

the same class in the honours examination. My examiners did me the honour to tell me that I was an easy first in New Zealand, and barely scraped through in the same class at Oxford. Another New Zealand student who went to Oxford dropped a class in honours there. Moreover, in a scientific subject like geology, it is necessary in Oxford to excel in the practical as well as the theoretical branch of the subject to obtain high honours, whereas in New Zealand a pass only in practical work is all that is required. It is true that in New Zealand a research thesis is demanded for honours in some sciences, and this does tend to raise the standard of practical work. But it is undoubtedly the case that the Oxford system of giving a separate and subsequent degree for research-work (B.Sc.) insures a still higher standard of research-work. Again, the system of *viva voce* examination at Oxford prevents a student from obtaining high honours by "picking" or "flucking" questions. These *viva voce* examinations last as long as an hour when the examiners are in doubt as to the true ability of an examinee. These remarks on the different standards required in science at Oxford and New Zealand may be applied with still greater force to literary subjects. Looking into the records of graduates of the University of New Zealand who subsequently went to Oxford, I find that while in science two out of three kept up the same honours standard, only one out of five did so in literature, the others dropping a class. Of five scholars of the University of New Zealand only one obtained a university scholarship at Oxford. The difference in standard between the two universities is clearly shown by the fact that it is a common experience in New Zealand for a student to gain double honours (*i.e.*, honours in two subjects in the same year), whereas at Oxford any one who wishes to gain double honours is required to devote one or two more years to the second subject. The system of double honours prevailing in New Zealand is a striking condemnation of the standard of the degree examinations here. These remarks on the difference of standard in Oxford and New Zealand could be extended to other British universities. But I believe that it is the case that in medicine, where New Zealand has internal examiners, the standard here compares favourably with that of British universities.

(b.) Does the system of external examiners enhance the value of the degree? I have never found any one abroad, whether in university circles or not, who believed that a degree from New Zealand was in any way superior to one from one of the Australian universities. In fact, even in university circles, there is a very widespread ignorance of the fact that there is any difference in the methods of examination in these countries. Non-university people, say mining specialists, are much more interested in the general prestige of the university through the public position taken by its professors and graduates than in the system of examination. It is safe to say that the value of Sydney degrees have been enhanced in Australia by the explorations of Professor David and Dr. Mawson in the Antarctic. Amongst scientific workers, on the other hand, a man is judged not by his degrees but by the work he has done, and there is a tendency to look down on a man who has high degrees and who does not live up to them by producing strikingly original work. I can find no evidence to suggest that the system of external examiners has raised the value of New Zealand degrees. As regards the system of government of the New Zealand University, it is strikingly different from that of most British universities. In the first place, the latter are free in a sense that the University of New Zealand is not. The British Universities won their freedom by a long struggle both from ecclesiastical and political control, and history has proved that such freedom is conducive to the greatest progress in learning. New Zealand University is not free in that it has Government nominees on its governing bodies, in that it is not financially independent, and in that it cannot grant new degrees, such as that in theological studies, of its own free will. In my opinion, it will never be able to carry out its functions properly until it is completely free in every sense. The Hebdomadal Council of Oxford consists of the Chancellor, Vice-Chancellor, Proctors, heads of colleges, and members elected by the Masters of Arts. So far from having Government members on its Councils, the University has actually the right of having its interests represented in Parliament by electing two members of Parliament. (3.) I am convinced that the low salaries now offered to New Zealand professors are detrimental to the prestige of the University and to the value of the teaching. Second-rate men cannot get out of the position once obtained and stay for life, while first-rate men quickly leave New Zealand. The Australian universities with their higher salaries have kept such eminent men, to the great advancement of learning in their universities. I know of two cases where Australian professors have refused professorships at Oxford. In my opinion the standard of teaching is on the whole much higher in Melbourne and Sydney than in New Zealand. Should a system of internal examiners with assistant external examiners be adopted, the money now sent to England would go in part to increase the emoluments of the professors. If Australian external examiners were appointed, the Australian universities would no doubt reciprocate by appointing New Zealand professors as their external examiners. Should local external examiners be found amongst the headmasters, scientific men, and other learned professions in New Zealand, the money thus spent would tend to raise the dignity of educational positions in New Zealand. (4.) The requisitions for keeping terms in the colleges of the University of New Zealand differ a good deal from those of other universities, and press in some respects very hardly on students who have not had a secondary-school grounding, or who are not able to devote their whole time to university work. To keep terms in the residential universities such as Oxford, no attendance at lectures of university professors is requisite, nor does the university impose any terminal examinations prior to the degree examinations. All that is necessary is to reside in a college for six weeks during each term. The colleges, of course, are at liberty to impose what conditions they please, but the percentage of attendances at lectures is not a condition frequently imposed. A man can reside at college for three years, either continuously or at intervals, and can sit for his pass degree practically at any time. For honours examinations a time is fixed, dating from the beginning of residence; that is to say, an undergraduate who is forced for reasons of health or finance to give up residence after his first year can still sit his honours examinations at the end of the third or fourth year—he cannot take out his degree until he has completed his three years' residence.