

instruction continues to be given by means of evening classes, and necessarily so, until it is found practicable to effect some change in the conditions under which the schools are at present working. That what is known as the evening technical class is not an altogether adequate means of training is now being recognised by an increasing number of employers in those countries in which the value to the community of technical education is acknowledged. The means adopted by employers to induce their workpeople to attend technical schools are many and various. Not a few, for example, find it in their interests to give their employees "time off," often without loss of pay, to enable them to attend day classes at technical schools. Other means adopted are—payment of fees; refund of fees on condition of satisfactory attendance; increase of wages and special privileges; payment for, or loan of, books and apparatus; scholarships, bursaries, and prizes; increased prospects of promotion; acceptance of time spent at the technical school as part of apprenticeship. If employers elsewhere find that it pays to place as few obstacles as possible in the way of the educational advancement of their employees, it should not be too much to hope that employers in New Zealand will be moved to follow their lead when and so far as local conditions permit. Some of them, it is pleasing to record, are already doing something in one or other of the directions indicated. It is to be hoped that their example will speedily be followed by others, for it is beyond question that the advancement of technical education in New Zealand depends to no small extent on the enlightened attitude of the employer towards the technical schools. That the schools would respond to the best of their ability to reasonable requirements of employers in the matter of providing suitable courses of instruction goes without saying.

The question of the continuation of the education of young people after they have left the primary school—a question which is receiving an increasing amount of attention in other parts of the world—must also be regarded as an important factor in the solution of the problem of how best to provide for the technical education of those destined to follow industrial pursuits. The establishment of continuation schools for those who have completed their primary education, together with the raising of the age of compulsory attendance, may be cited as the chief means by which the solution of the problem is being attempted elsewhere with what seems to be a good deal of success. As to how far it is desirable to go in this direction in New Zealand is a matter for serious consideration, remembering the differences in the conditions that obtain here and in the countries in which compulsory attendance, whether obligatory or optional, has been or is proposed to be adopted.

The establishment of the following classes, leading up to classes of university rank, appears to be necessary to place technical education in New Zealand on a satisfactory basis:—

- (1.) Day preparatory classes for junior pupils.
- (2.) Day classes in continuation of these, providing full special courses for those who have not yet gone to work, and part-time courses for those who have.
- (3.) Evening classes providing such instruction as a workman does not or cannot get in the ordinary practice of his trade or craft.

The establishment in a complete form of such a scheme (parts of it are already in operation) implies among other things an agreement between the employers, the workmen, and the technical schools on many points, and possibly some alteration in the existing law.

Apart from special centres for manual instruction there are now about 45 technical schools in operation, while recognised classes were held at 122 places. Classes in places where special buildings were not available were held as usual in the local schools, or in suitable rented buildings. In several districts, but more particularly in Auckland and Wanganui, classes, in charge chiefly of itinerant instructors, were carried on in rural sub-centres with satisfactory results. This system has much to commend it, and it is hoped that it will become more general as circumstances and opportunities offer. In Auckland classes were held at 16 and in Wanganui at 28 such sub-centres.