

"The average attendance for the first term was 85, for the second term 98, for the third term 129; the average attendance for the year was 104.

"It is interesting to note the roll numbers for the different years since the school was opened: In December, 1916, the number was 60; in December, 1917, 59; in December, 1918 (epidemic year), 43; in December, 1919, 68; in December, 1920, 141. During 1920 there were only 16 pure-white children in the school.

"The increase in the attendance from the beginning of 1919 on is due to various factors. Chief among them is, I think, the fact that the results of the work at the schools were beginning to show themselves.

"The returns so far for 1921 show that the school continues to grow in numbers, the roll number at the end of March being over 160. The attendance was, during the course of the year, affected by sickness, but was on the whole satisfactory. During the last quarter (not term), with a roll number of 141, the average attendance was 131.1—i.e., 93.6 per cent.—a distinctly good result, especially for Samoa, where even among the half-caste population the children are allowed to stay away for often trifling reasons.

"Subjects of instruction: From the very beginning of the school, efforts were put forth to bring it into line, so far as work done is concerned, with a similarly graded school in New Zealand—a somewhat difficult task, seeing that the majority of the children when they first come to school can speak very little English, even if any at all. I think it can be safely said that the aim has been almost attained. Practically all the subjects taught in a Grade IIIA school in New Zealand are taught in the Ifi Ifi School. An attempt is made in all the standards to work up to the New Zealand syllabus, and while it cannot be said that so much ground is covered as in New Zealand, yet the difference in most subjects is not great. As is to be expected, the English does not, generally speaking, reach the same standard, and the difficulty as regards English makes its influence felt in all the work. But in some of the work the results obtained are quite equal to, and indeed very often much better, than those obtained in a similar school in New Zealand. These latter remarks apply particularly to what may be called the art subjects. Special skill, under careful teaching, is shown in singing, writing, drawing, and handwork subjects generally, especially brushwork drawing and plasticene modelling. In all these subjects excellent results have been obtained. The mechanical work in arithmetic is also well done, but the problem part of the subject does not show quite the same good results. I think that in this work the question of comprehension of the language used plays a greater part than is usually ascribed to it. Reading and recitations were good. In these subjects, again, the mechanical skill is more marked than the ability in comprehension, a result to be expected. English written and spoken, and composition, show marked improvement, especially in the upper standards. History and geography have received due attention, and physical exercises have been maintained. Taking the work all round, I think the teachers are to be congratulated on a very successful year's work. The efficiency of the school has not only been maintained but enhanced.

"I think it is not out of place to mention here that visitors to the school—and they have been many and distinguished—have one and all expressed their surprise at the work being accomplished, and at the excellence of much of it. Members of the Parliamentary Party expressed their opinion that the work seen at the Government schools, Apia, more particularly at the Ifi Ifi School, was, generally speaking, better than that seen in any other school during their trip. As an index to the stage of advancement reached it should be mentioned that two or three of the Sixth Standard class were prepared last year for the Proficiency Certificate Examination. It was hoped that arrangements could be made with the Education Department in New Zealand for the holding of the necessary examination, but this could not be done sufficiently early to enable the examination to be held in 1920.

"*Malifa Schools (Laumua and Native Boys' School).*—Attendance: As there have been only thirteen boys belonging to the Malifa School for Native boys in attendance, they have been placed in classes in the Laumua School. The roll number of the Laumua School necessarily, according to the conditions under which the school is run, remains at about the same number—viz., sixty. Each village sends to the school so many children according to the help that was given in the building of the school. What this means practically is that the larger villages have the right to send ten and the smaller ones five. The larger villages are Apia, Matautu, and Vaimoso, and the smaller ones Matafagatele, Vaiala, Magiagi, Tanugamanono, Alamagata, and Lepea. Certain Native teachers helped in the building of the school, so each Native teacher since has been given the privilege of sending his children of school age.

"The question of attendance presents more difficulty so far as the Native schools are concerned than is the case with the Ifi Ifi School. The Samoan does not realize the absolute necessity for punctuality and regularity in attendance if systematic work is to be carried out and steady progress made; he has never been taught it. This is one of the greatest benefits to be derived from schools conducted in our fashion. All the discipline and training that comes from regular and orderly work systematically carried out he knows not—and, indeed, to some extent it frets him. The rules necessary for conducting school activities, more particularly outside activities, in an orderly way he regards as infringements of his liberty. So, if the grandparent of a child attending the school becomes sick and desires to see the child, the parents or guardians will consider themselves very hardly treated if obstacles are put in the way by the teachers of such child making a journey, say, to Savaii to see the relatives, even if such journey may entail an absence from school for two or three months. The parents appear to think they have acted quite reasonably if they send another child, or make arrangements for another child to be sent in the place of the one sent on *malaga*. Moreover, if a child says he is *musu* (unwilling), that seems to settle the matter so far as attendance at school is concerned. In such questions the child seems to rule the parent rather than the parent the child.

"In the year 1919 the schools were attended by fifty-seven boys and thirty-eight girls—that is, ninety-five pupils in all. Of these ninety-five children only about fifty-five might be regarded as regular attenders. Still, a great deal is achieved if, say, fifty attend regularly, for the advancement