

had not access to books—and this is such a country—they lost all loftiness of ideal and became satisfied with the state of things in which they found themselves. Wellington students have the advantage that there are in the town the Assembly Library, the New Zealand Institute Library, and the Public Library, to all of which they have access. By a joint arrangement between the managers of these libraries and the college library, needless overlapping of books and periodicals is avoided. Yet even so the science student finds at every turn that he is unable to direct his work well, because he does not know what has already been done by other workers. The following instances, among an almost infinite number that could be given, show the position: In Campbell's University Text-book of Botany, page 93, is a very incomplete bibliography of the Fungi. So far as applied biology is concerned, there is scarcely a branch of the subject of more importance than this. It comprises thirty-one books instead of several hundred. Of these thirty-one, four are available in Wellington. Ray Lankester's "Zoology," No. 1, "Fishes," gives a bibliography of 514 publications. About one in five of these may be available, but that is a liberal calculation. The "International Catalogue of Scientific Literature" for 1908 gives a list of fifty-five papers for the year on the "Clotting of Blood." Of these not one is available here. Bateson, in his book on Mendel's "Principles of Heredity," page 369, gives 323 books on this most important subject. Possibly one in ten of these could be seen in Wellington. There is no reason to suppose that other sciences are in a much better position than biology so far as the provision of books is concerned. If this state of things be compared with what exists in Sydney, the disabilities under which the New Zealand student labours will be very evident. I may perhaps give this instance: A New Zealand student had worked for three years at a most important piece of work, kept back all the time by one particular difficulty: the information he needed on that point was not to be got here. Going to Sydney he took with him a list of nine books that could not be consulted in New Zealand. In the Fisher Library eight of these books were available. He found in one of these information published two years before dealing with his special difficulty. He had wasted two years. In the circumstances there is no reason why he or any other New Zealand student should not waste half a lifetime doing what other people have already done. There are many branches of research with regard to which New Zealand students ought to be advised by their professors that they should go to Sydney or some other place where books are available. I have not dealt with the subject of research because I understand that is the subject on which Professor Easterfield is going to give evidence.

4. *Mr. Luke.*] You said that your personal opinion was that night-work did not call for such experienced professors as day-work?—Yes. I think with regard to the day students the more advanced students need the professor's assistance more. The night student, in the time at his disposal, will be largely a student of what has already been done, and will not often advance to original work himself or need the collaboration of the professor.

5. Has it been the experience of the college in recent years that the night student has shown less aptitude, less capacity, and achieved less results than the day student?—I cannot say. He has not had the same time to devote to his work, and has not made the same advance. I speak of science students and the student in general.

6. In your opinion the result has not been so satisfactory from the night student as compared with the day student?—I do not say it has not been so satisfactory, but the same results have not been achieved.

7. The primary importance is the capacity of the student?—I do not suggest he has less capacity, but his capacity may not have the same scope, because he is more or less weary after his day's work, and he has less time to give.

8. In view of the geographical conditions of these Islands as affecting employment, and the desire of our citizens to give facilities to each and every one to enter into the full privileges that the State provides; do you not think it is absolutely necessary that the highest skill should be put into the work of the night classes?—I think it is desirable, although not absolutely necessary, because, as I said, the night student seldom advances to the point where he needs the help of an expert of standing.

9. In your opinion would it be desirable that the State should meet the difficulty by a system of bursaries to enable the most promising evening students to take advantage of the day tuition which they cannot possibly get on account of their financial surroundings?—I would welcome everything that would enable the students of ability to exercise their ability as students.

10. And you stand for the best work during the day-time?—Yes; when a man is at his best.

11. *Mr. Stallworthy.*] Can you give me any information as to the number of night students as compared with the day students?—I think that is in the paper. I am afraid I cannot give it. On the science side there is a greater proportion of day students than on the arts side. I speak only of Victoria College. With regard to Canterbury College, there is much more day-work done there than here.

12. Can you tell me of any night students having displayed aptitude who have become day students?—I do not know of any cases here. We have students who become students by living upon the results of their earnings; but I do not know that when making those earnings they were night students.

13. *Mr. G. M. Thomson.*] Can you give me an idea of the number of volumes in the Institute Library here, and are they available to university students during the session?—They are available always. Probably there are about 8,000. Many of them are not useful. The great drawback is the uncertainty as to whether you will find many periodicals complete, and many periodicals are not there.

14. Do the students of your college take advantage of the Parliamentary Library during the recess?—Yes, very freely.