

Coconut-fibre mat-making is also now being undertaken again, with excellent results, the product being used in the institution. Certain of the lads are being given practical tuition in book binding and repairing, and this knowledge is made use of in connection with the library books.

One lad is rendering valuable assistance in the keeping of farm and dairy accounts, and herd-testing records.

Evening classes are conducted by local gentlemen, as indicated and enlarged upon hereunder:—

- (a) League of Nations Union (Invercargill Branch) (Present-day problems)—Mr. A. J. Deaker, M.A., Southland Boys' High School.
- (b) Workers' Educational Association (Economics)—Mr. Jas. Stobo, M.A., Southland Technical College.
- (c) General school course—Mr. L. J. Clapp, Headmaster Waikiwi School, and Mr. T. A. D. McFarlane, First Assistant, St. George School.
- (d) Agriculture and wool-classing—Mr. Thos. Mathews, Southland Education Board.

The reports submitted by the several instructors are quoted below, to show the progress made.

(a) *Mr. Deaker*.—"The League of Nations Union of Invercargill conducted a class during the winter months. The class met seven times, and, besides studying the history, aims, and organization of the League, it considered some present-day problems at each meeting. The average attendance was about 35, and at the final examination 31 boys handed in papers. The standard of work showed that the boys had been interested, and evidence of extra study was found in many of the papers. The union again presented suitable volumes to the 10 boys who had obtained the highest marks."

(b) *Mr. Stobo*.—"The session comprised a series of twelve lectures based on a syllabus drawn up by a special committee selected from members of the class. A variety of topics was chosen for discussion, and these were presented in the form of debates or lecturettes by class members. Two evenings were devoted to play readings. I am pleased to say that the session was successful from every point of view. The members showed great enthusiasm, and each one seemed willing to do his part when called upon."

(c) *Mr. Clapp*.—"The members in the various divisions when the term ended were—Juniors, 34; intermediate, 24; and seniors, 36. According to the arranged plan of work, the school progressed along broad lines, which were carefully graded and from time to time altered to meet the needs of the mental capacity of the new entrants. The underlying aim of the English course is to fit the pupil to voice his thoughts with reasonable correctness, and with a fair degree of fluency. Unless he is articulate, he cannot hope to derive the fullest benefits from social intercourse, nor can he ever hope to exert much influence upon others. With this thought uppermost in our minds, the English course received careful and systematic treatment, with a view to the development of a liking for, and an appreciation of, good literature.

"Debates, readings, and vocabulary work were correlated as a means of building up deliberate speech, and restoring confidence and ease when a pupil was called upon to express himself orally.

"Training in the marshalling of ideas and their expression in logical sequence was given as a help towards deriving some benefit from silent reading, and from the library in the institution. The other phases of English—spelling, writing, written expression, and formal grammar—are interdependent, and of necessity were developed simultaneously.

"Arithmetic: The course covered was elastic enough to embrace the problems the boys are likely to encounter in everyday life. Mental work was specially stressed, with mechanical accuracy in the sixth and compound rules as the main foundation. In the seniors an elementary algebra and symbolical course was launched as a 'refresher' for those who had taken algebra at secondary school.

"French was taken by the seniors, who showed interest and a keenness to master the rules of French grammar, with commendable results.

"Our historical aims were development of knowledge, love of country and Empire, appreciation of present-day domestic, industrial, and civic conditions, and the work assigned to our national and civic leaders.

"Current affairs: Extracts from the newspapers and periodicals contain interesting and vital historical associations. Many deal with the early history of New Zealand; others are of wider scope, and deal with affairs of international and daily economic importance. Material of this nature was judiciously used as a basis for social and civic history.

"Geography was correlated with history with the idea of broadening and deepening the knowledge of man's industries, his trading and his racial characteristics.

"In the lower school writing was considered primarily as a means of expression, pupils copying words, phrases, and sentences from blackboard models. Print-script was practised for suitable purposes—*e.g.*, arithmetic, diagrams, posters, &c.

"I should like to refer to the school 'break-up' and the programmes given by the various houses. Their oral expression and dramatic ability showed that the labour of the school had not been in vain."

(d) *Mr. Mathews*.—"During the year the agricultural course was recommenced, and agricultural work and wool-classing instruction was regularly carried on each Saturday morning. The tuition given in agriculture has a definite farm bias, and the knowledge