For some years past the technical schools have been endeavouring to build up better technological courses both in the day school and more particularly in the evening. The difficulties are numerous. Historically the full-time day school was developed in order to ensure that those who came from industry to the technical (evening) classes would have a somewhat better initial standard of education. In this they have been successful; but as the average length of stay in purely technical courses in our day schools is probably less than two years (because industry still claims its recruits young) the development of senior technological day courses has been impeded. This is the most serious criticis : of technical education in New Zealand that is made by Dr. F. H. Spencer in his report to the Carnegie Corporation of New York following his visit to New Zealand in 1938.

Few, however, can enter industry through the professions—most of those who are our concern must still enter by apprenticeship or its amorphous equivalent. Hence, in present circumstances, unless a boy is very young, it is almost essential to send him from school to work not later than his third year of post-primary education.

The schools have therefore turned their attention to their part-time evening students, and it may be confidently asserted that vast progress has been made and that much better work is done in the evening school than is generally realized by the public. The work is now hampered, however, to some extent by the very forces that were created to help it. The day schools have grown enormously; and, while they have brought added strength in varied staff and better accommodation and equipment, they have tended to give too much of their character to the school and have tended to sap the energies of the staff. Let it not be thought that the staff, whether full-time or part-time (but almost invariably otherwise fully engaged), is in any degree unskilled or incompetent; the plain fact is that their main work tends to be in the day school, while a fresh and full-sized job awaits them at night. Thus, with an expanding day school, conditions have not been entirely satisfactory for the development of higher technological courses.

Our technical schools cannot do trade-school works, not only because they have not the room, the equipment, or the staffing, but also because the work of a trade school must be totally different from that of a technical school. With the question of trade schools, the matter of part-time instruction of a practical nature arises. At present our shops could not carry the load of one day per week, or even half a day per week, for apprentices; it would be necessary to remove the junior work from our main schools, and this would mean new junior technical schools.

If trade schools do come, and it would appear reasonable that some should, then the whole question of part-time instruction for apprentices coupled with trade schools should be thoroughly investigated, so that facts and figures, in a very comprehensive way, may be considered before any move is made.

The conclusion that one is inevitably forced to is that the trade schools must be separate institutions only loosely coupled to the existing technical-school system; to attempt to couple them closely with either junior technical schools or with higher technological institutions (at present hardly developed) could only react to the detriment of all three types of institution.

### Centennial Celebrations.

The co-operation of all technical schools has been invited in the provision of suitable exhibits for the forthcoming Centennial Exhibition to be held in 1939–40. The response has been most pleasing and there is at the present time a large range of suitable projects under construction. The difficulty has been to make a suitable and representative selection from the very large number offered, having regard to the restricted space available for display purposes. The thanks of the Department are due for the promise of co-operation so readily given.

In connection with the national celebrations, active steps have been taken during the last two years to secure the propagation of native New Zealand trees and plants in schools throughout the length and breadth of New Zealand; the active co-operation of Boards and their officials has been most helpful, and the thanks of the Department is due to all those who have so ably assisted by contributing articles to the *Education Gazette* describing particular species and their cultural requirements. It is expected that a very large number of seedlings will be available to be used in connection with the 1940 celebrations. It is also hoped that this Dominion-wide effort will have the effect of creating new interest and stimulating appreciation of our beautiful native flora.

### Boys' and Girls' Agricultural Clubs.

The growth of this movement in recent years may best be indicated by the following figures, which show as accurately as is possible the total entries and the total number of completed projects in competitions conducted by club associations:—

| | Entries. | Completed Projects. |
|---|---|---|
| 1935–36 .. .. | 5,210 | 4,000 |
| 1936–37 .. .. | 9,000 | 6,750 |
| 1937–38 .. .. | 19,558 | 15,188 |

The very large increase is due to the development of new projects and to substantial development of existing projects in most districts. Club work still, in the main, consists of rearing an animal or growing a crop, both activities being intimately related to the home life of the rural child, so that there has been little difficulty in creating an atmosphere necessary for the success of the work. The opportunity has always been taken by the Instructors in Agriculture and other interested persons to demonstrate in practice the very best methods of proceeding, and to introduce new ideas to a