

academic. From these schools have come many students who have become medical practitioners, nurses, traders, clerks, and teachers. Under the new scheme it is hoped to establish an accelerate school for both boys and girls, and in that case the curriculum for the middle schools will be made less academic and more practical by including handicrafts, agriculture, and domestic science.

The work of the middle schools shows a definite improvement, due, no doubt, to the enrolment of a better class of students from the village schools, better staffing, and the supplying of more teaching aids and equipment.

*European Primary Schools.*—There are two of these schools—Leifiifi and Aleisa. Leifiifi School is a day school, running from Primer I to Standard 6, and drawing its 650 pupils from Apia and its neighbourhood. It is staffed by a Headmaster, six New Zealand teachers, and a number of local European teachers. The school is greatly overcrowded and provision is being made for additional buildings. All teaching is in English, and the syllabus approximates that of New Zealand primary schools. The pupils are mainly of part-Samoan descent, and for most of them Samoan, not English, is the language of their homes. As a result, the age level of pupils is considerably higher, class for class, than that in New Zealand schools.

The Aleisa School serves the Aleisa European settlement, eleven miles from Apia. The school is housed in a small church building, but during the present year a grant was made in the estimates of £2,000 for a school building. The construction has been undertaken by the Aleisa settlers, and the building is now nearly completed. There are 120 children enrolled. The school is conducted along much the same lines as Leifiifi. It is staffed by local European teachers.

*Leifiifi Post-primary School.*—This school provides a secondary education for pupils who have passed through Leifiifi School or one of the Samoan middle schools. With a roll of 40 students, European and Samoan, it has nearly doubled its numbers this year. It is staffed by two New Zealand teachers, and students may take an academic or a commercial course up to New Zealand School Certificate standard. An additional class-room has been acquired, but still further accommodation will be needed before a further increase in enrolment can be handled.

#### TEACHERS' TRAINING

Future advance in Samoan education is dependent on the scale and quality of the programme for training primary-school teachers. On account of the rapid increase in population, this is likely to be a continual bottle-neck unless the most strenuous efforts are made. To deal with the situation several important changes have taken place:—

- (1) The training college roll has been increased from 45 to 92.
- (2) The course of training has been increased from a period of two years to three years, the first year being given entirely to a broadening of the students' general education and the second and third years being taken up largely in teacher training and teaching practice.
- (3) The training college staff has been increased to three New Zealand teachers by the addition of an infant specialist.
- (4) In addition to the model school, the Malifa Primary School, with a roll of 750, has been attached to the training college as a practising school for students. This year all Government schools, both European and Samoan, are available for student-teaching observation and practice. In this way, students will learn much while under the direction of the sixteen New Zealand seconded teachers who are working in the various schools.
- (5) Students' allowances have been increased. The new scale rises from £30 per annum in the first year to £42 per annum in the third year.