

avoid delays on the part of the University, it could be arranged that the Principal or the Vice-Chancellor might nominate suitable University representatives having the necessary expert knowledge for the consideration of the particular appointment. It is, of course, understood that the practice followed in Australian universities, and as a general rule, in New Zealand, of making inquiries, or of calling for applications in Great Britain and elsewhere, before filling senior teaching positions will be continued, and that expert committees in Great Britain will still be asked to advise the joint committee above recommended as to the suitability of applicants, including, if possible, the applicants from New Zealand.

It is interesting to find that the Royal Commission on the University of New Zealand in 1879 reported on this matter: "In accordance with the resolution cited above for securing the independence of the University colleges, the right of appointing professors will vest in the Councils of the colleges; but we think it necessary that the sanction of the Senate of the University should be obtained before a new professorship or lectureship is established in any college. As the professors of the colleges will receive the status of professors of the University, and as the University examinations will be mainly conducted by them, it seems reasonable to give the Senate a voice in determining what professorships are most urgently needed, and also to give it a veto on the institution of new professorships, in the event of the salaries offered being, in its judgment, insufficient to secure the services of men of the requisite ability and acquirements. The power which it is here proposed to confer upon the Senate will be especially useful as a means of preventing the undue multiplication of technical and professional schools, and of giving a special character to each college by attaching different schools of that class to the different colleges."*

The 1879 Commission made a similar recommendation.

Again we express regret that this wise recommendation was not adopted. It certainly does not specifically mention the filling of vacancies in the teaching ranks, but it may be inferred that the Commission would have favoured our recommendation that vacancies should be filled only after the advice of a joint expert committee representing college and University has been taken.

The greatest objection to the present federal system has been the rigid syllabus and the external examination. University teaching cannot live under such conditions. This has been adequately commented upon elsewhere in this report. We consider that under the new constitution of the University of New Zealand power should be given to the colleges to submit proposed courses of study for the approval of the Academic Board of the University, which will be concerned mainly in maintaining the equivalence of standards. As a matter of principle, the University which takes the responsibility of granting degrees should have also the responsibility for the syllabus and for standards. We propose that the governing body or University Council shall exercise such responsibility through the Academic Board, which will take the place of the present Board of Studies. The supreme governing body of the University, the Council, should have the right to confirm all decisions of the Academic Board relating to curricula and standards, but we cannot conceive of such a body undertaking the duty of altering or amending the details of academic matters. If it is not prepared to confirm a report, it will refer it, as a matter of course, back to the Academic Board for further consideration or for report to that body by the appropriate Faculty.

How freedom of curricula can be assured.

There should be no insuperable difficulty in allowing to the colleges the necessary liberty to adapt curricula and in maintaining even standards within the University. Syllabuses may be equal in standard while differing in detail. Equality does not necessarily mean identity. In each of the constituent colleges suitable Faculties should be constituted under statute. These Faculties should play an important part in the development of courses, and in all administrative detail of an academic nature. The work of the different Faculties should be co-ordinated by the Professorial Board, and the reports of the Faculties should be forwarded to the College Council through the Professorial Board. The Faculties and the Professorial Board are advisory committees of the Council on academic matters, and the Council should delegate much administrative detail of an academic nature to them.

Function of the College Faculties.

* Royal Commission on University of New Zealand, 1879, p. xiii.