

on behalf of the girl, for shorter hours in the lower and middle school, and more physical exercise, and an easier syllabus. In connection with shorter hours, I should like to mention a scheme which has been in use for many years in the Girls' Public Day School Trust's schools in England. The school period consists of four hours, from 9.15 a.m. to 1.15 p.m. Beyond this the girls are allowed one hour and a half to two hours and a half home-work. This home-work may be done in school (for which there was special provision made, a mistress being on supervision duty from 2.15 to 3.45 p.m. to help any girls who prepared in school). All practical science lessons necessitating periods of one hour and a half or more were given in the afternoon as a rule, and extra lessons to girls in the Sixth Form necessitated by the examination syllabus were also given in the afternoon, if necessary. This system meant that, except in the case of senior girls, no girl was receiving actual tuition in school subjects on more than one afternoon a week. The results obtained by the Trust's schools are, I think, sufficient evidence of the efficacy of the system. May I also urge here that the age-limit at which girls can enter as pupil-teachers be raised, as it is possible for a girl under the present system to leave the secondary school, and take up her pupil-teachership at an age which gives her such a short time in the secondary school that the benefits derived are practically nil. While speaking of physical culture I should like to say how extremely useful we find the record cards which we keep for every girl in the school are. Defects in sight and hearing, adenoids, and many other weaknesses have been discovered on examination, and reported to the parents, who have shown themselves to be most grateful for the care taken with the girls. Much remedial work has been done, but there is room for still more, and I think that it would be a distinct advantage if this remedial work could be begun in the primary schools, as defects in vision, adenoids, &c., may begin exceedingly early, and if not discovered until the child reaches the secondary school, they may have become acute. Some may argue that this work does not lie in the province of the school, but that of the home; but where parents are unable for one reason or another to attend to these things, I think that we should come to their assistance for the sake of the child. My object in clearing examinations out of the lower and middle school would be a twofold one: Firstly, it relieves the child from much nervous strain; and, secondly, it gives the school a much freer hand in educating the individual. I know that it is urged that examination-work maintains the standard of work in a way in which nothing else does. But it seems to me that should there be any tendency to slackness it would be overcome by the visits of the Inspectors. Personally, I think that every secondary school should be open to inspection on any day of the week, and, provided that Inspectors were men or women of sound judgment, specialists in their subject, and possessing wide teaching experience, their visits would be welcomed; and they, in consultation with the headmaster or headmistress, would scarcely fail to discover and therefore remedy any tendency to weakness in a teacher. If examinations are to remain as inevitable, I would urge that, in the middle school, a large range of subjects be given, but the number to be taken be fewer, and be treated more fully, and that a higher standard in English be adopted especially. Much discussion has occurred about the training of girls in domestic science. To adopt any definite scheme of specialized training in this subject in primary schools seems to me to be adding to the overcrowding of subjects. But much may be done to train the pupils to take an intelligent interest in the affairs of life, and to accumulate useful practical knowledge, by connecting all teaching as far as possible with the details of everyday life. The value of a subject in teaching depends on the extent of its bearing on everyday life, directly or indirectly. May I illustrate my meaning on this point a little? In mental arithmetic the price of foodstuffs, clothing-materials, land, &c., may be introduced; in geography one meets the produce-markets of the world and their fluctuations; in history one can be taught much of one's own political duties; and in English the field of application is enormous, because we come into contact with the thoughts and experiences of the greatest minds in the world. The position of domestic science in the secondary school seems to be much more definite. It opens up a natural field of work for a woman, and one which in this country falls to the lot of every woman, rich or poor. Of the dignity of it I need say nothing, for any course which directly uplifts the standard of home and cares for the health of the community in caring for that of the individual needs no advocate to enlist sympathy or support. To teach cookery and home hygiene, or any other part of domestic science, as distinct school-subjects does not seem to me to meet the need, and also I feel that, in adopting such a course, we should overlap with the technical schools. My idea is to introduce domestic science in a form in which it will be extremely practical, and supply a school want. As many people are aware, schools such as the Grammar School draw many pupils from the country, and the question of suitable boarding-places for these pupils presents a very real difficulty to parents. I purpose, therefore, to lay before the Board the following scheme (which has at present only been discussed by myself and the Treasurer): That a house suitable to contain twenty boarders should be rented by the Board as near the school as possible, and that this house be placed in the hands of a fully qualified domestic science mistress under my own supervision, and that the work of this house, from sweeping and cleaning to finance, afford the practical training for the domestic-science course. In this way I feel that the girls will meet in a natural way the true difficulties of home-management, and learn to overcome them. At the same time the presence of a fully qualified house-mistress and my own daily visits should, I think, safeguard the boarders from suffering any discomfort. I feel that there is another great want in our secondary schools, and that is pure undenominational scripture-teaching. There is no lesson in which direct moral teaching can be given as it can be in a Bible lesson. After school hours much may be done by the few who are willing and anxious to give up their time. But many things occur which prevent the regular attendance of girls at outside classes, and in consequence many girls are debarred from receiving any instruction of this sort. Many parents approve of it, and are glad for the girls to avail themselves of it; and I maintain that it is an important factor in the upbringing of a child. In my own schools, on inquiry among 430 girls,