

however, the cost is greatest, and in many instances prohibitive. In general, the finances at the disposal of the Department at present allow a grant only by way of subsidy on local effort where extension is found desirable.

In the domain of physical education the notion that physical training is concerned most with muscular development is no longer applicable. The exercises adopted have a widely different purpose, having relation particularly to the healthy development of bodily organs and functions, and in association with organized games, which may with advantage be still further developed, are carefully adapted to improve the whole physical well-being. In the scheme the intimate connection subsisting between mental processes and bodily movements is an underlying assumption, and the value of an exhilarating interest is fully recognized in the nature and variety of the exercises practised.

4. *Special Schools.*—There appears no reason to be dissatisfied with the results of the system established by the Industrial Schools Act in 1882 for the care of neglected and delinquent children, but the operations of the intervening thirty years might well be examined more closely to obtain an assurance that the country is getting value for its expenditure in this direction, and to ascertain what improvements or developments it would be reasonable to expect.

In addition to the institutions for many years in existence for the care and education of blind and deaf children, the former on a private foundation and the latter maintained entirely by the State, the problem of providing for children mentally defective, but not incapable of development, has recently received more attention. Initial operations in this direction suffered considerable delay owing to the necessity of obtaining fuller information from the experience of other countries on so difficult a subject, and the extent of the provision that required to be made was not for some time fully realized. To meet the demand the existing school at Otekaike is being considerably extended, and another institution intended specially for girls is now in course of erection elsewhere. At the two centres the buildings now in progress will involve an approximate cost of about £20,000.

5. *Domestic Training.*—Of the special adaptations of school curricula to meet universal wants of later life none is more important than those that concern home life and the domestic arts. Changes in social conditions insistently demand increased attention in this respect.

“By ensuring that in future every girl’s education shall include some knowledge of the science which affects her home problems, and some practice of the domestic arts, the whole standard of home life would be raised, and trained experience substituted for instinct and tradition which have hitherto been the chief guides for mothers.”

In the public schools much is already done through the medium of manual-training classes in plain cooking and laundry-work, and instruction in needlework and domestic hygiene, but more is needed. Domestic courses are also formed and widely utilized in the technical schools, and in two of the chief centres training-hostels on a model that might well be followed elsewhere have been established. The secondary schools also in many instances make provision for a domestic course, and much encouragement is given to girls to take it, but other influences, chief among which is the necessity of earning their own living, work strongly in an opposite direction. That girls are not averse to devote their attention to such a course in preference to more academic studies is amply shown by the fact that when this necessity is less pressing the course is popular, and, in fact, evokes a good deal of enthusiasm. The maintenance of a department of home science at one of the University centres with a diploma in home science, and the recognition by the University of a home-science degree do much to lend dignity to the study, and the Domestic Science Bursaries now in operation provide for a supply of competently trained teachers. Wherever an opportunity occurs to encourage further effort in the training of young people in women’s special work it will be the duty of responsible authorities to take it.