

lines for the mothers' benefit. The ordinary day's work is performed with the exception of the preparation by the pupils of a simple meal, of which the visitors partake at the conclusion of the day's work. We are too prone to form judgments of the general from the particular. Only a limited few actually know what is going on in our schools, and while the "open door" policy is not advocated, parents should be encouraged under certain conditions to make themselves personally acquainted with the work of the schools.

The course in needlecraft appears to be worthy of special mention, particular attention being given to the artistic side, as well as to the actual making of garments, &c. For the most part both the instruction and the work done reach a high standard of quality. Cookery, laundry-work, home nursing all receive consideration, and the work as a whole, whether viewed from the standpoint of home and its duties or from that of the future instructors in domestic subjects, has a high personal and national value.

The exact place the training provided in industrial pursuits is taking, and is intended to take, largely depends on the attitude of the various industries towards it. So far the industrial (engineering) course has been recognized, and the stamp of approval placed upon it by the Marine Department, and evidences of interest and changes in the viewpoint of labour organizations are not wanting. It now only awaits the complete recognition of the employers, and through them of the Arbitration Court; given this, the path to the beginnings of true vocational training in particular industries will be cleared of many difficulties. At present the industrial course is more or less closely related to architecture, building, cabinetmaking, and mechanical and electrical engineering, and the course as a whole approximates more closely to general and technical training than to the vocational, inasmuch as conditions at present render it inexpedient to devote the time vocational training demands to actual constructional and productive work. At one school, however, a nearer approximation is possible, and half the total time of instruction is given to theoretical work and the other half to workshop practice, as provision is only made at this school for instruction in engineering. The course generally at all schools provides for instruction in mathematics, geometry, and mechanical drawing, elementary science, mechanics, electricity and magnetism, and stated periods for practical work at the bench or at machines. Speaking generally the theoretical instruction is thorough, and the average lad, if he so desires, is in the position to gain a solid foundation knowledge of the elementary principles of his chosen trade. The schools are for the most part strongly staffed on the science and theoretical sides by men who may be regarded as masters of their craft, and with certain limitations the same may be said of the workshop instruction; but, as indicated above, conditions at present do not permit of the general adoption of more time being given to practical and productive work. If it is true, as is contended by an authority on vocational education, that "vocational knowledge and intelligence must grow out of the conditions of productive work; therein are to be found the source of its strength, as well as the centres of evolution for vocational intelligence, adaptiveness, and enthusiasm," the question arises, have we on our workshop staff instructors possessing the masterly skill in manipulative operations, and at the same time that force and enthusiasm without which a teacher cannot hope to produce vocational efficiency? That the best teachers available are engaged appears unquestionable, and good sound accurate work along certain lines is for the most part being done. But further consideration of the function of the workshops of technical colleges may lead to the conclusion that, if we are to get the best out of them, more time, particularly for students who can remain three or four years at school, will have to be given to workshop practice, and the course of work adjusted to suit the altered conditions. One illustration may be given to show that the training provided in the industrial course is not without vocational value. Two lads who had spent three and four years respectively at a technical high school were employed in the fitting-shop of an important industrial concern. An accident happened to the main electrical-power supply on which the works depended, and the whole was at a standstill. A mechanic effected repairs, but again the power failed, and the two lads, whose sole training had been received at the technical school, were allowed to take the matter in hand. Their knowledge of elementary electrical testing soon put them in the way of discovering the cause of the breakdown, and they satisfactorily made the necessary repairs. These youths are now receiving men's wages and are doing responsible productive work, and the system of technical instruction may be credited with placing them in the position to do it.

In previous reports the paucity of attendances at classes dealing with the principles of agriculture has been repeatedly emphasized. It therefore affords pleasure to have to report that at the technical high schools attendances in the agricultural course have risen in the last four years from seventy-one to 153, an increase of over 100 per cent.; and with this increase in numbers better facilities for instruction have been made possible. At the principal schools the services of an expert instructor is available, and the work done, both theoretical and practical, while not, it may be acknowledged, equalling that which may be undertaken in a specially equipped school, is nevertheless helping to complete the bridge in our educational system which leads to efficiency in agriculture. There is no need to stress at this time the value to be placed in this country on high productivity in all branches of the primary industry, and anything tending to speed it demands encouragement. That the technical high schools are doing their share in the necessary training for it is encouraging. The course includes instruction in chemistry, physics, geology, biology, and animal physiology in their relation to the soil and to the farm, with practical work on a more or less suitable area of ground. This latter work may be limited, but it is contended that the instruction in elementary principles of agriculture can for the most part be carried on in the laboratory and on small experimental farm plots, and the vocational training left until normal conditions permit of ampler and better provision being made. The recently established agricultural bursaries should ensure a satisfactory supply of students for agricultural colleges, and in the preparation for attendance thereat the schools under review will be able to do their share.