

petent and untrustworthy, for if they are competent and trustworthy there is no reason why they should not be examiners, as are the professors in Canada and Australia. Now, if a system stigmatizes a man as untrustworthy and incompetent, he tends to become so. The worst effect of the examination system has been that it countenances the appointment of incompetent professors. I might say the true principles of examination seem to me to be put forward with unequalled insight and lucidity by Professor J. T. Wilson, F.R.S., on page 185 of "University Reform in New Zealand." The failure of our university system is most clearly shown in three other directions—the neglect of research, the absence of any university teaching in agriculture and veterinary science—sciences underlying the industries upon which the whole prosperity of New Zealand is dependent—and the serious neglect of university libraries. The pastoral industries are the backbone of New Zealand. The other industries—or many of them—are insignificant compared with them; yet none of the University Colleges teach agricultural science or veterinary science. The University merely grants degrees which, alone, are an absurdity. The Canterbury Agricultural College at Lincoln has a staff of six, but of this staff of six three teach the subjects chemistry, biology, and mathematics; so there are only three left to teach agriculture and veterinary science, one of whom has to be the head of the college, and has, of course, a lot of administrative work. I do not think it is necessary for me to go to any length to prove that you cannot, with any good result, go on manufacturing degrees such as that in agriculture when you have just to appoint a few English examiners. With this college in mind, I do not think it can be said that the degree in agriculture does any real good to New Zealand in agriculture or veterinary science. My last subject is the question of research in New Zealand. The first point is, how has research been treated in the past in New Zealand? The relation of the University to research is that it grants certain degrees after a thesis has been printed. But it is only in the case of doctors' degrees that the thesis is the only requirement to obtain a degree. In fact, as far as the University is concerned, its recognition begins and ends in taking original work into account for degrees. It has never given scholarships for research or helped it in any way by money. The colleges are too overburdened with ordinary teaching work to enable them to promote research in any way. There has been a good deal of research-work done, but it has been done through the energy and initiative of the professor, not because of the assistance given to it by the Senate or the College Councils. It must be said that in some cases the College Councils have known that research has been going on, and they have been somewhat more liberal in their grants to the department concerned. The value of research is fully stated in the pamphlet, and I think you are pretty well all aware of its subjective value to the student and the community. The student who applies himself to research in the university attack a difficult problem, and is thereby better equipped to attack and solve future problems in his life and profession. Take the case of an agricultural student: if he has solved some problem in agriculture, involving such problems as may arise in his future work, he is thereby as perfectly equipped as possible, and as far as the present teaching methods can make him. Then there is the actual value of the products of research to the community. It might be definitely stated that the present position of Germany—the commanding position she occupies—is mainly attributable to her universities. One could give innumerable examples of the value university research has been to the German nation. But we do not need to go so far as Germany. We only need to go to Australia to see the value of original investigation there. It is mentioned in the pamphlet before you that William Farrer, by growing new types of wheat, has produced varieties which have been invaluable to Australia, and the newspapers over there have been filled with articles having reference to the value of these wheats. So that even from the low point of view of monetary profit the State would be well advised to encourage research in order to get an immediate return from its expenditure. The finest results in Germany have been obtained from a different point of view. The view is that if you encourage science as such, in the long-run that is a greater advantage to industry than any other possible policy. The accuracy of the pamphlet has been called into question in two places. One is in regard to the percentage which occurs on page 57, where it says, "the residue of fees (£10,000) is only 14 per cent. of the University revenue." That should be "only 16.6 per cent." The £6,600 should be deducted from both amounts. It should be deducted from £17,000 and £66,000, and therefore the fees, less scholarships, form 16.6 per cent. of the revenue of the university. The other question on which the accuracy of the pamphlet is attacked is where it states that law is taught in Otago University. This is the Calendar of the University of Otago for 1910; on page 129 you will see there were three lecturers on law; one has since resigned. I think we are justified, therefore, in saying that law is taught in Otago University.

4. *Mr. G. M. Thomson.*] Allow me to call your attention to another remarkable error in the pamphlet, on page 102, where it says the aggregate population of the Punjab is about 827,000. I think it is some 5,000,000?—The passage in question is quoted from a speech by Lord Cromer. The speech must be inaccurately quoted.

5. On page 12 you say, "one of the urgent needs of the University at the present time is that much greater care should be exercised henceforth in the selection of professors"?—Yes.

6. How do you propose to do that—is it not a question of supply and demand?—I mean the actual method. I can mention a specific case. A professor was appointed here in one of the colleges at a single meeting, without notice. I am informed. A motion was introduced that a certain gentleman be appointed. The professor was appointed at a salary of either £200 or £300 a year, and he was allowed the right of coaching. Well, I think it is possible to take more care than that in making appointments.

7. At page 43 you say that "a teacher not actively engaged in original research is unsuited, however good an instructor or coach he may be, to hold a university Chair." Do you consider that applies to teachers in the arts courses?—Yes, that is the view existing now in England, and which has existed for some time in Germany. No professor is appointed unless he has shown some originality in his subject. No doubt, in New Zealand it would be difficult to do research work