 the Society of Jesus founded the college of San José in which was taught Spanish, Medicine, Law, and Science. Later a rival institution was founded in the college of Santo Tomas, which received the honours of a University from His Holiness the Pope in 1645. But it was not until 1863 that a decree was issued creating a system of Public Schools. Within four years Manila had twenty-five schools in which the chief studies were religion, the three R's, and Spanish. Only the wealthier classes availed themselves of this opportunity, and the masses, especially in the country, had to shift for themselves. This condition is typically anti-American, and, they say, is associated with the drawbacks of a benevolent monarchy.

2. One of the first acts of General Merrit, the officer in command, was to appoint a chaplain as Superintendent of Schools and to allocate to him troops as teachers. Soon schools were opened in all the accessible towns with a fair population.

3. In 1901, three years afterwards, the first Education Bill was passed, appropriating £182,000, and making attendance at school compulsory within certain areas. The same year qualified teachers were brought from the States. Six hundred odd of them were placed in a transport and sent by the home authorities; from their arrival one might date the commencement of the civil establishment of the Bureau of Education. This first batch of teachers was of the missionary type, many of whom left remunerative posts for ones in the wilds of a country of which even the Spaniards knew little.

II.—A FEW FUNDAMENTALS.

1. By the Treaty of Paris, the United States took possession of the Philippines and almost immediately President McKinley announced the policy to be adopted towards them, which has been reiterated by succeeding Presidents. It is, "The Philippines are ours not to exploit but to develop, to civilise, and to train in the science of self-government."

2. At the beginning the Americans were confronted with millions of illiterate people speaking some eight languages with seventy odd dialects, who had from time immemorial been a subject race and soaked in a mysticism worse than that of the dark ages. Spain had made no serious effort to build the races into one nation (the second largest island Mindanao was still unconquered), and gave them no common language, although the more progressive and wealthier people learned Spanish.

3. So a fundamental policy of the Americans was to teach English to the children, so that it would become a common language and the various groups made more homogeneous and intelligible to each other. Such an universal language builds up a spirit of solidarity and creates an enlightened public opinion which makes for efficiency in government, as well as puts the meanest in touch with the great outside world, whether it be in commerce, science, or literature.

4. Another ideal is literacy for the masses, which is typical of the altruism of the Americans. The development of the science of self-government has resolved itself into the establishment of that form of democratic government, which now obtains in the States, and which rests on the base of popular suffrage, and training the Filipinos in the art of running it. Such a system fails when those who elect and those who are to obey their appointed leaders are unable to read or write and form rational opinions for themselves. Thus literacy for all is absolutely indispensable for the success of their venture.

5. It is for this reason that the Philippine Government devotes so much of the public revenue to education, some 27 per cent., and gives the Department every encouragement possible, making it rank as second with the Vice-Governor as its Head.

6. It was essential to make the people more productive for the march of progress to be maintained. How successful they have been may be seen from the fact that the Government revenues stacked up annually (1919-1921) to twice the average budget. Better living conditions and better hygiene were inculcated through the agency of the schools. This is done by devoting much time to industrial work through which the children are imbued with the dignity of labour.

7. I know no place where schools assume a greater importance in the life of the people and teachers receive more encouragement and honour. For it is they, almost alone, who have brought the masses to such a state of literacy and affluence.

III.—ORGANISATION.

1. The Bureau of Education is one of the three Bureaux of the Department of Public Instruction, and is in charge of the Director, who is an American. He has two Assistants, both Filipinos of high scholastic attainment. He is responsible for the Public School System and is also closely related with University education, being one of the Governors.

2. The islands are divided into forty-nine divisions each in charge of a Division Superintendent, who is comparable to our English county director. In turn each division is sub-divided into districts with a District Supervisor in charge of each. Districts are composed of municipalities and rural areas in which are the schools with their staffs.

3. Many of the Superintendents are natives, all the supervisors are and so is the whole staff of primary and intermediate schools. A small proportion of Americans is reserved for special work in insular schools and the teaching of English in the High Schools.

4. Schools for special purposes which absorb students from all provinces are called Insular Schools and are administered directly by the Director and not through the field force.

5. The whole system is highly centralised necessitating a large staff of one hundred odd clerks in the Bureau. This fault, a good one where supervision must be close on such large native staffing, is realised and there is a tendency to decentralise and concentrate on the organisation of the divisions.

6. I investigated one division, Cavite, and found the supervising staff a little large. This is due to the rapid development of the system whereby there is a lack of trained teachers (in spite of the Manila Normal School having this year a roll of over 1,000), necessitating the appointment of High School graduates as untrained teachers. These are trained in the service, and through summer courses. Normal Schools are being built to eradicate this drawback and to raise the standard of the instruction.

7. *The Organisation of Cavite Division.*—The school population is 17,000. The number of schools 60, included in which are a High School, a Trade School, and a Farm School.

Headquarters.—Division Superintendent (American), one Chief Clerk, one Property Clerk, one Typist (female), one Division Supervisor, Academic Work; one Division Supervisor, Industrial Work.

Field.—Seven District Supervisors, or Inspectors; two Model Teachers, Academic; three Model Teachers, Industrial; 407 Teachers of all grades, three American Teachers in the High School.

8. That is a staff of 17 supervising and part training 407 teachers. I am assured that such close supervision is necessary to keep the Filipino in the straight path and ensure high efficiency.

9. It is interesting to note that wherever possible the appointments of Americans to High and Insular Schools are such as to allow the employment of husband and wife. This obtains in Cavite, the two women teachers being respectively the wives of the Superintendent and the Principal of the High School. Whatever arguments are used against the employment of married women for teaching, it is the successful practice of the Philippines, where co-education from the primary schools to the University is enforced. In Manila the American lady teachers are, in many cases, the wives of officials in receipt of good salaries. Their explanation to me is that they prefer teaching to idling at home.

IV.—FINANCE.

1. Funds to maintain this large system are obtained from three main sources: the Central Government through annual appropriations from the general revenue; the Provinces through a tax of $\frac{1}{8}$ per cent. to $\frac{3}{8}$ per cent. of the assessed value of the property and $\frac{1}{4}$ of the general fund; and the Municipalities, $\frac{1}{4}$ per cent. to $\frac{1}{2}$ per cent. of the assessed value of property, $\frac{1}{4}$ of the general fund and 10 per cent. of the internal revenue (*i.e.*, head tax). For the year 1924 these sources are estimated to produce:—

Insular (Central) Government	..	..	£2,260,000
Provincial	..	..	84,000
Municipal (1) Land Taxes	..	..	350,000
(2) Internal Revenue	..	..	58,000
			£2,752,000

2. The above amount is insufficient to meet the demand for more schools so the following other sources are being proposed in the Senate: (1) a 20 per cent. portion of the inheritance tax for school buildings, and (2) the reservation of 10 per cent. of all public lands as a permanent endowment for the general fund.

3. The University has Government endowments in the form of lands and taxes, one of which is a mill tax.

V.—SUMMARY OF STATISTICS.

1. The public system is so large that in order to keep a proper perspective of it I have made the following table with an estimate of corresponding figures for schools receiving grants from this Government. There are of course a large number of private and denominational schools which receive no grants whatsoever from the Department:—

	<i>Philippines.</i>	<i>Fiji.</i>
Schools.. .. .	7,634	54
Roll	1,100,000	3,283
Percentage of total population	36	12
Teachers	24,848	161
Government expenditure	£2,602,000	£28,756
Cost per head	£2 16s. 0d.	£8 15s. 0d.

VI.—INSTRUCTION.

1. All instruction is given in English and as a subject it ranks first. It is the "big idea" from the standpoint of both national solidarity (there is no Filipino race or nation other than that now being developed) and maximum progress in industry, science, and the arts. Pupils of twelve years of age conversed with me freely and in the High Schools I heard no dialect, principally because English is the means of common intercourse between the many races.

2. There are three main types of instruction, primary, intermediate, and secondary. The schools are divided similarly, but where there is sufficient population one school houses intermediate and primary pupils.

3. The primary course lasts four years and is based so as to prepare the pupils to become useful and intelligent citizens with a knowledge of English, and to give them a desire for sanitary homes and improved economic conditions. To this end the primary principal is provided with an ideal model house much superior to any of the local ones, and he is trained to make it the centre of the village social life and himself to be the leader.

4. The intermediate course, which is given to pupils whose parents can afford the books and keep them at school, is of three years duration, and is designed to fit the pupils for the more independent stations of life. These courses have a distinct industrial bias and give instruction in farming, house-keeping, and in local industries, with an idea of making profit. That is, the manual work is closely related to the industries of the village, the work of the school being to encourage better workmanship and improved designs, and not to make models of no earthly practical use.

5. The secondary course, taking four years to complete, is intended to prepare pupils to become intelligent leaders and to fit them for entrance to the professions through the University, which grants degrees acceptable by the best Universities in the United States.

6. In addition there are special vocational courses dealing with agriculture, industry, and commerce. These are given in special schools the best of which, excepting the agricultural, are in Manila.

7. Professional courses leading to degrees and diplomas are given in the various Colleges of the University of the Philippines. They are in Medicine and Surgery, Law, Veterinary Science, Engineering, Agriculture, Education, Arts and Science, Forestry, Music, Fine Arts, Pharmacy, Dentistry.

VII.—CURRICULUM.

1. The curriculum of the schools is indeed a living one, fitting the native for a real practical life. I find many improvements, which educationalists at home are now advocating after years of research and surveys, have been in existence there since 1913—owing probably to the fact that the superintendents are working on virgin soil away from the influences of pedagogic traditions and conservatism. It lays particular 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.

2. 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.

3. The Superintendents I met had quite refreshing concepts of the values in education and I found my own conservatism rudely shocked. 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 child in an idealised form present life and surrounding conditions, together with an appreciation of the best that is in the past.

4. Compare this flexible system and living education with that of our Colonies, which to a large extent is influenced by external University examinations whose syllabus is stereotyped for almost a decade at a time, and whose contents once mastered supposedly entitles one to a label for culture.

5. From many discussions I believe that the emphasis in our curricula could be changed without any detriment to character and national qualities. The elements of these will ever remain the same, but should not the concrete content vary as life does?

6. It appears the public system started with a curriculum similar to ours, embracing the same subjects. Nature Study has rather a bigger place and it develops into Civic Biology in the Secondary Schools.

7. Civics and Good Conduct are taught in the upper classes as a formal subject and in the lower ones informally through example and selected stories of world heroes. It is surprising to find the highly moral tone, civic and individual, which exists in the schools. When the pupil has passed through the primary course he has a very clear idea of the limitations of individualism and has habits of order, cheerfulness and service firmly fixed, and some knowledge of democratic principles.

8. Hygiene and Sanitation receive as much attention as they do here. Good health is basic and the fact that the health of the Philippines has been so greatly improved is sufficient evidence that the teaching has borne fruit.

9. Closely allied is Athletics. This is a subject. Games are taught according to the Department's programme and have improved the physique of the people. Games are organised in Provinces, and every year there is a large national carnival in Manila, at which the various provincial champion schools compete. The expenses are a charge on the vote.

10. The latest development is on the economic side of the child's life, which we miss largely. Our elementary schools mainly cater for the intellectual, physical, moral, and sometimes social sides, but in a much less degree the economic. Industrial work is thus a large factor in the curriculum. The courses are so varied that they give the child the power to earn, later, a little more than bare subsistence, and much of the improved conditions can be attributed to it.

11. I am not certain if Military Drill is compulsory throughout the grades. I believe it is in the Secondary Schools, and Military Science in the Colleges. The Secondary Schools have fine detachments, all uniformed, and some Filipinos are graduates of the American Military Academies. National defence is a geographical necessity for the Islands when the Americans leave.

12. Being fully conscious of the improvements in our own elementary curricula and in those of individual secondary schools, I do not wish to detract from their value or appear too eulogistic, but here we have modern improvements embodied in a system and not left to individual and group effort.

13. The curriculum this session, 1924-1925, is being improved again, but I was unable to ascertain the alterations, so give the one in force at present.

VIII.—COURSES OF STUDY.

Primary.

Grade I.	Grade II.	Grade III.	Grade IV.
Language, good manners, and right conduct. Conversational English (7). Reading (including phonics). Arithmetic. Spelling (2nd semester). Writing. Music. Drawing (3). Physical education. Industrial courses:— <i>Boys.</i> —Handweaving, or gardening, for the larger boys. <i>Girls.</i> —Handweaving, or sewing. <i>For very small children:</i> stick, seed, and pebble laying may be employed. <i>Time.</i> —30 mins. daily.	Language, good manners, and right conduct. Conversational English (7). Reading (including phonics). Arithmetic. Spelling. Writing. Music. Drawing (3). Physical education. Industrial courses:— <i>Boys.</i> —Handweaving, or making of native baskets, or gardening, or club work. <i>Girls.</i> —Sewing, or club work. <i>Time.</i> —40 mins. daily.	Language, good manners, and right conduct. Conversational English. Phonics. Reading. Arithmetic. Spelling. Writing. Music. Drawing (2). Home geography. Physical education. Industrial courses:— <i>Boys.</i> —Making of mats, handbags, &c., or hat-making, or making of native baskets, or gardening or club work, (2). <i>Time.</i> —60 mins. daily.	Language, good manners, and right conduct. Conversational English. Civics, Hygiene, and Sanitation (3). Reading (including phonics). Arithmetic. Spelling. Writing (2). Music (2). Drawing (2). Geography. Physical education. Industrial courses:— <i>Boys.</i> —Macrame, or making of mats, handbags, &c., or hat-making, or advanced basketry, or slipper-making or carving, or wood-working, or making of brushes and brooms, or pottery making, or club work. <i>Girls.</i> —Sewing (2), and embroidery, or lace making, or tatting, crocheting, or cooking and housekeeping, or hat making, or club work. <i>Time.</i> —60 mins. daily.

Intermediate.—General Course.

Grade V.	Grade VI.	Grade VII.
Conversational English composition and grammar. Reading and spelling. Arithmetic. Music, } one half-period. each. Writing, } Geography. Drawing (1D). Industrial courses:— <i>Boys.</i> —Making of mats, handbags, &c., or hat-making, or basket making or slipper making, or wood-working, or gardening, or club work (4D). <i>Girls.</i> —Cooking and housekeeping (1D), sewing (1D), and embroidery, or lace making, or crocheting, or club work (2D).	Conversational English composition and grammar. Reading and spelling. Arithmetic. Music, } one half-period. each. Writing, } Geography. Drawing (1D). Industrial courses:— <i>Boys.</i> —Gardening, or club work (4D) <i>Girls.</i> —Cooking and housekeeping (1D), sewing (1D), and embroidery, or lace making, or crocheting, or club work (2D).	Conversational English composition and grammar. Reading and spelling. Arithmetic. Philippine history and government Physiology, hygiene, and sanitation. Drawings: Boys (2D). Girls (1D). Industrial courses:— <i>Boys.</i> —Woodworking, or bamboo furniture making, or gardening, or club work (3D). <i>Girls.</i> —Cooking and housekeeping (1D), sewing (1D), embroidery or lace making, or crocheting, or loom weaving, or club work (2D).

(Figures in parentheses indicate the number of recitations a week. The number is five unless otherwise stated. D means double or 80 minute period.)

IX.—AGRICULTURAL EDUCATION.

1. Agriculture is taught in all schools with the exception of some of the city High Schools. In the primary schools from half to one hour per day, and in the intermediate at least an hour, is allocated. Then there are three types of schools in which agriculture assumes greater importance, occupying a period of four hours daily—these are Settlement, Farm, and Agricultural Schools.

2. There are over 300 Settlement Schools of an average area of 53 acres, which are placed in isolated parts amongst the backward tribes. In these, primary academic subjects and practical elementary gardening are taught. Their main purpose is to wean the nomadic peoples from practising that savage system of crop production which entails the destruction of large areas of forest, and to encourage them to form a settlement around the school and practise what they are taught. Through this agency the Government reaches the parents and distributes seeds, animals, &c. In better settled communities are the Farm Schools averaging 53 acres. These are day schools in which the type of instruction given is intermediate (12–15 years) and which produces practical homesteaders who will have an elementary knowledge of rural economics, and the girls of household industries and housekeeping. It is through these, by the aid of clubs, that more profitable and better crops are grown and improved breeds of goats and poultry introduced.

3. There are 14 Agricultural Schools of the residential type; they roughly average 800 acres. In these the academic work is secondary, supplemented by a thorough course in agricultural science and sociology, which is designed to produce intelligent farmers who will become pioneers in modern farm practice and leaders of the community in their districts. This aim has been fully realised; many of the principals of the Farm Schools are drawn from this source, but not a few take up "Homesteads," consisting of 38 acres which the settler must cultivate himself for five years before he receives the deed of ownership from the Government. Every encouragement is given to the native to own his plot of land and just prior to my leaving there was a proposal to advance loans to students settling in certain areas.

4. Of the above type are the Central Luzon Agricultural School (rice and sugar), La Trinidad (cattle, rice, and vegetables), Cataman (coconuts and fibres). I shall give a detailed account of the first of these later on.

5. The more brilliant students from these schools and from the High Schools can continue their studies at the Agricultural College, Los Baños, where they may take one of many courses leading to the degree of Bachelor of Science in Agriculture. The select are given scholarships to the American Universities where they do remarkably well. This college is magnificently equipped and staffed and has a roll of some 600 students qualifying for the higher Governmental posts, sugar technologists and managers of company estates.

X.—INDUSTRIAL EDUCATION.

1. In the two lower schools side by side with gardening, is the industrial work, which is the outstanding feature of the Philippine system. I believe that the climatic and the hard living conditions under which the Filipino formerly laboured, whereby the major part of his labour went to the landlords, are principally the cause of certain household industries being in existence on the arrival of the Americans. There is a distinct dry season of many months in which little farm work is done, so manual work dealing with local industries 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 foundations of a suitable livelihood, thereby raising the standard of living.

2. Weaving for boys and sewing for girls are taught in the first and second years (8 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 is included.

3. 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.

4. This attention to the practical side of the curriculum of the two lower schools, amounting to 18 per cent. of the school time, appeared to me to be sound, for it is so closely related to the home activities surrounding the children and on this account flexible. The academic subjects have not suffered in the least, for I was struck by the high standard attained in the schools I visited, in many respects superior to that I have seen elsewhere. This is made possible by the methods used in teaching, by the practical work being a base on which to build, thus giving spontaneous attention; by the efficiency of the teachers, by dropping much useless traditional matter dry in itself and quite unrelated to the child's life, and by the admirable text-books specially written and illustrated for the pupils by Filipino teachers themselves.

5. The value of articles made in 1922 was estimated at £395,000, the value of products from gardens and home projects (*e.g.*, pig-raising clubs) £201,000, making a total increase in the wealth of the islands of £596,000.

XI.—THE SCHOOLS.

1. The schools I was fortunate enough to visit are well designed and staffed. Exception might be made of some village schools in temporary structures. It is the policy now to build a school only in concrete in an area of some four acres which must be donated or purchased by the province. By this means the school building becomes a public building of real value in aiding the development of the community by means of social and educative functions. Through the latter the Government applies its welfare schemes, in the form of national activities, as Garden Day, when farmer and school child compete side by side for prizes for vegetable and animal products; Arbour Day, on which the children lead in beautifying the village, and Health Week during which parents and children spring-clean their homes and surroundings.

2. The Normal School, in a magnificent concrete building, has a roll of 949 and gives a four and a two years' course in the theory and practice of teaching, academic subjects, industrial (manual) work and physical training: for girls one in household arts and domestic science. Teachers from this school have a very fine esprit-de-corps and are doing wonderful work for the country in the intermediate schools.

3. The School of Commerce, roll 478, gives a secondary course in general subjects but specialises in accounting, stenography, and commerce.

4. The Nautical School, roll 60, and in charge of a master mariner, gives a four years' course comprising secondary subjects and a nautical training for marine officers.

5. The Central Luzon Agricultural School is a complete community in itself, situated in the middle of a rice growing district. It has a roll of 800 and gives a secondary course in Agriculture, specialising on rice and small stock. I am writing a special account of this school.

6. Trinidad School, a duplicate of this latter, is in the mountains at an altitude of 5,000 feet. The roll is some 400 and it gives a similar agricultural course specialising in vegetables and root crops. There is also a stock farm attached and large pens of pure-bred chickens.

7.—(a) The College of Agriculture has been in existence 15 years and has a roll of 650 students. It presents 100 courses of instruction divided into eight curricula and has a highly qualified faculty of over sixty members. Nearby are the Colleges of Veterinary Science and Forestry.

(b) This College may in the future be of significance to this Colony in that instruction given is eminently suitable for Fijian students.

(c) *Organisation.*—It has nine departments—Agricultural Chemistry, including Sugar Technology; Agronomy, including Horticulture and Management; Animal Husbandry; English and Modern Languages; Entomology, including Zoology; Plant Pathology; Plant Physiology; Rural Economics, including Farm Accounting; Rural Engineering, including Physics and Mathematics.

(d) *Equipment.*—The College occupies 1,000 acres of land, and has sixteen large concrete buildings besides numerous wooden ones. The scientific departments are magnificently equipped to carry out essential instruction and research. There are three tractors, two lorries, dozens of ploughs, cultivators, &c. The live-stock is on a similar scale. The chemistry department operates a small modern sugar mill. There is a cool storage and a power station for electricity.

(e) *Student Life.*—The students are mostly resident, living in dormitories or in bamboo bungalows built by themselves. There is a co-operative store supplying all necessities, including meals. The students own a cinema. The living expenses are about £2 10s. a month. About one-third of them work their way through, largely as student labourers, and many more are partially self-supporting.

(f) *Fees.*—No tuition fees are charged to foreign students, but a deposit of £2 is required to cover laboratory breakages, and a subscription of £1 per year to the Student Fund.

(g) *Entrance Qualifications.*—Foreign students, not being candidates for degrees, are admitted at the pleasure of the Dean. But it is well to point out that before advantage could be taken of the ordinary courses, a standard of attainment equal to our Cambridge Senior Local Examination is necessary in English, Mathematics, and Science, including Biology and (or) Botany.

(h) *Degrees.*—The four years' course leads to the following: Bachelor of Science, General Curriculum, Animal Husbandry Curriculum; Bachelor of Agriculture, General Curriculum, Animal Husbandry; Master of Science, in the various departments.

XII. This, then, is a brief account of the system of education developed in the Philippines, which has gained such renown that it was the subject of study by three separate commissions from neighbouring countries while I was at the C.L.A. School. By its means the Filipino has undoubtedly been stirred from his Spanish-Oriental apathy and led to active and economical production, and to a higher standard of living with its many benefits. Whether the progress has been too fast time will tell; certain it is that its fundamentals are correct. Materially and outwardly it has been very great, but I am of opinion that such a short period as twenty-five years is not quite long enough to firmly implant democratic ideals in an oriental mind and produce that moral stamina which is so necessary for their full and free realisation.

A. H. PHILLIPS, B.Sc.,

Queen Victoria School,
Nasinu, Fiji, 22nd October, 1924.

ANNEXURE.

A SHORT ACCOUNT OF THE CENTRAL LUZON AGRICULTURAL SCHOOL, MUÑOZ.

I.—INTRODUCTION.

1. The fame of the Central Luzon Agricultural School is now international, and its prestige, especially in the East, brings each year visiting commissions of various nationalities. During my sojourn in the Philippines one from Siam and one from Formosa inspected this school.

2. The success of its work and the applicability of its type to Fiji warrants a fuller appreciation of its organisation and aims. In it is solved the difficult question of preparing well educated yet practical farmers who are not afraid of hard pioneering work, and who will not shirk the rural life of isolation with its monotony for a less profitable, if more lively, town one.

II.—POSITION.

1. This agricultural school is situated 95 miles from Manila towards the north of an immense plain where the foothills of the mountain provinces have flattened. The soil is particularly fertile and the surface has an ideal drainage slope of one per cent. It has good communications in all directions, being placed in a network of good roads and within 15 miles of two main lines of the Manila railway, thus making access to local and foreign markets easy.

III.—HISTORY.

1. Briefly, the school was the outcome of that novel spirit, already mentioned, developed by the original educational force, which broke away from much that was traditional yet retaining equally what was the best practice in the States. Pure academic training without the means to enjoy its fruits together with the rapid increase of the idea quickly generated in a race which had been in the throes of economic slavery for centuries, that education meant a means of dodging manual work and wearing a collar and a tie, led to the formation of a school where habits of an essential industry, as agriculture, could be formed together with a thorough training of the intellect.

2. The settled portions of the Philippines are overcrowded, so the site of the school was chosen in a region of thick jungle, formerly little known, in order that a secondary scheme of emigration from the congested areas might be realised.

3. Two attempts were made to found the school, but each failed by the students leaving, beaten by the hopelessness of conditions, and it was not until Mr. Kilmer O. Moe undertook the task that success was attained.

4. From a swampy jungle, the whole country 70 miles across is now populated by a prosperous people served by co-operative irrigation works, first-class roads and railways. Mr. Moe, after 14 years successful labour resigned from the services and is now completing his altruistic, if presently profitable, scheme by organising a transport company which will serve this large community for which he is largely responsible.

IV.—ORGANISATION.

1. The school is organised on the lines of a small municipality in which the students are the citizens. At the time of my visit it had a crowded roll of 800 students, with varying ages of 16—24 years, and in which every province and race is represented.

2. Where there are ten or more boys from a province a dormitory is allotted, which for many purposes is the unit. Each unit elects a member to the General Assembly, which elects a Council with its president and vice-president. All the activities of the school life, social and official, are initiated and controlled by this body.

3. For discipline, a judge and his assistants are appointed by the Principal and the Chief of Police by the Council. The guard is taken from a roster. A criminal code with the various disciplinary measures has been formulated by the Council and is enforced by the Student-Judge with an impartiality I had thought beyond the power of an Oriental. In serious cases a jury is appointed, but one is rarely necessary. This system worked efficiently and smoothly, but the fines appeared to me particularly heavy; nevertheless they are those proposed and adopted by the students themselves. A system very similar to this has worked successfully in Queen Victoria School for many years, and I find it gives a sound preliminary training in civics and develops a sense of responsibility in the older boys.

4. The hospital and sanitary arrangements are in charge of a qualified male nurse who has received a training similar to our native medical practitioners. The hospital serves the surrounding community as well and is regularly visited by the District Medical Officer, a Red Cross dentist and a Welfare nurse.

5. The community idea is developed fully and its ideals spread over the countryside by the fourth-year students who visit the villages lecturing on the value of co-operative enterprise and demonstrating modern methods in farming.

6. There is an excellent store selling all necessities from farm implements and school material to food, clothes and luxuries. A registered bank records all the business transactions of the students and finances them and past students at the rate of 1 per cent. per month. Then there are a post and telegraph office, a telephone exchange, a printing press, a baker's shop, a tailor's

shop, a photographic studio, a rice mill, a saw-mill, a small sugar mill, a fully established blacksmith and wheelwright's shop, a carpentry shop, an electric generating plant, and a commodious cinema. Each enterprise is financed separately, made to pay and is worked by the students themselves, under the direction of an expert staff. As an example, the bank and the store are in charge of a man with a Bachelor of Commerce degree, who devotes his whole time to them.

7. The Student Farmer is the backbone of the place. He is generally in, his fourth or third year, and about 20 years old. These students work in pairs on an area of roughly 10 acres, the one cultivating while the other is in school doing theoretical work. They have their own bamboo houses, either built by themselves or bought from the outgoing graduates. They grow crops, mainly rice, raise pigs or poultry or both, renting the school implements and animals. All produce is sold to the school store at market rates. By this means the students are taught business methods and scientific management.

8. The first and second year students attend to the miscellaneous details and experiments connected with the theoretical work, which in horticulture and animal husbandry occupies much time. Most of the communal work is done also by them.

9. There is a well-equipped library stocked with reference books and current periodicals; one member of the staff is a qualified librarian. This was in full use, which fact must be gratifying to the English teaching members of the staff.

V.—FINANCE.

1. There are no fees, but students must buy personal requirements in books, food and clothes. A strict account of the student's indebtedness is kept by the Bank and prompt settlement is insisted on; the slightest laxity is punished by suspension.

2. Living expenses amount to £2 10s. a month; everyone manages to earn half of this by labour, and, a few, all. Students are paid, as in actual life, a wage for work done for the school, which varies from 2d. to 6d. an hour according to the grade of work. The wage sheets are rendered each day to the office and the amounts earned credited to individuals. Later on, the student has a full crop with which to clear any debt, and generally (3rd or 4th year) he has a surplus with which to start a small holding.

3. This business control of activities by credit and debit involves a great deal of clerical work and printed forms, necessitating the employment of a full time clerk and a dozen student clerks. I am not fully convinced of the necessity of such detailed control as obtains, but realise that it gives a thorough training in business methods and in economy, while it also weeds out the loafers and the unmindful.

4. Although the student theoretically pays for his keep, the amount of unprofitable work done in improvements and experimenting puts the school in debt. To avoid this the Government pays a subsistence allowance of £3 (?) per month for each student. This balances the school's budget and the surplus is used to finance other projects which otherwise could not be attempted.

VI.—CURRICULUM.

1. The course of study lasts four years and includes English, composition and literature, Farm Arithmetic and Accounting, Elementary Science, Practical and Theoretical Agriculture, Farm Engineering, Biology, Economic Entomology, Advanced courses in special crops, Horticulture, Animal Husbandry, Wood and Iron work, Extension Activities and Military Drill.

2. The Extension Work is new to me. The course is taken in the fourth year and gives a training in community leadership and in the various Government publicity campaigns. It deals with the organisation and direction of activities for the benefit of the farming regions, such as seed selection, improved breeds, communal enterprises as irrigation, benefit clubs, and national days such as Harbour Day, Health Week, &c.

VII.—STAFF.

1. The teaching staff numbers twenty of whom five are American University men, the pick of the service. Nine are American University trained Filipinos, all with good degrees and specialists in their work; six are High School or local University men with specific training.

2. The *esprit-de-corps* is very strong and reflects credit especially on the Filipino staff whose spirit is one of industry and absolute service to the school. Some text books have been written specially by them for use in the school.

VIII.—CONCLUSION

1. This institution is unique in many respects: in its educational values have been re-adjusted to the needs of the people, giving practical instruction a high place, so that the native is trained towards the land and not from it, thereby laying a true foundation for the country's economic independence. Yet the intellectual side is cultivated broadly so that ignorance and superstition shall be banished and the curse of being unskilled removed.

A. H. PHILLIPS, B.Sc.

Nasinu, Fiji
22nd October, 1924.