a Wool department, and a Smith's workshop, will be complete enough to form a worthy memorial to the Statesman whose sympathy with the workers was so keen, and of whose policy the development of technical education formed so large a part. Provision will there be made for thoroughly equipping the workers for their callings and for the cultivation of those wider and more intellectual and social interests which are of such importance in the training of the citizen.

A Technical Day School.

LINK BETWEEN PRIMARY SCHOOL AND TECHNICAL COLLEGE—SCHEME OUTLINED.

The Director proposes that the building and equipment of the Technical College should be utilised during the day for a Technical day school, as is commonly done in the case of Technical Colleges and Institutes in Great Britain. Such a day school has been established with great success in connection with the Wellington Technical School where, in 1905, when the day school started, the entry was 160 pupils, while at the beginning of 1906 the entry was about 280, an

MR. S. HURST SEAGER, ARCHITECT.

increase in one year of about 120. The same has been done in Auckland this year, and the Director understands that there the entry exceeds accommodation. The object of the school would be to provide for boys and girls from about fourteen years of age upwards, such an education as will enable them more readily to become skilled in the occupations which they take up. It is intended, in short, to be to the skilled artisan, mechanic, clerk, or farmer what the ordinary secondary school is intended to be for the professional classes.

Owing to the changed conditions of labour, the old system of apprenticeship is falling into disuse and, where it survives in a modified form the apprentices are required to get instruction elsewhere in the principles of the trade. If, therefore, the supply of skilled artisans and mechanics is to be maintained, a new method of training must be initiated. The Technical day school is intended to lay a sound foundation for this, and if the proper equipment is forthcoming, a pupil who goes through a three or four years' course at the school will be far better able to master what yet remains to be learned of his trade than an apprentice of the same age trained under the old system.

MR. HALL
(Building Construction and Drawing.)

The proposed course of education is briefly as follows:—For the first year the subjects necessary to a sound general education will be taught, such as are indicated in the public school syllabus for standard vii., while special attention will be paid to practical work in elementary science for both sexes, to manual training in wood and metal for boys, and to cookery and advanced plain needlework for girls.

No foreign language will be taught, not because training in them is not held to be valuable, but because under the conditions of our life here they are not at present essential, and their omission will permit more attention to be given to the study of English and more immediately important subjects.

In subsequent years while the instruction in certain subjects will be the same for all pupils, in others they will be allowed to choose their course according to the occupation they intend to pursue. The optional courses will be as follows:—

A. Boys.—(1) Commerce; (2) Building trades; (3) Engineering trades; (4) Agriculture and Horticulture; B. Girls.—(1) Domestic pursuits; (2) Commerce.

When the pupils leave the day school and enter upon their trade, it is intended that they shall continue to receive instruction in its higher branches in the evening classes. It will be seen that the day school will thus form an important link between the Primary School and the Technical College, and, in the case of those who wish to qualify for higher positions in industry and commerce, to Canterbury College. Christchurch will then have, on the technical side as well on the professional side, a scheme of education as complete as circumstances will allow.

It may here be stated that the course in agriculture and horticulture is directly intended to encourage town boys to engage in these pursuits by giving them an opportunity to learn their principles and acquire some knowledge of their practice, and thus do something to counteract the growing migration to the towns.

MR. G. T. BOOTH (closely identified with the movement from the beginning)

MR. HARRIS (of the Staff)

Reasons for a Technical Day School.

(From a memorandum by the Director, Mr. John H. Howell.)

A lad leaves school from twelve to fourteen years of age and is sent to the office or to the shop. If the parents are anxious about the lad's education and he is industrious, he may be sent to the evening classes for three or four nights a week. This means that for half the week the lad leaves work at five or sometimes six, goes home to change and tea, back to classes at seven, and home between 9-30 and 10 p.m. Moreover, if he is to profit to the full, home work must be done equal to at least another evening's work. Any teacher will realise how little can in general be accomplished under these circumstances. This proves the vital necessity for a technical day school.

Suppose on the other hand, that the lad postpones attending evening classes until he is seventeen. Experience shows that for the most part the habits of spending the evening formed in the intervening years are hard to break through, and where the effort is made the power to profit by instruction is to a large