

supplementary camps on a smaller scale have been held, at which teachers who were unable to attend the initial camps were given instruction.

A large number of refresher classes have also been held in the various districts in order to supplement the first course of instruction, to correct defects that may have become common, and generally to increase the teachers' interest in and appreciation of the system.

The number of corrective classes organized for the benefit of children with distinct physical defects such as spinal curvature has been considerably increased. Photographs of children taken at the commencement of the course compared with those of the same children taken at the end of a year or so show that the corrective exercises have, in most cases, had a remarkably beneficial effect on the physique of the children.

The Physical Instructors have regularly visited the four training colleges for the purpose of giving instruction to the students. These young teachers should, therefore, after a two-years course of almost weekly lessons and lectures, be well equipped for taking their part in the work of physical instruction in the schools.

Education Boards, School Committees, and parents are showing an increased interest in this work, and a lively appreciation of the benefits which it is conferring on the children. Inspectors and teachers are also enthusiastic in their praise of the system and in their efforts to make it completely successful. Many of the teachers willingly give up part of their holidays in order to attend instruction classes held at the various centres, and, in general, it may be said that no part of the school-work is more keenly followed up by the teachers than is this work of providing for the physical development of the children.

MANUAL INSTRUCTION.

(E.-2, Appendix C.)

Instruction in some form of elementary handwork under the Regulations for Manual Instruction was given in 2,011 public schools, an increase of 113 over the previous year, and facilities for other branches of manual instruction were made available for 1,503 schools, as compared with 1,445 schools in 1916; so that it may be said that in nearly all the schools of the Dominion some form of hand-and-eye training is provided. The importance of this is more significant when it is remembered that for the most part the instruction is correlated, as it should be, with the ordinary subjects of the public-school syllabus.

The difficulties of obtaining handwork supplies, and the high prices ruling for those available, have to some extent hindered progress in many directions, but constructive work in paper and cardboard, modelling in plasticine, and design and colour work in the lower standards supplemented, wherever possible, by woodwork, cookery, laundry-work, dressmaking, and various branches of elementary science, elementary agriculture, and dairy-work in the higher standards, have been made the basis of instruction which helps to bring the school life of the pupils into closer relationship with their home and future life work.

Manual training in woodwork, cookery, and laundry-work continues, for obvious reasons, to be given at centres. While the principal aim of the work is educational the methods of instruction in woodwork and drawing connected therewith, for instance, are such as should a lad discover aptitude in woodcraft and adopt a branch of woodwork as his life's work, he would have nothing to unlearn on entering the craft. Increasing attention is given to all subjects having a direct relation to the home, and abundant proof of the utility of the instruction in such subjects as cookery, laundry-work, and dressmaking is not wanting; the ninety well-equipped manual-training centres in charge of qualified teachers are proving admirable training-grounds for the future home-makers and home-keepers of the Dominion. That the value of the instruction is appreciated appears to be indicated by the increasing demand for the establishment of centres in