

As regards practical work for science degrees, the university demands no certificates of attendances, and limits itself to examining the capacity of the student to carry out practical work. In other words, provided an undergraduate keeps terms by residence, the university does not inquire in what manner he has obtained his knowledge. In New Zealand the system is very much more rigid. A fixed attendance at professors' lectures is required, and certificates of passing terminal examinations, both theoretical and practical, are an essential before the degree examinations may be attempted. In cases where the professor is not a good teacher and the students have to rely on outside coaching, the fixed attendance at lectures and the double fees are a great hardship. The requisite attendances at practical work in science subjects, and also at demonstrations in the professor's lectures, practically debar the B.Sc. degree to those students who are earning their own living. The system of terminal examinations, followed by degree examinations in a fortnight, imposes a great strain on the health of the student. I am of the opinion that the requisitions for keeping terms in the affiliated colleges could be greatly relaxed without the discipline of the college suffering and to the great encouragement of the poorer students.

2. You have read the pamphlet?—I have.

3. Generally, are you in agreement with the views expressed in the pamphlet?—Yes.

4. And you are quite satisfied that reform in the university system here is needed?—Yes.

5. From your experience of university life in the Old Country and the university life here?—Yes.

6. Regarding the alterations in the constitution of the Senate and the Councils, have you any practical suggestions to make?—I have not thought out a scheme. The first requisite would be to make New Zealand's University financially independent. Until that is done I suppose there must be Government nominees.

7. You are satisfied, I presume, that the professors attached to the four colleges should have a greater voice in the fixing of the curricula of the colleges and the general government of the University?—Yes. Coming to details in organization, it is remarkable that all the leading universities of Great Britain and America find it necessary to appoint paid principals, devoting their whole time to the supervision of the university affairs, while New Zealand has no such officer, either for the whole University or for the affiliated colleges. In Oxford, besides a paid Vice-Chancellor of the university, there are sixteen paid heads of colleges, in addition to paid proctors, registrars, and college bursars. Strange as it may seem, Oxford is more democratic in its government than New Zealand. All changes in the statutes must not only pass the Hebdomadal Council, which corresponds to our Senate, but also Congregation, which corresponds to our Professorial Boards and Convocations, which consists of all Masters of Arts, who keep the names on the college books. Every graduate of the university has thus an opportunity of discussing and voting on every important change proposed. The professors, apart from the heads of colleges, possess no special privileges in government.

8. No special privileges?—Not more than other graduates. The difference is that Oxford and Cambridge are practically associations of colleges. The heads of colleges dominate the university much more than the professors. The heads of colleges are very rarely professors.

9. What about the Faculties?—They have Boards of Faculties for passing regulations in connection with the curricula.

10. Regarding New Zealand, the view you take is that the professors should have a greater voice in fixing the curricula?—I think any proposed change should be allowed to be promulgated by the Professorial Board or graduates. At present it must be promulgated by the Senate.

11. The whole question of reform is one of very great difficulty?—Yes. Of course the great difficulty is the geographical isolation.

12. Do you not think it would be wise to refer the whole question to a Royal Commission?—Yes, I think it would.

13. *Mr. G. M. Thomson.* If you had applied for a position in the Old Country, do you consider that your New Zealand degree would have carried much weight?—No, I do not think it would have carried any weight through being a New Zealand degree. The fact that I got for the same work a B.A. degree in Oxford and a B.Sc. in New Zealand, and thus had two degrees, would have carried weight, but not the fact that it was a New Zealand degree.

14. *Mr. Hardy.* I understand that to all intents and purposes it discounts the New Zealand degree so far as getting an appointment is concerned?—So far as getting an appointment is concerned, the New Zealand degree is on the same level as most other colonial degrees. In New South Wales a Sydney man would have a better chance than a Victoria man, and in Victoria a Melbourne man would have a better chance. The thing that would determine it would not be the fact that New Zealand had external examiners, but had celebrated professors.

15. Do you think your statement as to the relative value of the New Zealand degree is warranted in consequence of the poor training they get here?—The value of the degrees held seem to me to bear very little relation to the training. It is simply the prestige of the university that is taken into account.

16. Do you think the training here is as good as in the Old Country?—I think, considering the difficulties under which New Zealand is working, it is as good as it could possibly be. It is hampered very much by the examinations. It often leads to coaching instead of a man thinking for himself.

17. Have you received any ideals in your training in New Zealand, or were your ideals increased by your training at Oxford more than your training as a New-Zealander in your own home?—Do you mean ideals in geology, or generally?

18. I mean generally. You may be a specialist, but you have some views outside of geology, have you not?—Yes.

19. Did you get any inspiration for research-work in New Zealand?—The only inspiration I got was having to do research, and I liked it so much that I wanted to get on with it at Oxford.