

expense to his parents than in New Zealand?—I think New Zealand is as good as any country in that respect, but I fancy that in some of the United States the facilities may be somewhat greater, although I do not know for certain.

43. Would you abolish the entrance examination to the University—the Matriculation?—I would not advocate that if the University were free, because I do not think that those who do not reach a certain standard should have free entrance into the University.

44. Now, with regard to curricula of the University: whom do you think are the best fitted to draw up the curricula for our Universities—the professional man or the man who is out in the world earning his living, and who knows what the agencies are that make for success?—There is something to be said for both classes of men. The professors, I think, should have the final voice, but the man who is out earning his living should be allowed to explain weak points in the system.

45. Would you say that scholarship success or college grading is the foundation of after-success in the world?—In New Zealand there are many men without any university training whatever who have been far more successful than men with university education.

46. What is your reason for urging that graduates should be represented on the University Council—why?—Graduates, as a rule, know more about the working of a university than other people. Having passed through it, they naturally know a great deal about it, and are the persons who take most interest in it.

47. Would you agree to primary teachers being represented on the Education Boards or School Committees?—It is the same principle as giving the teachers representation on the University Councils. I do not see why teachers should not have a representative on the Education Boards if they wish to—I think it would be a good thing—but not that they should have a controlling interest.

48. I understand you desire to bring the University into closer touch with the people?—Yes.

49. Is it not a fact that universities now are being brought into closer touch with the people with a view to the practical needs of the people being provided for, so as to equip them for the battle of life?—Yes, I think there is now a tendency to do that all over the world.

50. Do you think when the curricula are left to the university professors there is a tendency to have regard to certain phases of education in which they are deeply interested?—I think if the curricula were left altogether to the professors they would become too academic, and regard would not be had to the actual practical needs of life.

51. Do you know anything about the Royal Commission set up recently in South Australia in connection with secondary education?—No.

52. *Hon. Mr. Foulds.*] You stated that there was an overlapping between the technical and secondary schools?—Yes.

53. In what direction—where can you give us an illustration of that?—In the teaching of mathematics. The technical schools teach mathematics, as do also the secondary schools.

54. That is only where there are technical day schools?—Yes.

55. Would you divorce altogether the teaching of this subject in the technical schools and confine it entirely to the secondary schools?—I do not see much reason why the technical and secondary schools should not be combined.

56. We do combine them where the conditions are suitable. Take, for example, the high schools in Wellington: you could not very well combine those with the technical day school; both are large enough to keep separate. You cannot point to a place and say in that particular place there is overlapping?—I have not sufficient knowledge of technical education in towns to say, but I think there is a tendency that way.

57. There are only six recognized technical schools giving day courses at all, and the position, as far as I know, is that there are sufficient pupils to keep both staffs fully employed; and in places like Wellington, Auckland, Christchurch, and Dunedin I do not see how you are to separate the two courses?—I look at it from this point of view: the technical schools appear to be more popular than the high schools, and take pupils from them, or tend to do so. There is a point, perhaps, where the students should go on and get a university education or the equivalent of it.

58. *Mr. G. M. Thomson.*] The petitioners believe that the constitution of the University is unsound: do you agree with them?—To a considerable extent. I might put it this way: I consider the present constitution of the University unsuitable; it is not fitted to be a permanent constitution, and is not altogether adapted to the needs of this country.

59. Do you consider that the methods of administration of the University are inefficient?—I would not like to say they are inefficient as a whole, but they are in some respects. I mentioned the failure to provide for the teaching of Maori, and there is a great failure to provide for research-work.

60. Do you consider that the methods of administration of the colleges are inefficient?—It is so many years since I attended the University that I do not know that I can say anything is inefficient in the colleges at the present time; but in my time I think the administration was inefficient to some extent in some ways.

61. Do you consider that sound learning is or is not being promoted in the way most effective for the development of the national life and industries of the Dominion?—I think sound learning is not being promoted in the way most desirable.

62. *Mr. Luke.*] Do you think the overlapping in the technical and secondary schools is confined to the four centres, or is it more acute in one centre than another?—I was only speaking generally. My real meaning is that there is overlapping of functions.

63. Does that overlapping obtain as between technical schools and the University, or as against the extended lessons in the secondary schools other than technical schools?—The establishment of the technical schools has diminished the attendance at the secondary schools, or has a tendency to do so.