

20. You referred to the governing bodies of the colleges: have you seen the draft Bills which are before Parliament just now?—No, sir.

21. There is one dealing with the University Council of Otago and another with the University Council of Auckland, and I think they are on the same lines; but are you aware that in the pamphlet it is suggested that, instead of having particular interests represented on those Councils, there should be one electorate? On page 112 it says: "Election to the Senate: In determining the constituencies which are to return the members of the College Councils, who *ex officio* constitute the Senate in the scheme under discussion, the guiding principle should be, not that particular interests, whether of professors or others, need representation for the furtherance or protection of those interests." Then it goes on to say, "Nothing should be taken into account but the fitness of members of the Councils to stand for the highest educational interests of the Dominion." The idea is that there should be one electorate of all those you propose to give an interest to in electing representatives to the College Council?—Yes, that I take to be the meaning.

22. I want to know what your idea is on that point?—I did say that the Council, which has the financial control, should be as broadly representative as possible; and I think I said that besides the professors and members of the general public the graduates and undergraduates should be represented. I would also include professional men and members of the Education Boards in the classes to be represented.

23. In the Bill it includes not only the teachers of the primary schools and secondary schools, but Education Boards and Convocation: do you approve of all those classes having representation?—Yes, but not necessarily that they should vote as classes.

24. In this Bill teachers of primary schools are going to have the right to elect a representative. In your remarks you took exception to that: are you in favour of it?—In the case of Canterbury College Council members of School Committees elect three representatives and the primary-school teachers elect three. This is over-representation. I do not disagree altogether with the principle that the classes mentioned should have some representation.

25. Do you think they should be in one constituency or have a separate representation?—I certainly think that School Committees and primary-school teachers should vote together in one class.

26. You do not express a definite opinion on the question as to whether it is better that there should be one constituency as against separate interests?—I should be inclined to give the graduates more representation in proportion to numbers than other bodies in the Dominion.

27. You would not class them with the others?—If they were classed with the others I think they would be swamped; otherwise it would be better if all classes could meet together.

28. *Mr. J. C. Thomson.*] You say that the chief need of a university is one of funds?—Yes.

29. Then you say that research must be the main objective, and knowledge the means to this end?—Yes.

30. Then you agree that numbers have attained a position enabling them to pass an examination in order to enter a close corporation?—They pass examinations in order to enter a profession.

31. Therefore, in their case success in their examination is the main objective of those students?—Yes.

32. Then you stated that university education should be provided for by the nation and not by the individual, and that all fees should be abolished?—I think students who show a certain degree of fitness should have free education.

33. By saying that you say that research is not the main object of the University?—I do not say that.

34. You say that the four colleges should specialize in the matter of research?—What I am most interested in is science research, and the provision for that is certainly very poor in all the four colleges just now. They need much larger libraries and laboratories.

35. You would not extend the scholarships to students who are going to take up a professional line of life?—Well, take medical students: I would give travelling scholarships to these so that they could go through the hospitals at Home. In the case of lawyers, I do not know whether they require travelling scholarships or not.

36. *Mr. Hanan.*] Do I understand you to hold the belief that because lawyers and doctors qualify for a certain profession that that profession is a close corporation?—Oh, no; I do not see why it should be so.

37. Then it is not a close corporation any more than the Sixth Standard is a close corporation for a boy who can pass it?—No.

38. As to a free University, what are the advantages that would be secured compared with what exists at the present time so far as the great body of the pupils are concerned?—My experience of University students is that they are very poor. They have to work in order to obtain the fees, or get them from their parents. Junior University Scholarships are fairly numerous, but something ought to be done with regard to the fees. It is desirable that more students should be assisted to pass through the University. Senior Scholarships for advanced students are few.

39. Would you draw a line between bright students belonging to rich parents and brainy children belonging to poor parents?—I think the child of a poor parent should receive preference.

40. Do you think the system of scholarships to the University provides ample opportunity for those students who are above the average and are fitted to receive the benefits of university education?—I think the emoluments are hardly sufficient.

41. Then, why go the length of advocating a free University?—I do not think fees should be abolished irrespective of the standard of education, but should be abolished for all who reach a certain standard.

42. Do you know any country in the world where more facility is given to a boy of humble parentage of going from the State school to the University and taking his B.A. degree with less