

further interest to know that the time required for voting the whole Oregon ballot—candidates and measures—was from 2½ to 6 minutes. Is it not worth while for a citizen to spend 6 minutes, or 12 or 24 minutes one day in two years to get what he wants at the ballot box and to refuse what he does not want? And isn't that as true of Illinois and New York voters as of Oregon voters?

W. G. EGGLESTON.

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EDUCATION IN NEW ZEALAND.*

Reviewing New Zealand's system of education from the democratic standpoint, it may reasonably be claimed that for so young a country and so small a population, very liberal provision is made in the interest of free education.

In order, however, that the system may be understood a brief outline of its development will be necessary.

From the year 1853 to the end of 1876 New Zealand was divided in provinces under separate governments, and shortly after their constitution each of the Provincial Governments instituted some system of education.

In all these systems the primary schools were administered by local committees and by a central board or other authority at the Provincial capital. The cost of education was variously paid out of capitation charges on householders and children, rates on property, fees and donations, and out of grants from the Provincial treasuries; and provision was made for religious instruction.

Not unnaturally the educational ideals set up and the interest in education varied considerably in the several Provinces.

In 1876 the Provincial Governments were abolished and a central governing body was constituted. But it was not until the beginning of 1878 that the Provincial systems of education were superseded by the present national system, which differs from its predecessors in being at once free, secular and compulsory.

It still, however, bears traces of its Provincial origin, for the Inspectors of Schools and the teachers are officers of local education boards, and not of the Department.

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For the purposes of primary education New Zealand is divided into thirteen Education Districts.

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more or less co-extensive with the old Provinces or with subdivisions of them. In each Education District there is an Education Board composed of nine members; and, subject to the conditions imposed by the Education Act or by a Board's regulations, the local management of a school, or in some cases a small group of schools, is in the hands of a school committee consisting of from five to nine members.

The Education Department, the central authority, is presided over by the Minister of Education.

It exercises a general supervision and control over primary, secondary, and technical education, and distributes to the different local authorities the statutory grants and sums voted annually by Parliament. It has also direct control of primary schools for the Maori race, and of special schools such as those for blind, deaf, or neglected children.

From the year 1878 to 1901 the primary schools were maintained mainly by a statutory grant out of the consolidated revenue of the Colony at the rate of £3 15s a year, for every unit of the average daily attendance. There were also grants averaging £45,000 a year for the erection and maintenance of school buildings. Each Board had its own scale for the staffing of schools, and for the salaries paid to teachers. In both these important matters there were very considerable differences when one district was compared with another. But "The Public School Teachers' Salaries Act, 1901" made the staffing of the schools and the remuneration of the teachers uniform in all districts. The salaries are now paid by the Department through the Boards and for administration each Board gets a sum of £250, together with a capitation grant of 11s 3d per head on the average attendance.

Special grants are made to Boards for school buildings in newly settled districts, and for such additions as are rendered necessary by the increase of settlement or population in older settled districts.

No part of the cost of primary education is a direct charge upon any local authority, but all cost is met out of the Consolidated Fund of the Dominion of New Zealand. For the special purposes of their schools, however, committees annually raise considerable sums by means of entertainments or in other ways. In the case of secondary schools subsidies are payable by the Government on moneys so raised.

Broadly stated, the policy of the State in regard to education is to provide that no child shall

grow up without some education, and that every facility shall be given to every person to receive free education according to his or her ability.

From the point of view of compulsion there is all the machinery for enforcing regular attendance and for providing homes and education for neglected, defective, or uncontrollable children. If not regularly receiving instruction in a private school or in some other satisfactory way, a child is compelled to attend a public school from the age of seven until he has passed the fifth standard or has reached the age of fourteen.

There are also institutions for the blind, for deaf-mutes, for children mentally defective, and for youths of both sexes for whom some restraint is necessary. Where the state is compelled to take charge of children these are carefully classified, and, according to the amount of restraint that is considered necessary and to the general circumstances of each case, a suitable institution is selected or a suitable home with a private family is provided. For instance, if over school age a boy may be boarded out where he can learn some occupation or trade, or he may be sent to the Weraroa Boys' Training Farm, where he is taught farming and is under supervision and control.

Facilities for obtaining free education beyond the compulsory course laid down for the primary schools, are not neglected.

If, on the completion of the primary-school course a boy or girl obtains a Certificate of Proficiency in Standard VI, many educational avenues are open to him at the expense of the state. He is entitled to a free place in a High School,* a District High School, a Technical High School, or at an Evening Technical School, where, by continued effort and good conduct, he may in general receive instruction for four or five years.

At the High School (which is generally in a larger center) he may receive such instruction as will enable him to pass the entrance examination to the learned professions, or to qualify for admission to a University College. He may also be taught Woodwork, Agriculture, or other subjects of manual and technical instruction, while a girl may be trained in domestic subjects.

In the District High School (which is usually in a smaller center and is a primary school at which in a separate department and under special teachers provision is made for secondary instruction) the free-place holder may prepare for the

same examinations. But the policy of the Department is opposed to making the main object of the course at the District High School the passing of such an examination, for it is strongly felt that in rural districts the secondary education should be made to bear strongly on the occupations of the people of that district. In many districts this policy has been warmly welcomed and heartily adopted, and, as the state provides the necessary equipment and gives grants to defray the cost, instruction in the principles of Agriculture nearly always forms an important feature of the course, while Dairying is also widely taught, as are also Woodwork and Cookery.

Most of the High Schools and many of the District High Schools are provided with well-equipped science laboratories.

If the holder of a Certificate of Proficiency does not attend a High School or a District High School, he may, in a larger center, attend a Technical High School during the day, or, if employed in the daytime, may attend one of the Evening Technical Schools which are established in both the larger and the smaller centers.

In addition to the free places just described there are two chief classes of scholarships which carry with them pecuniary assistance: (a) Boards' Scholarships, for which 1s 6d per head on the average attendance at the public primary schools is payable to Boards, and (b) Junior National Scholarships, which are directly controlled by the Department, one condition of these being that the parent of the holder must be in receipt of an income of not more than £250 per annum. Either class of scholarship entitles the holder to a free place, to a sum of money (generally £10), and, if he has to live away from home, to a boarding allowance of £30.

The following figures may help to give an idea of the proportion of free secondary education to the compulsory primary education. The figures are for 1909 unless specifically stated otherwise:

Population of New Zealand (1906), including	
47,731 Maoris	936,309
Public Primary Schools.....	2,057
Maori Village Schools.....	94
Children on the roll of Primary Schools, including Maoris	155,542
Pupils in Class S. VI in Primary Schools, including Maoris	10,121
Free Place Holders in High Schools.....	3,295
Free Place Holders in District High Schools..	1,891
Free Place Holders in Technical High Schools.	846
Free Place Holders in Evening Technical Schools	1,361
Maoris holding Free Places or Scholarships in Maori Secondary Schools.....	128
Boards' Scholars	533
Junior National Scholars.....	108

*Only one high school does not admit free pupils under the general system. Instead of so doing it annually grants a number of scholarships.

Further still, opportunities are afforded for obtaining free college education.*

On the results of an examination called the "Junior University Scholarship Examination" the University annually awards scholarships called variously "Junior University Scholarships" and Senior National Scholarships, the money for the latter being paid directly by the state and that for the former being paid by the University out of its statutory grant. The holder of such scholarship receives £20 a year in addition to fees (these in the case of the medical students amounting to about £100 for the three years), and, when compelled to live away from home for the purpose of prosecuting his studies, a further sum of £30.

These scholarships are tenable for three years, and are intended to enable a student to graduate or pursue the greater part of the course in Arts, Science, Medicine, Engineering, Mining, etc. There are also several other scholarships provided directly or indirectly by the state. But on the Junior University Scholarship Examination certain local and privately endowed scholarships (about 37 in number) are also awarded, and all candidates who obtain credit at the examination are entitled to hold bursaries which meet the cost of the College fees up to £20 a year for three years. Scholarships may also be competed for during the degree course, the Senior University Scholarships and other scholarships numbering 22 being offered annually, in addition to various other local exhibitions and scholarships.

The chief scholarships awarded at the end of the University course are Rhodes' Scholarships, the 1851 Exhibition Science Scholarships, and a medical traveling scholarship. These three, all traveling scholarships, are tenable abroad. There are also four New Zealand Research Scholarships of £100 per annum, with laboratory fees and expenses, which are offered by the Government for research likely to be of benefit to the industries of the Dominion.

Another important aspect of free education must not be overlooked.

There are four Training Colleges for teachers, the principals of which are also lecturers on Education at the University Colleges. Approved students admitted to the Training College are not only admitted free but receive either £10 or £30 per annum according to the class of student, together with a boarding allowance of £30 if com-

*In the four largest centers there are University Colleges where the ordinary Art and Science subjects are taught. Special provision is also made for instruction in Mining, Dentistry, Law, Veterinary Science, Agriculture, and Domestic Science.

elled to live away from home for the purpose of prosecuting their studies, and have their fees paid to all University College classes approved by the Principal.

The following table shows the scholarships, etc., held during the year 1909:

Junior University Scholarships, Senior National Scholarships and other similar scholarships....	76
Senior University Scholarships and other similar scholarships	14
Bursaries (payment of fees).....	34
Other Scholarships and Exhibitions.....	31
Students at Training.....	319

The New Zealand University is merely an examining body, the teaching being done at affiliated colleges. Its revenues are derived mainly from an annual statutory grant of £3,000 from the Government, from examination and diploma fees, and from the interest on the savings of past years. Of the £3,000 it has been the practice to devote one-half to the Scholarship Fund, and it may therefore be said that indirectly the whole of the University Scholarship Fund is provided by the state.



High Schools and District High Schools are numerous, and the railways are available for the free carriage of pupils.

Given the requisite ability and diligence on the part of pupils, every boy and girl in the Dominion can qualify for admission to our highest teaching institutions, or can lay a good foundation for the pursuit of a trade or profession, for the doors of our secondary educational institutions are open wide.

The obtaining of a free University training makes greater calls upon the aspirant than does free secondary education—more conspicuous ability, more self-sacrifice, and greater diligence. But even here the facilities are greater than would appear on the surface. Most of the classes in Law, Arts, and Science are held during the evening, and, the fees being low, a young man or woman living in any of the four centers where the University Colleges are established has the opportunity to participate in their benefits, and even to obtain a degree.

It is not for me to say here whether the doors of our University Colleges are or are not sufficiently widely open. But when in addition to the 37 private and locally endowed scholarships the state has made provision for the free training of its teachers, and, by liberal scholarships and by bursaries practically unlimited in number, has enabled so many young men and women to obtain free University education, it must be seen that New

Zealand recognizes the importance of educating its best material as highly as possible.

GEO. FOWLDS.

EDITORIAL CORRESPONDENCE

POLITICAL PROGRESS IN MICHIGAN.

Detroit, Jan. 6.

Gov. Chase S. Osborn, of Michigan, who starts out with the announcement that he will not seek a re-nomination, recommends in his message to the legislature now in session at Lansing, legislation that is making the conservatives and reactionaries howl with rage.

He was supposed to be "safe and sane," and back of him in the fight for his election were most of the Big Business elements of the State. He was especially favored by the Upper Peninsula, where in fact he has long resided, as a fit person to put in the Governor's chair to head off any attempt of the Grange element or organized Labor to place a specific tax on iron or copper ore. Yet in his first message he recommends:

A tax on royalties.

Raising all revenue for State purposes from a tax on corporations.

The Recall.

Taking away from the legislature all power to thwart the Referendum.

A graduated income tax on credits, in place of assessing them.

A State insurance fund for laborers injured in their occupations.

That saloons be limited to one to each 1,000 of population, and the abolition of "government by saloon and rule by brewery."

The repeal of most of the laws establishing such boards as horseshoers, barbers, salt inspection, oil inspection.

Abolition of taxes on mortgages, to be replaced by a small fee for recording, which banks as well as individuals must pay.

Abolition of prison contract system.

The Governor also told the legislators that the State Militia is "topheavy with gold lace and adjutant generals"; that local option is good, for out of it can come improved conditions; that a State bureau should be created to purchase supplies for all State institutions; that a man who neglects his duty of voting should be disqualified for a certain length of time; that the legislators should give up junkets and work one more day a week, instead of adjourning every Friday until Monday night, and that it would be a good thing if the Governor was elected for four years, coupled with the power of Recall.

Of course a considerable number of these recommendations are in the nature of palliatives, while others might not be effective in doing away with the economic ills at which they are aimed; yet never before has a Michigan governor made so many recommendations of a radical nature in his message to the legislature.

While praising the new State Constitution as formulated by honest minded men, he says the Constitutional convention was "dominated by corporation lawyers" who had no faith in the people and did all they could to make it hard if not impossible for

the ordinary citizen to have any voice in the government.

This message occupies nine columns of ordinary newspaper print, and is bristling with recommendations for economy in the transaction of the State's business, and equity in the collection of taxes; and as Gov. Osborn has started out by demanding the resignation of the members of the State board of pardons, which has recently released some notorious cold-blooded murderers, and threatens to investigate every State board, most of them tainted with politics, it looks as if several million eyes will be on Michigan during the next two years.

It now remains to be seen whether he can induce the legislative solons of the State to legislate his reforms into the statute books.

JUDSON GRENELL.

INCIDENTAL SUGGESTIONS

OWNERSHIP.

Chicago.

To be the owner of anything, that thing must be a product of industry.

No persons own land—never did nor ever will. They simply have a legal privilege to hold it for use or speculation. No man ever did or ever can make land, therefore it cannot be owned.

A company is organized to build a railroad. The first thing they do is to secure the right of way, a legal privilege. Then they grade, build bridges, lay tracks, build stations, cars, locomotives, etc. These are labor products and can be owned.

Or, a farmer wants to raise grain, fruit, vegetables or stock. He first gets title to some land, a legal privilege; then he sows, reaps, etc., and the products are property, because produced by labor. Nothing but products of industry are really property.

A company is organized to mine iron ore. They must first find ground that contains iron. But that ground is not property. The same with coal, or any other mineral.

When anyone says "I own this land," he does not state the fact; it is only a legal privilege he has.

When governments tax products of industry, they really contribute to holders of legal privilege.

When will people comprehend the senselessness of continuing to tax rightful property for the purpose of aiding holders of legal privilege?

Abolish all taxes, and require each holder of legal privilege to pay a percentage on its value. Then no one can afford to hold the privilege out of use.

When this is done, no one will ever be out of employment, for land is plentiful but not now put to its best use.

When it is put to its best use, opportunity for employment will be abundant for everyone; and then poverty will never be feared any more.

Poverty is the cause of vice, crime, murder, suicide, war—ten times more than all other causes combined.

E. W. ELDRIDGE.

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Make money; and the whole nation will conspire to call you a gentleman.—George Bernard Shaw.