

proposal be put into operation as soon as possible. It is also recommended by the Island Council that the teachers should take lessons in their own language so that they can impart their knowledge correctly to the children."

Increased emphasis has been placed on the teaching in Niuean, and the preparation of reading texts in the Niuean language is in hand.

The Administration maintains schools in the villages of Alofi, Hakupu, and Mutalau under the over-all control of a European Headmaster in Charge. The London Missionary Society provides education to children in the other nine villages and receives a subsidy of £800 per annum from the Administration for this work.

The proposal to replace the mission schools with four regional schools is being proceeded with and plans and specifications of the permanent buildings required are now being prepared. With the erection of these schools, the policy of free Government education will be extended to all school-children between the ages of six and fourteen years.

The Administration schools teach the subjects as laid down in the syllabus of instruction contained in the regulations of 1934. Sewing, woodwork, and Native handicraft classes have been held regularly. New sewing-machines for the sewing classes, and additional tools for woodwork, have permitted development in these activities.

The elementary medical education of children in all grades continues, and during the year children were taught to process coconut-oil for use in skin treatments. In addition to practical tuition in agriculture, special attention has been given this year to the planting of coconuts by the pupils, and over 11,000 nuts were planted.

Full use of the 16 mm. sound-film projector has been made in the schools, and the films have been also shown to parents. Class-room instruction has been assisted considerably by the use of the film-strip projector.

A scheme to accelerate the brightest pupils at an early age to enable them to reach a European standard of education before it is too late to commence professional or other training has been introduced at Tufukia School in the 1950 school year. A class of thirty selected from the three Government schools will be in the charge of a European teacher who is to be appointed specially for this purpose.

Regular classes for the training of local teachers were held by the European Headmaster in Charge and the European Infant-mistress. Special lectures in Polynesian legends were given at these classes by the Resident Commissioner. Sixty teachers sat for their qualifying examinations and fourteen gained their Junior Teachers' Certificate and six their Senior Teachers' Certificate. Two teachers were given a six months' observation course in New Zealand Maori schools during the year and a further two have been selected for similar work for next year.

Under the New Zealand Government scholarship scheme, seven Niuean boys are receiving education in New Zealand schools. Two Niuean boys are in their final year at the Central Medical School, Suva, and three Niuean girls will at the end of this year complete their training as Nurses at the Apia Hospital, Western Samoa. Two further boys are receiving training at the Central Medical School, Suva, one as a Dispenser and the other as a Sanitation Inspector and Mosquito Control Officer. Another Niuean youth is being given tuition at the Suva Technical School as a Manual Instructor, and will take up duties in the Tufukia Technical School on his return.

The absence of any single large community on Niue, the travelling involved in reaching the villages, which are scattered widely throughout the island, and the pre-occupation of a hard-worked staff with the normal routine of school education prevent the development of any broad scheme of adult education. The Administration has necessarily confined its activities to training additional Niuean teachers in preparation for replacing mission with Administration schools. The London Missionary Society provides special training for fitting selected students into positions as pastors in the various villages. Both types of training provide a useful basis for extending adult education in future years.