

part of the University College here, with some land provided within reasonable distance for purposes of experiment and demonstration. An extensive area for the carrying-out of the ordinary routine of farming is not necessary, such being no part of the proper work of such a school. The school would be of great service to the farming community for purposes of consultation if placed in the trade and transit centre of the province. This centre farmers could easily reach, and many would often visit in the ordinary course of pleasure and business. Placed in any country district the school would be comparatively inaccessible to the great mass of farmers.

The Auckland Farmers' Union have just decided in favour of establishing a laboratory of their own, and, it should be noted, they choose for the locality of its site the City of Auckland. Such a laboratory ought to be unnecessary with a school of agriculture established here.

In conclusion, I may point out that at present Auckland has really no distinctive professional school, for schools of commerce have been established in other centres, and in any case students are not likely to be attracted from a distance by a school of commerce. It appears inevitable that schools both of commerce and of law must be regarded, either immediately or very soon, as a necessary part of each University College.

Yours faithfully,

H. W. SEGAR.

Mr. G. M. Thomson, M.P., Chairman of Education Committee.

SIR,—

University of Otago, Dunedin, N.Z., 15th September, 1913.

I have been instructed by the Professorial Board of the University of Otago to forward you the following resolutions, which were unanimously adopted by the Board at a meeting held on Saturday, 13th September:—

1. "That the Professorial Board of the University of Otago considers that reform of the University of New Zealand is desirable, in that the teachers of the colleges have no official standing in the University.

2. "That the Board is in opinion that any satisfactory scheme of reconstruction should embody the following principles:—

(a.) "That there should be a properly constituted academic authority consisting solely of University teachers.

(b.) "That, subject to review by the Senate, this academic body should draw up the curricula of studies; make regulations for degrees; conduct examinations; and recommend candidates to the Senate for degrees and scholarships.

(c.) "That the supreme governing body, at present called the Senate, should consist of (1) nominees of the Government; (2) representatives of the College Councils; (3) representatives of the professoriate; (4) representatives of the Courts of Convocation."

I may add that these resolutions were first considered and unanimously agreed upon at a very full meeting of the Professorial Board in committee, and afterwards confirmed at the ordinary meeting.

I remain, &c.,

JOHN MALCOLM,

Chairman of Professorial Board.

George M. Thomson, Esq., M.P., Chairman of Education Committee.

SIR,—

Victoria College, Wellington, 18th September, 1913.

I think I can claim to be voicing the opinion of the majority of thinking men in the Dominion when I say that the most important subject in the University curriculum is economics. New Zealand has been called "the world's economic laboratory," and if that name be deserved it means that every day some problem occurs to which, in order that a true opinion may be formed, it is necessary to apply a knowledge of economic principles. Without elaborating the point I may say that unless a knowledge of such principles is widespread opinions will be formed by mere empiricism; immediate and not ultimate results will occupy the attention, and the country will be led into experiments promising an immediate harvest, but producing an ultimate famine. This is sufficiently shown by the growing activity and increasing strength of the syndicalistic movement. Our University colleges should produce men trained to analyse economic phenomena, men who will in years to come be the leaders of public opinion.

If this view be accepted it is impossible to admit the wisdom of a policy which relegates, even temporarily, this most important subject to a secondary place. The Inspector-General in his report on University colleges (page 6) says of education: "If an advanced or honours course were recognized by the University, there should be not less than two lecturers in each college, or a lecturer and a professor." Of economics and history he says (p. 5), "Perhaps the arrangement made in Melbourne of having one professorial Chair and one lectureship is the best that can be made at present in any New Zealand University college, and I recommend that accordingly." Here I should say that Melbourne University, which has for many years had a Chair of Economics, has this year created a Chair of History.

Under the heading "Minimum suggested for each College" (p. 10), however, it is proposed that only two lectureships should be provided for the two subjects (except at Canterbury College, where there is already a Chair), while in all other arts subjects except mental science a professor and a lecturer are provided for. Surely, as the Inspector-General himself says (p. 5), "Whether they are regarded from the point of view of politics, sociology, and commerce, or from that