

from Mr. B. M. Allen, Deputy Director of Education for the London County Council, and from a lady representative engaged in teaching in a school of this type in Reading, England. Both spoke in high terms of the work that is being done in these schools.

The proceedings throughout the different sessions were marked by the greatest enthusiasm, a noticeable feature being the feeling of intense loyalty and devotion that was displayed by all present to the ideals and traditions of the British Empire. Representatives felt that the Conference was a source of inspiration to all concerned in education, and that it was a privilege to be a member of such a gathering.

THE AGRICULTURE COLLEGE AT GUELPH.

Among the visits arranged for the entertainment of representatives to the Conference was one to this college, an institution which is doing exceedingly fine work for agriculture in the Province of Ontario.

In case the information is not already in the possession of our Agriculture Department, I noted two or three results to which our attention was particularly called as being of special value, and which should prove of equal value to farmers in New Zealand. These were:—

- (1.) They have improved a strain of sunflower to yield some 20 tons of fodder per acre. This sunflower, mixed half and half with green maize to make ensilage, is found to prove a specially valuable food for milking-cows.
- (2.) Experiments have proved that in growing grain for fowl-food, if oats and barley be mixed in the proportion of bushel for bushel in the sowing, the yield is increased by some 200 lb. per acre.
- (3.) Considerable attention is being given at present to the growing of a new fodder plant—"sweet clover"—a plant quite unlike the ordinary clovers, and one that gives a very heavy yield of valuable fodder.

If further information is desired on any of these points, I am sure that Dr. Zavitz, of Guelph, will be very pleased to supply it.

GENERAL REMARKS ON EDUCATION IN CANADA AND THE UNITED STATES.

A teacher from New Zealand who is visiting these countries is at once struck by the complete lack of uniformity manifest in education, for there is no national system, as we understand it, in either country. In Canada each province has its own system, and within the province the standard is by no means uniform, for the expenditure on education is, in the main, a matter for the particular locality, hence there are marked differences within a few miles in buildings, equipment, size of classes, and salaries. In the United States these differences are even more marked. Each State is jealous of interference on the part of the Federal Government, and each locality seems to be jealous of interference on the part even of its own State. There is no doubt that the troubles of one hundred and fifty years ago with England have left an abiding impression upon the minds of the people of America.

These differences are brought out very clearly in the varying costs of education in different localities. (N.B.—In expressing dollars in our money I have divided by four. This is about correct for Canada, but it makes the amount in sterling slightly *less* than it should be compared with United States' money. The rate of exchange, while I was in that country, varied between 3.70 and 3.90). Montclair, a well-to-do suburb of New York, spends on salaries and maintenance £30 per annum per child for primary and secondary education. Rochester, N.Y., and Cleveland, O., each spend almost an equal amount. Oakland, in California, spends £22 10s. per child for primary and £40 per pupil for secondary education. These expenditures are common in the northern and north-western States, but many of the southern States do not spend more than a sixth or even an eighth of these amounts on their public schools. There, many of the schools are for negroes only; they are frequently taught by negroes, who are themselves seldom educated beyond the Fifth or Sixth Standard, and whose pay is a mere pittance. Again, some States pay the State Superintendent of Schools more than they pay the State Governor. The Superintendent of Schools in Los Angeles (a lady) receives a salary of £2,000 per annum. There are a number of State and City Superintendents who draw salaries of from £2,000 to £2,500, while the Superintendent of Schools in Oakland, Cal., is paid £2,750 per annum. On the other hand, some State Superintendents receive as little as £500 per annum.

Administration.

The chief educational authority in each province of Canada is the Department of Education. (In Quebec it is called the Department of Public Instruction.) In Quebec the Department of Public Instruction is completely separated from the sphere of politics. In the other provinces the chief officer is either a member of the Executive Council, or all the members of the Executive Council (with expert advisers) form the Board of Education. In Ontario and the provinces to the west there is a Minister of Education who is advised by a Council of Education more or less like our own. A local Board of Education or Board of Trustees is elected by each municipality or rural district, and this local Board has the power to levy rates to cover the cost of maintenance. Capital expenditure, raised by way of loan, must be approved by vote of the taxpayers.

In the United States, education is much mixed up with politics. There is usually a State Department of Education, but the State Superintendent of Education is elected by popular vote, and the result is sometimes most unfortunate for the schools. In the municipalities the local Board of Education is usually appointed by the Mayor, and this Board then appoints the City Superintendent. The County Superintendent is elected by the taxpayers of the county. (Superintendent = our Inspector). These systems of election and appointment, however, vary in different States.