

professors, and instead of them being a concentrated and united force pulling together in the interests of higher education in the Dominion they are encouraged to pull each his own way.

38. Do the professors of modern languages in the Home universities lecture in their own language to their students?—So far as I know; not always.

39. But usually?—Yes. I do not personally know, and it would take too long to give you the reasons why I am not sure, but I would refer you to the report of the Melbourne University Commission which investigated the actual work of the classes and how it was conducted, and laid down what they found to be the general practice. They found it to be the rule as far as possible except with the absolutely junior classes—that is, in all the senior classes. But that is not in a way the central point. The central point is that in the English universities they now have not only for modern languages but for many subjects what is called the “seminarial” system—that is to say, the students of the subject are brought together at certain times for practical instruction by the teacher in the manner of doing the work, and not merely instructed by lectures. I take it that seminarial work would be the greatest improvement that could actually be made by me in this place.

40. Such, for example, as teaching the language through the gramophone?—No, that was not directly in my mind. Some good can be done by that, but it is not very much. It is one point, but the main point is that you get the students together in a room stacked with the most important books of reference that they require, and you direct them in the way to read critically—that is to say, for, say, two mornings in a week private work which the student is usually supposed to do at home is carried out under the immediate direction of the teacher. That is what it comes to.

41. You complained that the research men here were so isolated in their studies, but would any reform of the University give you less isolation than you suffer from at present?—In the matter of research of advanced studies?

42. I know perfectly well what isolation and research mean. I have done my work, such as it is, without the co-operation of any one here—I have had to do it by correspondence with others at Home?—But I have in my mind various ways in which to some extent this difficulty can be met in a quite indirect way. I mean, for instance, that in certain subjects, such as some of the law subjects, jurisprudence, economics, and history, we should probably gain by attempting to draw young men for really temporary appointments—that is to say, men who are only going to pass through this country as University teachers. I do not say it need be done in all subjects in all the centres, but if the governing body could determine the possibility of getting in certain subjects young men to whom the problems and conditions of New Zealand would afford opportunities of work in that subject for a time we could in some subjects improve the situation.

43. Is it not the case that young men of promise, say, in the Old Country are afraid to come to a place like New Zealand in case they get into a *cul de sac* and get out of the reach of work at Home?—That would be perfectly true in certain subjects, and that is why I specially limit that suggestion; but a subject in which that would not be the case, for instance, would be the subject of economics. Every year Oxford and Cambridge alone turn out a certain number of brilliant young men who look to their future ultimately more to political distinction than anything else. There are men who often take a university fellowship and reside in the university and teach for a time, and I think the most reasonable attempt would be to make arrangements with the universities which would make it possible now and again to secure the services of such men. It is a case of keeping one's eyes open and looking out. A governing body would have to be alive to possibilities all the time—alive in a way that they could only be if they would take the Professorial Boards to some extent into their confidence in such a matter. But I am perfectly certain that even from an Imperial conception it would have some weight with some men of real promise if they were coming out here for a known limited period of, say, three or five years.

44. *Mr. Hanan.*] I understand that Professor Saddler is coming out here to Australia?—I was not myself aware of it. I believe I did hear something of it, now I come to think of it.

45. And I understand the Victorian State Department intends to ask him to furnish a report on their schools?—I did not know that.

46. Now, would he be a satisfactory man to you?—I think he was one of the seven or eight names suggested as typical of satisfactory men that we submitted two years ago.

47. It has occurred to you that he would be a suitable man on any Commission?—Of my knowledge of his reputation, certainly.

48. I understand he is to arrive next month in Australia, and should the Government be inclined to do anything in the direction you suggest perhaps they could communicate with him and see whether he is coming to New Zealand, and whether he would undertake this work you desire?—He is a man who in my opinion has very high qualifications.

49. And no exception could be taken to him; his knowledge is not simply confined to one sphere, because he has really been a student of all branches—an educationist from top to bottom?—Yes.

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Professor LABY examined. (No. 7.)

1. *The Chairman.*] You are also here to represent Victoria College?—Yes. Personally I find it a very disagreeable task to have to criticize the Inspector-General of Schools' report. I agree with Professor Picken in thinking he was given an impossible one. While the Professorial Board has had a large number of meetings, and a sub-committee has also had a number of meetings, and our criticism is based upon the discussion that arose in that way, the Inspector-