

VITAL STATISTICS.

Name of Island.	Births.				Deaths.				Marriages.		Remarks.
	European.		Maori.		European.		Maori.		European.	Maori.	
	M.	F.	M.	F.	M.	F.	M.	F.			
Rarotonga ..	1	3	66	60	3	1	40	32	5	49	To 31st Mar., 1926.
Aitutaki ..	..	..	23	20	..	..	9	11	..	13	To 30th Sept., 1925.
Mangaia ..	..	..	22	12	..	..	23	20	..	7	..
Atiu ..	..	..	18	18	..	..	8	13	..	3	..
Mauke ..	..	..	10	7	..	..	8	7	..	4	..
Mitiaro ..	..	..	..	..	..	..	..	..	..	..	No returns.
Manihiki ..	..	..	9	1	..	..	3	2	..	3	To 30th Dec., 1925.
Rakahanga ..	..	..	6	5	..	..	2	3	..	5	..
Penrhyn ..	1	..	3	3	..	..	3	5	..	4	..
Pukapuka ..	..	..	15	5	..	..	7	4	..	5	..
Totals ..	2	3	169	131	3	1	103	97	5	93	

MIGRATION.

The following return shows the migration to and from Rarotonga from the 1st April, 1925, to the 31st March, 1926 :—

Arrivals.—Europeans : Adults—86 males, 61 females ; children—10 males, 10 females. Natives : Adults—54 males, 42 females ; children—14 males, 11 females. Total for year, 288.

Departures.—Europeans : Adults—77 males, 59 females ; children—15 males, 7 females. Natives : Adults—48 males, 29 females ; children—15 males, 14 females. Total for year, 264.

EDUCATION.

After several years of good work in the cause of education in Niue and the Cook Group, Mr. Evison retired in June last from the dual position of Superintendent of Schools and headmaster of the Avarua School, and Mr. H. Binsted was appointed to succeed him. In order that the Superintendent might direct all his energies towards the reorganization of staff in all schools, and at the same time lay down a foundation for the effective training of the Native teachers, it was decided in October last to separate the above positions and to appoint a qualified teacher to act solely as headmaster at Avarua.

The need for a comprehensive and co-ordinated policy for the education of Natives in the South Seas Islands has long been recognized, and advantage was taken of the presence in New Zealand during the year of educational experts from Fiji, Samoa, and the Cook Islands to confer with the authorities in New Zealand on this important subject. This Conference was held in Wellington in January last, and after full discussion of all relevant matters the following policy was decided upon :—

- (1.) That instruction should be closely related to the Native environment and tradition.
- (2.) Nothing should be taught that is not serviceable to the Natives in their present social state, or is not likely to be serviceable in the near future.
- (3.) The system should aim to develop agriculture in its widest sense, and also the manual and domestic arts.
- (4.) The possibility of broadening and intensifying interest in village life by means of manual training, drawing and design, music and games, should be recognized.
- (5.) Prominence should be given to the teaching of hygiene.
- (6.) As far as practicable, instruction should be given in the English language and in the vernacular.
- (7.) That full and free scope be allowed for the observance of religious exercises.
- (8.) That, for a limited number selected by each Administration, special provision be made in the Islands for advanced classes that will enable such students to proceed to New Zealand and undertake higher and professional courses.

The Conference was unanimous in the opinion that training of Native teachers should be undertaken by the Government.

The Superintendent of Schools was asked to furnish the New Zealand Education Department with material of a suitable kind to enable text-books to be compiled in arithmetic.

It was also agreed that the New Zealand Education Department should continue to arrange for the inspection of Native schools in Samoa and the Cook Islands by an officer of the Central Department.

The report of the Superintendent of Schools in the Cook Islands shows that the attendance at the schools of the Lower Group totals 1,484, as against 1,361 for the previous year. The staff comprises fifteen European teachers and thirty-six Native teachers.

In addition there are some 370 children being taught in the mission schools in the Northern Group. These schools are subsidized by the Administration, and are under its control so far as inspection, instruction, and equipment are concerned.

Pomare Medals and Vernon Reed Shield : There was again keen competition for these prizes, the provision of which has done much to stimulate the interest of both pupils and teachers.

The following are extracts from the annual report of the Superintendent of Schools :—

“Location of Schools.—In general it may be said that the school buildings are conveniently situated relative to the distribution of the population, which is comparatively stable in its location, although of a somewhat migrant nature.