

of a general human interest consequently as elements of a humanist training and culture, history and economics appear to be subjects of sufficient importance to deserve two separate Chairs in a University college."

I should point out that although these subjects are to be provided only with lectureships in three of the four colleges, the demands upon the lecturers are not less exacting than those upon the professors of other subjects, for the lecturer must carry his work to as high a standard as they. Whilst in Victoria College each professor carries out only one full honours course, I as lecturer on economics and history have without assistance two full honours courses to provide, in addition to special courses for the Bachelor of Commerce degree. When the Victoria College Council was asked a few years ago to define the difference between a lecturer and a professor it replied that the only distinction was one of salary.

I trust, therefore, that your Committee will recognize the weak position in which these important subjects may be placed, and make adequate provision for placing them on an equality with other subjects.

Assuming, however, that the proposed system of lecturers is to be adopted, I take it to be fundamental that the lecturers are competent to carry out the work assigned to them. In the past several lecturers have been raised to the status of professors, and have in each instance proved signal successes. The work of the New-Zealand-trained professor will compare favourably with that of his English-trained colleagues. The unfortunate state of college finances has at times, however, prevented due recognition of the work of the lecturers, whose emolument and responsibility have been in inverse ratio, and whose position is therefore anomalous. In New Zealand there are few University posts offering, with the consequence that one who accepts a lectureship has little prospect of finding a Chair unless his own status be raised. In some cases the University work is only secondary, the lecturer obtaining the greater part of his livelihood from some other occupation. This system, advantageous in some subjects such as law, is in others pernicious. At Victoria College the lecturers in economics and geology are rightly required to devote their whole time to their University work. The salaries, however, whilst as high as the College in its present financial position can afford, are hopelessly inadequate to the work involved. The highest is only half that paid to a professor. This, for a married man with no other source of income, is insufficient, leaving no margin for saving. It is desirable that all University teachers should at intervals visit the Home universities, but the unfortunate lecturer can do so only at great sacrifice. If, then, the Committee adopts the Inspector-General's report as to staffing, provision should be made for more adequate remuneration to lecturers who devote their whole time to their University work. Without departing from my opinion that he who does a professor's work should have professorial rank and receive professorial salary, I consider that not less than £500 should be the salary attaching to such positions.

I have, &c.,
F. P. WILSON.

The Chairman, Education Committee, House of Representatives.

STATEMENT SUBMITTED IN SUPPORT OF UNIVERSITY REFORM IN NEW ZEALAND BY THE PRESIDENT OF THE VICTORIA COLLEGE GRADUATES' ASSOCIATION.

The Victoria College Graduates' Association, the body which I represent, was formed in 1906. Its membership is open to any graduate whose name appears on the electoral roll of Victoria College, and now consists of some one hundred and thirty graduates. One of the functions of the association is stated in its constitution to be "to enable graduates to express a collective opinion on matters affecting them educationally and academically." It is only natural that men and women who have passed through the University not only should take a lively interest in its welfare, but also should be well qualified to judge of the merits and demerits of its methods and systems, its organization, and its teaching. That the graduates of Victoria College have taken such interest and in which direction their opinions would seem to point the following facts will show:—

In general terms the Victoria College Graduates' Association agrees with the principles laid down in the pamphlet entitled "University Reform in New Zealand," published in 1911 by the New Zealand University Reform Association. That it favours reform it has shown in many ways. For instance, the executive committee of the Graduates' Association, elected annually at its general meeting, has for the last two years, when the question of reform has loomed so large in the minds of those interested in the University, consisted entirely of graduates in favour of reform whose opinions on the subject must have been known to the general body of electors. Again, at the annual general meeting held in 1911, the following resolutions were moved by the president and carried by the meeting: "That this meeting of the Victoria College Graduates' Association is of opinion—(1.) That the functions of the governing body of the New Zealand University should be redefined in order that purely academic functions (as, for example, the arrangement of curricula) should be handed over to the Professorial Boards, with a power of veto to a Senate, whose chief function should be the business management of the University. (2.) That the present system of purely external examinations is archaic and highly inimical to the character and reputation of the New Zealand University. (3.) That, in order to satisfy the public (whose money is spent in University education and must continue to be so spent in increasing sums), and in order, if necessary, to suggest a revised scheme, a Royal Commission should be appointed to consider and report on the University system." Thus, already in 1911 did the association express in no uncertain terms its opinion that radical changes