

20. In that instance you did get inspiration for research in New Zealand?—Yes.

21. *Mr. Luke.*] Did you get much of your student life in the evenings, or were you one of the day students?—I was giving the whole day to the work, but certain classes were appointed for teachers, and I had to attend those in the evenings.

22. Were you employed in any other occupation?—No; I was giving the whole of my time to it.

23. You spoke about the standard of the examinations being lower in New Zealand and the standard of teaching higher?—I said the standard of teaching was in no way inferior.

24. Then you do admit that the teaching throughout the university work is equal to that of the Old Country?—In most branches. I have only had experience of the teaching in one college.

25. You say some men here take double honours in one year?—Yes.

26. You could not have done so in the Old Country without putting another year in?—My argument is that if it takes a man three or four years to obtain single honours at Oxford, and a man here can in one year obtain double honours, it shows that the standards are different.

27. Is our University system being retarded by not having *viva voce* examinations?—It is much more satisfactory to the examiner to have them.

28. It would demonstrate the general knowledge of the candidate to the examiners?—Yes.

29. You say that our University degree is not appreciated much abroad, but that that is largely controlled by our geographical isolation and environment and limited opportunities as compared with the larger universities?—The point I was trying to make is that it is often stated that the New Zealand degrees are better than the Australian degrees, because we have external examinations and they have not. But I have not found any great advantage so far as the examinations are concerned.

30. The Sydney University being better known throughout the world, it carries a certain amount more weight?—Yes.

31. *Mr. Allen.*] You say the salaries in Australia are higher than in New Zealand for professors: what would you consider an adequate salary?—The cost of living has gone up so much lately that I do not think a professor can keep up his dignity in the community under less than £800 a year.

32. You said that there were no terminal examinations at Oxford: were you referring to any particular college?—The colleges have no terminal examinations in our sense. There is no question of passing or failing in those examinations. The teachers simply judge from the way the men are working, and if they are not working tell them that they had better work.

33. Do you know the position in Cambridge?—It is the same.

34. Are there any college examinations there?—I think they are the same.

35. With regard to Australian assessors: do you think there would be any difficulty in getting Australian assessors over here to assist the local professors?—I do not think there would be any difficulty. In Australia there are four different universities to draw from, and the chances are that one of those four would be available every year.

36. You made a reference to changes—I suppose you meant in the syllabus, and so on—being promulgated by the Senate?—Yes, it is entirely fixed by the Senate, is it not?

37. Have the local Professorial Boards not ample powers to make suggestions to the local Councils, and through them to the Senate?—I was pointing out the difference between Oxford and New Zealand. The difference is that the Oxford Court of Convocation could bring in a Bill which must be voted on. Here the Senate can take what notice it pleases of recommendations from the Professorial Boards.

38. You mean the difference is that in Oxford the Hebdomadal Council have the power of initiation of statutes, which would have to be considered, and here the Professorial Boards' proposals would not be considered?—Yes.

39. Do you know that we have *viva voce* examinations in medicine here?—Yes.

40. Do you believe in the exempt student being allowed to come up for examination as we do it in New Zealand?—Yes.

41. *The Chairman.*] Will you make plain what your idea of the examination is that you suggest for this country?—It is suggested that, instead of the professors, a preferable system would be to have a Board consisting of four professors on each subject?—In passing ordinary examinations that might work very well, but in the scholarship examinations you would have to get an outside examiner.

42. Would you suggest there should be one assessor with the four examiners, or the same assessor right through with the professor of each college?—Is that for a scholarship?

43. It is suggested that scholarship examinations should be altered, and should not be awarded as the result of a competitive examination at all?—I think it is desirable that some scholarships should be given by competitive examination.

44. If not given by competitive examination, would you suggest that the four college professors examine in the degree?—No.

45. You think it would be unwise to do away with the competitive scholarship?—I think it would be very difficult to judge without some system of examination.

46. It is suggested that certain scholarships should be awarded or placed at the disposal of the four colleges, and that the professors should have the right to give this scholarship to those who were in need of it, apart from an examination altogether. What do you think of a system of that kind?—That system is becoming more general in examinations. The Rhodes Scholarships had a great influence on the examinations in that way. There are no competitive examinations in connection with them. The Oxford colleges have a system of exhibitions in addition to the scholarships. The scholarships are given for competitive examinations, and the exhibitions are given to the poorer men.