

selected. In this case also the amount is not adequate for the development of the school on satisfactory lines. Accordingly, if the present arrangements are maintained, New Zealand is committed to the maintenance of three agricultural schools within the University, not one of which can continue efficiently without a considerable increase in the national expenditure.

Danger of obtaining second-rate results.

The question which the Government of New Zealand must decide, and at once, is whether the example of countries which have made a success of agricultural education in its highest aspects is to be followed, and whether the principle is to be accepted that the best possible training for the future directive staff of the agricultural army is the only sound policy. Second-rate and third-rate agricultural "experts" are a hindrance and a danger to agricultural progress. New countries suffer greatly from such guidance.

Efficient School of Agriculture very costly.

A properly equipped University School of Agriculture must have a staff adequate to provide a sufficient variety of courses to produce the different specialists the country requires. But to do this efficiently involves a very heavy expenditure on staff and equipment. Taking a few well-known college courses, we find that the Macdonald College of the McGill University, Canada, employs in its School of Agriculture no fewer than thirty-two professors, lecturers, and other teachers, all of them save three being university graduates. It is true that some members of the staff take classes in the two schools associated with agriculture in the College, the School for Rural Teachers and the School of Household Science; but the fact remains that the necessities of the agricultural students demand a very complete staff of highly trained specialist teachers. The College provides agricultural courses of varying duration, that for the Bachelor's degree extending over four years.

The Ontario Agricultural College at Guelph is also one of well-established reputation. It numbers on its staff some fifty-seven professors and other teachers, the great majority of whom are employed in agricultural subjects. The College also provides a department of home economics. The purpose of this College is not to train university graduates, but "to train the young farmers of Ontario in the best practices and the science of good farming, and, secondly, to conduct experiments in all branches of agriculture, the results of which are to be published for the benefit of the farmers of the province."

It will be seen from the liberal provision of teaching staff that the authorities recognize that agricultural education that is worth while must be liberally financed.

State College of Agriculture in Iowa, U.S.A.

Lastly, we quote the example of one of the many colleges in the United States, the Iowa State College of Agriculture and Mechanic Arts. Iowa is about two-thirds of the size of New Zealand and has a population of two and a quarter millions. The College offers courses in agriculture, home economics, veterinary science, engineering, industrial science, and advanced courses for graduates. Students are grouped in divisions, *e.g.*,—

- (1.) Secondary course (three years), for those who cannot reach the standard of university courses.
- (2.) Undergraduate course (four years), for those who intend to take a degree.
- (3.) Graduate course, for training in advanced work as specialists in branches of agriculture.
- (4.) Winter short courses, for farmers and their wives and daughters.

The staff comprised in 1916 some 55 professors, 57 associate professors, and 196 assistants; in all, 308 members. Of these, 54 were members of the agricultural experiment station maintained in the College. The number of students in 1916 was as follows:—

1. Agriculture:—

(a.) Graduate Division	..	..	..	..	115
(b.) Undergraduates (four-year course)	..	..	..	..	975
(c.) Secondary course (three-year course)	..	..	..	..	213
(d.) Winter short courses	..	..	..	..	2,469
					3,772