

of bringing classes for manual and technical instruction into close relationship with the district high school is likely to work well and to prove of mutual benefit, especially when, as is not infrequently the case, provision is made for the instruction of school classes in the same subjects as, or in subjects leading up to, the subjects treated of in the technical and continuation classes.

The classes conducted by the recently constituted Technical Classes Association in Christchurch may be said to have accomplished a successful year's work, especially when it is remembered that they have had to be conducted in temporary premises which are in many ways unsuited to the purpose. It is to be hoped that means may be found in the near future whereby the difficulties in the way of proceeding with the arrangements for providing permanent buildings may be overcome.

The change in the constitution of the classes held at the technical schools in Wellington and Dunedin appears to have been advantageous to the classes concerned. The success or otherwise of newly established classes depends largely on the interest taken in them, and there is little doubt that the interest is likely to be wider and more lasting where the classes are established as associated classes conducted by a board of managers representing the various local bodies interested in technical instruction, and contributing to the maintenance of the classes; and in this connection we are glad to note that the number of classes established under the section of the Act relating to associated classes is increasing. With regard to the general work of the classes it is to be regretted that there is not wanting evidence of one great obstacle to progress. We refer to the difficulty of getting students in many cases to take up regular courses of work. At certain of the large schools, where provision has been made for such courses, the results have not come up to expectations. Too many students attend technical classes not with the intention of taking up regular courses of work but to get, say, one or two quarter's instruction in subjects a knowledge of which the exigencies of their particular avocations appear to render desirable. It goes without saying that classes containing many students of this type are not likely to achieve much success, or to do other than handicap and dishearten the instructors, especially when, as is not infrequently the case, many of the students have forgotten much of what they learnt at school, and have, moreover, lost the habit of regular and systematic study. There is a cure for this, and that is to continue to endeavour to get hold of youths as they leave the primary schools; and we look forward to the day when technical schools, in the large centres at any rate, will cease to be what to all intents and purposes they are at present—namely, evening schools only, and will take their place alongside the secondary schools as institutions at which scholars, on leaving the primary school, may continue their education along lines suited to their prospective avocations. As exemplifying one of the sources from which assistance in bringing about this most desirable state of affairs might well be expected, an extract from a letter that appeared in the *Merchant and Shipper* is here given.

"It may be interesting to know that the stimulus of raising the wages of apprentices on passing examinations is attracting considerable attention both of the employers and their apprentices, so much so that, as regards Derby, the question of technical education is certainly in a great part solved, as the local Technical College is full to overflowing with eager apprentices, and it has been necessary to form new classes. To all employers of labour the question of technical education is of great interest and importance. The attitude taken up in regard to any particular technical school, from a master's point of view, is often of a negative quality, simply because such a particular institute does not happen to fulfil the particular ideal of a particular master. The attitude in this case should be, 'Although such an institute may not be perfect, how far can I possibly make use of it, and in what degree can I further increase the use of that part I propose to utilise?' The advantages of training apprentices are many, but quite apart from the actual knowledge gained the greater value lies in the contact of your impressionable minds with highly trained, fine characters, who are experts at reaping wisdom and teaching it, and who can take a wide view of the many questions dealt with. Such apprentices come back to the workshop with a greater appreciation for their work, a wider attitude of thought, which will bring into everything that is attempted logic and real common-sense, based upon soundly scientific and practical methods. The facilities with which boys can be sent to such classes must in each case depend upon the surrounding circumstances and the total number employed. In large concerns, such as railway shops, where the number of apprentices would perhaps exceed the convenient capacity of the local technical institutes, it might be worth while to have a special training school in the works itself. In regard to the time taken for classes, this should be, if possible, in the morning between the hours of 8 and 1. Boys taking such classes can take things more easily, and in such a way be quite fresh for the work they have to do. In most cases the work is done in the evening after the work of the day. The result cannot be so good, as it requires much more effort to really concentrate the attention of the mind when all the muscles of the body are crying out for rest. Ever since the old guilds disappeared a wall of misunderstanding and coldness has grown up between employers and men. The men have formed unions, and the masters have federated. All combinations of labour should make the most of their organization to promote and enhance greater intelligence in the younger men. English industry, balance, and reliability, combined with intellect trained to approach, attack, and surmount the increasing number of problems appearing for solution, would certainly be successful in keeping pace with German and American competition. There is no doubt at all that technical institutions are increasing in value, and will continue to prosper directly as an intelligent interest is taken in all that is attempted, and a real effort made to utilise even a fraction of what is offered. The time is coming for the masters and men to approach and come together through the medium of technical education—the first move being taken by the employer."

With classes composed largely of young people just fresh from school, it should, it is considered, be possible to so arrange the courses at the technical schools as to eliminate, as far as may be, what are termed "trade classes." Even with the many difficulties with which those in charge of technical schools have to contend, there is not wanting evidence of a movement in favour of technical classes proper, as opposed to trade classes, that is to say of classes in which the instruction in the principles