

and approved techniques in education, and also to enable them to settle down smoothly after the strain of military service. The results have been beneficial, and the men are appreciative of the efforts made on their behalf.

During the year some 500 teachers successfully took full-time University courses in arts and science subjects under bursaries or other financial assistance provided by the Rehabilitation Department. Many others who intend to take up teaching as a career also undertook similar studies. The opportunity of entering training college was extended to returned men who felt they would like to enter the teaching profession. Concessions in academic qualifications for admission were made to suitable applicants, and a good number have begun training. Their progress has been good.

At the beginning of the year 450 new positions for men teachers were created, about 200 being of A Grade, and the rest B. The object was to reduce the size of classes in large schools and to assist in rehabilitating returned men. The general staffing position has been such as to enable all returned men to obtain permanent appointments. A difficulty common also in other occupations has been the lack of housing for married men.

During the year a Soldier Teachers' Grading Adjustment Board was set up to hear applications from teachers who considered that their grading as teachers had been adversely affected by military service. The regulations under which the Board functioned gave wide powers, and stated explicitly that all reasonable inferences were to be drawn in favour of the applicants. In the 1946-47 sittings over 400 cases have been dealt with and the grading position of practically all applicants improved, the increases in some instances being substantial.

A special tribute is due to the returned men. With very few exceptions, they have returned to the teaching service with a sincere resolve to do their best. All who have come in contact with them, whether in the University or the training college, have been impressed by their earnest attitude. Inspectors who have seen the men back in their teaching positions report that this feature is most marked.

EDUCATION OF HANDICAPPED CHILDREN

Forty-seven special classes for backward children are in operation. Individual work on practical lines is carried out so that these pupils may gain the maximum of primary education commensurate with their ability. Three occupation centres cater for pupils too backward to benefit from tuition in special classes. In these centres the main stress is laid on the development of social and personal habits. Music, physical education, simple homecrafts, and gardening occupy most of the time. One centre is residential enabling country children to attend.

There are 18 hospital classes, where the teachers, in collaboration with the nursing staff, plan educational work of therapeutic value for the inmates of school age. In addition to these classes, there are 3 schools for physically handicapped children, where good work is accomplished. Some 6 health-camp schools are in operation under the control of teachers employed by the Education Boards in whose districts the camps are located. The Correspondence School has on its roll about 400 handicapped children, many of whom are crippled, and employs teachers in various districts to visit these children in their homes and give individual assistance.

Two Schools for the Deaf, staffed with teachers specially trained in modern methods for this particular work, are continuing to carry out efficient work. Seventeen speech clinics are doing remedial work for speech defectives, and new clinics will be opened as soon as trained teachers are available.

To assist in the social adjustment of the type of child usually called the "problem" child, 15 visiting teachers are employed. These teachers are attached to schools in a particular area and form a liaison between the school and the home. Their work during