

“Book Weeks” have been held in two centres. The radio was used for book talks, displays of books were organized, and book reviews were prepared by the children. These proved a stimulating aid. The “Book Week” movement is well worth trial in other districts.

(7) *Adopted Schools.*—This plan is being successfully continued in a number of the education districts. The adopted schools are mainly sole charge, particularly the small Grade I schools of five to eight pupils in charge of uncertificated teachers. The parent schools are efficient town or country schools which supply suggestions on schemes, methods, and also samples of children’s work. The children of the adopted schools as far as possible visit the parent schools, and samples of their work are sent for appraisal by the more experienced teachers. In this way the less experienced teachers are assisted in all phases of their work, and in appreciating what is a good standard. In some case Inspectors take an active part, and periodically assess pupils’ work forwarded by post. A good deal of additional work is involved for all concerned but the results are worthwhile.

(8) *Agricultural Clubs.*—These continue to be a prominent feature of rural education. The number of projects, animal and plot, has been well maintained, and several new clubs have been formed. During the war food-production was helped by the growing of such crops as potatoes, onions, and roots. In the calf clubs the children take particular pride in looking after the animals, and preparing them for the event of the year, judging day for combined schools’ competitions. In the garden projects, sound educational work is carried out in vegetable-growing, in ascertaining what varieties, manures, and cultivation are best suited for varying conditions of soil and climate. Parents are keenly interested, and the movement is valuable in fostering co-operation between the schools and the homes. The Agricultural Instructors deserve credit for the manner in which the club work has been carried on so well, especially when restricted travel and shortage of staff added to the difficulties.

#### EDUCATION OF HANDICAPPED CHILDREN

The number of special classes for backward children is now fifty. Special grants for equipment have been made as handwork and other practical forms of education are featured. These classes are a useful part of the education system as they afford special facilities for children who cannot make sufficient progress in the ordinary classes. For children too backward to gain any benefit from attendance at special classes there are three occupation centres, one of which has become residential this year in order that children from the country can attend. Physical education, music, handwork, and inculcation of good social and personal habits are the main educational features.

Sixteen hospital classes are in operation. The teachers work in collaboration with the hospital staffs, and the educational work is planned to have a therapeutic value. Six health-camp schools are now open. The children spend from six weeks to three months at the schools. During the year the headmaster of a well-established school was used in an organizing capacity to visit and advise the teachers of other schools. The camps are under the control of local Health Camp Associations, but the teachers are employed by Education Boards. There are three special schools for physically handicapped children, and about four hundred severely handicapped and crippled children receive tuition from the Correspondence School.

The two Schools for the Deaf are accomplishing efficient work, and since there has been a school in each Island the rolls have increased considerably. Specialist teachers are trained each year, and modern methods of vocalizing and lip-reading are used. Fourteen speech clinics are open, and treatment of various speech defects among the