

"12th July, 1911.—I duly received the letter you sent me written by my son, and I feel I must write you a line of congratulation on the success of your methods of teaching. When the boy came to you I really thought that you were attempting a hopeless task, and that neither you nor any one else would be able to educate him. However, time has proved me to be mistaken, and I assure you that I am very pleased to have to admit the fact. My opinion at the time was also the opinion of others, and it is therefore very much to the credit of your system that you have been able to achieve such results—results which have astonished and at the same time pleased me."

"14th February, 1912.—I was pleased on his return home to see him looking so well. I noticed also that he had improved greatly in a number of ways—he does not seem to be half so awkward in his movements, and I thank you very much for your care and patience with him."

"13th February, 1912.—We are very pleased with the improvement ——— shows, and the doctor who had attended him since birth is much more hopeful of him than he was a year or two ago. He considers that he has made such progress as to warrant the belief that he is capable of learning a good deal more than we expected of him at one time."

"11th February, 1912.—I find a great improvement in his speech, and he does his exercises wonderfully."

"14th February, 1912.—I am very pleased with the progress he has made, and thought on his return from school he looked much stronger."

"29th January, 1912.—I asked my doctor if he would examine him. He has had him under observation, and he was quite pleased to hear him count and say his letters. He told me there was certainly a great improvement in every way, and that there was great credit due to you for the way in which he had been taught."

"20th February, 1912.—He showed a marked improvement generally; his realization of objects and events was more logical. He was pleased to go back to school, and the meeting at the railway-station between him and his teacher was to us indeed gratifying. A smile of pleasure came over ———'s face when he shook hands with his friend and tutor, which told the tale of kindness."

"15th December, 1911.—Mrs. ——— and myself indeed feel grateful for the care bestowed upon him to prevent the cold he contracted from leaving any injurious effects, and for your general care of the boy. Yours is a trying position, but we may all feel content with our boys under your protection and care."

Such letters encourage us to make the greater efforts to promote the happiness and well-being of our children.

ADDITIONS TO BUILDINGS.

The opening of the new kitchen administrative block, with the children's dining-room, staff sitting-rooms, store, &c., has not only afforded much better accommodation for boys and staff, but has also allowed us to use two of the large rooms in the main building for the boys. One of these rooms is now used as an additional schoolroom, while the other is utilized as a play-room for the boys. The steam cooking plant now in use will further add to the efficiency of the domestic arrangements. The old kitchen in the main building can be easily converted by our own staff into a spacious needlework-room, and the scullery in the same block, now no longer needed for this purpose, will be converted into a surgery, so much needed in a school of this description.

FARM AND GARDEN.

A greater difference in the climatic conditions obtaining in this district between last year and this could not well be imagined. Most of our crops last year were below the average, owing to the prolonged drought. This year we have had an abundance of rain, and, but for a shortage of the usual hot, sunny days, our farm and garden crops would have been extraordinarily good. On the whole, however, we have had a good year. Four years ago—the first year of the school's existence—we were able to secure a large crop of hay, which has been of great service to us for feed for the stock during the winter months. This year, though we were unable to lay aside as large an area owing to the increase in our stock, we have secured four large stacks of hay—approximately the same quantity as that stacked four years back from an area about 15 acres greater in extent.

The Department of Agriculture has this year undertaken an extensive system of co-operative field tests with a view to ascertaining the most suitable varieties of cereal, root, and other crops for the various districts. Feeling that this would be of value to ourselves, as well as to the farmers of the surrounding district, it was decided to carry out on our property, under the conditions laid down by the Department of Agriculture, experiments with potatoes, mangolds, turnips, swedes, carrots, chou mollier, Buda kale, Soya beans, cow-peas, maize, and millet. It is unnecessary for me to give details as to the results of these experiments, seeing that the quantities of the various crops produced per acre will be published in the *Journal of the New Zealand Department of Agriculture*. Speaking generally, I may say that the experiments have been successful in every case with the exception of maize, millet, Soya beans, and cow-peas.

Apart from the experimental interest in the above tests, I would point out that the institution has benefited largely, inasmuch as we have, as the result of these experiments, secured an ample supply of winter feed for our stock. Our potato crop this year is undoubtedly the best produced, and we shall, in addition to supplying the wants of the institution, in all probability have a considerable quantity available for sale. Even though the past season was not suitable for fruitgrowing, I may mention that we have produced from our gardens and orchard sufficient preserved fruit and jam to carry us through till the next season's fruit is available. Many of the older boys are becoming very useful on the farm and in the garden, and two of the boys assist with the milking of the cows.