

ITINERARY.

July 12.—Left Auckland.

July 31.—Arrived Vancouver.

August 1.—Visited school buildings at Vancouver.

August 2-7.—Travelling across Canada.

August 9-17.—Imperial Conference and functions in connection therewith.

August 18-25.—At Toronto, inquiring into—(a) General system of education; (b) training of teachers; (c) open-air schools; (d) plans of school buildings; (e) organized play; (f) use of the grafanola in teaching appreciation of music, singing, and elocution; (g) the use of the cinema in schools; (h) the Juvenile Court and the treatment of juvenile delinquents.

August 26-31.—Visited Montreal and Quebec. Inspected school buildings and inquired into systems of education.

September 1-6.—At Ottawa. Visited city and rural schools.

September 7-13.—Visited schools in Toronto and in Hamilton.

September 14-18.—At Washington. Interviewed heads of departments in the Bureau of Education.

September 19.—At Trenton, N.J. Visited junior high schools and teachers' training college.

September 20.—At Newark, N.J. Visited junior high schools.

September 21.—At Montclair, N.J. Visited junior high schools.

September 22.—At Flemington, N.J. Investigated rural and health work.

September 23.—At Hartford, Conn. Rural and health work.

September 24-30.—In New York. Visited elementary schools, Teachers' College, and Horace Mann Schools.

October 3.—At Rochester, N.Y. Visited two junior high schools.

October 4.—At Cleveland, O. Visited two junior high schools.

October 5.—At Ypsilanti, Mich. Visited Teachers' Training College.

October 6.—At Kalamazoo, Mich. Visited Teachers' Training College and inquired into rural work.

October 7-8.—At Chicago. Visited Francis Parker Schools and interviewed Supervisor of Rural Work for Cook County.

October 10-11.—At Cedar Falls, Iowa. Visited consolidated schools.

October 13-14.—At Fort Collins, Colo. Visited consolidated schools.

October 16-17.—At Los Angeles, Cal. Visited elementary and junior high schools.

October 19-28.—At San Francisco and Sacramento. Visited elementary, junior high, and consolidated schools in the neighbourhood.

October 29.—Left for New Zealand.

REPORT.

The Imperial Conference at Toronto was opened on the 10th August, when nearly two hundred representatives were present from all over the British Empire. The chair was taken by the Hon. R. H. Grant, Minister of Education, Ontario, and addresses of welcome were delivered by the Prime Minister, the Mayor of Toronto, and others.

A large number of topics (some thirty-three in all) were set down for discussion by the Conference. Papers on these had been prepared and sent in beforehand: these had been printed in pamphlet form (I have already forwarded you a copy) and were issued to the assembled representatives at the commencement of the Conference. These were "taken as read," but the writer of each was allowed ten minutes to give a synopsis of his paper, and half an hour was allowed for general discussion—each speaker being restricted to five minutes. With so many representatives, numbers of whom were interested in many of the papers, it will be readily understood that it was not an easy thing to "catch the speaker's eye," consequently the discussions were vigorous and animated.

I spoke on the question of Imperial co-operation in education, to support the proposals for interchange of teachers within the Empire, urging (a) the importance of giving our teachers the opportunity of getting a personal knowledge of the great Commonwealth to which they belong, and pointing out the broadening effect such travel must have upon their teaching; (b) that such interchange, in promoting a more accurate knowledge of, and introducing a closer personal touch with, the overseas dominions should result in directing and encouraging emigration within the Empire; (c) that, in order to induce teachers to interchange while still young the matriculation certificate of any British university should be accepted throughout the Empire as a satisfactory evidence of academic attainments to qualify for, say, a two-years provisional certificate for teaching in elementary schools; and that a degree awarded by any British university should be similarly accepted as a qualification for employment in any secondary school. (This last point (c) was a suggestion made to me before leaving Auckland by Mr. E. C. Purdie.) These points were very heartily endorsed and supported by succeeding speakers.

When the question of health was under consideration I outlined for the Conference what we in New Zealand are doing in—(a) The Plunket Nurse system, and (b) medical inspection and physical education. Members of the Conference were particularly interested in your scheme for training women to render "first aid" in the case of dental trouble among school-children.

I took advantage of a discussion on secondary education to ask for results of experience with junior high or intermediate schools. As a result I obtained some little information on this subject