

centre that there will be a considerable number of students ready to take up a subject not taught at that centre, there is always the very gravest danger that a governing body may provide for the teaching of that subject without putting it upon a proper financial basis—a course which is not only bad at the time, but may have the effect of preventing that subject from having its due in that college for a very long time to come. Again, while the principle of establishing special schools each only in a single centre is admitted and tacitly recognized, there is nothing at present to deter other colleges from providing some kind of teaching in the subjects of these special schools, if only they can get a sufficiency of students to attend, and there is even a danger that they may in that way establish by lapse of time a spurious claim for support from the Government in such work. With the means at the disposal of this country for university work it is quite obviously necessary that some very definite national control must be exercised over the development of that work. The relation of the colleges to one another and to the University must be clearly defined, and the University must be given some considerable voice in the policy of the colleges. It may be necessary to strengthen one college in certain departments at the expense of another; to lay down very stringent regulations as to the confining of special schools each to a single centre, and to ensure that each college shall give teaching only in those departments in which it is thoroughly well equipped. And this question of the welding of the colleges into one coherent whole with the University immediately raises the question of the constitution of the latter body. I may say that I, for one, would be very sorry indeed to see the Senate as at present constituted exercising an important voice in the work of the colleges. Again, with regard to the present agitation for raising the status of the school-teacher, the relation of the University and the colleges to the training of teachers is one that needs most urgent attention. Broadly speaking, nowadays the quality of the teaching profession in any country will be very directly dependent upon the quality of the university education in that country. The secondary-school teacher must almost essentially be university-trained; but the question of giving the primary-school teachers the fullest possible advantage of even temporary proximity to a university college is also a most important question. It is important that the university work of those preparing to teach in the secondary schools should not deprive them of a training-college course, and it is equally important that those who are preparing through the training colleges for primary-school teaching should not be deprived of such better opportunities in particular departments of knowledge as they cannot get apart from the university colleges. And it may have to be considered whether arrangements cannot be made whereby the ablest teacher-students may be left free for university work during terms, but given opportunity (as engineering students at most British universities are) to do practical training for their profession during part of the long vacation. It will be seen that the relationship between the training colleges and the University colleges is of the most vital importance to the whole education system of the country. This relationship has never been placed on a proper footing, and cannot be so placed under the existing University conditions. I am quite certain that, as a matter of principle, the University should have a large share in the training of the teaching profession, but apart from strong measures of university reform I would not be prepared to advocate a closer relationship as being in the best interests of the profession. The relationship with the technical colleges also wants careful defining in order to avoid waste by overlapping of courses and equipment. It might be found that judicious co-operation would make it possible to lessen the great burden of activity at present carried by the technical colleges without sufficient means for carrying it on. The question of the method of awarding university degrees is a very contentious one. On the one hand there is a considerable body of men and women who are identified, as university teachers and graduates, with the present system of deciding by external examination. On the other hand those who most strongly advocate a change, and have the best qualification for giving an up-to-date opinion on the question, are too intimately involved in it to be in the best position for bringing about a change. From all these considerations it will appear that the situation is a very complex and difficult one, and that in some ways it is a matter of great delicacy. The public and the various bodies involved must be assured that any process of reform is perfectly impartial and free from the remotest suspicion of fear or favour as to local interests; it must be convinced that only one consideration is being taken into account—viz., the efficiency and economy of our national expenditure on higher education. It is now admitted on all hands that university reform is an urgent question. The Education Committee has endorsed that view, and Parliament has to face the question of putting university work on a sound financial basis. An inquiry has been made into the financial position of the colleges, and proposals have been put forward which, we propose to show, are quite inadequate to the situation. If Parliament were to give effect to any such proposals without first reconstituting the University and the colleges it could be convicted of wasting public money. The time is ripe for heroic measures of policy in higher education, and these can only be adopted on the recommendation of such a Royal Commission as we suggest. We most strongly urge the desirability of such a course upon this Committee, and trust that it will see its way to recommend in that direction to the House of Representatives. That is all I propose to say.

3. *Mr. Malcolm.*] I understand you suggest that some British representative should preside over the Royal Commission?—Yes, sir, that was the idea I had.

4. Do you not consider that the mere fact of his being unacquainted with colonial conditions may militate against his being a success?—I think if he was adequately supported by the local men no difficulty of that sort would arise at all. I think the fact of his coming fresh to the local conditions would be one of the strongest reasons for giving him such work to do.

5. Of course, you recognize he would have to be very handsomely remunerated for taking up that position?—I do not think you need look for it costing an excessive amount. The matter can be looked at to some extent as an Imperial one, and I am certain that you would get a very first-class type of man to come for a very reasonable remuneration.