

99. Do you think the certificate of any of these men you name would be accepted, not by the professors in England, but by the public?—I could not say that.

100. Is there any reason why they should not be?—No.

101. If you admit that, is there any reason why the examination for the degree should not be taken here?—A degree covers the whole ground of a man's training.

102. Would you argue from your own personal experience that a man who wanted to be trained for medicine could be trained at evening lectures?—No, he would have to go during the whole time for that.

103. Do you argue that a dentist could do so in Otago?—No.

104. Or that a teacher does so or could do so?—Not fully, although many of our teachers have risen in their grades through attending night-work.

105. I mean a teacher as a professional?—I think the professional men would have to go through the whole of the work.

106. Then you do draw a distinction between those who go there for the whole of the time and those who go for the night-work?—Yes.

107. Do you not think it would be an advantage to have the work taken at separate institutions?—No. It might be necessary to help the professors with tutorial assistance to carry through the system satisfactorily. I should be very sorry indeed if anything were done to lower the status of the night-school work.

108. Would there be any disability if their education were handed over to a separate institution?—I say it is well for the men who have to go to business avocations during the day that they should be associated with those who are going into other professions—with the lawyer, the teacher, and the divinity students and so on—that they should be associated in the common room, debating, and sport clubs of the University. It would have a tendency to make them better men and better citizens, and it would be altogether a pity and a wrong if they were to be handed over to a separate institution and withdrawn from the University atmosphere.

109. Do you think a student going day after day and taking the three-years course for the arts degree can be compared with the student who is attending the night-school? What is the product of the two?—The longer the time a man can give to his study the better.

110. If that is so would you favour, with regard to the night student, the time being extended for his degree—say, to four years for the arts course?—That would be putting a disability on him.

111. Do you argue for two standards in the degree?—No. I do not see why the pass student's qualification should be above what it is now. Our Auckland professors devote all the morning to the honours work, and go through the other work at night-time.

112. I understand that you argue that the ordinary B.A. degree is a degree that a man could cover by a night course?—Yes, I think it should not be made so severe that men could not undertake it.

113. Would that degree be equivalent to the Oxford or Cambridge degree—would it not be lowering it?—It has been accepted as a good degree. I was a night student myself, and should not like to have missed that intellectual privilege. I feel for those who are not in a position to attend throughout the day, and I want to maintain that privilege.

114. I want to get at the standard of the work?—It is a good standard.

115. Is the ordinary B.A. degree lower or higher than that of Oxford or Cambridge?—I have always believed that the B.A. degree was somewhat higher than that of Oxford or Cambridge pass degree.

116. Can you give us any authority for that?—I think Professor Thomas and Professor Brown will indorse that.

117. With regard to libraries and finance, do you think there is any necessity for setting up a Commission to find if we want more money for libraries?—I do not.

118. Or with regard to finance?—No.

119. Are they not both admitted?—I think they are. I do not want to stand in the way.

120. *Mr. Poole.*] You say that the New Zealand University stands high in the Old Country?—Yes.

121. Is it a fact that you are fighting for the continuance of the external examinations because you believe it will maintain the high standard of your local educational work—is that your reason?—That is the reason, sir.

122. You think the abolition of the Old Country examinations would be calculated to lower the standard of university work here in the minds of people abroad?—Yes. I think the time has not come for any other system, and that is why I am opposing such.

THURSDAY, 14TH SEPTEMBER, 1911.

Professor T. A. HUNTER recalled. (No. 10.)

1. *The Chairman.*] I understood you to say, Professor, that you were not in favour of the professors examining by themselves—that is, without an assessor?—No, I am not in favour of any individual professor passing his students. I am in favour of a Board of Professors.

2. Will you give your reasons why you are not in favour of the individual professor?—I can see that if each professor examines his own students we shall have four different standards throughout New Zealand, for each professor would fix his own standard.