

In some seventeen small areas in the North Island compulsory continuation classes have been instituted at the option of a local authority, but there are no such classes in the South Island. If the matter is to be dealt with in any effective way it must be through the adoption of a national system. Further legislation has therefore been provided for taking the initial steps in establishing compulsory continuation classes held during working-hours for young people who do not enter upon some regular form of secondary education. In order to put the whole matter on a sound footing, applications have been called for a Superintendent of Technical Education, whose duty it will be to ascertain the requirements of the Dominion, to examine the working of the present system, and to report on the best means of providing for future developments.

In our approach to the solution of this question, however, and while we keep in view the need for technical and vocational education, we must first consider the good of the children and youths concerned. It would be a great mistake to regulate and organize classes, allow too early specialization, and limit studies with a view to securing immediate industrial returns at the expense of the true and full development of the children. The main consideration must be to train each child to think for himself—to develop manhood, initiation, self-control, and skill through citizenship and work, and then rely on educated workers to meet the needs of the community in a way that is found to be beneficial both to themselves and to others.

AN OBSTACLE.

Though, on the whole, the importance of education, and of a high standard of education, is generally admitted, it is to be regretted that many people either explicitly hold the view or imply it by their attitude that children should be taught chiefly, if not entirely, what relates to the occupation belonging to their "station in life." It is thus often held that it is useless to give an advanced education to a carpenter, a domestic servant, or a driver. In fact, the fear is often expressed, with more or less clearness, that if an advanced education is given to all it will be difficult to obtain labour for certain employments. The assumption underlying this view is that educational policy should have the effect of so repressing or neglecting the development of certain children that they will be more or less obliged to take up certain kinds of work which are not generally regarded as desirable. Even the fairest analysis of the implications of this view will lay bare the underlying opinion that children from certain families or of a certain social status should not rise above the social and educational stratum in which they were born. Few people would, in a country like New Zealand, give explicit utterance to such views, but many people make it clear that these views are implicit in their attitude to educational matters. The position is therefore specifically set out in order that the trend of such views, so inimical to true educational progress and true democracy, may be discussed, that the opinions referred to may be denounced or repudiated, and that the obstacle they present to progress may be removed.

The report of the Departmental Committee above referred to states, "The remedy is nothing less than a complete change of temper and outlook on the part of the people of this country as to what they mean, through the forces of industry and society, to make of their boys and girls. Can the age of adolescence be brought out of the purview of economic exploitation and into that of the social conscience? Can the conception of the juvenile as primarily a little wage-earner be replaced by the conception of the juvenile as primarily the workman and citizen in training? Can it be established that the educational purpose is to be the dominating one, without as well as within the school doors, during those formative years between twelve and eighteen? If not, clearly no remedies at all are possible in the absence of the will by which alone they could be rendered effective.

REVENUE-PRODUCING AGENCIES.

There is another obstacle to progress which has long barred the advance of educational administration: this is the view, often explicitly stated, and unfortunately to a great extent made operative, that public services should receive