

in February, 1922, has completed twenty-five years of service, and Silver Jubilee celebrations have been planned for 1947. Courses are provided for Primary School Certificate, School Certificate, Endorsement of School Certificate, Higher School Certificate, University Entrance, University Scholarship, Special Bursaries, Teachers' "C" Certificate, Post and Telegraph Entrance, Public Service Temporaries, Government Shorthand-typists, and Chamber of Commerce Examinations. Special courses of a practical character are provided in all branches of agriculture, commerce, needlecraft, woodcraft, and many other arts and crafts.

Lessons are broadcast over all national stations twice a week throughout the year. Six teachers are permanently engaged in visiting pupils in their homes throughout New Zealand. There is a circulating library of over ten thousand volumes. Publications include the *Correspondence School Circular* (twice each term), the "Postman" (annually), the *Handbook of Information, Ex-pupils' Budget*, and the *correspondence School Book of Verse*. Extra-mural activities are vigorously carried on, including Guides, Scouts, Red Cross, Animal Welfare, Garden Circle, Meccano, Stamp Exchange, Camera, Naturalists', and International Pen Friends. There is a valuable school museum. Throughout the year there was a regular and generous despatch of garments for distribution through Red Cross headquarters in London to needy families in Britain and Europe. Active parents' and ex-pupils' associations co-operate fully with the school.

Altogether the school plays a very important and successful part in the educational system of the Dominion.

EXPERIMENTATION

With a return to conditions approaching normal, encouragement has been given to worth-while experimentation, and the report of one district gives some interesting information about several experiments. One, undertaken in a large intermediate school, aimed at determining the effects of a balanced midday lunch served at the school. While a final evaluation has still to be made, the experiment has continued for a sufficiently long period to justify tentative conclusions. Spongy gums were eliminated in the experimental group, but continued in the control group, and the incidence of dental decay was considerably reduced. The experimental group suffered much less from colds and made two hundred more half-day attendances during a period of seven months. From their observations the teachers are of the opinion that in the former group powers of attention and resistance to fatigue increased to a greater extent than in the latter. Incidentally, it is interesting to note that in other schools where a suitable lunch is provided, beneficial results are noticeable.

Another experiment aimed at making an investigation into the use of the radio as a teaching aid, to determine how much of the factual matter of the broadcast was retained by pupils, and what was the best method of listening. Ten classes from a range of schools—two-teacher country to large city type—were selected to listen to a history serial. Each class was divided into three sections, one to take down notes which might help pupils to remember facts of the broadcasts, another to make sketches for the same purpose, and the last, just to listen carefully. At the end of the broadcast a written test of seven simple questions was given, and without warning the same questions were given a week later. The results were noteworthy, first that the pupils did not get much out of the broadcasts from the point of view of the facts presented, and the second that the section that just listened got most benefit. To some extent the poor results have been attributed to poor reception conditions due in part to faulty sets, but some of the notes made by the pupils clearly indicated that they misunderstood much of the lesson.

One great difficulty is in the co-ordination of broadcast lessons with those planned in school programmes. It would be far too restrictive to expect school lessons in such a subject as history to follow closely the scheme of broadcasts, or *vice versa*, and yet