

REPORT

OF THE

ROYAL COMMISSION

APPOINTED BY HIS EXCELLENCY TO

INQUIRE INTO AND REPORT UPON THE OPERATIONS OF THE

UNIVERSITY OF NEW ZEALAND

AND ITS RELATIONS TO THE

SECONDARY SCHOOLS OF THE COLONY:

TOGETHER WITH

MINUTES OF PROCEEDINGS, MINUTES OF EVIDENCE, AND APPENDIX.

PRESENTED TO BOTH HOUSES OF THE GENERAL ASSEMBLY BY COMMAND OF
HIS EXCELLENCY.

WELLINGTON.

BY AUTHORITY, GEORGE DIDSBURY, GOVERNMENT PRINTER.

1879.

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ROYAL COMMISSIONS.

VICTORIA, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith: To our trusty and loving subjects, the Honourable WILLIAM GISBORNE, Member of the House of Representatives; WILLIAM HENRY CUTTEN, Esquire, Member of the House of Representatives; GEORGE MAURICE O'RORKE, Esquire, Bachelor of Arts and Member of the House of Representatives; JOSEPH AUGUSTUS TOLE, Esquire, Bachelor of Arts, Bachelor of Laws, and Member of the House of Representatives; the Reverend JAMES WALLIS, Master of Arts, Doctor of Medicine, and Member of the House of Representatives; JAMES HECTOR, Esquire, C.M.G., Doctor of Medicine and Fellow of the Royal Society, and Director of the Geological Survey; the Reverend WILLIAM JAMES HABENS, Bachelor of Arts and Inspector-General of Schools; JOHN MACMILLAN BROWN, Esquire, Master of Arts and Professor of Classics and English Literature; CHARLES HENRY HERBERT COOK, Esquire, Master of Arts and Professor of Mathematics; GEORGE SAMUEL SALE, Esquire, Master of Arts and Professor of Classics and English Literature; JOHN SHAND, Esquire, Master of Arts and Professor of Mathematics and Natural Philosophy; GEORGE HENRY FREDERICK ULRICH, Esquire, Professor of Mineralogy and Metallurgy; and WILLIAM MACDONALD, Esquire, Master of Arts and Doctor of Laws,—GREETING:

WHEREAS the Governor of our Colony of New Zealand, with the advice of our Executive Council thereof, has deemed it expedient that a Royal Commission should be issued to inquire into and report upon the operations of the University of New Zealand and its relations to the secondary schools of the colony, and the relations of both to the primary schools:

Now know ye that we, reposing great trust and confidence in your zeal, industry, discretion, learning, ability, and integrity, have constituted and appointed, and by these presents do constitute and appoint, you, the said William Gisborne, William Henry Cutten, George Maurice O'Rorke, Joseph Augustus Tole, James Wallis, James Hector, William James Habens, John Macmillan Brown, Charles Henry Herbert Cook, George Samuel Sale, John Shand, George Henry Frederick Ulrich, and William Macdonald, to be our Commissioners to make such inquiry, report, recommendation, and suggestion as to you may seem necessary or fit in respect of the matters and things hereinafter mentioned, that is to say,—

1. The constitution, organization, operations, resources, expenditure, and efficiency of the University of New Zealand, and of the various institutions within the said colony for the imparting of the higher or University education, of the secondary or intermediate or grammar-school or high-school education, and of technical education by means of training schools, schools of art and design, and schools or colleges of practical science;

2. The mutual relations and mutual influences of the University of New Zealand on the one hand, and of the secondary and technical schools on the other;

3. The relations which the primary schools sustain or ought to sustain to the secondary, technical, and superior institutions;

4. The best means of bringing secondary and superior education within the reach of the youth of both sexes, by increasing the number of institutions for such education, by the establishment of morning and evening as well as day classes, by means of scholarships to be held by scholars from primary and secondary and technical schools, or by any other means for the purposes hereinbefore mentioned;

5. The best means of making sufficient and suitable provision for the maintenance, administration, and inspection of institutions for education other than primary; and

6. The condition, value, and application of endowments made out of public estate, or grants of public money held under any trusts, for the promotion of education, or which may have been obtained or procured either directly or indirectly under any grant from the Crown, or under any Act, Ordinance, regulation, or other authority whatsoever for the purposes aforesaid.

But nothing herein shall require you to make any inquiry respecting any lands or endowments set apart or applied for the purposes of primary education under "The Education Reserves Act, 1877."

And we do by these presents appoint and direct that Wednesday, the fifteenth day of January proximo, at eleven o'clock *ante meridiem*, shall be the time, and the Parliament Buildings at Wellington the place, at which you shall hold your first meeting; and that at such

meeting you shall elect one of your number to be Chairman, and, in case of the death or absence of any such Chairman, or in case of his inability to act, then that, at any of your meetings hereunder, one of your number may be appointed to be Chairman, as occasion shall require: And we do also by these presents give and grant unto you, at any meeting or meetings, full power and authority to call before you and examine such person or persons as you shall judge likely to afford you any information upon the subject of this our Commission, and to take such examination upon oath or otherwise as in your discretion shall seem meet, and to inquire of and concerning the premises by all lawful ways and means whatsoever: And we do further command and enjoin you that you take down the examination of the several witnesses that may appear before you, and reduce the same into writing; and such evidence, together with a full and faithful report under your hands and seals upon the several matters above referred to, transmit to us, on or before the first day of July, one thousand eight hundred and seventy-nine: And we will and command that until the first day of July aforesaid, or until any previous date upon which you may be enabled to complete your labours, and shall have transmitted to us your final report, this our Commission shall continue in full force and virtue; and that you, our said Commissioners, shall and may from time to time, and at any place or places in our said colony, proceed in the execution thereof, and of every matter and thing therein contained: And, further, we do hereby declare and direct that all the powers, duties, and functions given to, imposed upon, or vested in you, the said Commissioners, may be exercised by any five of you sitting and acting together in accordance with these presents: And for your assistance in these presents we do hereby nominate and appoint the said William James Habens Secretary to this our Commission: And, lastly, we do hereby declare that these presents are intended to be subject to the provisions of "The Commissioners' Powers Act, 1867," and "The Commissioners' Powers Act 1867 Amendment Act, 1872," and are issued by the Governor of our said colony with the advice and consent of our Executive Council thereof accordingly.

In testimony whereof we have caused these our letters to be made patent, and the seal of our said colony to be hereunto affixed.

Witness our Right Trusty and Entirely-beloved Cousin and Councillor George Augustus Constantine, Marquis of Normauby, Earl of Mulgrave, Viscount Normanby, and Baron Mulgrave of Mulgrave, all in the County of York, in the Peerage of the United Kingdom; and Baron Mulgrave of New Ross, in the County of Wexford, in the Peerage of Ireland; a Member of our Most Honourable Privy Council; (L.S.) Knight Grand Cross of our Most Distinguished Order of Saint Michael and Saint George; Governor and Commander-in-Chief in and over our Colony of New Zealand and its Dependencies, and Vice-Admiral of the same; at Wellington, this twenty-third day of December, in the forty-second year of our reign, and in the year of our Lord one thousand eight hundred and seventy-eight.

By His Excellency's command.

J. BALLANCE.

NORMANBY.

Approved in Council.

FRED. LE PATOUREL,
Acting Clerk of the Executive Council.

[INDORSEMENT.]

VICTORIA, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith: To all to whom these presents shall come, and to our Commissioners named in our within Letters Patent, and the Letters Patent of similar import bearing date the eleventh day of February, one thousand eight hundred and seventy-nine.—
GREETING:

WHEREAS we did in the within Letters Patent command and enjoin you our said Commissioners that the evidence taken by you, together with a full and faithful report under your hands and seals upon the several matters therein referred to, you should transmit to us on or before the first day of July, one thousand eight hundred and seventy-nine: And whereas it hath been represented to us that, in order to enable you the more properly to fulfil the duties intrusted to you, it would be expedient to extend the period within which you were required to transmit to us the said report as hereinafter provided: Now, therefore, we do hereby, with the advice of the Executive Council of the Colony of New Zealand, declare and appoint that notwithstanding anything in our said Commission contained, the time at or before which you shall, using all diligence, present to us your report as aforesaid, is hereby extended from the first day of July, one thousand eight hundred and seventy-nine, to the thirty-first day of March, one thousand eight hundred and eighty, until which date, or until such earlier date as you shall be able to conclude your labours, all the rights, privileges, and powers in our within Commission contained shall be and remain in full force and effect: And with the like advice we do hereby confirm the said Letters Patent, except as altered by these presents.

In testimony whereof we have caused these our letters to be made patent, and the seal of our said colony to be hereunto affixed.

(L.S.) Witness our Trusty and Well-beloved Sir Hercules George Robert Robinson, Knight Grand Cross of our Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over our Colony of New Zealand and its Dependencies, and Vice-Admiral of the same, at Wellington, this twentieth day of May, in the year of our Lord one thousand eight hundred and seventy-nine.

By His Excellency's command.

HERCULES ROBINSON.

J. BALLANCE.

Approved in Council.

FORSTER GORING,
Clerk of the Executive Council.

VICTORIA, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith: To our trusty and loving subject, the Reverend WILLIAM EDWARD MULGAN, Bachelor of Arts.—GREETING:

WHEREAS we did by Letters Patent, made and issued under the Seal of our Colony of New Zealand, bearing date the twenty-third day of December, one thousand eight hundred and seventy-eight, appoint the Honourable William Gisborne, Member of the House of Representatives, William Henry Cutten, Esquire, Member of the House of Representatives, together with several other gentlemen therein named, to be our Commissioners to make inquiry into and report upon the operations of the University of New Zealand, and its relation to the secondary schools of the colony, and the relations of both to the primary schools, with other matters and things therein mentioned: And whereas since the issue of the said Letters Patent, Joseph Augustus Tole, Esquire, Bachelor of Arts, Bachelor of Laws, and Member of the House of Representatives, one of the Commissioners thereby appointed, hath resigned his office under the said Commission, and it is expedient to appoint another Commissioner in his stead: Now know ye that we, reposing great trust and confidence in your zeal, industry, discretion, learning, ability, and integrity, and with the advice and consent of the Executive Council of our said colony, have constituted and appointed, and do by these presents constitute and appoint, you, the said Reverend William Edward Mulgan, to be a Commissioner for the purpose aforesaid, in addition to and together with the Commissioners now acting under the above-mentioned Letters Patent, with all the rights, privileges, and authorities in them vested thereby.

In testimony whereof we have caused these our letters to be made patent, and the seal of our said colony to be hereunto affixed.

(L.S.) Witness our Right Trusty and Entirely-beloved Cousin and Councillor George Augustus Constantine, Marquis of Normanby, Earl of Mulgrave, Viscount Normanby, and Baron Mulgrave of Mulgrave, all in the County of York, in the Peerage of the United Kingdom; and Baron Mulgrave of New Ross, in the County of Wexford, in the Peerage of Ireland; a Member of our Most Honourable Privy Council; Knight Grand Cross of our Most Distinguished Order of Saint Michael and Saint George; Governor and Commander-in-Chief in and over our Colony of New Zealand and its Dependencies, and Vice-Admiral of the same; at Wellington, this eleventh day of February, in the forty-second year of our reign, and in the year of our Lord one thousand eight hundred and seventy-nine.

By His Excellency's command.

NORMANBY.

G. S. WHITMORE.

Approved in Council.

FORSTER GORING,
Clerk of the Executive Council.

INTERIM REPORT.

To His Excellency Sir HERCULES GEORGE ROBERT ROBINSON, Knight Grand Cross of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Colony of New Zealand and its Dependencies, and Vice-Admiral of the same.

MAY IT PLEASE YOUR EXCELLENCY,—

We, the Commissioners appointed, on the 23rd day of December, 1878, by your Excellency's predecessor, the Marquis of Normanby, to inquire into and report upon the University of New Zealand and other educational institutions, humbly submit to your Excellency the following interim report.

The scope of the inquiry was defined by our Commission as follows:—

“ 1. The constitution, organization, operations, resources, expenditure, and efficiency of the University of New Zealand, and of the various institutions within the said colony, for the imparting of the higher or University education, of the secondary or intermediate or grammar-school or high-school education, and of technical education by means of training schools, schools of art and design, and schools or colleges of practical science.

“ 2. The mutual relations and mutual influences of the University of New Zealand on the one hand and of the secondary and technical schools on the other.

“ 3. The relations which the primary schools sustain, or ought to sustain, to the secondary, technical, and superior institutions.

“ 4. The best means of bringing secondary and superior education within the reach of the youth of both sexes, by increasing the number of institutions for such education, by the establishment of morning and evening as well as day classes, by means of scholarships to be held by scholars from primary and secondary and technical schools; or by any other means for the purposes hereinbefore mentioned.

“ 5. The best means of making sufficient and suitable provision for the maintenance, administration, and inspection of institutions for education other than primary; and,

“ 6. The condition, value, and application of endowments made out of public estate, or grants of public money, held under any trusts for the promotion of education, or which may have been obtained or procured, either directly or indirectly, under any grant from the Crown, or under any Act, Ordinance, Regulation, or other authority whatsoever for the purposes aforesaid: But nothing herein shall require you to make any inquiry respecting any lands or endowments set apart or applied for the purposes of primary education under ‘The Education Act, 1877.’ ”

We met for the first time in Wellington, on the 15th day of January, 1879, being the day appointed in the Royal Commission for our first meeting, and subsequently held meetings in the Cities of Auckland, Nelson, Christchurch, Wellington, and Dunedin.

We determined to conduct our inquiry by the oral examination of witnesses, by circulars of questions seeking for written information on various subjects connected with our Commission, and by personal inspection by committees of ourselves of the various institutions for secondary and higher education. By these methods we have obtained a large amount of valuable information, which is contained in the minutes and in the Appendix attached to this our report. We believe

that the Appendix will be found to contain the most complete account that has yet been compiled of the institutions and appliances for education, other than primary education, throughout the colony. We have met formally on eighty-two days, and we have occupied seventeen other days in Committee meetings and in the inspection of educational institutions. In the Appendix and evidence we are already supplied with the principal data and material for our final report. The number of witnesses examined up to this date is one hundred and six. We think it will be necessary to examine only a very few more witnesses, and we propose to devote the next few days to this process of inquiry, and, with your Excellency's permission, to send the additional evidence taken in order that it may be at once printed along with that which accompanies this report.

Obstacles to inquiry.

We feel it to be our duty to report that, in the case of the Nelson College, one of the institutions affiliated to the University, admittance was refused to the committee deputed by us to make an inspection; and that, in the case of Christ's College Grammar School, also affiliated to the University, our Committee was admitted, but the ordinary school business was not allowed to proceed in their presence. We have had, therefore, no opportunity of observing the working of these institutions. The authorities at Christ's College object to any inspection, except such as is involved in an examination of the school. The objection raised at Nelson was based upon the fact that the endowments of the College originated in a contract between the New Zealand Company and the settlers. (*See Appendix, pp. 41-43.*) On a similar ground the trustees of the Presbyterian Church Trust of Otago have hitherto declined to afford us information, except verbally and under protest, as to that portion of their income which, under Act of the Assembly passed in 1866, is devoted to "the erection or endowment of a literary chair or chairs in any College or University which shall be erected or shall exist in the Province of Otago." We do not undertake to say that the position assumed by the authorities of Nelson College and the Otago Presbyterian Church Trust is not legally defensible; but we are of opinion that, if it be so, there is urgent need of legislation to render them amenable to public investigation. In our final report we propose to treat of the whole question of examination and inspection of secondary schools.

Extension of time for report.

It soon became apparent that it would not be possible for us, within the time prescribed—namely, before the 30th June, 1879—to report fully on all the matters referred to us. We therefore made application, on the 9th April, through the Minister of Education, for an extension of time; and about the same time we agreed to make a definite report upon the question of University education before the meeting of Parliament. In pursuance of this application our powers under the Commission have been extended by your Excellency to the 31st March, 1880. We therefore propose, in this our interim report, to restrict ourselves almost exclusively to the matter of University education, although we may refer incidentally to other branches of the inquiry.

Success of University Institutions.

In the case of so young an institution as the New Zealand University we do not think that the number of graduates can be regarded as by any means a fair test of its efficiency, or of the necessity for its establishment. In the nature of things, some years must always elapse before the earlier students are admitted to degrees; moreover, until the first few have set the example of taking degrees the number of those who aspire to a degree is small. We believe that the University of New Zealand has only just reached that stage at which the results of its operations are beginning to appear in the form of a steady increase in the number of students, and of those who graduate. It is, therefore, satisfactory to observe that there are already fourteen graduates by examination, two of whom have taken a second degree—that of M.A.—and that there are 106 undergraduates whose names appear in the Calendar of 1879, or who have been reported to us as having matriculated since the Calendar was published. These undergraduates are distributed as follows:—Otago University, 49; Canterbury College, 26; Wellington College, 11; Auckland College, 7; Nelson College, 5; Wesley College, Three Kings, 4; Bishopdale College, Nelson, 3; St. John's College, Auckland, 1. The numbers now attending lectures at the two institutions solely devoted to University education are—At Otago University, 111, of whom 44 have matriculated; at

Canterbury College, 57, of whom 23 have matriculated. Of the students here enumerated as attending lectures four of those at Otago University and two of those at Canterbury College are graduates. We are informed that the non-matriculated students at these two institutions are doing the same kind of work as those who have matriculated, the distinction being that the former have not passed the entrance examination, and usually confine their attention to a smaller number of subjects than is required for a complete course. Some of them, however, are school-teachers, who, under a regulation of the University, are allowed to proceed to a degree without matriculation.

It has been for many years a moot question whether the New Zealand University has assumed the form best suited to the circumstances of the colony, and it has been a frequent topic of discussion, both in Parliament and among the public at large, whether the University should be merely an examining body, as at present, or should also discharge the teaching functions of a University.

In 1874 it was decided by Parliament, after consideration of the then existing circumstances of the colony, that the University should be merely an examining body; and the University Act of 1874 embodies this decision in the following words:—

“It is hereby expressly declared and enacted that the University hereby established is so established, not for the purpose of teaching, but for the purpose of encouraging, in the manner hereinafter provided, the pursuit of a liberal education, and ascertaining, by means of examination, the persons who have acquired proficiency in literature, science, or art, by the pursuit of a liberal course of education, and of rewarding them by academical degrees and certificates of proficiency as evidence of their respective attainments, and marks of honour proportioned thereto.”

It appears to us that the University Senate, in carrying on its work within the limits thus prescribed to it, has rendered valuable service to the cause of education, particularly by the institution of scholarships for the encouragement of students in the pursuit of a liberal culture; but that it has erred in taking too sanguine a view of the capabilities of secondary schools which aspired to rise to the level of collegiate institutions, and by affiliating these schools on terms of apparent equality with colleges affording a true academical education. We believe that in a great measure the action of the Senate in this respect has been due to the want of means for the establishment of collegiate institutions properly so-called in the North Island.

We strongly recommend that this inequality in the educational institutions of the two islands should be removed at once by establishing, at the most important centres of population in the North Island, colleges capable of supplying an education of the same standard as that provided by the University of Otago and the Canterbury College. This course will render it necessary, and will at the same time make it possible, to remodel the New Zealand University, by abolishing the system of affiliation, and bringing the Otago University and the Canterbury College, together with the new colleges proposed to be established, into a much closer relation with the University than the present system admits of.

Entering more fully into details, we propose that the Government should invite the Legislature to make immediate provision for the establishment of two colleges—one at Auckland, and the other at Wellington—of such a character as has been already indicated. It appears to us that the institutions should be founded on the model of the existing academic institutions in Canterbury and Otago; and that, with this view, a staff of professors should be engaged for each college as follows:—(1.) Professor of Latin and Greek; (2.) Professor of English Language, Literature, and History; (3.) Professor of Mathematics and Mathematical Physics; (4.) Professor of Chemistry and Experimental Physics; (5.) Professor of Natural Science. It will probably be found necessary, in nearly every case, to appoint a Commission in Great Britain for the purpose of selecting professors.

We are of opinion that it will be necessary for the Government either to select out of lands at its disposal suitable sites for college buildings at Auckland and Wellington, or to acquire such sites; and that two grants of £12,500 each

should be made for the building of the two colleges, and for fittings and apparatus. Although these sums are not equal to those expended for like purposes in Dunedin and Christchurch, we think they will be found sufficient for present requirements.

Selection of sites and plans.

We recommend that the erection of the college buildings be undertaken by the Government, and that the plans and specifications for each college be submitted for approval to a Board consisting of two members of the University Senate and two members of the Council of the college, of which Council the proposed mode of appointment will be hereafter described. The same Board might also be consulted as to the selection of the site.

Reserves and revenues.

For the annual maintenance of these two colleges it is suggested that the Government should take such steps as they may deem best for utilizing the reserves set apart for the promotion of higher education in the Provincial Districts of Auckland and Wellington. These reserves, in the Auckland District, amount to 30,354 acres; and, in the Wellington District, to 4,000 acres. At present they yield no revenue, but we are advised that from some of them at least a rental might be immediately obtained (*see* Evidence, p. 96, question 2,042). The establishment of the colleges, however, should not be deferred until, or made dependent upon, the letting or sale of these reserves. As the present endowments may be presumed to be inadequate, our recommendation is that the two colleges be respectively endowed with Crown lands sufficient to provide an immediate income to each amounting to £4,000 per annum; and that, if it be not practicable to make reserves bringing in at once such an income, the deficit in each case, until such income shall be realized, be made good by a pecuniary grant, to be appropriated in a new University Act.

Possible extension of scheme.

In framing this report, we have first dealt with the question of founding these new colleges, in order to distribute the means of obtaining University education as equally as possible throughout the colony; and we propose that our scheme for affording this higher education shall be capable of extension to other portions of the colony by the foundation of other new colleges as the growth of population may require.

Relation of University and colleges.

We recommend that the University of Otago, the Canterbury College, the two new colleges, and any other colleges hereafter founded, be colleges of the New Zealand University, following, in this respect, the precedent of the Queen's Colleges in Ireland established by the late Sir Robert Peel, which are called Colleges of the Queen's University. We are of opinion that the University should be governed by a Senate composed in great part of representatives of the colleges; and that, in the present circumstances of the colony, the University so governed should be the only body having authority to confer degrees. We are convinced that degrees conferred by such a body would be more highly esteemed than any which might be granted by one of the separate colleges; while, at the same time, under the constitution which we propose, each college will have sufficient influence over the examinations to prevent their being of such a kind as to require or foster a rigid uniformity in the course of instruction and study. Our desire is that each college may acquire a marked individuality, such as to demand recognition in the form of the examinations, and to secure for it a special reputation, which may at some future day be the foundation of its success as a separate and independent University.

Colleges to be called "University Colleges."

It is proposed that each of the colleges be styled "University College," with the name of the provincial district prefixed in which the college is situated; and, as these colleges may be regarded as component parts of the University, it may be convenient now to describe the constitution of their governing bodies or councils, and to show the mode of connecting the several colleges with the University.

Respective powers of University and colleges.

Our opinion is that these colleges, whilst being federated for the purpose of forming one University, should preserve an ample independence, and not be unnecessarily subordinated to the University. With this object in view we have agreed to the following resolution:—"That the said colleges shall not in any way be under the jurisdiction or control of the Senate of the New Zealand University further than as regards the regulations for qualifications for the several degrees or other University distinctions; the said colleges being, in all other

“ respects, subjected only to the provisions of the University Act, and the regulations “ of their respective governing bodies or councils.” It is desirable, however, and intended, that the fixing of the terms of the academic year should rest with the Senate of the University, and that the terms should be uniform in all the University colleges.

On the question whether it is desirable that the University should have a fixed seat we were by no means agreed. The following resolution was carried by seven votes against six :—“ That the New Zealand University should have its seat and “ hold its meetings in the Otago University Buildings, in the City of Dunedin, and “ all degrees granted by the Senate of the New Zealand University should be “ publicly granted and conferred in the City of Dunedin : provided that students, “ when graduating, shall not necessarily be required to be present at the ceremony “ of graduation.”

Dunedin to be
the seat of the
University.

In devising a constitution for the governing bodies of the colleges we have been influenced by three separate considerations of nearly equal importance. In the first place, we have borne in mind that the colleges owe their existence and maintenance to grants of public money or land ; and that, on that account, if for no other reason, the Government ought to exercise some direct control over them. In the second place, the professors—whose duties and interests are so inseparably bound up with the prosperity of the colleges, and who must be more intimately acquainted than any other persons can be with the inner working of the colleges, and with the necessities of the students—have an undoubted claim to a voice in the management of these institutions, a claim which is fully recognized in other Universities. And lastly, the graduates, with their experience of the special characteristics of the life of their own college, and their personal reasons for desiring to see its efficiency and reputation well maintained, may be expected to exert a beneficial influence if admitted to a share in its government. We therefore recommend that the Council of each college be composed of twelve members as follows :—

Constitution of
college Councils.

Four members to be nominated by the Governor in Council ;

Four members to be elected by the Professorial Board of each college ;

Four members to be elected by the graduates of the New Zealand University on the books of the college, as soon as there are twenty such graduates by examination ; this last group of members to be appointed by the Governor in Council until there are twenty such graduates.

In order that graduates residing at a distance from the colleges may not be put to the inconvenience of coming to the polling-place, it is suggested that means should be devised for taking their votes by voting-papers.

Voting-papers.

We are of opinion that *ad eundem* graduates of the University should be allowed, on payment of a reasonable fee, to put their names on the books of a college, and to vote at elections of members of the college Council ; but that this privilege should be carefully limited in order to secure to the other graduates who are members of the college their proper influence in the conduct of the affairs of the college. The restrictions which we recommend are—that the *ad eundem* graduates on the books of a college shall not vote at elections of members of Council until there are on the books of the college thirty graduates by examination ; and that the Council may refuse to allow an *ad eundem* graduate to put his name on the books if his place of residence be such as to render it evidently more fitting that he should associate himself with some other college. In other respects it is proposed to invest *ad eundem* graduates with the same privileges as other graduates of the University.

Privileges of *ad
eundem* graduates.

We think that the members of the college Councils should not be appointed for life, but that the appointments should be terminable at the end of four years, and that, in order to bring about a retirement by rotation, one of each group of four should retire annually ; the order in which the persons first appointed shall retire to be determined by lot, and subsequent retirements by seniority, retiring members being eligible for re-election or re-appointment. We propose that any member who shall be absent from the meetings of the Council for a period of three months without leave obtained shall cease to be a member, and that the place left vacant by his retirement shall be at once filled up by the person or body who appointed or elected him.

Tenure of office
of members of
college Councils.

Temporary provision for college Councils at Auckland and Wellington.

With regard to the appointment of Councils for the proposed colleges at Auckland and Wellington, we recommend that until the Professorial Boards of those colleges shall be constituted the number of members be limited to eight, all to be appointed by the Governor in Council; and that these appointments be made simultaneously with the appointment of the members of the Councils of the Otago and Canterbury Colleges.

Professorial Boards; their constitution and functions.

In each college there should be a Professorial Board, consisting of all the professors holding chairs in the college, and of such lecturers as the Council of the college may appoint; provided that the number of lecturers appointed members of the Board shall not be greater than one-third of the number of the professors. Besides the specific powers conferred on the Professorial Boards, the following general powers should devolve upon them:—(1.) To deal with questions relating to the discipline of the students, subject to a right of appeal to the college Council; (2.) subject to the approval of the Council, to fix the course of study and the days and hours of lectures and examinations, and to make all necessary regulations with regard to the attendance of the students; (3.) subject to the approval of the Council, to prescribe the subjects of examination for prizes, scholarships, and other college distinctions or rewards; (4.) subject to the approval of the Council, to make regulations for the management of the college library; (5.) to give through the college Registrar such instructions as may be necessary to the porter or other college servants; (6.) to furnish to the Council such information as the Council may require or the Board deem necessary; and also to offer such suggestions for the consideration of the Council as the Board may think advisable.

Annual reports and audit.

It should be the duty of the Council of every University college to report to the Chancellor before the 31st day of March in every year the proceedings of the previous year ending 31st December, and also to furnish an account of receipts and disbursements during that year; such accounts to be submitted to the Auditor-General.

Re-modelling the University.

In order that the New Zealand University may fulfil the functions proposed to be assigned to it, we are of opinion that it is necessary to remodel the constitution of the Senate, and to pass a new University Act, preserving the continuity of the University, and of the Otago University and the Canterbury College, and saving all their existing rights except such as conflict with the recommendations of this report.

Affiliation to cease.

We are of opinion that the affiliation of educational institutions should cease, and that institutions at present affiliated should cease to be affiliated, when the new Act comes into operation; with the provision, however, that all existing personal rights of graduates and undergraduates be carefully preserved.

Senate, Chancellor, and Vice-Chancellor.

The University should consist as at present of a Chancellor, Vice-Chancellor, Fellows, and Graduates, and should be governed by one body called the Senate of the University. The Senate should consist of six Fellows to be nominated by the Governor in Council, and three Fellows to be elected by the Council of each University College; one-third of the Fellows appointed by the Governor in Council, and one-third of the Fellows elected by each college Council retiring annually. The order in which the Fellows first nominated or elected shall retire may be determined by lot, and subsequent retirements by seniority, retiring members being eligible for re-election or re-appointment. We think that the members of the Senate should not have the right to vote by proxy. The Senate should elect from its own number a Chancellor and a Vice-Chancellor, to hold office for three years, and be eligible for re-election, with the proviso that neither of these offices shall be held by any person who is not at the same time a member of the Senate.

Convocation unnecessary.

The provision made for the representation of graduates in the Councils of their respective colleges renders it in our view unnecessary to retain the cumbrous machinery of Convocation, and substitutes for it a means of making their influence felt to which we believe the graduates themselves will attach a much higher value.

Minister of Education to be Visitor.

The office of Visitor of the University and the University Colleges, we think, should not be of a merely honorary nature, but should be brought into connection, in some degree, with the general system of education in the colony. Believing

that the progress of the University and its colleges will be watched with great interest by the people, we suggest that the Minister of Education should be the Visitor of all these institutions, in order that in his place in Parliament he may be able publicly to give such information respecting them as occasion may require.

It should be the duty of the Chancellor of the University, on or before the 30th of June in every year, to furnish a report to the Minister of Education upon the condition and progress, revenue and expenditure, of the University during the preceding year, and to accompany the same with copies of the reports furnished to him by the several University colleges; together with such remarks thereon as he may think fit to make. All these reports should be laid before both Houses of Parliament within one month after the same have been received, if Parliament be then sitting, or, if it be not then sitting, within one month after the next meeting of Parliament.

Chancellor's annual report.

We recommend that the same pecuniary provision for the University of New Zealand as at present exists be made in the new Act.

Pecuniary provision for University.

We deem it very undesirable that the colleges should come into competition with the grammar-schools, or that boys who require school discipline should be prematurely admitted to the freer life of a University; and we therefore recommend that the minimum age for matriculation be raised to sixteen years.

Age of admission to University.

We have carefully considered the question, whether students residing at a distance from the colleges should be allowed to proceed to their degrees by passing the prescribed examinations without attendance at lectures, and have come to the conclusion that great importance should be attached to the attendance of undergraduates upon college lectures; but that there is no good reason for disturbing the existing arrangement whereby the Chancellor may, in exceptional cases, grant exemption from such attendance.

Attendance at lectures.

In order that the Senate may have at its command a staff of competent examiners, we recommend that the professors of the University colleges be professors of the University, and be ordinarily its examiners. By selecting examiners from among the professors of the University, the Senate will be enabled to have its examinations conducted wholly within the colony, and the delay which ensues from the transmission of the examination papers to and from England or Australia will be got rid of, and the results of the examination made known with much greater promptitude than heretofore. At the same time, the Senate should be at liberty to avail itself of the services of the college lecturers as examiners, and also to appoint persons who are not connected with the teaching staff of any college, or who may ordinarily reside beyond the limits of the colony; but in no case should any part of the examination be conducted by persons who, for the time being, are not resident in the colony.

Professors of the colleges to be professors of the University, and ordinarily examiners.

Examinations to be conducted within the colony.

For the purposes of making up the final returns of every examination, and awarding scholarships, we think that there should be an examination committee, consisting of the Chancellor, as Chairman, and of persons chosen from among the examiners, each Professorial Board choosing one examiner as its representative for the year.

Examination committee.

The interests both of the University and of the colleges demand that the terms offered to gentlemen invited to become professors should be such as may be reasonably expected to command the services of able men. We therefore recommend that the tenure of office of each professor, according to the ordinary precedent of other Universities, be *quamdiu se bene gesserit*, but that power be reserved to the college Councils to make arrangements for retiring allowances (varying according to length of service) in cases of advanced age, infirmity, or other such incapacity.

Professors' tenure of office.

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 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 pro-

Appointment of professors.

fessorships, 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.

Technical and professional schools.

We are of opinion that, considering the large expenditure involved in founding and carrying on professional and technical schools, it is not, as a rule, advisable to establish more than one school of the same kind. Our scheme provides for instruction in physical and natural science as part of the arts course in every University college. Our view is that, in addition to this, each of the several colleges should have in immediate connection with it some special school; but the precise constitution to be given to such schools is a point upon which we are not able at present to give a final opinion. We find it necessary, however, to recommend that the powers which the present governing bodies of the Otago University and the Canterbury College possess with regard to all the institutions under their charge, be conferred upon the Councils to be constituted under the new Act, and that those Councils have power to associate with themselves committees, composed of persons, not being members of the Councils, who may have special knowledge of the institutions in question.

Science degrees.

It would perhaps be unwise to include in the new Act a provision for the granting of degrees in science, as such degrees are not included among those enumerated in the University charter; but we think that the Senate should confer with the authorities of the various Australian Universities with a view to joint action in making application to the Crown for such modifications of their respective charters as will enable them to confer science degrees which will be recognized throughout the British dominions.

Barristers' and solicitors' examinations.

We have ascertained the views of several of the Judges and members of the Bar as to the advisability of proposals for requiring that candidates for admission as barristers or solicitors should pass through a course of University training; but upon this point we must defer our decision until we proceed to the preparation of our final report.

Examinations of law students and for Civil Service.

Seeing that there is already in the colony a body of professors specially trained for the tuition and examination of youth, and that their number will be nearly doubled if our proposals be accepted, we recommend that the examination of law students in general knowledge and the examination of candidates for admission to the Civil Service be transferred to the University.

Public appointments to be specially reserved for graduates.

In order to encourage young persons to continue their studies in the colleges, and proceed to University degrees, it seems to us desirable that a certain number of appointments in the public departments should be reserved specially for students who have graduated with distinction in the University. We do not undertake to name the departments in which these prizes should be given; but it is manifest that from an engineering school, for example, students might pass into the Public Works Department, or into the Telegraph or Survey Department. It appears to us that by this means a special field, however small at first, might be opened up to intelligent native-born youth. We suggest that the Senate should negotiate with the Government as to the departments in which such appointments should be offered, and the conditions of tenure.

Female education.

By the terms of our Commission we are required to report upon the best means of bringing secondary and superior education within the reach of youth of both sexes. We are not yet prepared to deal exhaustively with this subject; but we think it necessary to recommend that it be notified to candidates for appointment as professors of the new colleges that ladies are admissible to degrees in the University, and will be permitted to attend classes in these colleges, as is already the case in Otago and Canterbury. We beg also to direct your Excellency's attention to the necessity of some public provision for the secondary education of girls in Nelson, and of a more adequate maintenance for the Girls' High School in Auckland. We may further state that the classes for girls at Wellington College are limited to two hours a day, and conducted by masters who even without this burden would be overworked.

It seems to us that the proposed changes in the composition of the Senate of the University, and of the existing councils of the Otago University and Canterbury College, ought to take place at as early a period as is practicable; and that their successors, and the Councils of the proposed colleges at Auckland and Wellington, should be brought into existence with all reasonable speed, due regard being had to all public interests which have been intrusted to the charge of the retiring governing bodies, and to all engagements which they have undertaken.

We have it in evidence that the Synod of the Presbyterian Church of Otago has passed an Interim Act, which will come up for final decision in January next, the object of which is to apply to the establishment and maintenance of a chair in a Presbyterian college the proceeds of certain educational endowments which have hitherto been deemed applicable to the establishment and maintenance of chairs in the University of Otago. This Interim Act appears to have arisen out of a difference of opinion between the Synod and the Otago University Council, as to the particular chair in that University to the establishment of which the funds were to be appropriated. In consequence of this difference of opinion these funds have been for some time lying idle. We are of opinion that the purpose contemplated in the Interim Act of the Synod is contrary to the spirit of "The Presbyterian Church of Otago Lands Act, 1866," and that a short Act should be passed—first, defining what college or University is entitled to receive the benefit of the endowment; and, secondly, providing means for settling any difference of opinion between the Synod and the governing body of the college or University so defined.

We have, in this report, confined ourselves almost exclusively to an exposition of our scheme for re-modelling the University; and this because the time would not admit of our dealing satisfactorily with any further portion of our inquiry before the meeting of Parliament, and because we are strongly convinced that early legislation in the direction which we recommend is highly necessary to the future progress of University education in New Zealand.

All which we humbly submit to your Excellency's gracious consideration.

Witness our hands and seals, this 9th day of July, 1879.

(L.S.) G. MAURICE O'RORKE,	(L.S.) C. H. H. COOK.
Chairman.	(L.S.) G. S. SALE.
(L.S.) W. GISBORNE.	(L.S.) JOHN SHAND.
(L.S.) JAMES WALLIS.	(L.S.) GEORGE H. F. ULRICH.
(L.S.) JAMES HECTOR.	(L.S.) WILLIAM MACDONALD.
(L.S.) WM. JAS. HABENS.	(L.S.) W. EDW. MULGAN.
(L.S.) J. M. BROWN.	

We, the undersigned members of the Commission, beg to record our dissent from that portion of the above report which recommends that the seat of the University should be fixed by Act at Dunedin. The following are our reasons:—(1.) That it is a proposal which is not founded on the evidence taken before the Commission; (2.) that it has arisen from and involves political considerations of a retrospective character which are foreign to the subjects submitted to the Commission; (3.) that it involves a contradiction of the proposed scheme for the constitution of the University as understood by us, the fundamental principle of which is, that the University colleges shall be on a footing of equality; (4.) that it is important to the success of the University, constituted as proposed, that the Senate should be enabled to hold its meetings at any of the University colleges, and so keep alive an active interest in its proceedings in all parts of the colony; (5.) that it is not desirable that the Senate should be limited in the selection of the Chancellor to persons residing in or near to Dunedin, which would be the necessary result of the proposal that the Registrar's office and the meetings of the Senate should be permanently fixed there.

JAMES WALLIS.	J. M. BROWN.
JAMES HECTOR.	C. H. H. COOK.
WM. JAS. HABENS.	W. EDW. MULGAN.

While I assent generally to the recommendations contained in this report, I desire to express my dissent from that part of it in which it is recommended that the examiners of the New Zealand University should as a rule be taken from

among the professors of the University colleges. I think it wrong that any professor or lecturer should be placed in the exceedingly difficult position of having to pronounce upon the relative merits of his own students and others educated at rival colleges. I think it not unlikely that this difficulty will lead to the breakdown of the scheme, and will precipitate the establishment of four or more distinct Universities. I think further that it is unwise to condemn the plan of conducting the examination by means of printed papers furnished by examiners resident in England, and forwarded by them through the post, until that plan has been fairly tried and proved to be unworkable. I believe that in all subjects except physical and natural science, such a mode of examination would be perfectly satisfactory, and that any inconvenience arising from the delay of a few weeks in the publication of the results would be amply compensated by the unimpeachable character of the examination.

G. S. SALE.

I concur with the above.—JAMES HECTOR.

I am of opinion that the affiliation of existing educational institutions to the University should not cease immediately upon the coming into operation of the Act dealing with the University and establishing the proposed colleges, but that it should remain in force until the new colleges are actually established.

JAMES HECTOR.

I do not approve of this report.

W. H. CUTTEN.

MINUTES OF PROCEEDINGS.

THE Commission met at PARLIAMENT BUILDINGS, WELLINGTON, on WEDNESDAY, the 15th day of January, 1879, at 11 o'clock a.m.

Present: John MacMillan Brown, Esq., M.A.; Charles Henry Herbert Cook, Esq., M.A.; the Hon. William Gisborne, M.H.R.; the Rev. William James Habens, B.A. (Secretary); James Hector, Esq., C.M.G., M.D., F.R.S.; William Macdonald, Esq., M.A., LL.D.; John Shand, Esq., M.A.; George Henry Frederick Ulrich, Esq.; the Rev. James Wallis, M.A., M.D., M.H.R.

The Secretary read the letters patent, issued under the Great Seal of the Colony, appointing the Commission.

On the motion of Professor Brown, seconded by the Hon. W. Gisborne, Mr. G. M. O'Rorke was unanimously elected Chairman of the Commission.

On the motion of Dr. Macdonald, the chair was taken by the Hon. W. Gisborne.

Resolved, on the motion of Dr. Macdonald, seconded by Professor Brown, That a telegram be at once sent to Mr. O'Rorke in the following terms: "The University Commission has unanimously elected you Chairman, and earnestly trusts that you will wire acceptance of the office."

Resolved, on the motion of Professor Shand, seconded by Professor Brown, That, in all matters relating to procedure, the Chairman shall have a deliberative vote, and in the case of an equality of votes he shall also have a casting vote; but that, in deciding upon the recommendations to be made by the Commission in its report to the Governor, the Chairman shall possess only one vote.

Moved by Dr. Wallis, and seconded *pro forma* by Professor Brown, That the meetings of the Commission be open to the public.

Amendment proposed by Dr. Macdonald, and seconded by Professor Ulrich, That the proceedings of the Commission be communicated to the Press by the Secretary as the Commission shall from time to time direct.

Debate adjourned.

The Secretary laid on the table the following books and papers:—1. Schools Enquiry Commission, 1864:—Vol. I., Report of Commissioners; Vol. VI., Reports,—Fearon on Borough Schools in Scotland, and Matthew Arnold on Secondary Education in France, Germany, &c. 2. Report of Royal Commission, 1870, on Scientific Instruction, 3 vols. 3. Third Report of Her Majesty's Commissioners on Schools in Scotland, Vol. I. 4. Lord Stanley's Circular, 1867, to Her Majesty's Representatives abroad, with their Replies, on Technical and Primary Education. 5. Report on the State of Public Education in Victoria, by Professor Pearson, as Royal Commissioner, 1877-78. 6. New Zealand Acts: "Commissioners' Powers Act, 1867," and Amendment Act, 1872; "University Endowment Act, 1868;" "Education Act, 1877;" "Education Reserves Act, 1877;" Acts relating to certain High Schools. 7. Regulations (1878) made under "Education Act, 1877." 8. New Zealand Parliamentary Papers: Report of Select Committee of House of Representatives on University Scholarships, 1867; Reports of Commission on Religious, Educational, and Charitable Trusts, 1869-70; Return of Education Reserves, 1876; Report of Education Department, 1878; Report of New Zealand University, 1878; Report of Otago University, 1878; Report of Canterbury College, 1878; Papers relating to School of Mines (H.-1.E.), 1878; Report on Wellington College, 1878. 9. University Calendars: New Zealand, 1878; Cambridge, 1877; Oxford, 1878; London, 1877; Edinburgh, 1878; Dublin, 1878; Queen's, 1877; Melbourne, 1878. 10. *Gazette*, June 12, 1878: Apportionment of Reserves for Primary and Secondary Education. 11. List of Secondary Schools, with Circular from Education Department, asking for Reports, 1878. 12. Technical Education, with Reports on Technical Schools of Germany, &c., by R. Gill. 13. Technical Training, by T. Twining. 14. Free Schools of the United States, by F. Adams.

A letter was read from Mr. E. H. Power offering to give evidence in reference to the refusal to award him the Bowen Prize, 1875. Ordered to stand over.

The meeting was adjourned until 4 o'clock p.m., at which hour the Commission again met.

The Secretary intimated that no reply had been received from Mr. O'Rorke in reference to his election as Chairman.

Resolved, on the motion of Dr. Macdonald, seconded by Professor Brown, That the Chairman, Dr. Wallis, Professors Cook and Shand, the Secretary, and the mover be appointed a Committee to draw up a general scheme of business, and report to the Commission as early as possible.

The meeting was then adjourned until 2.30 o'clock next day.

THURSDAY, 16TH JANUARY, 1879.

The Commission met pursuant to adjournment.

Present: Dr. Wallis, in the chair; Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens, Dr. Macdonald, Professors Sale, Shand, and Ulrich.

The Secretary reported that he had received a telegram from Mr. O'Rorke, accepting the office of Chairman.

On the motion of Dr. Macdonald, seconded by Professor Brown, it was resolved, That the consideration of the motion by Dr. Wallis, "That the meetings of the Commission be open to the public," and of the amendment proposed thereto, be further postponed.

The Secretary brought up the Report of the General Business Committee, which was read as follows:—

General Business Committee, Parliament Buildings, January 16, 1879, at 10 a.m.—Dr. Wallis in the chair.

On the motion of Professor Shand, seconded by Professor Cook, *Resolved*, That the Commission be recommended to appoint four Committees, with the following titles respectively:—1. University Committee; 2. Committees on Secondary Schools; 3. Committee on Professional and Technical Schools; 4. Endowment and Finance Committee.

On the motion of Dr. Macdonald, seconded by the Rev. W. J. Habens, it was agreed to recommend that the following members should constitute the Committees respectively:—

1. University: Professors Brown and Cook, the Rev. W. J. Habens, Professors Sale and Shand, and Dr. Wallis;
2. Secondary Schools: Professor Brown, Dr. Macdonald, and Professor Shand;
3. Professional and Technical Schools: Rev. W. J. Habens, Drs. Hector and Macdonald, and Professor Ulrich;
4. Endowment and Finance: Professor Cook, Mr. Cutten, Hon. W. Gisborne, Mr. O'Rorke, Professor Sale, and Dr. Wallis;

and that Professor Sale be the Convener of the first Committee, and Dr. Macdonald, Dr. Hector, and the Hon. Mr. Gisborne be the Conveners of the second, third, and fourth Committees respectively.

On the motion of Dr. Macdonald, seconded by Professor Shand, *Resolved*, That each Committee shall report as to the manner in which the inquiries of the Commission can be best conducted on the general subject remitted to it; the institutions affiliated to the University of New Zealand to be considered by the University Committee, in so far as they supply University or superior education; and by the Committee on Secondary Schools, in so far as they supply intermediate or secondary education.

On the motion of Mr. Cutten, seconded by Professor Sale, *Resolved*, That the report of the General Business Committee be adopted, and the Committee be discharged.

On the motion of Mr. Cutten, seconded by Professor Ulrich, *Resolved*, That it be a rule that any member of the Commission may be present at the meetings of Committees.

On the motion of Dr. Macdonald, seconded by Professor Ulrich, *Resolved*, That the minutes up to the present date be placed at the disposal of the Press.

The Commission then adjourned, to meet again on Monday, at 10 o'clock a.m., at the Parliament Buildings, Wellington.

MONDAY, 20TH JANUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Drs. Hector and Macdonald, Professors Sale, Shand, and Ulrich, and Dr. Wallis.

On the motion of Dr. Wallis, seconded by Professor Shand, the chair was taken by Dr. Macdonald.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Dr. Wallis, seconded by Professor Cook, *Resolved*, That the consideration of the motion, "That the meetings of the Commission be open to the public," and of the amendment thereto, be postponed until the first meeting in the following week.

Professor Sale brought up an interim report of the University Committee.

On the motion of Dr. Hector, seconded by Professor Ulrich, *Resolved*, That, in terms of the interim report of the University Committee, the Commission directs,—

1. That the Chancellor and Registrar of the New Zealand University be summoned to attend on Saturday, February 1, at 10 o'clock a.m.

2. That the following documents be obtained:—1. A complete set of New Zealand University Calendars; 2. A complete set of Minutes of Proceedings of the University Senate; 3. Twenty copies of Calendar, 1878; 4. A complete set of Examination Papers, 1878; 5. Copies of all Returns furnished by Examiners; 6. Reports and Returns of Affiliated Institutions.

3. That the Secretary be instructed to print the suggestions of the Committee for the use of members.

On the motion of Dr. Wallis, seconded by Professor Shand, *Resolved*, That Professor Ulrich be a member of the Secondary Schools Committee.

Dr. Hector brought up the report of the Committee on Professional and Technical Schools, which was read as follows:—

The Committee reports that it has distributed the subjects falling within its scope under heads, and indicated the sources of information, as follows:—

I. LIST OF SCHOOLS, ETC.

A. *Normal Schools and Classes*.—*a.* Normal School, Christchurch; *b.* Normal School, Dunedin; *c.* Normal Classes, Auckland; *d.* Normal Classes, Thames; *e.* Normal Classes, Timaru.(?)

B. *Medical Schools*.—*a.* Medical School, Christchurch; *b.* Medical School, Dunedin.

C. *Law Schools*.—*a.* Law School, Christchurch; *b.* Law School, Dunedin.

D. *Art Schools*.—*a.* School of Art, Dunedin; *b.* School of Art, Auckland; *c.* School of Art, Wellington.(?)

E. *Mining Schools*.—*a.* Mining School, Christchurch; *b.* Mining School, Dunedin.

F. *Agricultural School*.—*a.* Agricultural School, Christchurch.

G. *Museums with Teaching Appliances*.—*a.* Colonial Museum and Laboratory, Wellington; *b.* Canterbury Museum and School of Technical Science; *c.* Museum of Otago; *d.* Auckland Museum.

H. *Science Lectureships*.—*a.* Auckland; *b.* Wellington; *c.* Nelson.

I. *Civil Service Examinations*.

J. *New Zealand Institute*.

II. POINTS OF INQUIRY AND SOURCES OF INFORMATION.

A. *The Constitution, Equipment, Working, Utility, and Extension of the Normal Schools*.—*a.* Education Report, 1878, pp. 94, 95, 99. *b.* Replies to Schedule recently issued by Education Department. *c.* Evidence of Inspectors and of Chairmen of Education Boards as to the practical value of the training given in the Normal Schools, and as to the present demand for and supply of teachers.

B. *The Extent, Success, and Adequacy of the Medical Schools*.—*a.* Report of the University of Otago, 1878, pp. 1, 2, 3, 5, 6. *b.* Papers relating to Canterbury College, pp. 5, 7. *c.* Evidence of Registrar as to operations of Medical School, Christchurch. *d.* Evidence of Registrar-General as to additions to the roll of medical practitioners in New Zealand during past years. *e.* General evidence as to the desirability and practicability of establishing such schools.

C. *The Extent, Success, and Adequacy of the Law Schools*.—*a.* Evidence of Registrars of Otago University and of Canterbury College as to operation of their respective law schools. *b.* Evidence of the Registrars of the Supreme Court in each district as to requirements for the various general knowledge and law examinations; the extent to which University and College certificates are received as exempting from examination; and the numbers added during past years to the roll of legal practitioners in New Zealand.

D. *The Operations, Success, and Extension of Art Schools*.—*a.* Education Report, 1878, pp. 56, 57. *b.* Reply to Schedule of Inquiry recently issued by Education Department. *c.* General evidence as to establishment of art schools in all the large towns.

E. *Proposed Schemes for Mining Schools: their Suitability and Probable Success*.—*a.* Papers relating to the Establishment of Schools of Mines, H.-1E, 1878. *b.* Report of University of Otago, H.-1B, 1878, pp. 3, 5. *c.* Papers relating to Canterbury College, H.-c, 1878, p. 2. *d.* General evidence as to present supply of, and probable future demand for, mining surveyors, assayers, consulting mining geologists, &c.

F. *Proposed Scheme for Agricultural School: its Suitability and Probable Success*.—*a.* Papers relating to Canterbury College, H.-1c, 1878, pp. 1, 2, 6. *b.* General evidence as to probable supply of agricultural students.

G. *Extent to which Museums may be made available for Teaching Purposes*.—*a.* Annual Reports, Colonial Museum; Colonial Industries Report, Wellington. *b.* Otago University Report, H.-1B, 1878, pp. 2, 5. *c.* Papers relating to Canterbury College, H.-1c, 1878, pp. 5, 6, 7. *d.* Evidence of Curators of Museums.

H. *Extent and Nature of the Work done by the Science Lecturers*.—*a.* Evidence from affiliated institutions of New Zealand University on the nature and extent of their work in this direction.

I. *The Character and Value of the Civil Service Examinations*.—*a.* Evidence of Secretary of Civil Service Board as to Examination Regulations.

J. *The Teaching Powers given to the New Zealand Institute*.—*a.* Act founding the New Zealand Institute.

On the motion of Professor Cook, seconded by Dr. Wallis, *Resolved*, That the report of the Committee on Professional and Technical Schools be received, and the Committee discharged.

On the motion of Professor Sale, seconded by Professor Brown, *Resolved*,—1. That, in terms of the report of the Committee on Professional and Technical Schools, the Secretary be instructed to apply for information regarding technical education in advance of the official replies to the Schedule issued by the Education Department. 2. That the report of the Committee be printed for the use of members.

The Commission then adjourned, to meet again at Parliament Buildings, Wellington, on the following Thursday, at 10 o'clock a.m.

THURSDAY, 23RD JANUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Macdonald, Professors Sale, Shand, and Ulrich, and Dr. Wallis.

On the motion of Dr. Macdonald, the chair was taken by Professor Cook.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary read the correspondence since last meeting, including the following telegram from the Chancellor of the New Zealand University: "It would be more convenient to me to appear on the 6th, instead of 1st, and return next day. Would this suit as well?"

On the motion of Dr. Wallis, seconded by Professor Brown, *Resolved*, That the Chancellor be communicated with, and informed that it would expedite the business of the Commission if it were possible for him to be in Wellington not later than the 3rd February, but that the Commission is willing to accede to his request if his earlier presence would cause him great inconvenience. The Commission, however, is unable to say that the examination will last only one day.

The Secretary laid on the table the following books:—1. Report of Commissioners on Universities of Scotland, 4 vols., 1878. 2. Code of Regulations, with appendix of new articles, by Committee of Privy Council on Education in Scotland, 1878. 3. Japanese Education. 4. The Great Schools of England. 4. New Zealand University Calendars for 1873, 1874, 1875, 1877, and Supplement 1877. 6. Report of Commission on Boys' High School, Dunedin, 1873. 7. *Hansard*, from 1867 to 1877. 8. File of *Lyttelton Times* for 1874.

Professor Sale reported the progress made by the University Committee, and submitted further papers, which were ordered to be printed.

On the motion of Dr. Macdonald, seconded by Professor Brown, *Resolved*, That the Commission do now adjourn, to meet again at the same place on Monday, the 27th instant, at 10 o'clock a.m.

MONDAY, 27TH JANUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Drs. Hector and Macdonald, Professors Sale, Shand, and Ulrich, and Dr. Wallis.

On the motion of Dr. Wallis, seconded by Professor Brown, the chair was taken by Mr. Cutten.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The debate was resumed on the question, "That the meetings of the Commission be open to the public;" and the amendment proposed thereto, "That all the words after 'That' be omitted, for the purpose of inserting the words 'the proceedings of the Commission be communicated to the Press by the Secretary, as the Commission shall from time to time direct.'"

Question put, That the words proposed to be omitted stand part of the question; upon which the Commission divided, with the following result:—Ayes, 2: Hon. W. Gisborne and Dr. Wallis. Noes, 8: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens, Dr. Macdonald, Professors Sale, Shand, and Ulrich. The words were consequently omitted.

Question put, That the words proposed to be inserted be there inserted.

Dr. Wallis proposed, and Professor Ulrich seconded, the addition of the following words: "but that no member of the Commission is bound to secrecy in reference to the business transacted at meetings of the Commission."

Question put, That the words proposed to be added be there added; upon which the Commission divided, with the following result:—Ayes, 2: Professor Ulrich and Dr. Wallis. Noes, 9: Professors Brown and Cook, Mr. Cutten, Hon. W. Gisborne, Rev. W. J. Habens, Dr. Hector, Dr. Macdonald, Professors Sale and Shand. So it passed in the negative.

Question put, That the proceedings of the Commission be communicated to the Press by the Secretary, as the Commission shall from time to time direct.

The Rev. W. J. Habens proposed, and Professor Brown seconded, That all the words after "That" be omitted, for the purpose of inserting the words, "unless it shall be otherwise specially directed, the proceedings of the Commission, exclusive of debates, evidence, and documents, may be communicated to the Press by the Secretary."

Question put, That the words proposed to be omitted stand part of the question; upon which the Commission divided, with the following result:—Ayes, 3: Mr. Cutten, Drs. Macdonald and Wallis. Noes, 8: Professors Brown, and Cook, Hon. W. Gisborne, Rev. W. J. Habens, Dr. Hector, Professors Sale, Shand, and Ulrich. So it passed in the negative.

The question being put, That the words proposed to be inserted be there inserted, it passed in the affirmative, and the motion as amended was agreed to.

The Secretary laid on the table the following books:—1. Otago Provincial Council Proceedings, 1869-70. 2. Otago Ordinances, 1865-69. 3. Otago Education Reports, 1856-75. 4. Appendices to Journals of House of Representatives, 1871-77. 5. Report of Dublin University Commission, 1878. 6. *New Zealand Gazette*, 1877 and 1878. 7. A set of New Zealand University Calendars. 8. Twenty copies of Calendar, 1878. 9. Complete Minutes of University, 1871-78. 10. Examination Papers, New Zealand University, 1878.

The Secretary read a letter from Mr. G. Hunter, M.H.R., stating his inability to furnish information asked for in reference to the Wanganui Industrial School, and suggesting that application should be made to his Lordship the Bishop of Wellington.

On the motion of Dr. Macdonald, seconded by Dr. Wallis, the Secretary was instructed to communicate with his Lordship the Bishop of Wellington.

Dr. Macdonald brought up the report of the Committee on Secondary Schools, which was read as follows:—

The Committee reports that it has distributed the subjects falling within its scope under heads, and indicated the sources of information, as follows:—

I. PUBLIC SECONDARY SCHOOLS.

LIST OF SCHOOLS.

A. Already Established.—1. Auckland College and Grammar School. 2. Church of England Grammar School, Auckland. 3. Napier Trust Schools. 4. Wellington College. 5. Wanganui Collegiate or Industrial School. 6. Nelson College. 7. Bishop's School, Nelson. 8. Christ's College and Grammar School, Canterbury. 9. Girls' High School, Canterbury. 10. Otago Boys' High School. 11. Otago Girls' High School. 12. Invercargill Girls' High School.

B. Proposed to be Established.—1. Whangarei High School. 2. Auckland Girls' High School. 3. Thames Boys' and Girls' High School. 4. New Plymouth High School. 5. Wanganui High School. 6. Christchurch Boys' High School. 7. Ashburton High School. 8. Timaru High School. 9. Waitaki High School. 10. Invercargill Boys' High School.

POINTS OF INQUIRY AND SOURCES OF INFORMATION (A. PAPERS; B. PERSONS).

1. *History and Objects.*—*A.* a. Ordinances and Acts of Foundation and Government (see List appended): Local Acts (1877) LI., LII., LXXXII.; (1878) XVIII., XXVI., XXX., XLI., XLII., LII., LIV., LV., LXIII.; *b.* Prospectuses and annual reports of the several schools; *c.* Reports of Commissions of Inquiry—Otago High Schools, 1869, 1873, and 1877; *d.* Returns to be obtained from Secretaries as to foundation, objects, and most important facts in the history of the schools. *B.* Members of governing bodies, headmasters, &c.

2. *Governing Body and Management.*—A. a. Ordinances and Acts, as under 1; b. Reports of Commissions, as under 1; c. Replies to schedules issued by Education Department, 1878; d. Returns from Secretaries as to duties and powers of headmasters. B. Members of governing bodies, teachers, parents, and others interested in the schools.
3. *Organization and Course of Studies.*—A. a. Prospectuses and time-tables of the schools; b. Replies to schedules of Education Department, 1878. B. Lady-principals, headmasters, teachers, examiners, and others.
4. *The Staff: its Number, Qualifications, and Salaries.*—A. a. Prospectuses of schools; b. Replies to schedules issued by Education Department, 1878; c. Additional return from Secretaries as to qualifications of teachers. B. Evidence of head teachers and others as to sufficiency.
5. *Buildings and Equipment.*—A. a. Special reports to be obtained from Inspectors of Schools or other experts regarding the suitability of site, buildings, furniture, and playgrounds; b. Returns from Secretaries as to libraries, museums, laboratories, cabinets of scientific apparatus, drawing models, diagrams, maps, &c.
6. *Attendance.*—A. a. Time-tables of the schools; b. Replies to schedules issued by Education Department, 1878; c. Returns from Secretaries as to attendance during the last five years; d. Returns as to the vacations and the occasional holidays; e. Returns stating how many of the pupils reside away from home, and how many come from beyond the provincial district in which the school is situated. B. Teachers.
7. *Inspection and Examination.*—A. a. Replies to schedules of Education Department, 1878; b. High School Acts, 1877, 1878, last section of each Act. B. Inspector-General, professors, teachers, and others, as to desirability, manner, and scope of inspection and examination.
8. *Efficiency.*—A. a. Reports of Commissions, as under 1; b. Reports of examiners; c. Special examinations under the direction of the Commission, if deemed necessary. B. University examiners, professors, professional and commercial men, and others, as to extent and quality of instruction.
9. *Boarding Arrangements.*—A. Replies to schedule of Education Department, 1878. B. Governing bodies and head teachers.
10. *Cost of Instruction.*—A. Return from Secretaries as to fees and other charges made in the several schools. B. General evidence as to cost of secondary schools, and as to the desirability and practicability of free secondary education.
11. *Income and Expenditure.*—A. a. Replies to schedule of Education Department, 1878; b. General statement for last five years, to be obtained from Secretaries; c. Report of Endowments Committee. B. Governing bodies as to sufficiency of present and prospective income.
12. *Relations to (a) University; (b) Primary Schools.*—A. Question fully discussed in Otago High School Commission Report, 1873. B. General evidence as to relation that ought to subsist between secondary schools and the University, and between secondary schools and primary schools, in respect of (a) courses of study, and (b) scholarships from the lower to the higher institutions.

II.—DISTRICT HIGH SCHOOLS.

LIST OF SCHOOLS.

1. Blenheim; 2. Oamaru; 3. Port Chalmers; 4. Tokomairiro; 5. Lawrence; 6. Invercargill.

POINTS OF INQUIRY AND SOURCES OF INFORMATION.

1. *Objects.*—A. a. Ordinances; b. "Education Act, 1877," sections 55, 56. B. General evidence as to functions and utility of these schools.
2. *Organization, Curriculum, Staff, and Cost of Instruction.*—A. a. Returns from Secretaries of Boards in Otago Southland, and Marlborough.
3. *Attendance and Efficiency.*—A. Reports of Inspectors. B. General evidence.
4. *Relations to (a) Primary Schools, (b) Secondary Schools, (c) University.*—B. (See under I.—12.)

III.—PRIVATE SECONDARY SCHOOLS.

Is it desirable to make a list of these schools, and to send out a schedule asking for information as to objects, organization, curriculum, staff, buildings, equipment, attendance, cost of instruction, inspection, and examination; and should the Commission propose to examine these schools?

IV.—SECONDARY INSTRUCTION IN PRIMARY SCHOOLS.

A. a. Reports from Inspectors; b. Returns from Board Secretaries stating where it is given; c. Returns from teachers stating its extent and cost. B. Teachers and others as to its practicability and desirability.

REFERENCES TO ORDINANCES, ACTS, AND REPORTS RELATING TO PUBLIC SECONDARY SCHOOLS.

(Appended to Report of Committee on Secondary Education.)

Auckland College and Grammar School.—"Auckland Education Act, 1872," sections 43, 44; "Auckland Education Act 1872 Amendment Act, 1874;" Report of Board of Education, 1875; New Zealand Education Report, 1878, page 101; Auckland College and Grammar School Report, 1875-76; "Auckland College and Grammar School Act, 1877."

Wellington College.—"Wellington College Act, 1872;" "Wellington College Amendment Act, 1876;" "Wellington College Loan Act, 1873;" "Wellington College Vote in Aid Act, 1873;" New Zealand Education Report, 1878, page 102.

Nelson College.—"Nelson College Act, 1858;" "Nelson College Act, 1870;" "Nelson College Trust Act, 1858;" "Nelson College Trust Lands Act, 1863;" New Zealand Education Report, 1878, page 104.

Christ's College, Christchurch.—"Canterbury Church Property Trust Ordinance, 1854;" "Christ's College Ordinance, 1855," including deed of foundation; "Christ's College Amendment Ordinance, 1858;" New Zealand Education Report, 1878, pp. 106-107.

Canterbury Girls' High School.—New Zealand Education Report, 1878, page 107.

Otago High Schools.—"Otago Education Ordinance, 1864;" "Otago Education Amendment Ordinance, 1865;" "Otago Grammar Schools Ordinance, 1869;" "Otago Boys' and Girls' High Schools Act, 1877;" Report of High Schools Commission, 1869; Report of High Schools Commission, 1873; New Zealand Education Report, page 103; Otago Education Report for year to April, 1877; Otago Education Report for year ending December 31, 1877.

Southland High Schools.—"Southland Boys' and Girls' High Schools Act, 1877."

On the motion of Dr. Macdonald, seconded by Professor Cook, *Resolved*, That the report be received and printed, and that the Committee be discharged.

Professor Cook brought up the report of the Endowment and Finance Committee, which was read as follows:—

Wellington, 27th January, 1879.

The Endowment and Finance Committee has the honour to submit the following report:—

The Committee has made a provisional list of the institutions which are to be inquired into, and has appended the list to this report.

The various returns on the subject of educational endowments in the Appendices to the Journals of the House of Representatives have been examined, and found to be all more or less incomplete. The best return is that given in the Appendix to the Journals of the House of Representatives for 1877, H.—21.

The Committee recommends—

1. That application be made to the Commissioner of Crown Lands in each provincial district for complete returns up to date of reserves made for education, other than primary education under "The Education Reserves Act, 1877."

2. That application be made to the School Commissioners under "The Education Reserves Act, 1877," for complete information as to the condition, value, and application of lands set apart for secondary education under that Act.

3. That application be made to the Treasury for a statement of grants of public money issued for secondary or higher education.

4. That application be made to the trustees of the institutions concerned for a statement of the condition, value, and application of the reserves of each institution, and of the appropriation of public moneys which have been granted to them, and such other information as the Commissioners may require of them.

5. That application be made to the Government on the subject of the University reserves referred to in the University Acts of 1863, 1874, and 1875.

6. That inquiry be made of the Boards of Governors named in the various High School Acts of 1877 and 1878 as to what has been done in the matter of reserves under their Acts.

PROVISIONAL LIST OF INSTITUTIONS.

University of New Zealand.

Auckland.—Auckland College and Grammar School; Church of England Grammar School, Auckland; St. John's College, Auckland; Wesley College, Three Kings; St. Mary's College, North Shore, Auckland; St. Stephen's Industrial School, Auckland; Auckland Girls' High School; Thames Boys' and Girls' High School; Whangarei High School.

Taranaki.—New Plymouth High School.

Hawke's Bay.—Napier Trust Schools; Te Aute Estate; Wairoa School; Poverty Bay Native School; Town of Clyde School.

Wellington.—Wellington College; Wesleyan School Reserves, City of Wellington; Roman Catholic Female School, Wellington; reserve of 500 acres at Porirua for public school; reserve of 590 acres at Wairarapa for education; Wanganui Industrial or Collegiate School; Church Missionary Society Schools—reserve of 562 acres at Otaki for schools under Church Missionary Society; Wanganui High School.

Nelson.—Nelson College; Nelson School Society; Native School, Motueka; Bishopdale Theological College; Bishop's School.

Canterbury.—Canterbury College; Christ's College; Girls' High School, Christchurch; Boys' High School, Christchurch; Ashburton High School; Timaru High School; Medical School, Christchurch.

Otago.—Otago University; Otago High Schools; Waitaki High School; Southland High School.

On the motion of Professor Cook, seconded by Professor Shand, *Resolved*, That the report be received and printed, and that the Committee be discharged.

Professor Brown proposed, and Dr. Macdonald seconded, That the evidence of the Chancellor and Registrar of the University be taken on the points on which the University Committee has recommended that they be examined.

Amendment proposed by Professor Sale, seconded by Professor Shand, That the Commission do now adjourn, to meet again at the same place to-morrow, at 11 o'clock a.m.

The amendment was put and carried, and the Commission adjourned accordingly.

TUESDAY, 28TH JANUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 11 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Macdonald, Professors Sale, Shand, and Ulrich, and Dr. Wallis.

On the motion of Professor Brown, seconded by Professor Ulrich, the chair was taken by Mr. Cutten.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Professor Sale brought up the following report of the University Committee:—

The Committee reports that it has distributed the subjects falling within its scope under heads, and indicated the sources of information, as follows:—

UNIVERSITY OF NEW ZEALAND.

Division of Subject.

Sources of Evidence.

I. HISTORY AND OBJECTS.

A. PAPERS (*see* list appended): *a.* New Zealand Statutes; *b.* Journals; *c.* Appendices, including Annual University Reports; *d.* Otago Provincial Council Proceedings; *e.* Deeds of foundation of provinces; *f.* Hansard; *g.* Calendars; *h.* Minutes of Proceedings of Senate.

B. PERSONS: Chancellor, evidence as to relations with Government, &c.

II. CONSTITUTION AND GOVERNMENT.

1. Appointment and powers of Members of Senate and Chancellor.

A. *a.* "University Act, 1870," sections 3, 4, and 7; "University Act, 1874," sections 5, 7, 11, 12, and 13; *b.* Appendix to Journals of House of Representatives, 1871, G.-8A; *c.* University Calendars (accompanied by analysis of *personnel* of Senate).

B. Personal opinions of witnesses regarding powers and mode of appointment, past and future.

2. Convocation.

A. *a.* "University Act, 1870," section 5; "University Act, 1874," sections 8 and 15-20; *b.* Hansard, 1877; *c.* Calendars of other Universities.

B. Opinions of witnesses regarding powers and constitution.

3. Administration by Senate during session and by Chancellor during recess.

A. *a.* Minutes of Proceedings of Senate; *b.* Regulations in Calendars.

B. *a.* Chancellor and Registrar of University; *b.* Officers and representatives of affiliated institutions; *c.* Graduates, undergraduates, and others who wish to offer evidence.

III. AFFILIATION OF COLLEGES AND SCHOOLS.

1. Circumstances under which affiliation took place.

A. *a.* Minutes of Proceedings of Senate; *b.* Copies of correspondence; *c.* Reports of Deputies from Canterbury and Otago, 1874. (*See Lyttelton Times*, 13th March, 1874, and 1st May, 1874.)

B. Officers and representatives of affiliated institutions.

2. Objects sought to be obtained by affiliation.

A. *a.* University Statute, 1876, Calendar, page 48; Regulation, Calendar, p. 49; *b.* Minutes of Proceedings of Senate; *c.* Reports and returns to Education Department.

3. Conditions of affiliation and their fulfilment.

B. *a.* Chancellor and Registrar; *b.* Officers and representatives of affiliated institutions.

Division of Subject.

IV. FUNCTIONS UNDERTAKEN BY UNIVERSITY AND AFFILIATED INSTITUTIONS RESPECTIVELY.

1. Faculties.

2. Instruction, how provided.

3. Examinations.

(1.) Matriculation.

(2.) Junior scholarships, degree, and senior and third-year scholarships.

(3.) Annual College examinations.

V. WORKING AND EFFICIENCY OF THE UNIVERSITY.

1. Junior scholarships.

(1.) How awarded at various times.

(2.) Value and conditions of tenure.

(3.) Proportion of holders who have continued or completed University course.

(4.) On what principle place of previous education determined and described in Calendar.

2. Matriculation.

(1.) Conditions at various times.

(2.) Character of examination in different affiliated institutions.

(3.) Proportion of matriculated students who have gone through the whole or part of the University course.

(4.) How far made use of for other than University purposes.

3. Senior and third-year scholarships.

(1.) How awarded at various times.

(2.) Value and conditions of tenure.

(3.) Number of holders who have prepared or are preparing for honours.

4. Degrees.

(1.) What degrees authorized to be granted.

(2.) Regulations and standards at various times.

(3.) Selection of examiners.

(4.) Methods of examining and mode of arriving at results.

Sources of Evidence.

A. *a.* Calendar; *b.* Minutes of Proceedings, 1876 and 1877; *c.* "University Act Amendment Act, 1875;" *d.* Calendars of other Universities. (*See* also report of Committee on Professional and Technical Schools.)

B. Chancellor (respecting exclusion of science); opinions of witnesses respecting the creation of other Faculties.

A. *a.* University Acts, compared together; *b.* Minutes and reports (showing money granted for teaching purposes to affiliated institutions); *c.* Regulations respecting affiliation and keeping terms.

B. Opinions of witnesses respecting the proper functions of the University with regard to providing instruction.

A. *a.* Minutes of Proceedings, 1875; *b.* Calendar, pp. 116-118.

A. Minutes of Proceedings.

B. Representatives of affiliated institutions.

A. Regulations, Calendar, p. 49.

B. Representatives of affiliated institutions.

A. *a.* Calendars and Examination Papers, 1878; *b.* Minutes of Proceedings (special resolutions affecting Examiners); *c.* Instructions to Examiners; *d.* Reports of Examiners.

B. Masters of schools, &c.

A. Calendars; Calendar, p. 50, Reg. IX.

B. Representatives of affiliated institutions, masters of schools, &c.

A. Calendar, p. 109, compared with pp. 98, sqq.

B. Representatives of affiliated institutions—especially respecting exceptional cases, where holders have gone to other Universities, or have ceased to prosecute University studies.

B. Chancellor and Registrar.

A. Calendars, 1874 and 1878.

B. Professors, teachers, &c.—respecting age of candidates, standard of acquirements, &c.

A. Copies of examination papers, where procurable.

B. Examiners.

A. Calendar, p. 105, sqq.

B. Registrars of affiliated institutions.

A. Regulations of Education Department, p. 9.

B. Rev. W. J. Habens, Dr. Hector, Mr. Woodward, Rev. B. W. Harvey, and others.

A. *a.* Regulations in Calendar; *b.* Minutes of Proceedings, 1877; *c.* Examination papers; *d.* Instructions to examiners; *e.* Reports of examiners.

B. *a.* Chancellor and Registrar (respecting mode of deciding on results, and selection of Greek and science as special subjects for third-year scholarships).

A. Calendar, p. 50, Reg. 10.

B. Teachers in affiliated institutions.

B. *a.* Registrar; *b.* Teachers in affiliated institutions.

A. *a.* "University Act, 1874," section 23, and Amendment Act, 1875, section 2; *b.* Correspondence relating to Charter. Appendix to Journals H. R., 1875, H.-4A; H. R., 1876, H.-8A; H. R., 1877, H.-6; *c.* Charter; *d.* Calendars of other Universities.

B. Chancellor (respecting exclusion of Science degrees). Dr. Hector, Professors Haast, Hutton, Bickerton, Kirk, Black, &c.

A. *a.* Calendar, 1874, pp. 29, 30, 32. Calendar, 1878, p. 52, sqq.; pp. 55-57; p. 65, sqq.; *b.* Examination papers and Examiners' Reports; *c.* Calendars and examination papers of other Universities; *d.* Memorandum from Professorial Boards of Canterbury and Otago (1875).

B. Officers and representatives of affiliated institutions, and others.

A. *a.* Minutes of Proceedings; *b.* Calendars; *c.* Correspondence with other Universities; *d.* Calendars of other Universities.

B. *a.* Chancellor and Dr. Hector (especially respecting negotiations with London University); *b.* Opinions of witnesses.

A. *a.* Instructions to examiners and supervisors; *b.* Calendar, p. 68; *c.* London Calendar, p. 82, sqq.

B. *a.* Chancellor, Registrar, examiners, and supervisors.

Division of Subject.

- (5.) Number and course of education of graduates.
 - (6.) Classification of schoolmasters by means of University examinations.
 - (7.) Mode of prescribing text-books and selected portions of authors, &c.
5. Honours and other distinctions.
- (1.) Standards.
 - (2.) Period of examination.
 - (3.) Number of candidates up to present time.
 - (4.) Prizes.
6. Calendar.
- (1.) Mode in which Calendar is compiled and published.
 - (2.) Interpretation of regulations, and mode in which it is made known to students.

VI. EFFECTS PRODUCED BY UNIVERSITY ON EDUCATION AND ON THE PROFESSIONS.

1. On secondary schools.
2. On colleges providing higher education.
3. On the preparation of persons entering upon professions.

VII. RESOURCES AND EXPENDITURE.

1. Income and Expenditure.
2. Fees paid by students.

VIII. CHANGES IN THE CIRCUMSTANCES OF THE COLONY SINCE THE FOUNDATION OF THE UNIVERSITY IN 1868.

1. Population and its distribution.
2. Facility of intercommunication.
3. Increase in primary and secondary education.

IX. GENERAL SUGGESTIONS FOR ALTERATIONS OR IMPROVEMENTS IN ORGANIZATION AND WORKING.

AFFILIATED INSTITUTIONS.

I. SECONDARY SCHOOLS (INCLUDING AUCKLAND COLLEGE AND GRAMMAR SCHOOL; WELLINGTON COLLEGE; NELSON COLLEGE; CHRIST'S COLLEGE, CANTERBURY; CHURCH OF ENGLAND GRAMMAR SCHOOL, AUCKLAND; AND WESLEY COLLEGE, THREE KINGS).

1. History and objects.
2. Constitution and government.
3. Working and efficiency.
 - (1.) Staff engaged in University work.
 - (2.) Number of undergraduates at different times.
 - (3.) Course of study and hours per week devoted to it.
 - (4.) Buildings and equipments.
 - (5.) Lodging and supervision of students.
 - (6.) Examination and examiners.
 - (7.) Number of students who have entered for and who have gained degrees, senior scholarships, third-year scholarships, honours, prizes, &c.
4. Educational effects.
5. Resources and expenditure.
 - (1.) Income available for University purposes.
 - (2.) Remuneration to teachers on account of University work.
 - (3.) Scholarships, prizes, or other rewards for the advancement of University education.
 - (4.) Provision for support of museums, laboratories, libraries, &c.
 - (5.) Miscellaneous expenses.
 - (6.) Costs of instruction to students.
6. Relations to the University and to each other.

Sources of Evidence.

- A. *a.* Calendar, p. 53 (unattached students), p. 58 (teachers), and p. 102, sqq.; *b.* Calendars of other Universities (especially respecting unattached students).
- B. Opinions of witnesses.
- A. Regulations of Education Department.
- B. Inspectors, teachers, &c.
- A. *a.* Announcements in Calendars; *b.* Minutes of Proceedings.
- B. *a.* Chancellor; *b.* Opinions of witnesses.
- A. *a.* Regulations, Calendar, 1874, p. 32; Calendar, 1878, p. 54; p. 68, sqq.; p. 76, sqq.; *b.* Examination papers; *c.* Calendars of other Universities.
- B. Opinions of witnesses (especially respecting honours or distinctions in other Faculties—*e.g.*, in Law).
- A. Regulations as under (1).
- B. Opinions of witnesses.
- A. Calendar, p. 104.
- B. Registrar.
- A. *a.* Calendar, pp. 58 and 111; *b.* Memorandum from Professorial Boards of Canterbury and Otago.
- B. Opinions of witnesses.
- A. Calendars.
- B. Chancellor and Registrar.
- A. Minutes of Proceedings.
- B. Chancellor and Registrar.
- B. Opinions of witnesses.
- B. Opinions of Professors and others.
- A. *a.* Melbourne Calendar, 1878, pp. 229, 231, 232 (respecting barristers and solicitors); *b.* Regulations of Education Department; *c.* Report of Committee on Professional and Technical Schools.
- B. Witnesses recommended by Committee on Professional and Technical Schools.
- A. Annual Reports of University.
- A. Calendar, p. 60.
- A. Census returns.
- A. Railway Map of Colony.
- A. *a.* Statistics of Colony; *b.* Educational Report, pp. 49 and 54.

(See Report of Committee on Secondary Schools.)

A. *a.* School prospectuses and reports; *b.* Examination papers, where procurable.B. *a.* Headmasters and staffs; *b.* Members of Boards of Governors, and others.

B. Opinions of witnesses.

A. Returns to be supplied by Secretaries or Registrars.

B. Opinions of witnesses as to the application and distribution of funds.

B. Opinions of witnesses as to the propriety of combining secondary and University instruction in the same institution.

*Division of Subject.**Sources of Evidence.*

II. THEOLOGICAL COLLEGES (INCLUDING CHRIST'S COLLEGE, CANTERBURY; ST. JOHN'S COLLEGE, AUCKLAND; BISHOPDALE THEOLOGICAL COLLEGE, NELSON; AND WESLEY COLLEGE, THREE KINGS).

1. History and objects.
2. Constitution and government.
3. Working and efficiency.
(Subdivisions as under I. 3, above.)
4. Educational effects.
5. Resources and expenditure.
(Subdivisions as under I. 5, above.)
6. Relations to the University and to each other.

- A. *a.* Ordinances relating to the foundation of Christ's College; *b.* Appendix to Journals of House of Representatives, 1870, A.-3, pp. 58, 59; *c.* Appendix to Journals of House of Representatives, 1869, A.-5, p. viii., and pp. 19-23, 30-32, 45, and 46; *d.* Minutes of Proceedings of Senate, 1876-78, relating to the affiliation of Theological Colleges; *e.* Returns to be obtained from the Principals or other officers.

- A. Documents and returns, as under 1.
- B. Witnesses, as under 1.
- A. and B., as under I. 3.

- B., as under I.
- A. and B., as under I.

- B. Opinions of witnesses as to the propriety of the connection of Theological Colleges with University, and as to the functions which they ought to undertake.

III. INSTITUTIONS FOUNDED SOLELY FOR THE PURPOSE OF FURNISHING UNIVERSITY EDUCATION, INCLUDING CANTERBURY COLLEGE AND OTAGO UNIVERSITY.

1. History and objects.
2. Constitution and government.
3. Working and efficiency.
(Subdivisions as under I. 3, above.)
4. Educational effects.
5. Resources and expenditure.
6. Relations to the University and to each other.

- A. *a.* Collected Ordinances, &c., printed for the Governors of Canterbury College; *b.* Canterbury College Calendar; *c.* List of references to Parliamentary Papers and Otago Provincial Ordinances (*see* Appendix); *d.* Otago University Calendar; *e.* Minutes of Otago University Council (respecting applications for charter and affiliation to New Zealand University).

- B. *a.* Members of Board of Governors of Canterbury College; *b.* Members of Otago University Council; *c.* Hon. W. Gisborne, respecting applications for charter by Otago University.

- A. As under 1.

- B. *a.* As under 1; *b.* Professors, Lecturers, and others.

- A. *a.* Canterbury College Calendar; *b.* Otago University Calendar; *c.* Annual Reports of Otago University; *d.* Examination papers; *e.* Returns to be obtained from Registrar of New Zealand University relating to subdivision (7), "number of students, &c."

- B. Opinions of witnesses.

- B. Opinions of witnesses.

- A. *a.* Canterbury College Calendar; *b.* Collected Ordinances, &c., printed for Governors of Canterbury College; *c.* Otago University Calendar; *d.* Returns to be obtained from the Registrars of Canterbury College and Otago University.

- B. Opinions of witnesses.

- B. Opinions of witnesses.

REFERENCES TO PARLIAMENTARY PAPERS ILLUSTRATING THE HISTORY OF THE NEW ZEALAND UNIVERSITY.

1866. (Appended to Report of University Committee.)

Oct. 31.	Mr. Hislop, in report to Superintendent of Otago on Schools for the "Higher Education," suggests establishment of scholarships after the Tasmanian model, to be held at English Universities.		
1867.			
July 24.	<i>h.r.</i> Petition of Rev. F. C. Simmons, referred to Select Committee	...	<i>Hans.</i> i., 153
	Mr. Campbell suggests University	...	" i., 156
" 30.	<i>l.c.</i> Select Committee to confer with Committee of House of Representatives on scholarships and Universities or Universities	...	" i., 212
	Journals of House of Representatives, Appendix F.-1. Report.		
Oct. 3.	<i>h.r.</i> Report referred to consideration of Government, especially as to endowments	...	" i., 1255
" 8.	<i>l.c.</i> Report adopted	...	" i., 1297
1868.			
April 14.	Motion for Select Committee on proposal to establish a College	...	Jrnl. 1868, p. 11
May 28.	Report	...	Reports of Sel. Com., p. 9
June 10.	Resolutions in sense of report	...	Journals, p. 126
	Journals of Legislative Council, Appendix, p. 91, Papers on Scholarships and Endowments.		
July 30.	<i>h.r.</i> Question: What steps to give effect	...	<i>Hans.</i> ii., 177
Aug. 26.	<i>l.c.</i> Similar question. Reply: Government will bring in Bill	...	" iii., 9
" 27.	<i>l.c.</i> University Endowment Bill, first reading	...	" iii., 44
Sept. 11.	<i>l.c.</i> Second reading: Reference to Otago reserves and building	...	" iii., 290
" 22.	<i>l.c.</i> Third reading	...	" iii., 479
Aug. 28.	<i>h.r.</i> Resolution to give effect to scholarship scheme. Debate. Amendment proposed to give £100 instead of £250 per annum, and to substitute Colonial for English University. Otago University desires to be the University of New Zealand	...	" iii., 57
Sept. 4.	<i>l.c.</i> Resolution in favour of establishment of New Zealand University. Mover suggests University with affiliated Colleges	...	" iii., 161
" 29.	<i>h.r.</i> Second reading University Endowment Bill. (Otago University frequently referred to)	...	" iv., 47
Oct. 13.	<i>h.r.</i> Third reading	...	" iv., 285
" 14.	<i>l.c.</i> Amendments considered	...	" iv., 300
" 20.	<i>l.c.</i> " assented to	...	" iv., 392
1869.			
	Journals and Ordinances of Otago Provincial Council, as under:		
	University Ordinance, first reading	...	Jrnl., May 12
	" second reading	...	" May 17

1869.	Journals, &c., Otago Provincial Council (<i>continued</i>):					
	University Ordinance, third reading	...	...	...	Jrnl., May 31
	" as enacted	...	...	...	Ordins., p. 1509
	Reserves recommended, May 25	...	...	...	Jrnl., p. 56
	Amendment (quorum) Ordinance	...	...	...	Ordins., p. 1575
	Endowment Ordinance (transferring endowments from Superintendent to University)	...	...	...	" p. 1583
July	6. <i>l.c.</i> Question as to action taken under "Endowment Act, 1868"	...	...	...	Hans. v., 356
	<i>l.c.</i> Motion for papers on same subject	...	...	...	" v., 357
1870.						
June	22. <i>l.c.</i> Question as to reserves	...	...	...	" vii., 50
July	6. <i>l.c.</i> Select Committee on working of Endowment Act, and on Otago University Ordinances	...	...	...	" vii., 208
"	13. <i>h.r.</i> Names added to Committee	...	...	...	" vii., 380
"	19. <i>l.c.</i> Report (interim) read	...	...	...	Jrnl., p. 89
	1. Immediate steps for Colonial University.					
	2. Immediate appointment of Trustees.					
"	20. <i>h.r.</i> Report (interim) read	...	...	...	Hans. vii., 541
"	29. <i>l.c.</i> and <i>h.r.</i> Report with Bill	...	...	...	" viii., 156
"	29. <i>l.c.</i> and <i>h.r.</i> "	...	...	...	" viii., 166
	Text of Report—Journals, July 29, 1870.					
Aug.	3. <i>h.r.</i> First reading University Bill	...	...	...	" viii., 270
"	9. <i>h.r.</i> Second reading	...	...	...	" viii., 380
	The main features of the Bill were the creation of a New Zealand University, and its amalgamation with the University of Otago. (<i>Hon. Mr. Fox</i>)	...	...	...	" viii., 380
	Other Universities contemplated. (<i>Hon. Mr. Fitzherbert</i>)	...	...	...	" viii., 381
	"It was a body which should require no localization at all." (<i>Mr. Tancred</i>)	...	...	...	" viii., 381
	Reference to London and Queen's. (<i>Mr. Rolleston</i>)	...	...	...	" viii., 382
"	17. <i>h.r.</i> Bill in Committee	...	...	...	" ix., 59
	Mr. Rolleston's amendment carried as to filling up vacancies in Council	...	...	...	" ix., 70
	Hon. Mr. Fox thereupon moved that the Chairman do leave the chair. Motion agreed to	...	...	...	" ix., 71
"	24. <i>h.r.</i> Resolution to recommit Bill	...	...	...	" ix., 249
"	26. <i>h.r.</i> Committee—Bill	...	...	...	" ix., 324
"	26. <i>h.r.</i> Third reading	...	...	...	" ix., 328
"	29. <i>l.c.</i> First and second reading	...	...	...	" ix., 369
"	30. <i>l.c.</i> Third reading	...	...	...	" ix., 406
1871.	Journals, 1871, <i>h.r.</i> Appendix G.—8. Relating to Establishment.					
					G.—8A. Formation of Council.	
					G.—8B. Relating to Establishment.	
					H.—2. Report of Select Committee.	
	Here G.—8, No. 10, important as to reserves.					
Aug.	15. <i>h.r.</i> Notice to ask for correspondence—Government and Council	...	...	...	" x., 7
"	30. <i>l.c.</i> Motion for Select Committee, six months having elapsed without amalgamation	...	...	...	" x., 154
"	31. <i>l.c.</i> Request for papers as to nominees declining	...	...	...	" x., 179
"	31. <i>h.r.</i> Select Committee appointed	...	...	...	" x., 181
Sept.	7. <i>l.c.</i> Motion to refer memorial of University of Otago to the Select Committee. Debate	...	...	...	" x., 300
"	7. <i>l.c.</i> Ditto	...	...	...	" x., 333
"	7. <i>l.c.</i> Motion to add to Committee. Debate. Withdrawn	...	...	...	" x., 333
Oct.	10. <i>l.c.</i> University Act Amendment Bill, first reading	...	...	...	" xi., 181
"	12. <i>l.c.</i> Second reading: Debate (24 pages) adjourned	...	...	...	" xi., 253
"	13. <i>l.c.</i> Question referred to Attorney-General—Has Otago University power of conferring degrees?	...	...	...	" xi., 312
"	13. <i>l.c.</i> Second reading	...	...	...	" xi., 315
"	18. <i>l.c.</i> Bill in Committee	...	...	...	" xi., 385
"	20. <i>l.c.</i> Third reading	...	...	...	" xi., 458
"	5. <i>h.r.</i> Question as to accounts	...	...	...	" xi., 122
"	6. <i>l.c.</i> Motion for Return of Reserves	...	...	...	" xi., 147
"	31. <i>l.c.</i> Motion for papers	...	...	...	" xi., 662
"	20. <i>h.r.</i> Amendment Bill, first reading	...	...	...	" xi., 459
"	24. <i>h.r.</i> Repeal Bill, first reading	...	...	...	" xi., 496
Nov.	13. <i>h.r.</i> Amendment Bill, second reading and Committee	...	...	...	" xi., 1041
	Debate.—Amendment—"That it be an instruction to the Committee to so amend the Bill as to make it repeal 'The University Act, 1870;' and the House gives this instruction on the understanding that, if during the present session the Bill is not passed, the House recommends the Government to withhold payment of any portion of the £3,000 subsidy to the New Zealand University, beyond the amount required for the payment of liabilities to date."—Agreed to.					
"	13. <i>h.r.</i> Third reading	...	...	...	" xi., 1053
"	13. <i>l.c.</i> Amendments to Bill, this day six months	...	...	...	" xi., 1037
"	13. <i>h.r.</i> Repeal Bill discharged	...	...	...	" xi., 1061
1872.	Journals of House of Representatives, Appendix G.—13, including Report.					
July	24. <i>h.r.</i> Committee appointed to inquire into working of Act. Did not report	...	...	...	" xii., 74
"	31. <i>h.r.</i> Mr. O'Rorke's motions. Debate adjourned	...	...	...	" xiii., 175
Sept.	24. <i>h.r.</i> Debate resumed. Resolutions—1. To fix seat in North Island; 2. To divide money between Dunedin and Auckland; 3. To teach as well as examine	...	...	...	" xiii., 316
1873.	Journals of House of Representatives, Appendix H.—3, including Report; H.—3A, Report on Affiliated Institutions.					
Aug.	5. <i>h.r.</i> Question: "Will Government make University a teaching body, or let Otago have half the money?"	...	...	...	" xiv., 221
"	12. <i>h.r.</i> Question: "Are the proceedings within the Act?"	...	...	...	" xiv., 371
"	20. <i>h.r.</i> This question referred to Attorney-General	...	...	...	" xiv., 551
Sept.	12. <i>l.c.</i> Opinion of Attorney-General in 1871 laid on table	...	...	...	" xv., 1055
"	12. <i>h.r.</i> Questions: "Where founded? If existent?"	...	...	...	" xv., 1060
"	15. <i>h.r.</i> Resolution to devote reserves to local purposes	...	...	...	" xv., 1091
1874.	Journals of House of Representatives, Appendix H.—3, Report; H.—3, Papers.					
July	10. <i>h.r.</i> "University Act, 1874," first reading	...	...	...	" xvi., 47
"	28. <i>h.r.</i> " " second reading	...	...	...	" xvi., 262
Aug.	5. <i>h.r.</i> " " third reading	...	...	...	" xvi., 441
"	6. <i>l.c.</i> " " first reading	...	...	...	" xvi., 455
"	11. <i>l.c.</i> " " second reading	...	...	...	" xvi., 498
"	14. <i>l.c.</i> " " third reading	...	...	...	" xvi., 587
"	21. <i>l.c.</i> Question: "Will Government recommend charter?"	...	...	...	" xvi., 808
1875.	Journals of House of Representatives, Appendix H.—4, Papers and Report; H.—4A, Papers as to Patent.					

1875.							
July	21.	<i>l.c.</i>	Amendment Act, first reading ... .. .	...	...	...	<i>Hans.</i> xvii., 3
	"	27.	<i>l.c.</i> " " second reading ... .. .	...	...	...	" xvii., 66
	"	29.	<i>l.c.</i> " " third reading ... .. .	...	...	...	" xvii., 96
	"	29.	<i>h.r.</i> " " first reading ... .. .	...	...	...	" xvii., 100
Aug.	3.	<i>h.r.</i>	" " second reading ... .. .	...	...	...	" xvii., 149
	"	5.	<i>h.r.</i> " " third reading ... .. .	...	...	...	" xvii., 207
	"	5.	<i>h.r.</i> Question: "What is being done about reserves?"	...	...	...	" xvii., 196
Sept.	18.	<i>h.r.</i>	Question: As to Parliamentary representation	...	...	...	" xviii., 370
Oct.	1.	<i>h.r.</i>	Reserves Bill, first reading ... .. .	...	...	...	" xix., 144
	"	8.	<i>h.r.</i> " " second reading ... .. .	...	...	...	" xix., 324
	"	8.	<i>h.r.</i> " " third reading ... .. .	...	...	...	" xix., 351
	"	12.	<i>l.c.</i> " " first reading ... .. .	...	...	...	" xix., 392
	"	15.	<i>l.c.</i> " " second reading ... .. .	...	...	...	" xix., 451
	"	16.	<i>l.c.</i> " " third reading ... .. .	...	...	...	" xix., 492
1876. Journals of House of Representatives, Appendix, H.—8, Report, &c.; H.—8A, Papers as to Patent.							
July	19.	<i>l.c.</i>	Question as to correspondence with <i>ad eundem</i> graduates. [Correspondence not known]	...	...	...	" xx., 513
Sept.	13.	<i>l.c.</i>	Bill to admit <i>ad eundem</i> graduates to Convocation... .. .	...	...	...	" xxii., 219
	"	19.	<i>l.c.</i> Second reading of Bill ... .. .	...	...	...	" xxii., 359
	"	22.	<i>l.c.</i> Committee on Bill ... .. .	...	...	...	" xxii., 463
	"	27.	<i>l.c.</i> Committee on Bill ... .. .	...	...	...	" xxii., 526
	"	28.	<i>l.c.</i> Third reading ... .. .	...	...	...	" xxii., 560
	"	28.	<i>h.r.</i> First reading ... .. .	...	...	...	" xxii., 568
Oct.	5.	<i>h.r.</i>	Second reading, and long debate ... .. .	...	...	...	" xxiii., 49
	"	26.	<i>h.r.</i> Bill discharged ... .. .	...	...	...	" xxiii., 633
1877. Journals of House of Representatives, Appendix, H.—6, Letter Patent; H.—7, Report.							
Aug.	14.	<i>h.r.</i>	Questions: "Will Government introduce a Bill vesting reserves? Has Government defined reserves?"	...	...	...	" xxiv., 369

On the motion of Professor Ulrich, seconded by Dr. Macdonald, the report was adopted.

On the motion of Professor Brown, seconded by Dr. Macdonald, *Resolved*, That it be remitted to the University Committee to draw up questions for the examination of the Chancellor and the Registrar of the New Zealand University.

On the motion of Professor Cook, seconded by Professor Brown, *Resolved*, That the Secretary communicate with the Rev. B. W. Harvey, informing him that the University Commission had intended to seek evidence from him on sundry points, and asking him whether it will be within his power to give such evidence before he leaves the country.

On the motion of Professor Cook, seconded by Professor Brown, the Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

WEDNESDAY, 29TH JANUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Macdonald, Professors Sale, Shand, and Ulrich, Dr. Wallis.

On the motion of Professor Brown, seconded by Dr. Wallis, the chair was taken by Mr. Cutten.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Professor Brown, seconded by Professor Shand, *Resolved*, That the report of the Endowment and Finance Committee be adopted.

On the motion of Dr. Wallis, seconded by Professor Ulrich, the Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

THURSDAY, 30TH JANUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Macdonald, Professors Sale, Shand, and Ulrich, Dr. Wallis.

On the motion of Dr. Wallis, seconded by Professor Shand, the chair was taken by Professor Brown.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from the Rev. B. W. Harvey asking to be excused from giving evidence before the Commission, on the ground of his intended early departure from Wellington.

The Secretary was instructed to see Mr. Harvey, with the view of making an arrangement to obtain his evidence by means of correspondence.

On the motion of Professor Cook, seconded by Dr. Macdonald, the Commission adjourned, to meet again at the same place next day at half-past 2 o'clock p.m.

FRIDAY, 31ST JANUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at half-past 2 o'clock.

Present: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Macdonald, Professors Sale, Shand, and Ulrich, Dr. Wallis.

On the motion of Professor Cook, the chair was taken by Mr. Cutten.

The Secretary reported that the Rev. B. W. Harvey desired to be excused from giving evidence, on the ground of ill-health.

On the motion of Professor Brown, seconded by Dr. Wallis, the Secretary was authorized to prepare a form of summons to be addressed to persons whose evidence might be required.

The Secretary laid on the table a copy of "The New Zealand Institute Act, 1867."

Professor Shand brought up the report of the University Committee, submitting the questions to be put to the Chancellor of the New Zealand University at his examination. The questions having been read, and some amendments made therein,

On the motion of Dr. Macdonald, seconded by Professor Brown, the report as amended was adopted.

On the motion of Professor Sale, seconded by Professor Ulrich, *Resolved*, That the Secretary be authorized to inform the Chancellor that the Commission is willing that the Registrar should be present and give his assistance to the Chancellor, if he desire it, in his examination.

On the motion of Dr. Macdonald, seconded by Professor Cook, *Resolved*, That the Secretary have authority for the temporary employment of a messenger for the Commission.

On the motion of Professor Brown, seconded by Professor Cook, *Resolved*, That the Rev. W. J. Habens, Professor Shand, Dr. Wallis, and the mover be appointed a Committee to draw up a scheme of business, and to report on Monday afternoon next.

On the motion of Dr. Macdonald, the Commission adjourned, to meet again at the same place next day at a quarter to 10 o'clock a.m.

SATURDAY, 1ST FEBRUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at a quarter to 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Drs. Hector and Macdonald, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary having reported that Mr. H. J. Tancred, Chancellor of the New Zealand University, and Mr. W. M. Maskell, Registrar of the University, were in attendance, those gentlemen were called in, and Mr. Tancred, being duly sworn, was examined.

Professor Shand having asked the witness the question, "Was the University of Otago thereby deprived of the opportunity of exercising the power conferred upon it under the Act?"—

The Rev. W. J. Habens moved, That the Chancellor be requested to withdraw, in order that the Commission may consider the question.

The question having been put and agreed to, the Chancellor withdrew.

The Rev. W. J. Habens moved, and Professor Brown seconded, That the next question on the list, as prepared by the Commission, be put before that of Professor Shand.

The question having been put, the Commission divided, with the following result:—Ayes, 5: Professor Brown, Professor Cook, Rev. W. J. Habens, Dr. Macdonald, and Dr. Wallis. Noes, 6: Mr. Cutten, Dr. Hector, Mr. O'Rorke, Professors Sale, Shand, and Ulrich. The motion was consequently negatived.

The Chancellor having been called in, his examination was resumed.

On the motion of Professor Brown, the Commission adjourned, to meet again at the same place on Monday next at 10 o'clock a.m.

MONDAY, 3RD FEBRUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, Professors Sale, Shand, and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary read a letter from Mr. H. P. Macklin, of the High School, Blenheim, offering to give evidence before the Commission.

On the motion of Professor Sale, seconded by Professor Shand, *Resolved*, That the Secretary be instructed to inform Mr. Macklin that the elementary school system will not come under the consideration of the Commission, except in its relation to the secondary schools, and to request Mr. Macklin to furnish a written statement of the heads under which he would desire to give evidence.

On the motion of Dr. Macdonald, seconded by Professor Sale, *Resolved*, That the report of the Committee on Secondary Education be adopted, as under Heads I., II., and IV.; and that the consideration of the subject of Private Secondary Schools, as under Head III., be deferred.

The Rev. W. J. Habens brought up the report of the Committee on Order of Business, which was read as follows:—

The Committee reports that, at a meeting held on the 1st of February, 1879 (present: Professor Brown, Rev. W. J. Habens, Professor Shand, and Dr. Wallis), it was resolved to recommend,—

1. That the Commissioners proceed to Auckland not later than the 10th instant.
2. That Mr. O'Rorke and Dr. Wallis be authorized to apply to the Government for leave to the Commissioners to be conveyed to Auckland in the "Hinemoa," and to hold their meetings in the offices of the Supreme Court at Auckland.
3. That the Commissioners proceed without delay to obtain the remainder of the evidence of the Chancellor of the University of New Zealand, and the evidence of the Registrar.
4. That, in the next place, questions be prepared for officers of affiliated institutions and of secondary schools, and for other witnesses who may be required to give evidence regarding professional and technical schools, and the general subject-matter of the inquiry with which the Commission is charged.
5. That, in the preparation of such questions, care be taken to make them applicable to the matters which are to be inquired into at Auckland, including reserves and endowments there.
6. That the Secretary be instructed to endeavour to obtain, in time for the meetings at Auckland, returns to circulars addressed to persons residing there.

On the motion of the Rev. W. J. Habens the report was adopted.

Mr. Tancred was further examined.

The Commission prepared certain questions to be put to the Registrar of the University at his examination, which were adopted. Two additional questions for the Chancellor were also prepared and adopted.

On the motion of the Rev. W. J. Habens, seconded by Professor Brown, *Resolved*, That Professors Ulrich and Shand, and Drs. Macdonald and Hector, be a Committee to prepare, by to-morrow morning, questions to be put to the Chancellor as to the relations of the University on the one hand, and secondary and technical schools on the other.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

TUESDAY, 4TH FEBRUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Mr. Cutten, Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Drs. Hector and Macdonald, Professors Sale, Shand, and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Professor Shand submitted certain questions to be put to the Chancellor of the University and others, which were read and adopted.

Mr. H. J. Tancred was further examined.

Mr. W. M. Maskell, Registrar of the University, was examined.

On the motion of Professor Shand, seconded by Professor Cook, *Resolved*, That the following Committees be appointed to arrange preparatory work prior to the visit of the Commission to Auckland:—

Endowments Committee: Mr. O'Rorke, Professor Cook, Hon. W. Gisborne, and Mr. Cutten.

Affiliated Institutions Committee: Professors Brown, Sale, and Ulrich, and Dr. Hector.

Secondary Schools Committee: Dr. Macdonald, the Rev. W. J. Habens, and Professor Shand.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

WEDNESDAY, 5TH FEBRUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Professors Sale, Shand, and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary laid the following books upon the table:—1. Report of Royal Commissioners on the Universities of Scotland, 1878, Vol. II. 2. Twenty-first Report of the Inspector on the Reformatory and Industrial Schools of Great Britain, 1878. 3. Report of the President of Queen's College, Galway, 1876-77. 4. Report of the President of Queen's College, Belfast, 1877-78. 5. Twenty-fifth Report of the Science and Art Department of the Committee of Council on Education, 1878. 6. Fifth Annual Report of the Board of Education for Scotland, 1878.

Professor Cook submitted a report from the Endowments Committee, which was ordered to be considered after the arrival of the Commission at Auckland.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

THURSDAY, 6TH FEBRUARY, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present : Mr. O'Rorke, Chairman ; Professors Brown and Cooke, Rev. W. J. Habens (Secretary), Professors Shand and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The terms of a circular requiring information from affiliated institutions and secondary schools were considered and agreed upon.

On the motion of Professor Shand, Professor Cook was added to the Committee on Affiliated Institutions.

The Commission adopted a short form of summons to be addressed to witnesses, requesting their attendance.

The Commission adjourned, to meet again at the Ministers' Room, Supreme Court, Auckland, on Monday, the 15th February, at 10 o'clock a.m.

MONDAY, 10TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present : Mr. O'Rorke, Chairman ; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Professors Sale, Shand, and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from Mr. H. S. Chapman, Chancellor of the University of Otago, forwarding a memorandum of such information as would be comprised in his next report to His Excellency the Governor.

Professor Cook brought up the report of the Endowments Committee, which was read as follows :—

The Committee appointed to inquire into the best mode of examining into the endowments made for secondary and higher education in Auckland recommends,—

1. That, in the case of each endowment, it should be ascertained in whom the legal estate at present vests, and that such person should be examined with the view of ascertaining the purpose to which the proceeds of the endowment are actually applied.

2. That it be ascertained whether any of the endowments were made for collegiate as distinguished from school purposes.

3. That, in the case of St. Mary's College, North Shore ; Wesley College, Three Kings ; and St. Stephen's College, Mr. Aitken be employed to value the estates.

4. That Father Fynes, Vicar-General, be examined in respect of St. Mary's College.

5. That the Superintendent of Wesleyan Missions (the Rev. T. Buddle), and Mr. Buddle, jun., solicitor, be examined respecting the endowments of Wesley College, Three Kings.

6. That Bishop Cowie, the Rev. R. Burrows, and Mr. R. C. Dyer, the Secretary of the Synod, be examined in respect of the endowments for St. Stephen's ; and that the Rev. R. Burrows and Colonel Haultain be examined respecting large reserves in the Waikato for schools.

7. That inquiry should be made respecting the endowment of the Auckland College and Grammar School.

8. That inquiry should be made respecting the endowments of the Auckland Girls' High School, Thames High School, and Whangarei High School.

On the motion of Professor Cook, the report was adopted.

Mr. D. A. Tole, Commissioner of Crown Lands, was in attendance, and examined.

On the motion of Professor Cook, seconded by Professor Brown, *Resolved*, That the Chairman be empowered to treat with Mr. Aitken, with a view to the valuation of the estates which form the endowments of St. Mary's College ; Wesley College, Three Kings ; and St. Stephen's College and School.

After an adjournment, the Chairman reported that he had seen Mr. Aitken, who had informed him that his charge for the proposed valuation of endowments would be twenty guineas.

On the motion of Professor Sale, seconded by Professor Shand, *Resolved*, That Mr. Aitken be employed to make the valuation for the sum mentioned ; and that his opinion be also obtained as to the value of the Wesleyan endowment in Grafton Road, and the Roman Catholic reserve at Freeman's Bay.

The Secretary was instructed to summon the following witnesses :—Bishop Cowie, the Rev. R. Burrows, the Hon. Colonel Haultain, and the Rev. T. Buddle, for Tuesday ; and Father Fynes for Wednesday.

The Commission adjourned, to meet again at the same place next day at 9 o'clock a.m.

TUESDAY, 11TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 9 o'clock a.m.

Present : Mr. O'Rorke, Chairman ; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary laid on the table the reports of the headmaster of the Auckland College and Grammar School for the year ending 31st December, 1874, and for the years 1875 and 1876 ; also a copy of a report by the examiner of the Church of England Grammar School, Parnell.

On the motion of Professor Cook, the Secretary was instructed to write to the Secretary of the Board of Governors of the Auckland College and Grammar School, requesting him to furnish the Commission with copies of the recent reports of the examiners, the Rev. C. M. Nelson and Mr. H. H. Lusk.

On the motion of Professor Shand, the Rev. W. J. Habens, Professor Sale, and the mover were appointed a Committee to inspect the Auckland College and Grammar School, and the Church of England Grammar School, and also to report on the buildings and playgrounds belonging to those institutions ; Dr. Hector and Professors Cook and Brown were appointed a Committee to inspect St. John's College, and Wesley College, Three Kings, and report on the buildings and playgrounds ; and Mr. O'Rorke and Professor Ulrich were appointed a Committee to act in a similar manner with respect to St. Mary's College, North Shore.

The Right Rev. Dr. Cowie, Bishop of Auckland, was in attendance, and examined.

The Rev. R. Burrows was in attendance, and examined.

The Rev. T. Buddle was in attendance, and examined.

The Secretary was instructed to summon the following witnesses :—His Honor Mr. Justice Gillies and Dr. Campbell for Wednesday ; and Mr. F. Macrae and Mr. J. Adams for Thursday.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

WEDNESDAY, 12TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present : Mr. O'Rorke, Chairman ; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

His Honor Mr. Justice Gillies was in attendance, and examined.

The Rev. H. J. Fynes was in attendance, and examined.

Mr. J. Logan Campbell, M.D., was in attendance, and examined.

The Hon. Colonel Haultain was in attendance, and examined.

The Secretary read a telegram from the Secretary for Education, stating that the Rev. W. E. Mulgan's commission had been signed by the Governor, and that he had been advised to join the Commission at Auckland.

Letters were received from the Secretary of the Auckland College and Grammar School, enclosing the following papers:—1. Copies of the Examiners' Reports of the last Examination. 2. Statements of Endowments leased on 31st December, 1878. 3. Copy of grant made in favour of the school. 4. Schedule of investments and interest payable.

On the motion of Professor Ulrich, Dr. Wallis was added to the Committee appointed to inspect St. Mary's College, North Shore.

The Secretary was instructed to summon the following witnesses for Friday next:—Mr. J. A. Tole, Mr. R. J. O'Sullivan, Mr. F. L. Prime, Rev. Dr. Kinder, and Rev. C. M. Nelson.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

THURSDAY, 13TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Mr. Farquhar Macrae, headmaster of the Auckland College and Grammar School, was in attendance, and examined.

On the motion of Professor Brown, *Resolved*, That the governing bodies of the different institutions proposed to be inspected be written to, and requested to intimate to the respective headmasters the intention of the Commission.

Mr. James Adams, B.A., headmaster of the Church of England Grammar School, was in attendance, and examined.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

FRIDAY, 14TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from the Rev. T. Buddle, Principal of Wesley College, forwarding copy of Sir George Grey's memorandum relative to grants for educational purposes in connection with the Wesleyan Church, and also a letter (on the subject of the endowments) published by Mr. Buddle three years ago.

Letters were received from the headmaster of the Church of England Grammar School and the Principal of Wesley College in answer to the circular addressed to secondary schools.

Mr. J. A. Tole, M.H.R., was in attendance, and examined.

Mr. R. H. D. Ferguson was in attendance, and examined.

Mr. R. J. O'Sullivan, Inspector of Schools, was in attendance, and examined.

Mr. F. L. Prime was in attendance, and examined.

The Secretary was instructed to procure from the Registry of Deeds Office information regarding the contents of the model trust deed referred to in the evidence of the Rev. Mr. Buddle.

The Rev. J. Kinder, D.D., was in attendance, and examined.

The Secretary was instructed to summon the following witnesses:—For Monday, Mr. H. H. Lusk, Archdeacon Maunsell, LL.D., Rev. S. Edger, Hon. F. Whitaker, Mr. D. L. Murdoch. For Tuesday, Mr. N. Heath and Mr. F. Macrae.

On the motion of Professor Shand, *Resolved*, That the Committee appointed to visit the Auckland College and Grammar School have also power to inspect the Girls' High School.

On the motion of Professor Brown, *Resolved*, That the name of the Rev. W. E. Mulgan be added to the Committee appointed to inspect the Wesley College and St. John's College.

A letter was received from the Commissioner of Crown Lands forwarding a return giving full particulars of all reserves (primary education reserves excepted) made within the Provincial District of Auckland for the promotion of education.

The Commission adjourned, to meet again at the same place on Monday next at 2.30 o'clock p.m.

MONDAY, 17TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 2.30 o'clock p.m.

Present: Mr. O'Rorke, Chairman; Professor Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Shand and Sale, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The following letters were received:—From the Commissioner of Crown Lands, Wellington, giving particulars of reserves, in reply to circular of the 29th January. From the Chairman of School Commissioners for the Wellington District, giving particulars of reserves, in reply to circular of 29th January. From the Registrar of Canterbury College, in reply to circular of 29th January. From the Rev. T. Buddle, on behalf of the Trustees of Wesley College, in reply to circular of 29th January. From the Secretary of Board of Governors of Wanganui Collegiate School, in reply to circular of 29th January. From H. P. Macklin, stating the nature of the evidence he desired to give before the Commission. From the Secretary to the Auckland College and Grammar School, forwarding plans of proposed new school building, and asking the Commission for its opinion on the alternative tenders for the erection of a building in wood and brick. From the Rev. T. Buddle, Principal of Wesley College, intimating that he would be glad to receive a visit from the Commissioners on Tuesday morning, at 11 o'clock. From W. Aitken, enclosing particulars of his valuation of the trust properties referred to him.

On the motion of Professor Cook, *Resolved*, That it be an instruction to the Committee appointed to inspect Wesley College, Three Kings, to visit the institution for that purpose on Thursday morning next, at 11 o'clock.

On the motion of the Rev. W. J. Habens, *Resolved*, That the letter from the Secretary to the Auckland College and Grammar School, on the subject of the proposed new building, be referred to the Committee appointed to inspect the school.

Mr. H. H. Lusk was in attendance, and examined.

The Rev. S. Edger was in attendance, and examined.

Mr. D. L. Murdoch was in attendance, and examined.

The Hon. F. Whitaker, M.H.R., was in attendance, and examined.

The Secretary was instructed to summon the following witnesses for Tuesday afternoon next:—Mr. V. Rice (Secretary, Board of Education), Dr. Philson, and Mr. H. Brett.

The Commission then adjourned, to meet again at the same place next day at 10 o'clock a.m.

TUESDAY, 18TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A telegram was received from the Registrar of Canterbury College, requesting to be informed when the Commission would arrive at Christchurch.

The Secretary was instructed to reply that the Commission hoped to be in Christchurch early in April next.

Mr. N. Heath, Headmaster of the Auckland Girls' High School, was in attendance, and examined.

Mr. Farquhar Macrae was in attendance, and further examined.

Mr. V. E. Rice, Secretary to the Board of Education, was in attendance, and examined.

Mr. T. M. Philson, M.D., was in attendance, and examined.

On the motion of the Rev. W. J. Habens, *Resolved*, That the following Wednesday and Thursday be set apart for the inspection by the different Committees of the institutions allotted to them.

The Secretary was instructed to summon the following witnesses:—For Friday, Mr. W. St. C. T. Tisdall, Rev. S. Edger, Mr. F. Macrae, Mr. T. Kissling, Mr. A. Beetham, Mr. T. Peacock, Rev. C. M. Nelson, Mr. H. Brett. For Saturday, Mr. J. F. Sloman, Mr. C. A. Robertson.

The Commission adjourned, to meet again at the same place on Friday next at 10 o'clock a.m.

FRIDAY, 21ST FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professor Cook, Rev. W. J. Habens, Rev. W. E. Mulgan, Professors Sale and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Mr. W. St. C. T. Tisdall was in attendance, and examined.

The Rev. S. Edger was in attendance, and examined.

The following letters were received:—From the Registrar of Canterbury College, giving particulars of reserves, in reply to circular of 29th January. From the Secretary of the Auckland College and Grammar School, forwarding replies to schedule of inquiries addressed to secondary schools, copies of examiners' reports 1878 (2), examination papers set to pupils, and statement of receipts and expenditure, 1878. From the Secretary to School Commissioners, Napier, in reply to circular of 29th January in reference to reserves. From the Chairman of the Ashburton High School Board, in reply to circular of 29th January. From the Commissioner of Crown Lands, Napier, in reply to circular of 29th January. From the Secretary of the Timaru High School Board, in reply to circular of 29th January. From the Chairman of Taranaki Education Board, in reply to circular of 29th January.

Mr. Farquhar Macrae was in attendance, and further examined.

On the motion of Professor Sale, *Resolved*, That the Committee appointed to inquire into the Auckland College and Grammar School be relieved from the duty of reporting on the plans of the proposed new school building.

A letter was received from the Secretary of the Church Property Trustees, Christchurch, forwarding particulars of reserves, in reply to circular, but stating that it was not considered necessary to include certain reserves in the return, because they were "a private endowment for ecclesiastical and educational purposes made by the Canterbury Association, and vested in the Church Property Trustees for those purposes."

The Secretary was instructed to apply, through the Minister of Education, for the opinion of the Law Officers of the Crown on the question whether or not the reserves referred to would come within the scope of the Commission's inquiry.

On the motion of the Rev. W. J. Habens, *Resolved*, That Mr. O'Rorke, the Rev. W. E. Mulgan, and Dr. Wallis be appointed a Committee to observe the working of the University of Otago and Canterbury College, to inspect the buildings attached to those institutions, and to report to the Commission.

On the motion of the Chairman, the name of the Rev. W. J. Habens was added to the Committee.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Committee which visited the Auckland College and Grammar School, and the Church of England Grammar School, Parnell, be also appointed to visit Wellington College and Nelson College.

On the motion of the Rev. W. J. Habens, *Resolved*, That the returns received in reply to the circulars issued by the Commission be printed, with a view to their being attached as an appendix to the report.

The Secretary was instructed to have the returns tabulated.

Mr. Theophilus Kissling, Registrar of Deeds, was in attendance, and examined.

Mr. T. Peacock, Mayor of Auckland, was in attendance, and examined.

The Rev. C. M. Nelson, M.A., was in attendance, and examined.

On the motion of Professor Cook, *Resolved*, That, whilst the Commission recognizes fully the great want which exists for suitable buildings for the Auckland College and Grammar School, it is unable to make any recommendation in anticipation of its report to the Governor.

The Secretary was instructed to summon the following witnesses for next day:—The Ven. Archdeacon Maunsell, LL.D., the Rev. R. Kidd, LL.D., Mr. Wm. Aitken, Mr. Phillips (Thames), Mr. H. Brett.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

SATURDAY, 22ND FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professor Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Mr. J. F. Sloman, B.A., was in attendance, and examined.

Mr. H. Brett appeared in answer to a summons requiring his attendance as a witness, and, having been sworn, was excused from giving evidence on the ground of urgent private business.

Mr. C. A. Robinson was in attendance, and was examined.

Mr. G. N. Phillips, Head Teacher of the Kauaeranga Boys' School, was in attendance, and presented the following memorial:—

We, the undersigned, feeling a great interest in the advancement and completion of the State system of education, by means of primary, secondary, and university institutions, desire respectfully to lay before you our views upon the subject. The establishment of a High School upon the Thames, under the Act passed during last session, we feel assured will be of the utmost service in stimulating the cause of education in this district; but, in order to render this school a flourishing and efficient institution, it should be placed in connection with a higher establishment in the form of a college in Auckland affiliated to the New Zealand University, to which its more advanced pupils might go for the purpose of securing the advantage of a superior training, and the opportunity of studying for degrees and honours.

It is probable that the Board of Governors of the High School may not be able to establish the school as early as the circumstances of this place require, owing to a delay in having the endowments, promised under the Act, placed at their disposal. We would ask the good offices of the Commission in pointing out to the Government the necessity there is for assistance being granted to the Board at once.

Provision being made in the High School Act for the founding of scholarships open for competition to the pupils of the district primary schools, we suggest that a similar course should be adopted by the College; thus giving opportunities to suitable candidates who have passed through both the common and High School course, but may be unable to bear the expense of University education; which would complete the connection—it appears to us—it is so needful to maintain, between the first and final steps in the education of our youth of both sexes.

Commending the foregoing suggestions to the attention of the Commission,—We have, &c.,

WILLIAM McCULLOUGH, Chairman of Board of Governors, High School.
 JAMES RENSCHAW, Chairman of Kuaeranga School Committee.
 H. CHAS. LAWLOR, Chairman of Waiotahi School Committee.
 THOS. SPENCER, Chairman of Parawai School Committee.

Mr. Phillips was examined.

The Ven. Archdeacon Maunsell, LL.D., was in attendance, and examined.

The Rev. R. Kidd, LL.D., was in attendance, and examined.

The Secretary was instructed to summon Mr. William Aitken to attend and give evidence on Monday morning, at 11 o'clock.

On the motion of Professor Cook, *Resolved*, That the Commission visit the Auckland Museum and School of Art this afternoon.

The Commission adjourned, to meet again at the same place on Monday at 11 o'clock a.m.

MONDAY, 24TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 11 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professor Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary laid on the table the replies of the Chairman of the Trustees of the Church of England Grammar School, Auckland, to Schedule A, attached to letter of 17th February.

Mr. William Aitken was in attendance, and examined.

The Rev. R. Kidd, LL.D., was in attendance, and re-examined.

Mr. D. A. Tole, Commissioner of Crown Lands, was in attendance, and re-examined.

The Chairman brought up the report of the Committee on the Roman Catholic School at Freeman's Bay.

The Rev. W. J. Habens brought up the following report from the Committee on the Auckland College and Grammar School, the Church of England Grammar School, and the Girls' High School:—

The Committee appointed to visit the Auckland College and Grammar School, the Church of England Grammar School, and the Girls' High School, has seen those institutions at work, and reports as follows:—

Auckland College and Grammar School.

This school is at the present time somewhat unfortunately situated with respect to its buildings. There is no school-building properly so called, and the classes have to be taught in three separate houses rented for the purpose. The first, second, and third classes, constituting the upper school, meet in what was formerly the District Courthouse; the fourth class in an old chapel; and the fifth and sixth in schoolrooms adjoining the Presbyterian Church. The buildings are, however, near enough together to admit of effective supervision by the headmaster. It ought to be borne in mind that, at the time of our visit, this school, in common with others on which we have to report, had scarcely recovered from the interruption caused by the Christmas recess. To this circumstance we may probably attribute the fact that we found no fixed time-table in use defining the work of the quarter. A temporary time-table for the upper school, and designed to be brought into use on the day following our visit, was placed in our hands, and is appended to this report. We understand from the headmaster that the time-table is liable to occasional revision, in order to adapt it to the wants of the pupils in the school for the time being. In its present form it shows provision for instruction in the following subjects: Latin, arithmetic, algebra, geometry, trigonometry, mechanics, English (including reading, writing, composition, and grammar), geography, and history. We learn that the omission of physical and natural science from the programme is due to the inconvenience arising from the want of proper buildings. None of the boys now in the school learn Greek, and we observe that modern languages do not appear in the time-table.

It seems that the arrangement and division of classes in the upper school vary from time to time, according to the attainments of the senior pupils. The evidence given before the Commission shows that there are two undergraduates attending the school, who, with three other pupils not undergraduates, constitute the upper division of the first class. On the occasion of our visit the undergraduates were absent, and this division of the class was, in Latin, reading the Second Book of the *Æneid*, in conjunction with the lower division of the same class. There was an absence of neatness in the translation, but questions on construction put by one of our number were in every case correctly answered. The only other class whose work in Latin we had an opportunity of observing was the third, the members of which, numbering nearly thirty, were engaged in translating an easy passage from Bryce's Latin Reader. We heard the first class examined in Euclid, the upper division in the Sixth Book, and the lower in the Third Book. Simple deductions, proposed by one of our number, were fairly solved. The two divisions of the second class, admirably handled by the mathematical master, went through a series of arithmetical exercises in our presence, and appeared to us to be doing good work. In the upper school a part of the day was spent in written examinations in Latin. We noticed that in a few instances students who were exempt from Latin were at this time studying geometry and book-keeping.

In the lower school, the fourth class (fifty-two boys) was occupied with a lesson in English history, which had evidently been very well prepared by the master. The fifth class (thirty-five in number) was receiving a lesson in reading and spelling, and the boys seemed to be thoroughly interested in their work. The lowest class (which contained thirty-seven boys, some of them very young, and many of them recently admitted into the school) was being instructed in geography. The master, an experienced teacher, was endeavouring to make the subject interesting to the pupils, and appeared to us to succeed in doing so.

In all parts of the school good discipline prevails, and the staff is, in our judgment, thoroughly efficient and fully competent to perform the work undertaken by it. There is no doubt that the new building which it is proposed to erect, and which will be in close proximity to a recreation-ground, will greatly promote the comfort of both teachers and pupils; but we were agreeably surprised to find that even the present temporary arrangements do not seem to interfere seriously with the work now being done by the school, or to be in any degree detrimental to the health of the pupils.

TEMPORARY TIME-TABLE.—UPPER SCHOOL.

—	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
I. A	Latin ...	Latin ...	Latin ...	Latin ...	Latin.
B	Algebra ...	Geometry ...	Algebra ...	Geometry ...	Trigonometry.
II. A	} Geography ...	Grammar ...	Geography ...	Grammar ...	English Composition.
B		Arithmetic ...	History ...	Arithmetic ...	Arithmetic.
III.	Arithmetic ...	Arithmetic ...	History ...	Arithmetic ...	Arithmetic.
I. A	Algebra ...	Mechanics ...	Latin ...	Algebra ...	Mechanics.
B	Latin ...	Latin ...	Trigonometry ...	Latin ...	Latin.
II. A	} Arithmetic ...	History ...	Arithmetic ...	History ...	Latin.
B		Writing ...	Reading ...	Arithmetic ...	Writing ...	Reading.
III.	Writing ...	Reading ...	Arithmetic ...	Writing ...	Reading.
I. A	Latin ...	} Arithmetic {	Trigonometry ...	} Algebra {	} Trigonometry.
B	Latin Exercise ...		Latin ...			Latin ...	Latin.
II. A	} Reading {	Algebra ...	} Writing {	Geometry ...	} Writing.
B		Latin ...		Latin ...		Latin ...
III.	History ...	Geography ...	Latin ...	Geography ...	Latin.
I. A	} History ...	Geography ...	History ...	Geography ...	Latin.
B		Latin ...	Latin ...	Latin ...	Latin.
II. A	Algebra ...	Arithmetic ...	Algebra ...	Algebra ...	Arithmetic.
B	Latin ...	Latin ...	Latin ...	Latin ...	English Composition.
III.	Latin ...	Latin ...	Latin ...	Latin ...	English Composition.
I. A	} Grammar ...	...	Grammar ...	...	English Composition.
B		Geometry ...	Latin ...	Algebra ...	Latin ...	Algebra.
II. A	Latin ...	Latin ...	Latin ...	Latin ...	Arithmetic.
B	Latin ...	Grammar ...	Arithmetic ...	Grammar ...	Arithmetic.
III.	Latin ...	Grammar ...	Arithmetic ...	Grammar ...	Arithmetic.

Church of England Grammar School, Parnell.

The school buildings are of wood, of small value, and very unpretending. They are somewhat out of repair, and want painting. There are three rooms—a large room with a smaller room at each end. As to size, they are large enough for the numbers at present attending, with the present staff and the consequent arrangement of classes. The ground is uneven and ill-adapted for purposes of recreation, but well suited for a master's residence or for more than one if required, and situated in what appears to be a very healthy position. The want of a play-ground is to some extent counterbalanced by the proximity of the Domain, which is distant only a few chains.

There are about seventy boys attending, divided into three classes, taught by the headmaster and two assistants. In some subjects each of these classes is subdivided, and the differences of attainment in each class are such that, if it were possible to employ a larger staff, it would be desirable to divide the boys into at least five classes instead of three. The discipline in the highest and lowest classes is fair, but in the middle class unsatisfactory, owing probably to the inexperience of the master temporarily in charge.

The studies carried on in the school are determined in some measure by the requirements of the Civil Service examinations, at which the best boys will probably stand a good chance of passing at the end of the year; but the work of the school as a whole is certainly below that of an ordinary good grammar school. The subjects belonging to what is known as the "modern side" receive considerable attention, and the appliances for instruction in this department, though simple, appear to be sufficient for the purpose. Much pains is taken with elocution, and several of the younger boys read in our presence with intelligence and good enunciation. On the whole there seemed to be a gentlemanly tone in the school.

The headmaster is evidently an enthusiastic teacher, and is competent to deal with some of the scientific subjects. The school further enjoys the advantage of having the services of an excellent teacher of botany.

Girls' High School.

The school is very insufficiently accommodated in rented buildings in Upper Queen Street. The situation is all that could be desired; but the building is not large enough for more than half of the two hundred pupils now in attendance. The want of space is the great defect; but, owing to the very careful attention paid to ventilation and cleanliness, the rooms, though crowded, appear to be by no means unhealthy. There is sleeping accommodation for about seventeen pupils, and, considering the character of the building, the dormitories are in excellent condition. There seems to be the most perfect discipline and order throughout the school, and the cheerful diligence of all the girls, as well as of their teachers, is beyond all praise. The time devoted to work is strictly limited to five hours a day, and the master reports (as we think, wisely) that he finds it very necessary to insist on this limitation, and to confine the home work to so much as can be well done in an hour and a half. The time-table (which is already before the Commission) appears to have been arranged with considerable skill, and is strictly observed; and notes of the work of each hour are carefully recorded, and used by the headmaster as his guide in setting papers for frequent periodical examinations.

The curriculum, which is planned to extend over eight years, includes Latin, Euclid, and algebra, besides modern languages, and the other subjects usually taught in ladies' schools. A considerable number of the older pupils intend to become teachers, and we see great reason to hope that the institution will be very useful in preparing candidates for future work as mistresses of primary schools.

Professor Cook brought up the following report from the Committee on St. John's College, and Wesley College, Three Kings:—

The Committee appointed to visit and report upon St. John's College, and Wesley College, Three Kings, beg to submit the following report:—

St. John's College was visited on Wednesday, the 19th inst. There was no opportunity of seeing the students actually at work, as Wednesday afternoon is observed as a half-holiday, a fact of which the Committee was previously unaware. As, however, the number of students is so limited, the teaching which each individual receives must more nearly resemble that given by a private tutor than that given by a schoolmaster or lecturer to his class. There were seven students, the youngest of whom was seventeen years of age: all of them are foundation scholars of the College, the value of their scholarship being

£60 per annum, which exactly covers the cost of boarding and of tuition. Each student is supposed to have a separate room for his own use, which, however, serves both as bedroom and as study. But the rooms seem to be quite large enough for these purposes, and they are clean and airy. The two youngest students have at present only one room between them.

The buildings are partly of wood and partly of stone, and contain a master's lodge, dining-hall, chapel, class-rooms &c., besides the private rooms of the students above alluded to. There is on the premises accommodation for about twenty students, but several of the rooms which are not now in use would require to be repaired to make them habitable. Of the College estate about 40 acres has been reserved for the immediate use of the College; a considerable portion of the remainder has been let for agricultural purposes.

The master informed us that none of the students were at present members of the University. There appear to be only two class-rooms, which afford accommodation sufficient for the present number of students.

The Committee visited Wesley College, Three Kings, on the morning of Thursday, the 20th inst.; they were accompanied by Mr. O'Rorke and Professor Ulrich. When the Committee arrived, the Principal (the Rev. T. Buddle) was engaged in giving the Maori pupils, six in number, a Bible lesson. The pupils read passages in Maori, and translated it into English; they also read passages from the English version, and translated it into Maori. At the conclusion of the Bible lesson, one of our number set the pupils sums in multiplication and division, which they did with moderate success. One of the English students then asked them a few questions in elementary geography, and afterwards they sang a couple of sacred songs along with three of the English students. They are taught the rudiments of music on Curwen's Tonic Sol-fa system. Of these six Maori pupils, the youngest was fourteen years of age; three of them appeared to be about twenty. In personal appearance, they were as clean and well-dressed as European youths of the same age attending school or college. The Principal informed us that some of these youths would probably become teachers of their fellow-countrymen.

We saw six English students, all of them young men and candidates for the Wesleyan ministry. Three of them are new students, and we saw nothing of their work; the other three did some elementary Greek under the direction of Dr. Kidd whilst we were present; but they appear to be quite beginners.

There seem to be only two class-rooms, and, of these, one is quite small.

The Maoris all sleep in a large dormitory; and the English students sleep two in each room. All the bedrooms, and also the Maori dormitory, were very clean and airy. In addition to these class-rooms and sleeping-rooms, there are in the main building a dining-room, kitchen, and servants' bedrooms. The Principal resides in an entirely separate building. All the buildings are of wood.

Of the estate in the neighbourhood, about 46 acres are reserved for the immediate use of the institution; the whole of the remainder is let.

The Chairman brought up the following report from the Committee on St. Mary's College, North Shore:—

The Committee, consisting of Professor Ulrich, Dr. Wallis, and Mr. O'Rorke, appointed to inspect St. Mary's Roman Catholic School building, near the Takapuna Lake, and the endowment in the neighbourhood, granted to the Roman Catholic body in the year 1850, have the honour to report,—

1. That no school is at present held in the building, and that the reason assigned for there being no school is the inadequacy of the funds arising from the endowment, the rental of the estate being only some £40 per annum.

2. The Committee ascertained the position and nature of the land. It has none of the value attached to building allotments near a city, or to ordinary suburban lands. It is simply rural land, separated from the City of Auckland by the Waitemata Harbour. There is no doubt, however, that if this estate of 376 acres were brought into proper cultivation an increased annual revenue would be insured; but at present the aspect of the place is one of neglect. The tenants at present hold only from year to year, awaiting some fresh disposition of the property.

3. St. Mary's School is built of bluestone, with walls about two feet thick, two storeys high, with a basement running the whole length and breadth of the building. The clear length of the building is 72 feet, by 21 feet wide. The roof is of shingle, and is much out of repair. There are two chimneys at the gable-ends, with fireplaces in the lower and upper storey. On the ground floor there is a large room 36 feet by 21 feet, with a fireplace. The other half is subdivided into five small rooms, passage, and staircase, the largest room being 18 feet by 9 feet, used as a dining-room. The fireplace is in a room 11 feet by 14 feet, probably intended for a kitchen. The upper storey is occupied by a central hall, 54 feet by 21 feet, with a staircase opening into the hall. At each end of the hall are two small rooms, 12 feet by 9 feet and 9 feet by 9 feet, in the larger of which, on each side, is a fireplace. All the interior of the house is very much out of repair, and looking very dingy. The basement storey seems to have been used as a cowshed or stable.

4. The rents that have accumulated since the school was closed amount to about £200. This sum, with a small exception,* is reserved, pending the arrival of a new Roman Catholic bishop, who has been expected for the last four years.

The Committee, while reporting that the terms of the trust, as regards the keeping of a school, are not at present fulfilled, cannot shut their eyes to the fact that all the religious and educational institutions about Auckland, which were so largely intended for the benefit of the Maori race, received such a shock from the Native rebellion as will require considerable time to repair the evils that the war entailed upon those establishments.

The Chairman brought up the following report from the Committee on St. Stephen's School, Parnell:—

The Committee, consisting of Professors Cook and Ulrich, Rev. Mr. Mulgan, and Mr. O'Rorke, inspected the St. Stephen's School at 2 o'clock on Thursday, 20th February, 1879.

The pupils in attendance were 52 Maoris and 7 Europeans. They were engaged in writing from dictation, and the Committee were much struck with the proficiency displayed by the pupils in both writing and spelling, especially the former. The Committee also witnessed the testing of the boys' knowledge of arithmetic, and were pleased with the results. Among the novelties of the institution was the teaching of ten young Maori pupils and one European by a Maori pupil-teacher. All the instruction is carried on in the English language.

The Committee were satisfied with the efficiency of the two teachers, Mr. Davies and Mr. Robertshaw, and with the interest taken in the general management of the school by Archdeacon Burrows.

The school was held in a fine large room recently erected; the dining-room, too, is spacious; and the bedrooms were tolerably tidy. The buildings generally appeared suitable, and in fair repair.

The Committee are of opinion that the objects of the trust are being fairly carried out, and that the estate is being turned to the best advantage by letting it in building allotments whenever a demand arises.

Professor Ulrich brought up the following report from the Committee appointed to visit the Museum:—

The Committee appointed to visit the Museum have to report that they discharged that duty, and think it a noteworthy matter that the liberality of two Auckland citizens has embellished the institution with a set of models of antique statuary, properly set up. The statues were supplied by Mr. Thomas Russell, and the setting-up by Dr. Campbell. The latter gentleman also provides a school of drawing, under the charge of Mr. Watkins, for all who are willing and competent to attend. The rules for admission and instruction are appended. The institution is at present dependent on voluntary subscriptions, but the sphere of its usefulness would be much extended if there was a Government grant to enable the institution to have such an officer as a taxidermist, and those others usually connected with museums in other places.

School of Design, Auckland Institute.—Memorandum by Mr. Cheeseman, Curator.

1. The instructor is Mr. Kenneth Watkins. He holds a certificate from some institution in London—I believe the South Kensington School of Design. He is well known as a teacher of drawing in Auckland.

2. The school meets every Wednesday and Saturday, the hours being from 9.30 a.m. to 12.30 p.m.

3. Thirty-one pupils have passed the examination required before entrance. The average attendance is from 15 to 20.

4. The instructor's salary and all other expenses connected with the school are borne by Dr. J. L. Campbell; the Institute supplying the room in which the school is held.

* *Vide* Father Fynes's evidence.

On the motion of the Rev. W. J. Habens, *Resolved*, That the various reports just brought up be entered upon the minutes.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

TUESDAY, 25TH FEBRUARY, 1879.

The Commission met at the Supreme Court Buildings, Auckland, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professor Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Professor Cook, *Resolved*, That the Secretary be instructed to apply to the Minister of Education with the view of obtaining the opinion of the Law Officers of the Crown as to the effect of the Wesleyan model trust deed on the original grants and the trusts contained therein.

On the motion of Professor Sale, *Resolved*, That the Secretary be authorized to pay the sum of £2 as a gratuity to the messenger.

On the motion of Professor Cook, the Commission adjourned, to meet again at Parliament Buildings, Wellington, on the 24th March next, at 11 o'clock a.m.

MONDAY, 24TH MARCH, 1879.

The following Commissioners met at Parliament Buildings, Wellington, at 11 o'clock a.m.:—Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

There being no quorum, the Commissioners present agreed to adjourn, to meet again at Nelson, on Saturday, the 29th March, at 4 o'clock p.m.

SATURDAY, 29TH MARCH, 1879.

The Commission met at Panama House, Nelson, at 4 o'clock p.m.

Present: Mr. O'Rorke, Chairman; Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary reported that a large number of returns to circulars had been received, and that many of them were in the hands of the printer, and others were being prepared; that some of the returns had been supplied in such a form as to necessitate considerable correspondence; and that there were returns which had not yet been received.

The Secretary laid on the table the opinion of the Solicitor-General on the question of whether endowments made by the Canterbury Association came within the terms of the Commission.

On the motion of Professor Sale, *Resolved*, That the Secretary have authority for the payment of the sum of £8 3s. to the Registrar of Deeds, Auckland, for a copy of the Wesleyan model trust deed.

The Secretary read a letter from the Colonial Secretary's Office as to the extent and locality of all reserves set apart by the Government for the purposes of University education. The Secretary also read a memorandum which he had drawn up on the same subject.

A letter was read from the Secretary of the Nelson College, intimating that it did not appear to the Governors of the College that the institution came within the meaning of schools endowed by Government grants out of public estate, and forwarding the opinion of the solicitor for the College on the subject. The Secretary's reply to the letter was also read.

On the motion of Professor Shand, *Resolved*, That a copy of the Secretary's memorandum on the subject of University reserves be forwarded to the Chancellor of the University of New Zealand.

It was resolved that the following witnesses be summoned for Monday next:—The Bishop of Nelson, at 10 o'clock; Mr. O. Curtis, M.H.R., at 12 o'clock; and the Rev. J. C. Andrew, at half-past 2 o'clock.

The Commission adjourned, to meet again in the Jury Room, Supreme Courthouse, Nelson, on Monday next, the 31st instant, at 10 o'clock a.m.

MONDAY, 31ST MARCH, 1879.

The Commission met at the Jury Room, Supreme Court, Nelson, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Right Rev. the Bishop of Nelson was in attendance, and examined.

Mr. Oswald Curtis, M.H.R., was in attendance, and examined.

Mr. J. W. Barnicoat was in attendance, and examined.

Mr. Robert Pollock was in attendance, and examined.

The Secretary was instructed to summon the following witnesses for next day:—Rev. J. C. Andrew, at 10 o'clock; Mr. H. C. Daniell, at 12 o'clock; Mr. Percy Adams, solicitor, at 3.30 o'clock.

The Commission adjourned, to meet again at the same place on Tuesday next at 10 o'clock a.m.

TUESDAY, 1ST APRIL, 1879.

The Commission met in the Jury Room, Supreme Court, Nelson, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Rev. J. C. Andrew, M.A., was in attendance, and examined.

Mr. H. C. Daniell was in attendance, and examined.

Mr. Percy B. Adams was in attendance, and examined.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Chairman and the Rev. Mr. Mulgan be appointed to visit Bishopdale College, and that the Bishop be informed that the Commission desires that the institution should be so visited.

Mr. Alexander Mackey was in attendance, and examined.

Mr. J. S. Browning was in attendance, and examined.

On the motion of the Chairman, Professor Sale was appointed to visit Motueka for the purpose of making inquiries relative to the Motueka Trust School and Estate.

The Commission adjourned, to meet again at the same place on Thursday next at 4 o'clock p.m.

THURSDAY, 3RD APRIL, 1879.

The Commission met in the Jury Room, Supreme Court, Nelson, at 4 o'clock p.m.

Present: Mr. O'Rorke, Chairman; Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Professor Sale reported as follows:—In accordance with the instructions of the Commission, I yesterday visited the Motueka Native School. On my arrival I called at once on Mr. Baker, the teacher. The children were not all at the school when I arrived, but subsequently I saw all of them. There were two boys aged about fifteen and thirteen respectively, and three girls, aged about nine, eight, and seven respectively, all Maoris. The children looked clean, healthy, and happy. I

did not see them receiving instruction, and therefore I would refer the Commission to Mr. Baker for evidence as to what is done in the school. The schoolhouse is at present receiving additions, in consequence of which a portion of it cannot at present be made use of. But when the alterations now in progress are completed there will be ample accommodation for all the children who are likely to be sent to the school; there will be two large bedrooms, in addition to a large schoolroom which is now in use. The schoolroom, however, will require lining, and I understand from Mr. Baker that at present there are no funds for that purpose. The schoolroom is used for meals and general purposes as well as for school work. During my visit, the principal Native in the district, a woman named Ramiri, called. She inquired what was the object of my visit, and wished particularly to know whether it was in connection with the question as to the Native title to the Motueka Trust Estate; but finding that my inquiries referred only to the school, and to the mode in which the estate was administered, she said she had nothing to say on that subject. She was quite contented with the institution as a school. I had a long conversation with Mr. Baker, chiefly on the difficulties which he experienced in making the school a successful institution. I refer the Commission to Mr. Baker for evidence on this matter. I subsequently visited Mr. Greenwood, the bailiff of the estate. He informed me that the whole of the estate was leased and was in good condition. He was unwilling to give a valuation of the different sections, but promised to compile and forward to the Commission a list of the sections, showing the valuation put upon them by the Road Board valuator, which, he added, could be depended upon as a fair valuation. He was unable to furnish me with a copy of the conditions of the leases, and referred me to Messrs. Adams, solicitors, for information as to the conditions under which the lessees could claim renewals of their leases. He also gave me an estimate of the damage which certain sections in the estate had suffered from the floods of 1877. This estimate I hand in. I also hand in a copy of a report on the Motueka School for the year 1876, drawn up by the Inspector of Native Schools, the Rev. J. W. Stack, and included among the papers printed in the Appendix to the Journals of the House of Representatives for 1876.

On the motion of Professor Sale, Mr. Joseph Baker was called in and examined.

The Secretary read the correspondence which had taken place relative to the proposed visit to Nelson College by the Committee appointed for that purpose.

On the motion of Professor Sale, *Resolved*, That the Commission, having considered the answer received from the Secretary of the Nelson College, and the further letter received from the Principal, deems it inexpedient that any members of the Commission should visit the College in any other capacity than that of Commissioners; and that the Committee appointed to visit Nelson College be relieved from that duty.

The Secretary was instructed to summon Mr. M. Campbell as a witness for next day.

The Committee adjourned, to meet again at the same place next day at 9.30 o'clock a.m.

FRIDAY, 4TH APRIL, 1879.

The Commission met in the Jury Room, Supreme Court, Nelson, at 9.30 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Mr. Matthew Campbell was in attendance, and examined.

Mr. James T. Catley was in attendance, and examined.

The Commission adjourned, to meet again at Parliament Buildings, Wellington, on the following day at 2.30 o'clock p.m.

SATURDAY, 5TH APRIL, 1879.

The Commission met at Parliament Buildings, Wellington, at 2.30 o'clock p.m.

Present: Mr. O'Rorke, Chairman; Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Professor Sale brought up the following report from the Committee appointed to observe the working of Wellington College:—

Before referring to the condition of this school as it existed at the time of our visit, we would draw the attention of the Commission to the report furnished, at the request of the Minister of Education, on the 18th of July last year, by the Rev. W. J. Habens, and printed in the Appendix to the Journals of the House of Representatives for 1878. The following remarks may be considered as supplementary to that report.

Since the date of Mr. Habens's visit, the Governors of the College, with a view of effecting changes in the organization of the school, have thought proper to give notice of dismissal to all the masters. They have since reappointed the headmaster, Mr. Wilson, at a reduced salary. In the case of the other masters no definite arrangement has yet been made. Since the commencement of the present term one of the junior masters has been obliged to give up work from ill-health, and it would appear that the Governors, from motives of economy, do not intend at present to make any appointment in his place. Owing partly to this circumstance, the headmaster has found it necessary to rearrange the classes; it does not appear, however, that any serious inconvenience has resulted from this rearrangement, and we are not prepared to say that the staff at present employed is insufficient.

There are at present no undergraduates in the College, nor is there any sixth form.

The headmaster instructs the fifth, fourth, and third forms in Latin, English, and history. The second master instructs the second and first forms in the same subjects. Latin forms part of the work all through the school. At present no Greek is taught. Provision is made, however, in the time-table for teaching Greek as an alternative with German.

The mathematical master undertakes the whole of the instruction in arithmetic and mathematics. The first form learns arithmetic only. The mathematical course commences in the second form, which receives instruction in Euclid and algebra.

Instruction in French is given to all the classes throughout the school, and German is taught as an optional subject to boys in the fifth form.

We did not see the classical work of the fifth form, but we were informed that this form consisted of two students, who were reading Horace's Odes.

The fourth form, consisting of eight students, were reading the Second Book of Virgil's *Æneid*. This form is, in reality, the same as that which at the time of Mr. Habens's visit was called the lower fifth. We did not see the Latin composition either of this form or of the fifth, this part of their work having been temporarily interrupted, owing to the changes now taking place in the school. We were present while the fourth form were engaged in translating Virgil, and judging from their translations, and from their answers to various questions on grammar and construction, we should say that their work was quite equal to what may fairly be expected from boys in the fourth form in a good grammar school. We saw the second form engaged in translating from English into Latin simple sentences taken from an elementary book, while the members of the first form were engaged in the same room, some of them in a writing lesson, others in preparing other work. We did not see any of the Latin work of the third form, but we were informed that they were reading *Cæsar*.

In the mathematical department the classification was not exactly the same as in the classical and English subjects; but, as the chief difference consisted in a greater subdivision of the classes, the general order of the school was not materially interfered with.

Only one boy, forming the highest class, was doing such work as is usually done in the higher mathematical classes of a grammar school. This boy had read all the mathematical work prescribed for the University examination for junior scholarships, and was reading with the view of presenting himself at the next junior scholarship examination. When we visited the school, he was engaged on exercises taken from Todhunter's larger Trigonometry.

On the day of our visit the other mathematical classes were receiving instruction in Euclid, the more advanced boys being engaged on Book IV., and the rest on Book I. The time at our disposal was too short to enable us to pronounce decidedly upon the quality of the work, but it seemed to us to indicate that in some cases there had been insufficient preparation on the part of the pupils at home.

We regret to say that in modern languages we only saw the work of the lowest form. These boys were learning the French accidence, and, allowing for the very short time which had elapsed since they began the subject, they seemed to be making good progress, and to be interested in their work.

Turning to the subject of natural science, we were present while the fourth form were receiving a lesson in botany. Instruction was given by means of specimens dissected by the students, under the guidance of the lecturer. From what we observed we received the impression that the study of natural science was probably the strong point in the work of the school. The instruction was admirably given, and almost all the boys took a marked interest in their work. The classroom was well supplied with charts and illustrations, and contained cabinets filled with collections in several branches of natural science, which were amply sufficient for the purposes of instruction, and which, to a large extent, had been formed by former pupils.

Although in some parts of the school work a want of vigour and animation was apparent, it is probable that, to some extent at all events, this was due to the unsettled condition of the school, to which we have already referred.

Rev. W. J. Habens to the Hon. the Minister of Education.

SIR,—

Wellington, 18th July, 1878.

The Governors of the Wellington College having requested you to appoint some person or persons to examine into and report upon the working of the College, you were pleased to appoint me to conduct the inquiry, and I now have the honour to submit the following statement:—

I am much indebted to the Governors and to their Secretary, who have placed at my service, for the purposes of this inquiry, all papers that were likely to be of use to me; and I desire to acknowledge my obligations to the Principal (Kenneth Wilson, Esq.) for the courtesy with which he received me on the occasion of my visit to the school, for the readiness and fulness of his replies to my numerous questions, and for the arrangements he made to give me an opportunity of seeing the school at work.

I find that it has been the aim of the Governors to make provision both for secondary education, and for the higher education of the College or the University. The institution has apparently been moulded into its present form by the endeavour to compress the two stages, the secondary and the higher, into the ordinary period of school life, and to carry on the work of both stages at the same time, in the same school, and with a staff of instructors scarcely exceeding the number which would be required in an ordinary grammar school. The only teacher upon the staff whose services would not be necessary for the work of a grammar school is the Professor of Natural Science (T. Kirk, Esq., F.L.S.). The only work done by the College out of school hours is the work of the evening classes and of a Saturday class, as follows:—The Mathematical Master conducts an evening class for mathematics attended by four persons, and one for classics at which three attend; the Modern Language Master has a class for French and one for German, attended by three and two persons respectively; and the Mathematical Master has an arithmetic class, composed of three girls, which meets on Saturday. The Principal is prepared to give lectures in English, and evening classes to be taught by the Professor of Natural Science have been proposed; but at present no students avail themselves of these arrangements. I learn that of the persons attending the evening classes only one is an undergraduate member of the University. There are also four undergraduates whose names are on the books of the College, and who are nominally keeping terms, but who do not attend lectures, and who receive no instruction from the College. With the exceptions which I have now stated, the operations of the College are confined to the work of the school.

In the school there are two boys who have matriculated to the University: one of these is in the sixth form, and the other in the upper fifth. The work of the sixth form is designed to constitute a preparation for the passing of the examination for the degree of Bachelor of Arts in the University of New Zealand. In this form there are at present two pupils, of whom one is an undergraduate. The upper fifth, in which is one undergraduate, consists of five boys who are preparing for the Senior Cambridge Local Examination; and the lower fifth, with eight boys, is preparing for the corresponding Junior Examination. I am informed that the practice is to enter for these Cambridge Examinations as many boys from the fifth form as are deemed likely to secure a "pass." The fifth and sixth forms are under the direct care of the Principal; but all the boys in this upper part of the school receive instruction in physical science from Professor Kirk, who spends nine hours a week with them, and in mathematics they are divided into classes according to their attainments, and taught by the Mathematical Master. Greek, which is an optional subject as an alternative with German, is taught by the Second Master, and French and German are the special province of the Modern Language Master.

In the forms below the fifth, natural science and Greek are not taught. The fourth form (eleven boys) is reading Cæsar, and is learning the rules of Latin syntax: Arnold's Latin Prose Composition is also in use. In the third form (fifteen boys), the text-books are the Latin Primer, Arnold's "Henry's First Latin Book," and Valpy's *Delectus*; in the second form (twenty-four boys), the Primer and *Delectus*; and in the first form (seven boys), the Primer only. These forms, like the fifth and sixth, are broken up into classes under the Mathematical Master, according to the attainments of the individual pupils. The third and fourth forms are in the charge of the Second Master, and the first and second are under the care of the Assistant Master. To all but the first form lessons in French are given by the Modern Language Master. In all the forms a sufficient amount of time appears to be devoted to the subjects which fall under the general head of English.

From this description of the organization of the school it is apparent that a boy entering the first form, and passing through all the other forms, including the sixth, is expected to acquire a sufficient knowledge of the ordinary branches of a plain English education, and in addition to become acquainted with two modern and one ancient or with one modern and two ancient languages, with two or three branches of natural science, and with mathematics as far as conic sections. Moreover, he is expected to be able, at the close of his school course, to give such evidence of his proficiency in several of the subjects which he has studied as is involved in passing the examination for the degree of Bachelor of Arts in the University.

The case being thus stated, I find my attention diverted (necessarily, as I think) from the consideration of the efficiency of the masters, or the sufficiency of their numbers, to the discussion of the question of the possibility of realizing the ideal which is set before them. I do not doubt the possibility of imparting to the fifth and sixth forms such a knowledge of certain branches of natural science as is required for the scholarship examinations, and (so far as these subjects are concerned) for the degree of Bachelor, and indeed the record of scholarships awarded shows that in this department the College has attained to high distinction. But I do not see how due attention to what ought to be the proper work of the sixth form in classics is compatible with preparation for the degree, nor how such preparation as a candidate is fit to receive at that stage can afford any reasonable hope of securing a place at the honour examinations. So, also, honours in mathematics are manifestly beyond the reach of candidates who have no instruction beyond that, good as it is as far as it goes, which is provided by the College. It is perhaps natural that, while there is no separate provision made in Wellington for superior education, the Governors of the College should endeavour to supply the lack as well as they can with the means at their disposal; but at the same time it is much to be regretted that in any institution the preparation of candidates for a degree should be of such a kind as to give them no prospect of anything better than a bare "pass," and that time should be spent in the laborious reading of books set for examination which would be far better spent in the study of a larger number of easier authors, and in the acquisition of a good vocabulary and of a ready command of common idioms. Judging from what I observed when I heard the upper fifth reading Cæsar, I should say that if a sound knowledge of Latin, as distinguished from the knowledge of special books got up for examination, is to be acquired in the school, it must be in the sixth form, the work of which is not now planned with that object in view.

Having thus indicated what I conceive to be the chief characteristic, and, at the same time, the leading defect, of the school, I am glad to be able to say, without reserve, that I see no reason to entertain a doubt of the competency or efficiency of the masters. I believe that they are working with much ability under a faulty programme, and that they might achieve

signal success if their energies were directed simply to the work of secondary education. I am not sure that the number of masters is quite sufficient. I noticed particularly that the arrangement which places the third and fourth forms under one master does not seem to afford all the supervision that one form seated at the desk requires while the other form is standing before the master. I fear that in such circumstances there can be no adequate attention given to the teaching of writing, and I do not altogether approve of the practice of allowing one class to prepare lessons while another class is receiving direct instruction. The preparation of lessons should rather, I think, be regarded as home work, and be done out of school.

The remuneration of the teachers (stated in the order in which the names appear in the prospectus of the College) is as follows: Principal, £700 per annum and house; Second Master, £400; Assistant Master, £250; Mathematical Master, £300; Professor of Natural Science, £450; Modern Language Master, £200; Drawing Master, £72: total, £2,372. If this be divided by the number of boys (72), the quotient shows the cost to be £33 per annum for each boy; but it must be remembered that the same staff is available for college lectures, and would not need to be greatly augmented though the number of boys should be largely increased. In this connection I may say that to me it appears highly probable that, if separate arrangements were made for the higher education, and the school left free to attend to secondary education exclusively, the result would soon be, first, manifestly greater efficiency, and secondly, and as a consequence, a large influx of new pupils. It has also occurred to me, as a stranger, that the school would most likely be larger if it were nearer the heart of the city, and if better provision were made for warming the rooms in winter.

I have, &c.,
WM. JAS. HABENS.

The Hon. the Minister for Education, Wellington.

On the motion of Professor Sale, the report was received, and ordered to be entered on the minutes.

On the motion of the Rev. W. J. Habens, the Commission adjourned, to meet again in the Board Room of Canterbury College, Christchurch, on Monday next, at 2.30 o'clock p.m.

MONDAY, 7TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 2.30 o'clock p.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Professor Sale, *Resolved*, That the Secretary be instructed to write to the Warden of Christ's College, intimating that the Commission proposes to depute a Committee to observe the working of the College and inspect the premises.

It was also resolved that a similar communication be addressed by the Secretary to the headmaster of Christ's College, suggesting Wednesday, the 9th instant, as a suitable day for the visit.

On the motion of Professor Cook, *Resolved*, That the following Committees be appointed:—

A Committee consisting of Professor Sale, Professor Shand, and the Rev. W. E. Mulgan, to visit Christ's College on Wednesday next;

A Committee consisting of Professor Sale, Professor Shand, Professor Cook, and the Rev. W. J. Habens, to visit the Christchurch Girls' High School on Tuesday next;

A Committee consisting of Professor Brown, the Rev. W. J. Habens, and the Chairman, to visit the Normal School on Wednesday next.

The Committee appointed to visit Canterbury College were instructed to do so on Tuesday and Thursday, the 8th and 10th April respectively.

The Secretary was instructed to summon the following witnesses for Saturday next:—Mr. William Montgomery, M.H.R., at 10 o'clock; Dr. Powell, at 12 o'clock.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

TUESDAY 8TH APRIL, 1879.

The Commissioners met in the Board Room of Canterbury College, Christchurch, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from the Chairman of the Otago Presbyterian Church Trustees, in reply to circular of the 29th January, stating that the Trustees had the management of certain properties acquired by purchase, but that they conceived the circular had no application to these.

On the motion of Professor Sale, the Secretary was instructed to inform the Trustees of the advice given by the Law Officer of the Crown in the case of the Canterbury Church Property Trustees, and to request them to supply the information required.

A letter was received from the Registrar of the University of New Zealand, transmitting a copy of the report submitted to the Senate of the University at its late session by a deputation which waited on the Hon. the Minister for Lands on the subject of the University reserves; also a copy of certain resolutions passed by the Senate thereupon.

On the motion of Professor Brown, the consideration of the letter was deferred.

The Commission adjourned, to meet again at the same place on the following day at 9.30 o'clock a.m.

WEDNESDAY, 9TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 9.30 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Professor Brown, *Resolved*, That Tuesday next be devoted by the Commission to considering what issues will have to be determined in presenting an interim report to Parliament.

On the motion of the Rev. W. J. Habens, *Resolved*, That application be made to the Government for an extension of time for preparing the report, and that, at the same time, the intention of the Commission be distinctly expressed to prepare a substantial interim report before the meeting of Parliament.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Chairman, the Rev. W. E. Mulgan, and the mover be appointed a Committee to draw up questions to be put to the witnesses to be examined in Christchurch.

The Commission adjourned, to meet again at the same place on the following day at 11 o'clock a.m.

THURSDAY, 10TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 11 o'clock a.m.

Present: Mr. O'Rorke (Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from the Secretary for Education, recommending that the return asked for of public moneys granted, &c., for the promotion of education should be prepared by some competent person appointed by the Commission. On the motion of Professor Brown, the Secretary was instructed to ascertain in what manner the return could best be procured.

The following witnesses were ordered to be summoned:—Mrs. Ingle, for Monday next, at 10 o'clock a.m.; Professor Bickerton, for Monday next, at 10.30 o'clock a.m.; the Bishop of Christchurch, for Wednesday, at 10 o'clock a.m.; Mr. C. C. Corfe, for Wednesday, at 2.30 o'clock a.m.

The Commission adjourned, to meet again at the same place on Saturday next at 10.15 a.m.

SATURDAY, 12TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 10.15 a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W.E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Professor Sale brought up the following report of the Committee appointed to observe the working of the Canterbury Girls' High School:—

The school buildings are of stone. They are of handsome exterior, and are in a convenient and healthy situation. There are five large class-rooms, besides smaller rooms for instruction in music and for other purposes. The class-rooms are lofty, well lighted, and well ventilated, and are warmed by means of hot-water pipes. They are quite sufficient for the present requirements of the school.

The pupils are divided into five classes. The regular teaching staff consists of five lady-teachers, including the lady-principal. Instruction is given in Latin, French, and elementary mathematics, as well as in the ordinary branches of an English education, including needlework. Class-singing and elementary physical science are also taught as part of the regular school work by teachers specially appointed for that purpose. German, instrumental music, and drawing are extra subjects, and are taught by visiting teachers.

The school seems to be well organized, and a fair proportion of time is allotted to the different subjects.

We were present while the classes were receiving instruction in all the subjects taught except German, physical science, and instrumental music. In the English branches a very fair standard of efficiency has been attained. Both Latin and mathematics are well taught. In these two subjects the pupils, even in the higher classes, are still occupied with elementary work; but this is no doubt due to the fact that the school has only recently been established. Latin is now taught in all the classes except the lowest; and it is to be expected that this will, in time, lead to a considerable advance in the character of the work in the higher classes. At present only the highest class receives instruction in Euclid, and the two highest classes in algebra. In our opinion, it would be an improvement if each of these subjects were commenced one year earlier in the school course.

On the whole, we were very favourably impressed with what we saw. Both pupils and teachers seemed to be interested in their work, and there was good order and discipline throughout the school.

On the motion of Professor Sale, the report was received and ordered to be entered on the minutes.

The following witnesses were ordered to be summoned:—Mr. W. Rolleston, M.H.R., for Monday next, at 10.30 a.m.; Mr. W. J. W. Hamilton, for Tuesday next, at 10 a.m.; Mr. C. C. Bowen, M.H.R., for Wednesday next, at 11 a.m.; Mr. J. N. Tosswill, for Wednesday next, at 11.30 a.m.; and Mr. E. C. J. Stevens, M.H.R., for Thursday next, at 10 a.m.

Mr. William Montgomery, M.H.R., was in attendance, and examined.

The Commission adjourned, to meet again at the same place on Monday next at 10 a.m.

MONDAY, 14TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Mrs. Ingle was in attendance, and examined.

Professor Bickerton, F.C.S., was in attendance and examined.

At this stage of the proceedings the Chairman retired, and, on the motion of the Rev. W. J. Habens, the chair was taken by Professor Shand.

Mr. J. V. Colborne-Veel was in attendance, and examined.

The Secretary was instructed to summon Dr. J. von Haast to give evidence on Wednesday next, at 4 o'clock p.m.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

TUESDAY, 15TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Mr. O'Rorke, Professors Sale and Shand.

On the motion of Professor Brown the chair was taken by Professor Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Professor Shand vacated the chair, which was taken by Mr. O'Rorke.

Mr. W. J. W. Hamilton was in attendance, and examined.

Professor Sale brought up the following report of the Committee appointed to observe the working of Christ's College:—

In accordance with our instructions we visited Christ's College on the 9th instant, and called upon the headmaster, Mr. Corfe. Mr. Corfe explained to us the general arrangement of the school work, and offered to accompany us to the several class-rooms; but he informed us at the same time that the work of the school would not be continued in our presence, as he and the under-masters objected to the presence of any visitor while they were engaged in their work. He explained further that he was fully supported in this view by the Warden and Fellows of the College. We subsequently had an interview with the Warden, the Bishop of Christchurch, who confirmed what had been stated to us by the headmaster as to the unwillingness of the College authorities to permit any inspection of the classes while the work was going on. Under these circumstances we were of opinion that no information would be obtained by means of a visit of inspection such as would not be equally well obtained by means of a written statement. We therefore declined to accompany the headmaster for the purpose of visiting the class-rooms, and we requested him to furnish a time-table showing full details of the work done in the different classes.

After the school had dispersed, we took an opportunity of inspecting the buildings. We found that there were ten class-rooms, one of which, a large isolated building, is used, when necessary, for the purpose of assembling the school together; and three others are used by the boarders, out of school hours, for purposes of study or recreation. One of the

rooms is devoted to physical science, and contains a moderate supply of apparatus, diagrams, &c. There are three boarding-houses, one in charge of the headmaster, and the two others in charge of two of the under-masters. There is an excellent playground, of about six acres in extent, which is used chiefly by the boarders as a football ground and as a practice-ground for cricket. The Public Domain is also within easy reach of the school, and part of the Domain, we were informed, is appropriated for the use of the school as a cricket-ground.

We were furnished by the Warden with the copy of a letter written by the Sub-Warden to the Minister of Education, and embodying the views of the governing body on the subject of inspection. We hand in this copy for the information of the Commission.

On the motion of Professor Sale, the report was received and ordered to be entered on the minutes.

On the motion of Professor Sale, *Resolved*, That the Registrar of the University of New Zealand be requested to furnish a copy of the examiners' reports for the year 1879, and schedules of the marks for the examinations of May and November, 1876, and December, 1878; also that all examiners' reports furnished by the Registrar be printed in the appendix to the report.

The following witnesses were ordered to be summoned:—Mr. J. E. Brown, M.H.R., for Wednesday next, at 12 o'clock; Mr. John Inglis, for Thursday next, at 11 o'clock; Mr. C. C. Howard, for Thursday next, at 12 o'clock; Dr. Turnbull, for Thursday next, at 2.30 o'clock; Mr. F. de C. Malet, for Thursday next, at 3 o'clock; Dr. Powell, for Thursday next, at 4 o'clock.

The Commission proceeded to consider what issues will have to be determined in presenting an interim report to Parliament, and deferred the further consideration of the same matter until a future day.

The Commission adjourned, to meet again at the same place next day at 10 o'clock.

WEDNESDAY, 16TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from the Headmaster of Christ's College Grammar School, forwarding lists of the work taken up by the different forms in the current term; also a table showing the hours per week given to the different subjects in each form.

The Secretary laid on the table statements of accounts furnished by the Registrar of the University of New Zealand.

The following witnesses were in attendance, and examined:—The Right Rev. the Bishop of Christchurch, Mr. J. N. Tosswill, Mr. J. E. Brown, M.H.R., Mr. C. C. Corfe, Dr. J. von Haast.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

THURSDAY, 17TH APRIL, 1879.

The Commission met in the Board Room, Canterbury College, Christchurch, at 10 o'clock, a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary read the following telegram received from the Secretary for Education:—"Mr. Ballance approves your proposal *re* Commission's report; interim report to be not later than end of July."

The Secretary laid on the table a copy of the Minutes of Proceedings of Session of Senate of the University of New Zealand held in March, 1879.

Mr. E. C. J. Stevens, M.H.R., was in attendance, and examined.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Commission do now proceed to consider whether a certain statement made at the close of Mr. Corfe's examination yesterday be regarded as evidence or not; and that, in order to the due consideration of that question, the shorthand-writer's notes of the statement be now read.

Shorthand-writer's notes read.

Dr. Hector moved, That the statement just read be not recorded on the minutes as evidence.

The Rev. W. E. Mulgan seconded.

The motion being put, the Commission divided as follows:—Ayes, 7: Professor Cook, the Rev. W. J. Habens, Dr. Hector, the Rev. W. E. Mulgan, Mr. O'Rorke, Professor Sale, Professor Shand. Noes, 1: Professor Brown.

The motion was consequently carried.

Dr. Hector moved, That Mr. Corfe be re-examined on the question of whether there is any want of harmony between Christ's College and Canterbury College, such as to impede the working of the institution under his control.

Professor Brown seconded.

Motion agreed to.

The following witnesses were in attendance and examined:—Mr. C. C. Howard, Dr. Turnbull, Mr. F. de C. Malet, Dr. Powell.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

FRIDAY, 18TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale and Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The following witnesses were in attendance, and examined:—Mr. C. C. Bowen, M.H.R., Mr. John Inglis, and Mr. C. C. Corfe.

On the motion of the Chairman, *Resolved*, That the Commission do meet at Dunedin on the 17th June next, for the purpose of proceeding with its inquiries at that place, and of drawing up an interim report for presentation to the Governor.

On the motion of the Rev. W. J. Habens, *Resolved*, That notice be given to all members of the Commission that at the meeting in Dunedin the Commission will proceed to prepare an interim report, in which it will deal with questions affecting the University of New Zealand.

The following witnesses were ordered to be summoned for next day:—His Honor Mr. Justice Johnston and the Rev. Charles Fraser, M.A.

The Secretary was instructed to telegraph to the Bishop of Wellington, and Mr. John Duthie, of Wanganui, requesting them to attend to give evidence at Wellington on Wednesday, the 23rd instant.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

SATURDAY, 19TH APRIL, 1879.

The Commission met in the Board Room of Canterbury College, Christchurch, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The following witnesses were in attendance, and examined:—His Honor Mr. Justice Johnston, Mr. W. Montgomery, M.H.R., Rev. C. Fraser, Mr. C. C. Bowen, M.H.R., Mr. W. Rolleston, M.H.R.

On the motion of the Rev. W. J. Habens, *Resolved*, That the sum of £2 be paid to the porter of the Canterbury College as a gratuity.

The Secretary laid on the table a copy of the *Lyttelton Times*, 15th March, 1878, containing the address of Professor Brown, referred to in Mr. Corfe's evidence.

The Commission adjourned, to meet again at Parliament Buildings, Wellington, on Monday next, at 3 o'clock p.m.

MONDAY, 21ST APRIL, 1879.

The Commission met at Parliament Buildings, Wellington, at 3 o'clock p.m.

Present: Mr. O'Rorke, Chairman; Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan.

The minutes and proceedings of the Commission at last meeting were read and confirmed.

A letter was received from the Under Secretary of Crown Lands, forwarding copy of *Gazette* of 10th April, 1879, containing the proclamation of the University reserve at Taranaki.

The following witnesses were ordered to be summoned:—Mr. J. Thomson, for Tuesday, at 10 o'clock; the Hon. M. S. Grace, M.L.C., for Tuesday, at 10.30 o'clock; Mr. Kenneth Wilson, for Tuesday, at 11 o'clock; Mr. H. Jackson, for Tuesday, at 2.30 o'clock; Rev. J. Paterson, for Tuesday, at 3.30 o'clock; Mr. W. Hutchison, for Tuesday, at 4 o'clock; Hon. J. C. Pharazyn, M.L.C., for Wednesday, at 9.30 o'clock; the Bishop of Wellington, for Wednesday, at 10 o'clock; Mr. D. Peat, for Wednesday, at 2.30 o'clock; Mr. R. Lee, for Wednesday, at 4.30 o'clock; Mr. W. H. L. Travers, for Thursday, at 10 o'clock.

The Commission adjourned, to meet again at the same place next day at 10 o'clock a.m.

TUESDAY, 22ND APRIL, 1879.

The Commission met at Parliament Buildings, Wellington, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary laid on the table correspondence with the Agent-General as to procuring University calendars, reports, &c., from England.

The following witnesses were ordered to be summoned:—Mr. C. C. N. Barron, for Thursday, at 11 o'clock; Professor Kirk, for Thursday, at 11.30 o'clock; Mr. S. H. Cox, for Thursday, at 12 o'clock; Mr. W. Clark, for Thursday, at 12.30 o'clock; Mr. James McKerrow, for Thursday, at 2.30 o'clock; his Honor Mr. Justice Richmond, for Thursday, at 3 o'clock; and Mr. Henry Jackson, to be resummoned for Thursday, at 4 o'clock.

The Hon. M. S. Grace, M.D., M.L.C., was in attendance, and examined.

Mr. Kenneth Wilson, M.A., was in attendance, and examined.

The Committee adjourned, to meet again at the same place next day at 9.30 o'clock a.m.

WEDNESDAY, 23RD APRIL, 1879.

The following Commissioners met at Parliament Buildings, Wellington, at 9.30 o'clock a.m.:—Dr. Hector (in the chair), Rev. W. E. Mulgan, Rev. W. J. Habens (Secretary).

There being no quorum, the Commissioners present resolved to proceed with the examination of witnesses. The following witnesses were examined:—The Hon. Mr. Pharazyn, M.L.C., Mr. David Peat, the Right Rev. the Bishop of Wellington, Mr. Henry Jackson, and Mr. Robert Lee.

THURSDAY, 24TH APRIL, 1879.

The following Commissioners met at Parliament Buildings, Wellington, at 10 o'clock a.m.:—Hon. W. Gisborne (in the chair), Rev. W. J. Habens (Secretary), Dr. Hector, and the Rev. W. E. Mulgan.

There being no quorum, the Commissioners present resolved to proceed with the taking of evidence, and examined the following witnesses:—Mr. C. C. N. Barron, Professor Kirk, Mr. W. Clark, Mr. James McKerrow, His Honor Mr. Justice Richmond.

FRIDAY, 25TH APRIL, 1879.

The following Commissioners met at Parliament Buildings, Wellington, at 9.30 o'clock a.m.:—Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector (in the chair), and Rev. W. E. Mulgan.

There being no quorum, the Commissioners present resolved to proceed with the taking of evidence, and examined the following witnesses: Mr. S. H. Cox, Rev. J. Paterson.

Present: Mr. O'Rorke, Chairman; Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan. The Commission met at Parliament Buildings, Wellington, at 1 o'clock p.m.

The minutes of the proceedings of the Commission at its last meeting were read and confirmed.

The Secretary reported that certain members of the Commission met at Parliament Buildings on the 23rd, 24th, and 25th April respectively, and proceeded with the taking of evidence.

On the motion of Dr. Hector, *Resolved*, That the proceedings at the informal meetings of Commissioners held on the 23rd, 24th, and 25th April respectively be entered on the minutes, and confirmed.

The Secretary laid on the table a memorial to the Hon. the Premier, asking for the establishment, in connection with the Auckland College and Grammar School, of evening classes, for imparting instruction in the higher branches of education; also the Premier's reply thereto.

Ordered, That the correspondence be printed in the appendix to the report.

On the motion of Dr. Hector, the following payments were authorized:—Mr. David Peat, Wanganui, expenses as a witness, £9 4s.; Mr. Henry Jackson, Hutt, expenses as a witness, £2 5s.; A. McCarthy, messenger, 2 days, 16s.

The Commission adjourned, to meet again at Dunedin on the 17th June next at 3 o'clock p.m.

TUESDAY, 17TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 3 o'clock p.m.

Present: Rev. W. J. Habens (Secretary), Dr. Macdonald, Professors Sale, Shand, and Ulrich.

On the motion of Dr. Macdonald, the chair was taken by Professor Sale.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary read the letters patent extending the time for the presenting of the report of the Commission to the 31st March, 1880.

A letter from the Vice-Chancellor of the Otago University, offering to provide office accommodation for the Commission, was ordered to be acknowledged with thanks.

The Secretary read his letter, written by direction of the Commission, asking the Minister of Education to refer to the Law Officers of the Crown a question as to the operation of the Wesleyan model trust deed; also the opinion of the Assistant Law Officer thereon. The papers were ordered to be printed in the appendix to the report of the Commission.

A sketch by Mr. E. Dobson, Christchurch, embodying his views with regard to examinations for surveyors and civil engineers, was submitted to the Commission and ordered to be printed in the appendix to the report.

The Secretary reported that he had arranged to procure a return of public moneys granted in trust for the promotion of education in New Zealand.

A letter was received from the Hon. W. H. Reynolds, Chairman of the Otago Presbyterian Church Board of Property, stating that he still failed to see that the lands of the Presbyterian Church of Otago came within the scope of the Commission.

The Secretary was instructed to consult with the Hon. the Attorney-General on the subject.

The Secretary laid on the table the following papers, and they were read:—

Letter from Mr. H. C. Field, of Wanganui, in reference to the Wanganui Industrial School Estate.

Letter from the Registrar of the University of New Zealand to the Minister of Education, covering resolution of the Senate proposing to assimilate the matriculation examination to the Civil Service examination; together with a memorandum by the Minister concurring in the resolution of the Senate, and referring the matter to the Civil Service Board of Examiners and to the Commission.

Letter from the Secretary to the Minister of Education, in reference to the printing of the minutes of evidence; together with the Minister's memorandum thereon.

Letter from the Secretary of Education, stating that the Minister had directed inquiries to be made with a view to obtaining such information as would guide the Government in leasing the University reserves on advantageous terms, and that he was not yet able to say what proposals the Government would submit to Parliament on the subject of the reserves.

Copy of a letter, dated 10th August, 1875, from the Professors of Canterbury College to the Chairman of the Board of Governors, recommending that there should be two terms in the year, with an interval of a month between them. Also, the report of a Special Committee (20th September, 1878) appointed to consider what changes it might be desirable to make in the College terms, together with a report of the Professorial Council on the same subject.

The Secretary also laid on the table a pamphlet by the Rev. W. Gillies, entitled "The Presbyterian Church Trust, with Historical Narrative."

The Secretary laid on the table a memorandum which Dr. Turnbull had sent with his evidence as corrected.

The following printed papers were laid on the table:—Minutes of Evidence, 160 pages; Minutes of Proceedings of Commission up to last meeting; Appendix, 32 pages.

The Secretary reported that all the evidence which had yet been taken had been revised by the witnesses, and was in the printer's hands; and that the whole of the remaining matter for the appendix, with the exception of that ordered to be printed this day, was in the hands of the printer.

The following Committees were appointed:—

Professors Shand and Ulrich, Rev. W. J. Habens, and Rev. W. E. Mulgan, to visit the Girls' High School on Thursday morning next.

Professors Shand and Ulrich, Mr. O'Rorke, and Rev. W. J. Habens, to visit the Boys' High School on Friday morning next.

Mr. O'Rorke, Professor Ulrich, Rev. W. E. Mulgan, and Rev. W. J. Habens, to visit the Normal School on Friday afternoon.

The Commission adjourned, to meet again at the same place on Thursday, 19th June, at 2.30 o'clock p.m.

THURSDAY, 19TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 2.30 o'clock p.m.

Present: Mr. O'Rorke, Chairman; Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Dr. Macdonald, *Resolved*, That the name of the Rev. W. E. Mulgan be substituted for that of Professor Shand on the Committee appointed to visit the Boys' High School.

The following witnesses were ordered to be summoned:—For Saturday: Dr. Macdonald, Mr. D. Brent, Mrs. Burn, Mr. James Fulton, Mr. W. S. Fitzgerald, Mr. D. Petrie. For Monday: Hon. H. S. Chapman, Rev. Dr. Stuart, Mr. W. H. Mansford.

The Commission adjourned, to meet again at the same place on Saturday, the 21st June, at 10 o'clock a.m.

SATURDAY, 21ST JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from Mr. James Fulton requesting that an alteration might be made in the time fixed for his attendance as a witness.

On the motion of Dr. Macdonald, *Resolved*, That Mr. Fulton be asked to attend on Wednesday, the 25th instant, at 2.30 o'clock; and that Mr. P. G. Pryde, Secretary to the Board of Education, be summoned as a witness for this day at 12 o'clock.

The following witnesses were in attendance, and examined:—Dr. Macdonald, Mr. D. Brent, Mrs. Burn, Mr. P. G. Pryde, Mr. W. S. Fitzgerald, Mr. D. Petrie.

The Commission adjourned, to meet again at the same place on Monday, the 23rd instant, at 10.45 o'clock a.m.

MONDAY, 23RD JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10.45 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professor Cook, Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

4—H. 1 (M. of Pro.)

A letter was received from the Hon. H. S. Chapman asking, on account of ill-health, to be excused from attendance as a witness this day.

The following witnesses were ordered to be summoned:—For Tuesday: Professors Scott, Hutton, and Black, Mr. Justice Williams, Judge Bathgate. For Wednesday: Professors Macgregor and Salmond, Dr. Hocken, Dr. Coughtrey, Dr. Brown, Dr. Alexander.

The Rev. D. M. Stuart, D.D., Vice-Chancellor of the University of Otago, was in attendance, and examined.

Mr. W. H. Mansford, Registrar of the University of Otago, was in attendance, and examined.

On the motion of the Secretary, *Resolved*, That the Hon. H. S. Chapman be not required to attend as a witness.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

TUESDAY, 24TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, the Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The following witnesses were in attendance and examined:—Professor Scott, Professor Hutton, Professor Black, His Honor Mr. Justice Williams, Mr. District Judge Bathgate.

It was resolved that Mr. G. Cowie be summoned as a witness for the following day.

On the motion of Professor Brown, *Resolved*, That, on Thursday, the 26th instant, the Commission proceed to consider the proposed interim report.

On the motion of Professor Shand, *Resolved*, That the letters from the Professorial Board to the Chancellor and Vice-Chancellor of the University of Otago, in reference to the University buildings, be printed in the minutes of the Vice-Chancellor's evidence.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

WEDNESDAY, 25TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, the Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

A letter was received from Mr. Montgomery, M.H.R., stating that, in his evidence given at Christchurch, he stated that the amount of interest to be received during the year from money lent on mortgage belonging to the School of Agriculture would be £4,064, whereas he should have said £4,133, and desiring that the correction might be made.

The Secretary laid on the table the following books:—Report of Her Majesty's Commissioners on the University and Colleges of Cambridge, 1853; Report of Her Majesty's Commissioners on the University and Colleges of Oxford, 1852; Report of Her Majesty's Commissioners on Queen's Colleges at Belfast, Cork, and Galway, 1857; Report of Schools Inquiry Commission, 21 vols.; Report of Royal Commissioners on the Universities (Scotland), 4 vols.; First, Second, and Third Reports of Commissioners on Endowed Schools and Hospitals (Scotland); Oxford University Calendar, 1879; Durham University Calendar, 1879; and Dublin University Calendar, 1879.

The following witnesses were in attendance, and examined:—Professors Macgregor and Salmond, Dr. Hocken, Professor Brown, Dr. Coughtrey, Mr. George Cowie, Dr. Brown, Dr. Alexander.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

THURSDAY, 26TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Dr. Hector, the Commission resolved itself into a Committee to consider proposals for draft of interim report, Mr. O'Rorke in the chair.

The Commission having resumed, the Committee reported progress, and obtained leave to sit again.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

FRIDAY, 27TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Commission again resolved itself into Committee to continue the consideration of proposals for draft of interim report, Mr. O'Rorke in the chair.

The Commission having resumed, the report of the Committee was brought up, and, on the motion of Professor Brown, ordered to be considered next day at 10 o'clock a.m.

On the motion of the Hon. W. Gisborne, *Resolved*, That it is desirable that Native schools, maintained, in part or in whole, by public endowments or by public funds, be brought under the Education Department.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

SATURDAY, 28TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Mr. Cutten, Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Commission proceeded to consider the report submitted by the Committee, containing proposals for draft of interim report.

On the motion of the Chairman, *Resolved*, That, in the opinion of this Commission, there should, under the present circumstances of the colony, be only one body for granting degrees in New Zealand.

The Hon. W. Gisborne moved, That for the above purpose there should be a New Zealand University, consisting of colleges established or to be established at the principal centres of population.

The Rev. W. E. Mulgan moved, as an amendment, That all the words after "That" be omitted, for the purpose of adding the following words: "for the above purpose the New Zealand University should hereafter consist of a Chancellor, Vice-Chancellor, fellows, and graduates; and that colleges already established, or hereafter to be established, at the principal centres of population should be constituted colleges of the said University."

Question, That the words proposed to be omitted stand part of the question, put and negatived.

Question put, That the words proposed to be added be so added.

Professor Sale moved, That the word "and," between the words "fellows" and "graduates," be omitted; and that the words "and undergraduates" be inserted between the words "graduates" and "and."

Professor Sale's amendment put and negatived.

The Rev. W. J. Habens moved, as an amendment, That it is expedient to bring the University of New Zealand into closer relation with the Otago University and the Canterbury College, and to make such colleges, and other colleges to be established, colleges of the University, and their professors professors of the University.

Question put and carried, That the words of the Rev. W. E. Mulgan's amendment be added.

Resolution, as amended, put and carried.

On the motion of the Chairman, *Resolved*, That the Otago University and the Canterbury College be two of those colleges; and that, in addition thereto, there be established two colleges in the North Island, one at Auckland and another at Wellington, capable of conferring an academical education of the same standard as that supplied by the Otago University and the Canterbury College.

On the motion of the Chairman, *Resolved*, That the professors of the Otago University, the professors of the Canterbury College, and the professors of colleges to be established under the proposed Act, be professors of the New Zealand University.

On the motion of the Chairman, *Resolved*, That the said colleges shall not in any way be under the jurisdiction or control of the New Zealand University Senate, further than as regards the regulations for qualifications for the several degrees or other University distinctions, the said colleges being in all other respects subjected only to regulations of their respective governing bodies or councils.

Professor Shand moved, That the governing body or council of each college be composed of twelve members, as follows: Four members to be nominated by the Governor in Council; four members to be elected by the Professorial Board of each college; four members to be elected by the graduates of the New Zealand University on the books of the respective colleges as soon as there are twenty such graduates; but until such number is reached this last group of members shall be appointed by the Governor in Council. The tenure of office to be ultimately for four years, one of each group of four to retire annually. The first, second, and third retirements to be by lot, and subsequent retirements to be by seniority. Retiring members to be eligible for re-election or reappointment. Absence without leave from meetings of the Council for a period of three months to involve forfeiture of a member's seat. Special provision to be made for appointing the first Council of the Auckland and Wellington Colleges, and for bringing the Councils of the Otago University and Canterbury College into conformity herewith.

Professor Cook moved, as an amendment, That the word "twelve," between the words "of" and "members," be omitted, for the purpose of inserting the word "fifteen."

Question put, That the word proposed to be omitted stand part of the question; upon which the Commission divided, with the following result:—Ayes, 8: Messrs. Gisborne, Ulrich, Sale, Hector, Shand, Macdonald, Wallis, O'Rorke. Noes, 4: Messrs. Cook, Brown, Mulgan, Habens. The amendment was consequently negatived.

Professor Cook moved, as an amendment, the addition of the following words: "That the Council of Canterbury College be composed of eighteen members."

Question put, That the words proposed to be added be so added; upon which the Commission divided, with the following result:—Ayes, 8: Messrs. Gisborne, Ulrich, Sale, Hector, Shand, Mulgan, Wallis, O'Rorke. Noes, 4: Messrs. Cook, Brown, Macdonald, Habens. The amendment was consequently negatived, and the resolution was put and agreed to.

The Hon. W. Gisborne moved, That the New Zealand University shall be governed by one body, to be called the Senate of the New Zealand University.

The Rev. W. E. Mulgan moved, as an amendment, To omit the words "one body," for the purpose of inserting in lieu thereof the words "two Courts," and to insert, after the word "Senate," the words "and Convocation."

Amendment put and negatived, and resolution agreed to.

A letter was received from the Rev. Dr. Stuart, forwarding a written statement as an addition to his evidence.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Rev. Dr. Stuart be recalled, in order that he may have an opportunity of making a further statement by way of evidence.

The Commission adjourned, to meet again at the same place on Monday, the 30th instant, at 10 o'clock a.m.

MONDAY, 30TH JUNE, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Mr. O'Rorke, Chairman; Professors Brown and Cook, Mr. Cutten, Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary laid on the table a copy of a petition from the Council of the University of Otago to Her Majesty praying for a charter. *Resolved*, That the Secretary obtain a copy of the petition of Canterbury College and of the resolution of the Senate of the University of New Zealand on the same subject; and that the two petitions and the resolution be printed in the appendix to the report.

On the motion of Dr. Hector, *Resolved*, That Dr. de Zouche be summoned as a witness.

The Secretary stated that he had received from Dr. Hector a letter signed by the Chairman of the Domain Board of Dunedin on the subject of an endowment for the Botanical Gardens. *Resolved*, That the letter lie on the table.

The Commission resumed the consideration of proposals for draft of interim report.

The Chairman moved, That such Senate shall be composed of six members, to be appointed by the Governor in Council, such six members to be unconnected with the professorial staff of any of the colleges; and of three representatives of each University college, to be elected by the councils of the colleges. That the tenure of office of members of the Senate be for three years, and that one-third of each of the above-mentioned groups retire annually, the first and second retirements to be by lot, and subsequent retirements to be by seniority; retiring members to be eligible for re-election or reappointment.

Dr. Macdonald moved, as an amendment, That the following words be omitted: "such six members to be unconnected with the professorial staff of any of the colleges."

Question put, That the words proposed to be omitted stand part of the question; upon which the Commission divided, with the following result:—Ayes, 2: Dr. Wallis, Mr. O'Rorke. Noes, 8: Messrs. Habens, Ulrich, Sale, Macdonald, Shand, Hector, Cook, Brown. The amendment was consequently carried, and the resolution, as amended, was agreed to.

On the motion of the Hon. W. Gisborne, *Resolved*, That the power of voting by proxy should be abolished.

On the motion of the Rev. W. J. Habens, *Resolved*, That, whilst the Commission attaches great importance to the regular attendance of undergraduates on college lectures, it is of opinion that it is not necessary to disturb the existing arrangement, by which the Chancellor may, in exceptional cases, grant exemption from attendance.

On the motion of the Chairman, *Resolved*, That the affiliation of educational institutions should cease on the coming into operation of the new Act dealing with the New Zealand University, and that all existing personal rights of graduates and undergraduates should be saved.

The Hon. W. Gisborne moved, That the Senate shall from time to time appoint professors of the New Zealand University, or lecturers in any of the colleges, as examiners, and make regulations for the proper conduct of examinations.

The Rev. W. J. Habens moved, as an amendment, That all the words after "appoint" be omitted, for the purpose of adding the following words: "examiners, who shall usually, but not necessarily in every case, be professors of the University or lecturers in the colleges; and in no case shall any part of the examination be conducted by persons who, for the time being, are not in the colony."

Amendment put and carried, and resolution, as amended, agreed to.

On the motion of the Rev. W. J. Habens, *Resolved*, That the final returns of every examination shall be made up, and the awards of scholarships decided, by a Committee, consisting of the Chancellor as Chairman, and of persons chosen from among the examiners, each professorial board choosing one examiner as its representative.

On the motion of the Chairman, *Resolved*, That it is desirable that the examination of law students in general knowledge, and the examination of candidates for admission to the Civil Service, should be transferred to the New Zealand University, which should from time to time appoint examiners for these subjects.

On the motion of the Chairman, *Resolved*, That a certain number of appointments in the public departments should be reserved specially for students who have graduated with distinction in the New Zealand University, and that it be an instruction to the Senate to negotiate with the Government on the subject of the departments in which appointments should be offered, and the condition of tenure.

On the motion of the Chairman, *Resolved*, That the Minister of Education should be the Visitor of the University and of all colleges to be established under the proposed Act.

On the motion of the Rev. W. J. Habens, *Resolved*, That each University college be required to present an annual report to the Senate of the University, and that the Senate shall present to the Minister for Education an annual report, with copies of the reports from the colleges.

On the motion of Professor Shand, *Resolved*, That the appointment of the professors be vested in the Councils of the several colleges; but that the sanction of the Senate of the University be required before the establishment of new professorships or lectureships in any college.

On the motion of Professor Shand, *Resolved*, That the Professorial Board in each college shall consist of all the University professors holding chairs in the college, and of such of the lecturers as the Council of the college shall appoint; provided that the number of lecturers who may be appointed members of the Board shall not be greater than one-third of the number of the professors.

On the motion of the Rev. W. J. Habens, *Resolved*, That in the opinion of the Commission a sum of £25,000 should be granted by Parliament for the erection of two colleges—one in Auckland at a cost not exceeding £12,500, and one in Wellington at a cost not exceeding £12,500.

On the motion of the Hon. W. Gisborne, *Resolved*, That the colleges at Auckland and Wellington be respectively endowed with sites, and with Crown lands sufficient to produce an immediate income to each amounting to £4,000 per annum. That, if it is not practicable to make reserves bringing in at once such an income, the deficit in each case be made good by a pecuniary grant until such income is realized, such grant to be appropriated in the University Act.

On the motion of the Rev. W. J. Habens, *Resolved*, That the proposed college buildings at Auckland and Wellington be erected by the Government.

On the motion of the Hon. W. Gisborne, *Resolved*, that a joint Committee, consisting of two members of the Senate and two members of the respective colleges concerned, be consulted with by the Government respecting plans of colleges at Wellington and Auckland.

On the motion of Dr. Macdonald, *Resolved*, That, until the professors of Auckland College and Wellington College have been appointed, the Council of each college shall consist of the eight persons appointed by the Governor.

The Rev. W. J. Habens moved, That the tenure of office of each professor shall be *quamdiu se bene gesserit*, except that during the first two years, dating from the commencement of his work, a professor may be subject to any such terms with regard to removal or dismissal as may have been agreed upon between him and the college Board.

Professor Sale moved, as an amendment, That all the words after the word "*gesserit*" be omitted.

Question put, That the words proposed to be left out stand part of the question; upon which the Commission divided, with the following result:—Ayes, 6: Messrs. Habens, Gisborne, Macdonald, Brown, Cook, O'Rorke. Noes, 5: Messrs. Ulrich, Sale, Shand, Hector, Wallis. So it was resolved in the affirmative.

Motion, by leave, withdrawn.

On the motion of Professor Brown, *Resolved*, That each of the colleges of the University shall be designated University College, with the name of the provincial district prefixed; and that such designation shall not affect title to endowments or any engagements already entered into.

On the motion of the Hon. W. Gisborne, *Resolved*, That a New Zealand University Act be passed, repealing all Acts inconsistent therewith, and giving legal effect to the foregoing resolutions, and to such parts of the repealed Acts as are not inconsistent therewith.

On the motion of the Hon. W. Gisborne, *Resolved*, That in the Act repealing the University Act provision be made for securing the continuity of the University.

On the motion of the Hon. W. Gisborne, *Resolved*, That the present Senate be succeeded by the new Senate at as early a period as is practicable, due regard being had to all public interests and engagements connected with the present Senate and educational establishments affiliated to the University.

The Chairman moved, That the New Zealand University should have its seat and hold its meetings in the Otago University buildings in the City of Dunedin; and all degrees granted by the Senate of the New Zealand University shall be publicly granted and conferred in the City of Dunedin.

Dr. Hector moved, as an amendment, That the words "the New Zealand University should have its seat and hold its meetings in the Otago University buildings in the City of Dunedin" be omitted, with the view of inserting the following words in lieu thereof: "the place of meeting of the Senate be left to the determination of the Senate."

Question put, That the words proposed to be omitted stand part of the question; upon which the Commission divided, with the following result:—Ayes, 7: Messrs. Gisborne, Sale, Macdonald, Shand, Ulrich, Cutten, O'Rorke. Noes, 6: Messrs. Habens, Brown, Cook, Mulgan, Hector, Wallis. So it was resolved in the affirmative.

The Rev. W. J. Habens moved, as an amendment, That the following words be inserted between the words "Dunedin" and "and:" "provided that, in the event of a second session of the University Senate being held during any year, it may be held at one of the other University colleges, at the discretion of the Senate."

Question, That the words proposed to be inserted be so inserted, put and negatived.

Professor Shand moved, as an amendment, That the following words be added at the end of the resolution: "Provided that students, when graduating, shall not be necessarily required to be present at the graduation ceremonial."

Question, That the words proposed to be added be so added, put and carried.

Question put, That the resolution, as amended, be agreed to; upon which the Commission divided, with the following result:—Ayes, 7: Messrs. Gisborne, Sale, Macdonald, Ulrich, Shand, Cutten, O'Rorke. Noes, 6: Messrs. Habens, Brown, Cook, Hector, Mulgan, Wallis. So it was resolved in the affirmative.

On the motion of the Hon. W. Gisborne, *Resolved*, That the same pecuniary provision for the University of New Zealand as at present exists be continued in the new New Zealand University Act.

On the motion of the Rev. W. J. Habens, *Resolved*, That the tenure of office of each professor shall be *quamdiu se bene gesserit*.

On the motion of Professor Brown, *Resolved*, That in electing members of University Councils means should be devised for graduates giving their votes by voting papers, instead of by attending personally at the polling-place.

On the motion of Professor Shand, *Resolved*, That, in addition to the powers already conferred upon the Professorial Boards of the colleges, there shall be committed to them the following functions:—1. To deal with questions relating to the discipline of the students, subject to a right of appeal to the college Council. 2. Subject to the approval of the Council, to fix the course of study, and the days and hours of lectures and examinations, and to make all necessary regulations with regard to the attendance of the students. 3. Subject to the approval of the Council, to prescribe the subjects of examination for prizes, scholarships, and other college distinctions or rewards. 4. To make regulations for the management of the college library, subject to the approval of the Council. 5. To give, through the college Registrar, such instructions as may be necessary to the porter, or other college servants. 6. To furnish to the Council such information as the Council may require, or the Board deem necessary, and also to offer such suggestions for the consideration of the Council as the Board may think advisable.

On the motion of Professor Cook, *Resolved*, That the Senate of the University of New Zealand shall fix the days for the beginning and ending of the several terms of the academic year, and that such terms shall be the same for all the University colleges.

Dr. Hector moved, That the minimum age for admission as an undergraduate of the University shall be sixteen years.

Dr. Wallis moved, as an amendment, That the word "sixteen" be omitted, with the view of inserting in lieu thereof the word "fifteen."

Question, That the word proposed to be omitted stand part of the question, put and carried.

On the motion of Professor Sale, *Resolved*, That in the establishment of any new University college it is desirable that provision be made for the appointment of at least five professors, in the following subjects:—1, Latin and Greek; 2, English language, literature, and history; 3, mathematics and mathematical physics; 4, chemistry and experimental physics; 5, natural science.

Professor Cook moved, That the holder of any *ad eundem* degree in the University of New Zealand may put his name on the books of any one University college, and shall, in the event of his doing so, become possessed of the same privileges as those possessed by other graduates of the University of New Zealand.

The Hon. W. Gisborne moved, as an amendment, the addition of the following words: "provided that he shall have no power to vote in the election of the Council of any college until the graduates, by examination in that college, are twenty in number."

Question, That the words proposed to be added be so added, put and carried, and the resolution, as amended, agreed to.

The Hon. W. Gisborne moved, That it is desirable to found, in some one or other of the University colleges, faculties of Engineering and Practical Science, including engineering, scientific agriculture and stock-breeding, mining and metallurgy.

And, the question being put, the Commission divided, as follows:—Ayes, 4: Messrs. Gisborne, Ulrich, Cook, Brown. Noes, 3: Messrs. Sale, Wallis, O'Rorke. So it was resolved in the affirmative.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

TUESDAY, 1ST JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Hon. W. Gisborne, Rev. W. J. Habens (Secretary), Dr. Hector, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

On the motion of Professor Ulrich, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Chairman's draft of the interim report was submitted and read, and, on the motion of Professor Shand, it was referred to a Committee, consisting of the Hon. W. Gisborne, Rev. W. J. Habens, and Professor Brown, for revision.

On the motion of Dr. Hector, *Resolved*, That the following be incorporated in the interim report:—"While the Commission consider that instruction in physical and natural science should form an important part of the arts course, and that provision should at once be made for it by the foundation of science chairs in all the University colleges, it is further desirable that professional and technical schools should be also established for the purpose of imparting education in the various branches of applied science. As such professional institutions involve a very large annual expenditure for the necessary appliances, it is not advisable that more than one such school should be established in each branch. Further, the constitution of such schools should provide for their intimate connection with the University colleges in the places where they are severally located. But the whole of this subject will be dealt with in the final report of the Commission. As, however, the changes which have been recommended in the governing bodies of the Otago University and the Canterbury College, and which it is proposed should be brought into immediate operation, may materially interfere with the arrangements already made by these institutions to afford such technical instruction, it is requisite that the Councils of the Otago and Canterbury University Colleges should continue to exercise all the powers which are at present exercised by the existing governing bodies, and that they should, if they think fit, have power to associate with themselves committees composed of persons not on the Councils who may have special knowledge of the subjects in question."

The Hon. W. Gisborne brought up a portion of the report of the Committee appointed to revise the Chairman's draft of interim report.

On the motion of Professor Cook, *Resolved*, That Professor Sale be appointed a member of the Committee, in the place of the Hon. W. Gisborne.

On the motion of Professor Shand, *Resolved*, That the Chairman's draft of the interim report, after being revised by the Committee, be printed for distribution among members.

On the motion of Professor Cook, *Resolved*, That the following witnesses be summoned for the following day: Rev. D. M. Stuart, D.D., Mr. Robert Gillies, Mr. Maxwell Bury.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

WEDNESDAY, 2ND JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

On the motion of Professor Brown, the chair was taken by Professor Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Rev. D. M. Stuart, D.D., was in attendance, and re-examined.

Mr. Maxwell Bury was in attendance, and examined.

Professor Shand left the chair; and,

On the motion of Professor Ulrich, the chair was taken by the Rev. W. E. Mulgan.

A letter was received from the Principal of the Wellington College, forwarding the programme of work of the College for the current term, and also copies of the time-tables of the different masters and of each form.

On the motion of Professor Sale, *Resolved*, That the letter of the Principal of the Wellington College, with enclosures, be printed in the appendix to the report.

A letter was received from Mr. Robert Gillies requesting that a more convenient time might be fixed for his examination.

On the motion of Professor Sale, Mr. Gillies was ordered to be summoned for Saturday, the 5th instant, at 10 o'clock a.m.

The report of the Committee appointed to revise the Chairman's draft of the interim report was submitted, with the draft printed as revised.

On the motion of the Rev. W. J. Habens, the Commission went into Committee to consider the draft report (Rev. W. E. Mulgan in the chair).

The Commission having resumed, the Committee reported progress, and obtained leave to sit again.

The Secretary reported that the Chairman was engaged in preparing a draft Bill, and requested authority for the printing of the same.

On the motion of Professor Ulrich, *Resolved*, That authority be granted for the printing of the draft Bill.

The Commission adjourned to meet again at the same place on the following day at 10 o'clock a.m.

THURSDAY, 3RD JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, Dr. Wallis.

On the motion of Dr. Wallis, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of Professor Cook, seconded by Professor Shand, *Resolved*, That, at the conclusion of its sitting in Dunedin, the Commission adjourn, to meet again at Christchurch, on Monday, the 24th November, 1879.

The Chairman's draft of interim report was further considered in Committee. Progress was reported, and leave given to sit again.

Professor Shand moved, and Professor Brown seconded, That the resolution passed by the Commission on the 30th June last, relating to the admission of *ad eundem* graduates to the privilege of voting in the elections of the college Councils, be rescinded.

The Rev. W. J. Habens moved, as an amendment, That all the words after "That" be omitted, for the purpose of adding the following words: "notwithstanding the resolution of the 30th June to the effect that *ad eundem* graduates should be allowed to vote when there are twenty graduates on the books of a college who have been admitted by examination, the number be fifty, and not twenty."

On the motion of Professor Cook, the debate was adjourned until the following day at half-past 10 o'clock a.m.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

FRIDAY, 4TH JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Shand and Ulrich.

On the motion of Professor Brown, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The debate was resumed on the question, That the resolution passed by the Commission on the 30th June last, relating to the admission of *ad eundem* graduates to the privilege of voting in the elections of the college Councils, be rescinded; and the amendment proposed thereto, That all the words after "That" be omitted, for the purpose of adding the following words: "notwithstanding the resolution of the 30th June to the effect that *ad eundem* graduates should be allowed to vote when there are twenty graduates on the books of a college who have been admitted by examination, the number be fifty, and not twenty."

Question put, That the words proposed to be omitted stand part of the question; upon which the Commission divided, with the following result:—Ayes, 3: Messrs. Shand, Macdonald, Brown. Noes, 4: Messrs. Habens, Ulrich, Cook, Mulgan. So it passed in the negative.

Question put, That the words proposed to be added be so added.

Dr. Macdonald moved, as an amendment, That the word "fifty" be omitted, for the purpose of inserting the word "thirty."

Amendment carried, and motion, as amended, agreed to.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Council of any college may refuse to allow an *ad eundem* graduate to put his name on the books of the college if his place of residence be such as to render it evidently more fitting that he should put his name on the books of some other college.

On the motion of Professor Shand, *Resolved*, That the Council of any college shall have power to charge a reasonable fee for placing and keeping the names of *ad eundem* graduates on the books of the college; and no *ad eundem* graduate shall have the right of voting at an election of members of the Council unless his name shall have been on the books of the college for at least one year.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

SATURDAY, 5TH JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Sale, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

Mr. Robert Gillies was in attendance, and examined.

The Commission went into Committee, and further considered the draft of interim report.

The Commission having resumed, the Committee presented the report, with amendments.

On the motion of Professor Sale, *Resolved*, That the report, as amended, be copied, with a view to its further consideration.

The following witnesses were ordered to be summoned for Monday, the 7th instant:—Mr. Robert Stout, Hon. W. H. Reynolds, Mr. Edmund Smith, Rev. Dr. Copland.

The Commission adjourned, to meet again at the same place on Monday, the 7th instant, at 10 o'clock a.m.

MONDAY, 7TH JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Ulrich, the chair was taken by Professor Brown.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The following witnesses were in attendance, and examined:—Hon. W. H. Reynolds, Mr. Edmund Smith, Rev. Dr. Copland.

The interim report, as submitted by the Committee, was considered, and its final consideration postponed until the following day.

Mr. Robert Stout was ordered to be summoned as a witness for Tuesday, at 4.30 o'clock p.m.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

TUESDAY, 8TH JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Mr. Cutten, Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Brown, the chair was taken by Professor Shand.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary, in the absence of Mr. O'Rorke, brought up the report of the Committee appointed to visit Bishopdale College, Nelson, which was read as follows:—

The Committee, consisting of the Rev. W. E. Mulgan and Mr. O'Rorke, visited this College on Friday, the 4th April, 1879. The ground for inspecting this institution was solely that of its being affiliated to the New Zealand University. The College is not in the enjoyment of any Government endowments, and has not participated in any of the funds granted

by the New Zealand University to certain affiliated institutions. The College is maintained by the Bishop of Nelson for the purpose of training students for holy orders in the Church of England. There were five students in attendance and engaged in study at the time of the Commissioners' visit. The Committee was received by the Bishop, and by him shown over the library, students' study-rooms, and dormitories. The Bishop acts as principal and tutor, and has a staff consisting of a lecturer in physical science, a tutor in classics, a tutor in modern languages, an assistant tutor, and a teacher in music. The students are all taught music, and they live with the Bishop's family. The accommodation for the students is of the most superior character. The object of the Bishop in having this College affiliated to the New Zealand University—in order that his divinity students might also study for degrees in arts—appeared to your Committee to be a most laudable one.

Report adopted, and ordered to be entered on the minutes.

The Secretary, in the absence of Mr. O'Rorke, brought up the report of the Committee appointed to visit Canterbury College, which was read as follows:—

This is a fine academical building, and, when the additional wing (now being added) is completed, will provide ample accommodation for the professors and students.

The utmost readiness was exhibited by the authorities and professors of the College to enable the Committee to witness the working of the institution. On the 7th April the Committee were present at Professor Brown's classes. The first subject of study was Suetonius; and the class consisted of three young ladies and six gentlemen. The students translated very creditably at sight, and their attention appeared entirely engrossed in the subject of their study. This class was followed by a lecture on Milton's youthful poems, at which five young ladies and fifteen young gentlemen were present. The lecture lasted for an hour, and the attention of all the pupils was completely engaged throughout by the lecturer. The Committee were present at Professor Cook's class in algebra, when two young ladies and eleven male pupils were present. The pupils seemed to take a great interest in the subject of their study, and devoted the utmost attention to the explanations of the lecturer. On a subsequent day the Committee again attended the classical lecturer, when his class was being examined in the First Book of Xenophon. The class was composed of seven pupils, of whom one was a lady. The Committee was much struck with the proficiency displayed in a later exercise of translation at sight from English into Greek. The Committee were also present at an honours class of two pupils, the subject of instruction being Theocritus and Apollonius Rhodius. Professor Bickerton lectured in chemistry before your Committee. The lecturer in biology gave two lectures before your Committee—one on the phenomena of reproduction, and the other consisting of a demonstration of the anatomy of the mussel as a specimen of the lamellibranchiata.

The Committee are aware that they have but scantily described the working of the Canterbury College, as manifested before them by the several courses of lectures at which they were present; but, on the general question of the type of education afforded by the College, the Committee desire to unhesitatingly affirm that this institution is capable of bestowing a genuine academical education, and must be most beneficial to all coming to it for tuition. The professors, independently of their proved fitness for their several offices, show the utmost zeal for the promotion of the studies of their pupils, as well as for the advancement of the College as a means of bestowing University education.

Some dissatisfaction appeared to exist in Christchurch on account of some of the classes being held so late as 8 o'clock in the evening; but, although it may appear desirable that the ordinary college students should have their attendance on lectures over by 2 or 3 o'clock in the afternoon, the Committee do not think it necessary to interpose any recommendation on the subject, as they are aware that there is a class of students in Christchurch, who, being otherwise employed during the day, could only attend the College lectures by means of evening classes. The matter appears to your Committee to be one that had best be left to the local authorities of the College to deal with.

Report adopted, and ordered to be entered on the minutes.

The Rev. W. J. Habens brought up the report of the Committee appointed to visit the Normal School, Christchurch, which was read as follows:—

The Committee appointed by the Royal Commission to inspect the Normal School at Christchurch beg to report that at the time of their visit the school was not in its ordinary working condition. The former first master of the boys' side of the practising school had been lately appointed by the Board to the charge of another school, and, his place not having been filled, his work was divided between the principal and the tutors, whose services are usually devoted to the instruction of the students in the training department. The first mistress of the girls' school was absent on account of illness, and the mistress of the infant department, which includes the kindergarten, was also in ill-health. Most of the students had lately been sitting at the examination for certificates, and had been granted a short leave of absence, which was judged to be necessary for their recreation. Owing to these causes the institution was in a state of temporary disorganization, and the Committee was unable to obtain such a view of it as to justify them in offering any opinion as to its efficiency.

The building, which is of stone, presents an imposing aspect. It seems, however, to have been planned rather with a view to external effect than to economy and convenience. It affords sufficient accommodation for the nine hundred children and the fifty students who are in attendance, except that the infant department appears to need rooms better adapted to its use. The kindergarten is carried on in the drill-shed, which stands in the school-grounds, and which, while it is admirably fitted for its proper use, is unsuited to infant-school purposes, being larger than one schoolroom ought to be, and having no fireplaces. Adjoining the drill-shed is a large gymnasium abundantly furnished with all necessary appliances. The students, and also the teachers of schools in town and country, receive instruction at the gymnasium to fit them for the conduct of gymnastic exercises in the schools of the district.

The Committee observed with satisfaction that vocal music is taught with great care and thoroughness by Mr. Watkins, who, though principally engaged in the duties which devolve upon him as first tutor in the training department, gives instruction in singing in all the classes of the boys' and girls' schools.

For further information as to the operations of the institution the Commission is referred to the evidence given by Mr. Inglis, the Chairman of the Education Board, and Mr. Howard, the principal of the school.

Report adopted, and ordered to be entered on the minutes.

The Rev. W. J. Habens brought up the report of the Committee appointed to visit the Normal School, Dunedin, which was read as follows:—

The Committee appointed by the Royal Commission to visit the Normal School at Dunedin beg to report as follows:—The buildings appear to be sufficiently commodious, and their plan and construction are such as to secure great economy of room. The space for recreation is very limited, and, with the exception of the drill-ground among the piers which support the building, absolutely useless when the weather is not fine. A gymnasium and a drill-shed will soon be available in a new building, in which are also four rooms, each containing a small separate school, having as many classes as would be necessary in a country school with the same average attendance. The object of this arrangement is to afford to students in training an opportunity of practice of a different kind from that which they could obtain in the larger classes in the main building, and more like the work which they will probably have to undertake when they leave the institution. This is an illustration of the practical character of the training which is here imparted, and one of the many evidences which presented themselves to us of the singular fitness of the rector, Mr. Fitzgerald, for the post which he occupies. We attended one of his lectures, the subject of which was the time-table prepared by him for use in the small separate schools already referred to, in which the students were about to be employed in teaching. The students are between fifty and sixty in number. The instruction which they receive in the Normal School is limited to the subjects which they will be required to teach in the primary schools, and to the art and science of teaching. A few of the students who are sufficiently advanced to profit by such an arrangement are released from their engagements in the school during a part of the year, that they may attend the classes at the University. There are between six and seven hundred children in the practising school, and the discipline, as well as the quality and method of the instruction, appeared to us to be of a very satisfactory kind.

Report adopted, and ordered to be entered on the minutes.

The consideration of the interim report was resumed.

On the motion of the Rev. W. J. Habens, *Resolved*, That the word "mainly," in the paragraph headed "Merits and Faults of Present System," be struck out, and the word "particularly" substituted in lieu thereof.

It was resolved, That the interim report be submitted for adoption at 10.30 o'clock to-morrow morning, and that those members of the Commission resident in Dunedin who are not present be informed of this resolution.

On the motion of Professor Cook, a Committee, consisting of Professors Sale and Brown, and the Rev. W. J. Habens, was appointed to revise the draft Bill.

Professor Shand left the chair, which was taken by Professor Brown.

Mr. Robert Stout was in attendance, and examined.

The Commission went into Committee to consider the question of the Presbyterian Church Trust.

The Commission having resumed, the following resolution was reported and agreed to:—That the following addition be made to the interim report: "We have it in evidence that the Synod of the Presbyterian Church of Otago has passed an interim Act, which will come up for final decision in January next, the object of which is to apply to the establishment and maintenance of a chair in a Presbyterian college the proceeds of certain educational endowments which have hitherto been deemed applicable to the establishment and maintenance of chairs in the University of Otago. This interim Act appears to have arisen out of a difference of opinion between the Synod and the Otago University Council as to the particular chair in that University to the establishment of which the funds were to be appropriated. In consequence of this difference of opinion these funds have been for some time lying idle. We are of opinion that the purpose contemplated in the interim Act of the Synod is contrary to the spirit of 'The Presbyterian Church of Otago Lands Act, 1866;' and that a short Act should be passed—first, defining what college or University is entitled to receive the benefit of the endowments; and second, providing means for settling any difference of opinion between the Synod and the governing body of the college or University so defined."

On the motion of Professor Brown, *Resolved*, That Professor Brown's evidence be not included in the minutes of evidence attached to the report, as it refers to an isolated point in the inquiry, which the Commission has not the means of fully investigating.

The Rev. W. J. Habens brought up the report of the Committee appointed to visit the Dunedin Boys' and Girls' High Schools, which was read as follows:—

The Committees appointed to visit the Boys' and Girls' High Schools at Dunedin have agreed to submit a joint report. The Commissioners are aware that, owing to the continuous consideration which it has been necessary to bestow upon the preparation of the interim report, there has been very little time left for inspecting Dunedin institutions. The High Schools are under such able and vigorous direction, and their general scheme is so satisfactory, that no detailed comment would be of much value, unless it were based on a more minute inspection than the Committee was able to undertake. We think it right to mention that the arrangements for teaching physical science appear to be very good, and that writing is very carefully attended to. The Boys' School has suffered greatly from frequent changes in the administration; but we see great reason to hope that under Dr. Macdonald it will soon acquire a better position than it has ever held. The buildings are not well adapted to their purpose, and some of the rooms are very ill ventilated. The gymnasium is small, and the playground very insufficient. The advance sheets of the appendix to the report of the Commission contain so much information as to the operations of the schools, that we need not enter into detail here. We have great confidence in the ability and skill of the rector and the lady principal. The schools are not affiliated to the University.

Report adopted and ordered to be entered on the minutes.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

WEDNESDAY, 9TH JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens, Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Shand, the Rev. W. E. Mulgan took the chair.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

On the motion of the Rev. W. J. Habens, *Resolved*, That the report now on the table be adopted as the interim report of the Commission, and that it be signed and sent to His Excellency the Governor.

Professor Sale read a statement expressing his dissent from the recommendation of the Commission as to the appointment of the professors to be University examiners.

A statement was read expressing the dissent of Professors Brown and Cook, the Rev. W. J. Habens, Dr. Hector, the Rev. W. E. Mulgan, and Dr. Wallis from the recommendation to fix the seat of the University at Dunedin.

Resolved, That the statements now read be appended to the report and signed by the Commissioners whose views are set forth in them.

The hands and seals of the Commissioners present were set to the report, and their signatures respectively attached to the statements of their dissent.

Resolved, That the Rev. W. E. Mulgan be added to the Committee on the draft Bill.

Resolved, That Dr. De Zouche be summoned to give evidence on the 10th instant.

The Commission adjourned, to meet again at the same place on the following day at 10 o'clock a.m.

THURSDAY, 10TH JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Macdonald, Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Shand, the Rev. W. E. Mulgan took the chair.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Rev. W. J. Habens laid on the table the draft Bill as revised by the Committee appointed to revise it.

The Commission went into Committee to consider the draft Bill as reported.

The Commission having resumed, the Committee reported progress, and obtained leave to sit again.

Resolved, That the Secretary be instructed to confer with Mr. Stout as to the best form for a Bill to give effect to the proposals contained in the report of the Commission.

Dr. Macdonald was further examined.

Dr. De Zouche was in attendance, and examined.

The Commission adjourned, to meet again at the same place on Monday, the 14th instant, at 10 o'clock a.m.

MONDAY, 14TH JULY, 1879.

The Commission met at the offices of the University of Otago, Dunedin, at 10 o'clock a.m.

Present: Professor Cook, Rev. W. J. Habens (Secretary), Rev. W. E. Mulgan, Professors Shand and Ulrich.

On the motion of Professor Cook, the Rev. W. E. Mulgan took the chair.

The minutes of the proceedings of the Commission at last meeting were read and confirmed.

The Secretary reported that he had seen Mr. Stout as directed; and a letter from Mr. Stout was read giving advice as to form of draft Bill.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Commission resolve itself into Committee to proceed with the consideration of the draft Bill.

The Commission resumed, and, the Committee's report being presented, Professor Cook moved, and it was resolved, That the draft Bill, as amended by the Committee, be intrusted to the care of the Chairman (Mr. O'Rorke) and the Secretary, and be by them placed at the disposal of the Government.

The Secretary was instructed to pay £3 to the University porter.

The Rev. W. J. Habens brought up the report of the Committee appointed to visit the University of Otago:—

The Committee appointed to visit the University of Otago beg to report that, though the time at their disposal was very limited, they have been able to see so much of the operations of the institution as to satisfy themselves that a great deal of earnest and thorough work is being done in it. The professors received the Committee with much readiness and great courtesy, and conducted their classes in our presence. The present number of students in attendance is 111, divided into classes which vary in number from two students in the senior mathematical classes to upwards of fifty in the class of junior mathematics. We attended three lectures in mathematics, lectures in Greek, Latin, and English, in mental philosophy, in anatomy, and in zoology. We consider that the instruction given in all these departments is of a very high order. It is to be regretted that some part of the work is of an elementary character; but this is the case in the junior classes of Universities elsewhere; and we think that the Professors, who would naturally prefer to confine their attention to the more congenial duties connected with the senior classes, are acting wisely in recognizing the necessity of preparing for these classes students whose earlier education has been insufficient, or who left school so long ago as to have almost forgotten what they once knew. Judging by the average age of the students, we are of opinion that the junior classes to which we have referred do not interfere to any considerable extent with the province of the secondary schools. In one respect the elementary work of the junior classes differs very greatly from similar work in a school—namely, in this: that, owing to the comparative maturity of the students of the University and to their interest in their studies, and perhaps also to the efficiency of their instructors, their rate of progress and the amount of work which they do are far beyond anything that could be expected in a boys' school.

Some of the classes meet in the evening. This arrangement is, at first sight, objectionable; but it appears to arise from the impossibility of making a time-table in any other way without holding concurrently two or more classes which the same students desire to join; and it has the advantage of allowing persons who are engaged in business or tuition during the day to attend some of the lectures.

The zoology class, at the time of our visit, was engaged in practical work, each of the ten students being provided with a good microscope and all appliances for dissection. In the anatomy class, too, the instruction was thoroughly practical, being illustrated by an admirable demonstration on the human subject.

We did not attend any of the ordinary classes in chemistry; but we think it right to report that, in order to promote the introduction of elementary science into the public schools, Professor Black has voluntarily instituted a short course of lectures in chemistry for the special benefit of school-teachers. His laboratory and lecture-theatre are not large enough to accommodate at one time all the teachers who attend. On the Saturday of our visit ninety teachers from the country were present. They listened to a lecture which lasted three hours, and was fully illustrated by experiment; and at the close of the lecture each of them spent an hour in laboratory work. We understand that at a later hour of the day ninety other teachers, belonging to Dunedin and the suburbs, attended and received similar instruction. Professor Black intends to follow up this course with one in elementary physics.

The University buildings have cost about £33,000, and their appearance is worthy of the purpose for which they have been erected. The main building has not yet been handed over to the Council by the contractors; but the separate block devoted to the departments of chemistry and anatomy is in use, and four houses built for the professors are finished and occupied. Some of the classes are held at present in the museum. The School of Mines is not yet in full operation, and we were not able to attend the one class which has been formed in connection with it.

Resolved, That the report be entered on the minutes.

The Secretary laid on the table the following report, which was read on the 24th February, but not then entered on the minutes:—

The Committee appointed to visit and report upon the Roman Catholic endowments in Auckland, inspected the school-house recently erected on the allotment near Freeman's Bay on the 25th February, 1879. The allotment consists of 4 acres 3 roods, and is valued at £3,000. The position of the allotment is not central, but on the verge of the city, overhanging the sea. The school is contiguous to the large convent and schools known as St. Mary's, where destitute and neglected children of the Roman Catholic denomination, to the number of six, are maintained at Government expense. This Freeman's Bay School is intended to be an adjunct of St. Mary's School, and to be devoted to the reception of orphan, destitute, and half-caste children committed to St. Mary's by Government. There were no children present at the time of your Committee's visit, they being then receiving instruction in the main buildings. The building is a very excellent one, quite new, and scrupulously clean. The ground-floor is 80 feet long by 32 feet broad, and consists of a fine lofty room, 42 feet by 32 feet, containing eight windows, with smaller rooms attached. There is also a good-sized hall and corridor. On the upper storey there is a dormitory for girls, which contains eighteen beds. The room was extremely tidy, and the beds perfectly clean. The whole appearance of the building was most creditable. The occupants of the bedrooms are poor girls from four to fifteen years of age, a few of whom are half-castes. The allotment is tolerably fenced with posts and rails. There is also on the allotment a small wooden cottage, much out of repair, which is to be removed, but is at present occupied by the woman who washes for St. Mary's Institute.

The Commission adjourned, to meet again at Christchurch on Monday, the 24th November, 1879, at 11 o'clock a.m.

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MINUTES OF EVIDENCE.

WELLINGTON, SATURDAY, 1ST FEBRUARY, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
 Professor Cook,
 Mr. Cullen,
 Rev. W. J. Habens (Secretary),
 Dr. Hector,

Dr. Macdonald,
 Professor Sale,
 Professor Shand,
 Professor Ulrich,
 Dr. Wallis.

Mr. H. J. TANCRED sworn and examined.

Mr. Tancred

Feb. 1, 1879.

1. *The Chairman.*] You are the Chancellor of the New Zealand University?—Yes.
2. How long have you held that position?—About seven years.
3. Do you remember the date of your appointment as a member of the University Council?—The 3rd February, 1871.
4. Did the University Act of 1870 provide that the University of Otago should have power to amalgamate with the University of New Zealand, provided an agreement were entered into by the two Universities within six months from the passing of the Act?—Yes.
5. Was the Council of the New Zealand University convened before the expiry of the six months prescribed in the Act?—The Act was passed on the 12th September, 1870, and the Council was not convened until May, 1871, the interval being of course more than six months.
6. Can you state whose duty it was to summon the Council?—The Act did not prescribe any mode for calling the Council together. Mr. Gisborne, who was then Colonial Secretary, writing on the 28th April, 1871, says, "I regret the delay that will have occurred after the appointment of the Council before their meeting can take place, but the Act unfortunately omits to provide the exact mode of calling together the first meeting of the Council." This letter appears in the Appendix to the Journals of the House of Representatives for 1871, G.-8.
7. *Professor Shand.*] By whom was the first meeting of the Council convened?—By the Governor, who issued a notice in the *Gazette*.
8. *The Chairman.*] Can you give any information respecting the reasons for the delay which took place in the convening of the first meeting of the New Zealand University Council?—No.
9. *Professor Shand.*] Was the University of Otago thereby deprived of the opportunity of exercising the power conferred upon it under the Act?—From its having been limited to six months I should suppose it would have that effect.
10. *The Chairman.*] How did this delay affect the prospects of amalgamation between the two Universities?—I do not think that practically it affected them at all; because there were certain attempts made during the first session of the Council to arrange for an amalgamation independently of the Act. There is an entry in the Minutes and Proceedings of the Council, dated May, 1871, to this effect: "That, with the view to the amalgamation of the University of New Zealand and the Otago University, it is expedient that a conference be held between the Councils of the respective Universities, for the purpose of considering the terms upon which amalgamation may be effected, and that the Chairman be requested to arrange for such conference with the Otago University Council." That was moved by Mr. Macandrew, and agreed to.
11. *Professor Shand.*] Do you know whether those negotiations were conducted on the basis of the Act?—Yes, I think they were.
12. The Act provides that, in the case of an agreement being made within six months, the University shall be established at Dunedin. The 19th clause says, "If the said Council of the said University of Otago shall within six months from the passing of this Act enter into such agreement as aforesaid for dissolving the said University and for the transfer of its endowments, then the said University of New Zealand shall be established at Dunedin." Can you say whether the negotiations afterwards were entered into on this basis?—On quite an independent basis—so far as the localization of the University at Dunedin is concerned.
13. *Rev. W. J. Habens.*] Are you of opinion that, if the Council had been summoned within the six months prescribed by the Act, an agreement could have been come to such as was contemplated in the Act?—I could not say.
14. *The Chairman.*] Referring to section 19 of "The University Act, 1870," which provided that, in case of non-agreement between the University of Otago and the University of New Zealand, the University of New Zealand might be founded at such other place within the colony as the Governor in Council should direct, was any attempt made to establish a University in any other locality than Dunedin?—No.
15. Can you explain the reason of the omission?—No.
16. Referring to your report to the University Council, 1872, what were the impediments which till that time had "prevented the University from taking action in any direction at all"?—The non-existence of any statutes or regulations. In my letter to the Colonial Secretary dated the 23rd January, 1872, I state, "You are no doubt aware, as indeed you have already informed me in previous communications, that the Council can exercise none of the powers given to it by the Act, nor can it

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perform any functions at all, except under regulations or statutes approved of by His Excellency." The Governor up to that time had withheld his approval; but when he assented to the statutes and regulations action was taken under them, and therefore the impediment to the action of the University was removed.

17. *Dr. Hector.*] Do you mean that the assent of the Governor had been withheld or had not been granted, because the term "withheld" implies positive action?—There had merely been delay. The Government had arrived at no decision on the subject.

18. *Professor Cook.*] Was there any particular reason for the delay?—The Government proposed to limit the operation of these regulations to a certain time, or rather until a certain date, and to make them invalid after that date; and the reason they gave was that the limit of time was required in order to negative beforehand any claim that might be made by the holders of scholarships and lectureships to have their tenure considered permanent, and to provide against its being hereafter pretended that interests had been created which could not properly be disturbed. In confirmation of this I may refer to a letter of the then Colonial Secretary addressed to me, dated the 17th October, 1871, which will be found in the Appendix to the Journals of the House of Representatives, 1871, G.—8B.

19. Then do I understand that the delay was really caused by the Government taking time to come to this conclusion?—Yes; it was a long time before the Government, on those grounds, would assent to or disapprove of any regulations.

20. *Professor Shand.*] Are you aware what object the Government had in view in taking the course thus indicated by the Colonial Secretary?—I don't know what object they had; but I suppose their reason was that they were undecided as to whether they would eventually advise His Excellency to approve of the regulations or to disallow them.

21. Do you know whether this doubt was held in view of legislation at the next session of Parliament?—I do not know. There was some correspondence about legislation; but I do not think it was.

22. *Dr. Hector.*] Was there any other ground for the delay beside that stated in the letter of the Colonial Secretary?—Not that I am aware of. There is no other ground in the letter of the Colonial Secretary of the 12th October, in which he says, "The Government are advised, however, that the regulations ought to have required that the scholarships, so far as supplied out of the £3,000 appropriated by the General Assembly, shall be scholarships in the University, and not scholarships in affiliated institutions."

23. *Professor Cook.*] Then, in fact, the Government were in doubt as to the legality of the position which the University had taken up?—Yes, it seems so.

24. *The Chairman.*] Can you explain why the Council gave up the idea of providing instruction directly, and adopted the course of accepting the instruction given by affiliated institutions?—No, I cannot.

25. *Professor Brown.*] Do you think that the University would have taken any other form had it possessed larger resources?—That is a matter of opinion: I could not say.

26. It was not discussed?—I think not.

27. *Dr. Hector.*] Had the University, at the time of its first meeting, any control over the endowments which had been set aside for University purposes?—No.

28. When did it acquire control of the endowments?—It has not got them now.

29. Has it ever held them?—No.

30. *The Chairman.*] Is the present mode of appointing members of the Senate, in your opinion, a suitable one? If not, can you suggest any alteration?—I do not know that any practical evil has arisen from the present mode of appointment. None has occurred that I am aware of.

31. *Dr. Hector.*] Have you formed any opinion as to whether there is any more desirable method which could be adopted?—My idea is that it would be better if they were appointed for their literary qualifications. That is merely my private opinion.

32. You mean not purely nominated by the Government?—Yes.

33. *The Chairman.*] Do you think it more desirable that members of the Senate should be appointed for life, or for a term of years?—I have not considered that question. I think it would depend very much on the mode of appointment. I may say that there was a suggestion made, with which I agreed in my private opinion, that it would be a good plan to have the Senate elected by the graduates of the University, whether *ad eundem* or otherwise.

34. Can you give any definition of the powers of the Chancellor, distinguishing such as he usually receives by delegation from the Senate?—The Chancellor, as I understand, possesses no powers except the delegated power of appointing examiners.

35. Does he receive that power from the Senate?—Yes.

36. *Professor Brown.*] Have you not some other powers with regard to the interchange of scholars from affiliated institutions?—Yes; but those are by special regulations.

37. *Rev. W. J. Habens.*] Are there not certain administrative powers that must belong to the Chancellor beside those which have been mentioned?—Yes, there are the Scholarship Examinations, for instance, in reference to which the Chancellor is empowered "to make rules or orders for such matters of detail as may be required for the effectual carrying out of the foregoing regulations."

38. Are all other powers of administration conferred either by statute or by delegation upon the Registrar?—I do not think the Registrar has any powers.

39. Are the powers which you have described all those which are exercised by authority of the University when the Senate is not sitting?—Those are all the powers which are given expressly; but there are certain administrative powers which are assumed to belong to the Chancellor—he carries on the business of the University while the Senate is not in session.

40. *Professor Cook.*] Such powers, for example, as the interpretation of the regulations?—He interprets them for his own action, but not for the public. He takes the action under the regulations which he conceives to be consistent with law.

41. *Dr. Hector.*] Did not the Act of 1870 provide for the governing body of the University being

elected by the whole body of graduates, whether *ad eundem* holders of degrees or otherwise?—The vacancies were to be filled up by the Senate, which was to consist of at least thirty graduates. I am talking of the original Act, and the Senate under that Act corresponds with the Convocation under the present law.

42. Was it understood at that time that the thirty graduates were to include or exclude *ad eundem* graduates?—To include them. I believe the Attorney-General's opinion was that it included *ad eundem* graduates. At all events, the Council assumed that it did.

43. *The Chairman.*] Do you think it desirable that, in the exercise of any of the powers referred to, the Chancellor should receive any advice or assistance from Boards or Committees appointed for that purpose?—My opinion is it would not be desirable, because it would prevent promptness of action.

44. *Professor Brown.*] Do you think Boards of advice would be of assistance in interpreting the regulations?—I think the Chancellor is bound himself to find out what is the interpretation. It would be merely dividing the responsibility.

45. *Professor Cook.*] I think I understood you to say just now that you did not interpret regulations?—Only for my own action. This is my idea: Supposing anybody were to make a claim to a degree, to money, or to anything else, I should say either "Yes" or "No" to that.

46. If a student writes to you during the recess, asking you to interpret a regulation which bears on his course of study, is there no authority by which that interpretation can be given?—It is a mere legal question—a question for his lawyer or my lawyer. You cannot put a meaning on a statute which it will not bear.

47. *Professor Brown.*] Then the students are left in a difficulty?—They have got to interpret the statute. If I am wrong of course I am responsible for the error.

48. And supposing the student makes a mistake in his interpretation, is he liable for the results of his mistake?—Everybody who makes a mistake in law is liable for that mistake.

49. Then if there are any ambiguities in the regulations the student must interpret them himself; and if he makes a mistake—for instance in taking a book—would it be taken into consideration in deciding as to his examination?—The Chancellor has no decision to give with regard to an examination: that is left for the examiners to decide. It appears to me that no person in the colony, not even the Governor himself, has any power in interpreting regulations. It is a question of law.

50. *Professor Cook.*] You don't think the interpretation might be influenced by the Chancellor's knowledge of the intentions of the Senate at the time they made the regulations?—If I had any doubt as to the wording of a regulation I would cast all that on one side and go to a lawyer for his opinion. It would not be right to put a meaning on a statute which its words would not bear.

51. *Dr. Hector.*] You mean you have no authority delegated to you to alter the regulations in any way from the strict sense their wording conveys?—Certainly. If the wording does not convey the meaning of the Senate so much the worse.

52. *The Chairman.*] In fact they speak for themselves?—Yes. It is not the practice in interpreting an Act to take the intention of the Legislature, except as may be gathered from the Act itself.

53. *Dr. Hector.*] From your experience do you think it would be desirable that there should be a Board of any kind which should possess the power of altering the regulations during the recess?—No, I certainly do not.

54. *Professor Brown.*] Then the student must take his chance eleven months out of the twelve? He must wait for the next meeting of the Senate in order to get a regulation explained if it is ambiguous?—I think there is a misapprehension. I don't think the Senate has the power of explaining a regulation. No power can explain a regulation. If it does not express what the Senate means the Senate can alter it, but has no power itself of interpreting a regulation; nor has the Parliament of Great Britain the power of interpreting Acts, except of course by an Interpretation Act, which is a new Act.

55. *The Chairman.*] Referring to "Recommendations and Announcements" (pp. 64–71, University Calendar), defining the scope of the matriculation and B.A. degree examinations, are not these recommendations or announcements virtually regulations?—I do not think they are. As I understand it, they are made under the 21st section of the Act, which provides that the Senate shall carry on examinations.

56. Can you point to any regulations defining the scope of the examinations in the several subjects?—The regulations specifying the conditions of matriculation and subjects for matriculation examination, and the regulations specifying the terms to be kept and examinations to be passed for the B.A. degree.

57. *Professor Shand.*] Do not those regulations merely name the several subjects without defining the limits of the examination in each subject?—Yes.

58. *Professor Brown.*] Then the only statute or regulation which the student can take as trustworthy for a period of years is that in page 53 of the Calendar, which says he must study "Greek language and literature;" and he cannot depend as a constant element on the regulation in page 65, which says "Selected portions of the works of one prose and one verse author; translation of simple unseen passages; questions on rudiments of grammar, &c.; an easy passage for translation from English into Greek prose"?—I do not think he can depend on either.

59. But why should not the recommendation go along with the regulation? What is the difference between the two?—Because they are necessarily changing from one year to another.

60. The recommendation in page 65 has not changed for a period of years. It has as much validity as that in page 53, "Greek language and literature," which is included in the regulations?—No; I do not say that. In your question you put it that the student could place no dependence on the one. What I say is that, strictly speaking, he can place no dependence on either, because the regulation may be altered just as much as the announcement.

61. So far as changes are concerned the one is as little to be depended on as the other?—Yes; or as much.

62. Then why should this constant element appear amongst the recommendations and announce-

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ments, and not amongst the regulations?—The only reason it was put there was because it was so recommended by the Professors of Otago, who were consulted on the subject.

63. *Dr. Hector.*] Are not the recommendations and announcements, from page 65 to 71, in the Calendar, to which reference has just been made, controlled by the announcements which immediately follow them, so that practically they refer only to a limited period of time? As the Senate retains the right of altering and amending them by those further announcements that are given for a defined year, are they really in the nature of regulations?—The recommendations and announcements after page 71 no doubt interpret or carry out those from page 65 to 71.

64. In the same way that the examination papers carry out those announcements still further?—Yes.

65. *Professor Shand.*] Did the Professorial Boards of Otago and Canterbury make a distinct recommendation that these Schedules should not be incorporated in the regulations?—I do not think the question was considered at all, either by the Professorial Boards or by the Senate. The question of whether they ought to be incorporated in the regulations or excluded arose subsequently. I do not think this question was thought material at the time. But it was thought more convenient to place them outside than inside the regulations. I believe that was the general opinion, and I never heard an objection to it until some time afterwards.

66. Do you think it would be desirable that the regulations of the University should contain schedules specifying the scope of the examination?—I think it would.

67. *The Chairman.*] Do you think it desirable that holders of *ad eundem* degrees should be admitted to vote in Convocation?—Yes.

68. On what grounds do you base that opinion?—Shortly, I should say on the ground that the Senate would be elected by persons who had had some experience of universities in the old country, and who would have a qualification for appointing the body which was to supervise the University education of New Zealand.

69. Have you any opinion or suggestion to offer with regard to the powers of Convocation?—No—beyond those already possessed.

70. What advantages and what practical inconveniences arise from the Senate changing its place of meeting from year to year?—I think, generally, that one advantage is that they acquire a knowledge of the different parts of the colony; and I do not think there is any very great inconvenience, because they are merely an examining body.

71. In case of making new regulations, or of altering existing regulations, has it been the custom of the Senate to take steps for making known the proposed changes to the affiliated institutions, so as to give them an opportunity of expressing an opinion upon them before they are submitted to the Governor in Council?—No.

72. Do you think it desirable that steps should be taken?—I think not in every case, owing to the delay that would be caused.

73. In case of resolutions of the Senate interpreting or supplementing regulations or announcements, are they regarded by the Chancellor and Senate as binding until rescinded? If not, how far and how long are they effective?—I always consider them binding. Anything that is done by the Senate I consider binding until it is rescinded.

74. Do you think it desirable that resolutions affecting the conduct of examinations—*e.g.*, allotting marks to various subjects—should be published in the University Calendar?—I do not see any objection to that.

75. *Professor Brown.*] There are certain resolutions which are not inserted in the Calendar?—Oh, yes, a great number.

76. That referred to in the Chairman's question is one, is it not?—Yes; it is contained in the Minutes; but I think the course suggested would be desirable.

77. *The Chairman.*] Are detailed instructions furnished to examiners and supervisors? If so, by whom are these instructions framed?—The Senate lays down the rules for the supervisors. No instructions have been given to the examiners as to the way in which the papers should be prepared, but resolutions were transmitted to them containing some instructions with regard to the concealment of examination papers in order to insure secrecy. I will read specimens of letters written to the examiners this year, which will show how they are instructed. [Letters read. See Appendix IV.]

78. *Professor Shand.*] I observe that changes have been made in the time allotted to several of the papers—changes were made this year. Was that done by direction of the Senate, or by the Chancellor?—It was done in order to carry out the directions of the Senate. It was complained that the time occupied in the examination was too long, and the Senate thought a change had better be made.

79. *Professor Cook.*] Was it members of the Senate who complained, or examiners, or teachers?—I cannot say who it was, but it was generally understood in the Senate that the examinations should not be so long.

80. Had there been a complaint from any of the professors or teachers, or had the examiners complained, there would, I presume, have been a letter on the subject?—I cannot recollect the reason; only it was found inconvenient that the examination should last so long.

81. *The Chairman.*] Is it found that students frequently have difficulties in interpreting the regulations or announcements, &c.?—Questions have arisen; there have been doubts among the students.

82. What process does the Senate adopt in selecting examiners?—They have now delegated the power to the Chancellor.

83. Where you, as Chancellor, have been intrusted with the selection of examiners, on what grounds did you make your selection?—There is a resolution laying down the principle which should guide the Chancellor. It will be found in the Minutes of Proceedings for 1877, page 25, and is as follows: "That the Chancellor be instructed to place himself in communication with the Universities of Sydney and Melbourne, with the view of obtaining a Board of Examiners for this year; and further, to inquire how far it would be practicable to effect an interchange of examiners between the University and the Universities of Australia in future years."

84. *Professor Brown.*] Was there any previous resolution laying down a principle for selection of examiners?—Here is a resolution in page 22 of the Minutes and Proceedings for 1876: “That the Chancellor be requested to obtain information from the Senate of the London University on the subject of the extension generally to New Zealand of their matriculation examinations, and on that of enabling persons in this colony to compete for a Gilchrist Scholarship, now understood to be open, of one hundred pounds (£100) a year, belonging to the London University.” There is no other resolution.

85. *Rev. W. J. Habens.*] Has the choice of examiners at any time been delegated to you absolutely, and without special instructions?—Yes.

86. On such occasions by what general principles have you been guided in making the selection?—The standing and qualifications of the examiners; and also a wish to take the examining body from different parts of the colony.

87. *The Chairman.*] Has there been any difficulty in procuring the services of suitable persons as examiners within the colony?—I think there is a great difficulty in finding suitable examiners who are unconnected with any educational institution—otherwise not.

88. Does such difficulty arise in the case of all examinations equally?—I think so.

89. *Dr. Hector.*] Is it undesirable that the examiners should be connected with educational establishments in the colony?—I think so.

90. *The Chairman.*] Was any application made to the University of Melbourne, or to any of its officers, for assistance in selecting examiners for the past two years?—Yes.

91. *Professor Cook.*] Was application made individually to the examiners, or to the Chancellor or Vice-Chancellor?—The Chancellor was applied to, but, he being absent, the Vice-Chancellor answered the letter.

WELLINGTON, MONDAY, 3RD FEBRUARY, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Mr. Cutten,
Rev. W. J. Habens (Secretary),
Dr. Hector,

Dr. Macdonald,
Professor Sale,
Professor Shand,
Professor Ulrich.

Mr. H. J. TANCRED was further examined.

92. *The Chairman.*] What end, Mr. Chancellor, has the University had in view in affiliating educational institutions?—I think the University wished to have control of the higher education. I think that was one object—to direct and control the higher education of the colony.

93. What do the institutions gain by affiliation?—The principal gain is that the students for degrees can only take their degrees by passing through affiliated institutions, and scholarships can only be held in affiliated institutions.

94. *Professor Shand.*] By the words “higher education” which you used just now do you include secondary education?—I include those who are training for University degrees.

95. *The Chairman.*] Do you think it desirable that there should be any limit to the number of affiliated institutions in one town?—I do not think so, if the institutions are capable of giving a proper education.

96. Are there instances in which there is more than one affiliated institution in the same town?—Yes.

97. Do you think it desirable that school and University education should be combined in the same educational institution?—I think in the circumstances of the colony it is desirable.

98. Do you think it desirable that theological colleges should be affiliated?—If they give a proper amount of instruction in the subjects required by the University I do not see any objection to it.

99. Referring to the University Calendar, 1873, page 22, “Conditions of Affiliation,” and especially to that part of the regulation which prescribes that any institution seeking affiliation shall satisfy the Council that it is competent to supply “adequate instruction” in certain branches of education, will you state what interpretation was put by the Council upon the words “adequate instruction”?—The most satisfactory way of answering that question I think would be to refer the Commission to page 5 of the Minutes of Proceedings of the Council of the University for 1874, where there is given a detailed account of the subjects taught at affiliated institutions which were apparently satisfactory to the Senate. That was in 1874.

100. *Professor Shand.*] What were the institutions which were affiliated to the University at that time?—The Auckland College and Grammar School, the Wellington College and Grammar School, the Nelson College, and the Canterbury Collegiate Union.

101. And the Senate at that time apparently considered that all these institutions were supplying adequate University instruction?—I presume so, from their having accepted those subjects I have mentioned. That was before the reorganization of the University.

102. *The Chairman.*] Referring to the existing regulations on the same subject, Calendar 1878, pages 48 and 49, which prescribe that institutions seeking affiliation shall be competent to supply “a three-years course of instruction” in certain subjects, do you understand the words “course of instruction” to mean University instruction, or such instruction as is usually given in schools?—Instruction which will enable them to obtain the B.A. degree.

103. In appropriating sums of £300 as annual subsidies to affiliated institutions, did the Senate, in your opinion, intend to provide them with the means of giving University instruction?—Yes; I think so.

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104. What steps have been taken by the Senate to satisfy themselves that the several affiliated institutions fulfil the conditions of affiliation?—There were two periods,—one under the regulations in the Calendar of 1873, and another after 1874,—and therefore there could be two answers to that question. In the former period the Council, which corresponds to the present Senate, held annual examinations of undergraduates, and also provided on one occasion for an inspection of all the affiliated institutions. There was the annual examination of students: of course the University did not take any notice of others who were studying at the same institutions. They had an annual examination of students, and, on one occasion—I believe it was contemplated to do it every year—they caused all the affiliated institutions to be inspected. Then, with regard to the second period, the annual examination was done away with, but the Senate endeavoured to judge indirectly by means of the results of the examinations for scholarships, and for two-year students and three-year students.

105. *Professor Cook.*] What was the nature of the inspection which was made? Was there anything in the nature of an examination at the time, or did the inspecting officer merely attend the institution and see what mode was adopted in giving instruction?—The report of the examiner was founded on his attending the classes of the institutions, and seeing what instruction was given, and how it was given. I do not think he examined. His report will be found in the Appendix to the Journals of the House of Representatives, H.—3A.

106. *Dr. Hector.*] I should like to know whether the University, with the view of extending its application beyond the affiliated institutions, did not pass a resolution which appears on page 31 of the Minutes and Proceedings of 1872 to the effect, "That, in the opinion of this Council, students who have matriculated, other than those who are holding University scholarships, are not required to enter their names upon the books of any affiliated institution, or to attend the lectures of such institution, provided that they present themselves annually for the University examination as prescribed by regulation in that behalf;" and whether any effect was given to that resolution, and if any students took advantage of it?—It is not now in force. Some students did take advantage of it.

107. Have they succeeded in taking a degree, or any steps towards a degree?—Yes; three have obtained degrees—under regulation.

108. Owing to what circumstance did the resolution cease to have application?—The old regulations lapsed and came to an end last year.

109. Why was this regulation omitted in the new arrangement. Was it discussed?—Oh, yes.

110. Do you remember what reason was given, or at whose instigation it ceased?—No, I cannot. It was considered, generally, unsatisfactory that the course of study should be carried on in an institution in which the University had not confidence.

111. Do you consider that by that action the University has abandoned all control over education other than through recognized affiliated institutions?—Yes.

112. *Professor Cook.*] I think the gentlemen to whom you have referred as having obtained degrees obtained them under the old regulations?—Yes.

113. But under the present regulations I believe it is not compulsory that a student should attend lectures, provided he follows a course of study under some affiliated institution and passes an examination?—There is an escape from the strict rule; but it is only on the Chancellor being satisfied that it is right. The words are, "shall be shown to the satisfaction of the Chancellor that circumstances preclude them from such attendance."

114. *Professor Shand.*] Has the Chancellor ever granted exemption from attendance at lectures under the present regulations?—In one case.

115. What were the circumstances which satisfied the Chancellor that the student was unable to attend the lectures?—He was a teacher at a public school situated at a distance from the institution.

116. *Dr. Hector.*] I would like to ask if, therefore, the spirit of the resolution under the old regulations is not, practically, still in force?—No; the Senate believe that those old regulations are now done away with. No student has any claim under the old regulations.

117. I was referring more to the spirit of the resolution, which said that attendance at lectures was not necessary. That that is still in force I gather from the fact that under the new regulations a student has been exempted from attending lectures?—The spirit of the old regulation is different from the spirit of the new one. The rule under the new regulation is that all students should attend the course of lectures at affiliated institutions, and they can only be exempted under special circumstances. Under the old regulation they had a right to exemption, and need not apply to be excused.

118. *The Chairman.*] Has any institution applied for affiliation, and had its application refused by the Senate?—I think not.

119. *Dr. Macdonald.*] Did the High School of Dunedin apply for affiliation?—The Dunedin High School never applied for affiliation. I can state exactly what led to the belief that it did apply. The Council having received a telegram from the Deputy Superintendent of Otago, as Chairman of the Board of Education in Dunedin, to the effect that the Dunedin High School was going to apply for affiliation, the Council of the University reserved £300 per annum to be given to the High School when it should be affiliated. But shortly afterwards, on the 15th April, while the Council was in session, a telegram was received from the Rector of the High School, stating that the application had actually been forwarded six months previously. I informed the Council of the receipt of both these telegrams at the time, but stated that the application alluded to had never reached me. Under these circumstances the Council acted on the assumption that the application had been made, but that from some accident it had never come to hand, and it was thought inexpedient to exclude the High School from all share in the grant merely on this ground. The head of the Otago Executive, who I believe was Chairman of the Education Board of Otago, informed me that the Board had resolved to apply for affiliation; but within a few days that decision was reversed, and I received either a letter or a telegram saying that they would not apply.

120. *The Chairman.*] The University has made provision for granting degrees in arts, law, and

music: do you think it desirable that similar provision should be made in the departments of science and medicine?—Yes, I think so, under corresponding restrictions—namely, that the student should have passed an examination in arts.

121. Has any attempt been made to organize a faculty of medicine, and, if so, what were the causes of failure?—There have been some attempts; but action was deferred in order that information might be obtained from England on the subject.

122. *Professor Cook.*] That was last year?—Yes.

123. In previous years there was an attempt made to establish a faculty of medicine, was there not?—There were proposals brought before the Senate.

124. *Dr. Hector.*] Do you consider that the attempt to organize a medical faculty is now in progress?—Yes.

125. *Professor Shand.*] Do you consider it would be wise for the University to grant degrees in medicine, which would entitle the possessors to practise medicine, without first exacting ample guarantees that the candidates for the degrees were sufficiently instructed?—No; certainly not.

126. *Dr. Hector.*] Do you consider it would be advisable that the University should grant professional degrees that would have no value outside the limits of the colony?—I do not think any answer I could give to that would be of value. The great object should be to see that those who undertake to practise medicine are fully qualified. That is what I should look for, more than the recognition of the degrees.

127. Are you aware that it is contemplated to introduce an Imperial Act, with the view of allowing colonial degrees in medicine to be placed upon the Imperial register?—Yes.

128. And that the creation of any degrees before such an Act was introduced might impede its passing?—Yes; I dare say it would have that effect.

129. *The Chairman.*] Do you think it desirable that the examiners for scholarships should form a Board, and should themselves, after conference, decide on the results of the examination, and award the scholarships?—I think it would be desirable.

130. Do you think it desirable that the reports of examiners for scholarships should be printed in the Minutes of Proceedings of the Senate?—Yes. I think it is more desirable that a *précis* should be made of them; but I think the information given by the examiners ought to appear in the Minutes.

131. What rule is followed in awarding senior scholarships after the report of the examiners has been received?—The senior scholarships are awarded on the report of the examiners.

132. *Professor Cook.*] Do the examiners recommend that the individuals who receive the scholarships should get them, or does the Chancellor make the award as the result of the marks?—The senior scholarships are awarded in cases where the examiner reports that any candidates have passed with great credit.

133. Does that mean in a single subject?—Here is a report from one of the examiners:—"I have the honor to report as follows on the senior scholarship papers in mathematics: The candidate K has exhibited a degree of proficiency satisfactory to me. The candidates F, M, N, P, Q, R, S, have not shown satisfactory proficiency.—I have, &c., E. J. NANSON."

134. *Professor Shand.*] Then the scholarships are awarded in consequence of proficiency in one subject, and not for general proficiency?—For great credit obtained in one subject, and for passing in the others.

135. *Professor Brown.*] Did all the four candidates of last year who received senior scholarships receive them in the same way as in the case to which you have referred?—Yes; on the same qualifications.

136. As recommended by the examiners?—Yes.

137. *Rev. W. J. Habens.*] The result in any case depending upon the reports of more examiners than one, do the examiners indicate the complete result, or does the Chancellor summarise the various results?—He summarises the results.

138. *Professor Cook.*] Then, if a student passed in one section of his examination and did tolerably well in other subjects, but failed to attain great excellence in one particular subject, he could not get a scholarship?—If he failed to attain excellence in some one particular subject he would not get the scholarship.

139. *The Chairman.*] He must qualify himself to some extent in every subject?—He must do so in all the subjects in the examination, and he must have great credit or be excellent in one.

140. A total failure in any one subject would prohibit his getting a scholarship?—Yes.

141. *Professor Shand.*] Supposing the examiners reported that more candidates had qualified than there were scholarships to allot, how would the Chancellor proceed to determine who were to get the scholarships?—He would have to refer back to the examiners.

142. Then would the examiners meet as a Board to decide who were to get the scholarships?—I have not thought of such a case, but I think if it were to occur I should refer the matter to the examiner and ask him to say which candidate was the highest. A case has never arisen, however, and I have not considered how I should proceed. Very possibly it might be desirable to consult the Senate.

143. In view of the fact that practically a candidate in English may compete with a candidate in Latin, have any precautions been taken to insure that the papers set will be of similar difficulty in the different subjects?—No; none excepting the wording of the regulations.

144. *Professor Sale.*] When you say "great credit," is that always understood to mean great credit in the B.A. examination?—Yes, I think so.

145. And not in the extra questions set for the special purpose of the scholarship?—No. In the extra papers the candidate must satisfy the examiner of his proficiency.

146. But he must obtain great credit in the ordinary B.A. examination paper?—Yes.

147. *The Chairman.*] Is the rule regarding the awarding of senior scholarships followed in consequence of any resolution of the Senate?—It is the interpretation of the regulation. The regulation says that in order to be entitled to a scholarship the scholar shall pass with great credit one of

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the sections of the B.A. degree examination; and then there is a further provision that in the extra papers he shall exhibit a degree of proficiency satisfactory to the examiners. The rule is laid down in the regulations.

148. Can you explain the reason which guided the Senate in selecting Greek and science as special subjects of examination for third-year scholarships?—No; I can merely conjecture.

149. Referring to the regulation respecting third-year scholarships, Calendar, page 50, Regulation VIII., which provides that these scholarships shall be awarded to those students "who shall have obtained the highest number of marks . . . at the examination for the B.A. degree," will you state whether it was the intention of the Senate that third-year scholarships should be awarded for marks obtained in the degree examination only, without additional papers or additional questions?—I think without additional questions.

150. *Professor Brown.*] Was the third-year scholarship intended to encourage candidates to go on for honours?—Yes.

151. And the scholarships were to be decided on the pass papers?—Yes.

152. *The Chairman.*] Can a third-year scholarship be held concurrently with a senior scholarship?—I should say that they cannot be held concurrently. The rule is that the senior scholarship can only be held for one year. It may be carried on in the case of honours, but the rule is that it should only be held for one year, namely, until the third year; and then begins the third-year scholarship. So I presume it is the intention not to allow the senior scholarship to go on for the fourth year.

153. Are any conditions required to be observed by holders of senior or third-year scholarships during the fourth year of their University course?—Clause 10 of the regulations imposes conditions; but practically there are no conditions.

154. *Professor Cook.*] In the case of a candidate for honours I think a senior scholarship may be held during the fourth year?—Yes.

155. And did I understand you to say that the third-year scholarship could not be held also during that fourth year?—I should think that the Senate would not allow it to be held concurrently. There is nothing in the regulations to prevent it.

156. *The Chairman.*] Was any intimation given to the examiners for senior scholarships at the last examination that it was desirable that the examination should be of a less difficult character than it had been in former years?—No.

157. *Professor Shand.*] I observe that in the last examination the papers on mathematics are confined to the limits prescribed for the B.A. degree, whereas in former examinations they always extended beyond the limits prescribed for the degree. Can you account for this circumstance?—No.

158. *The Chairman.*] "The University Act, 1874," empowered the University to grant degrees in science: by the Amendment Act, 1875, that power was withdrawn. Can you state the reasons for the alteration?—The Act of 1875 brought the law into conformity with the charter of the University, which did not recognize degrees in science.

159. In the charter of the University degrees in science are omitted from the list of those which are to receive recognition. Is it desirable that the New Zealand University should combine with the Australian Universities in seeking to obtain the recognition of degrees in science?—Yes, I think so.

160. In the negotiations which took place with the New Zealand University prior to the affiliation of Canterbury College and the University of Otago, did the Senate undertake that the standard of acquirements required for the B.A. degree should be not lower than the Melbourne standard for the same degree?—Yes. [See also Question 284.]

161. Did the Senate, in pursuance of the undertaking referred to in my last question, draw up and print in the Calendar for 1875 certain "Recommendations and Announcements" which had the effect of regulating the B.A. degree examination?—Yes. Not in consequence of that agreement, because we did not know exactly what it was: but the Senate did draw up certain announcements as carrying out the agreement, whatever it might be.

162. Has the Senate, in framing or altering regulations or "announcements" respecting examinations for degrees, been assisted by the advice of professional persons?—Yes—of those engaged in teaching.

163. *Professor Shand.*] Was this the case in regard to the regulations for the M.A. degree and also for the degrees in law?—No.

164. Was care taken in framing these regulations that they should fit into the general scheme of the University of New Zealand, or were they simply transferred from the calendar of another University?—There was great discussion upon them.

165. (Handing the witness a copy of the Melbourne University Calendar.) As a matter of fact I wish to know whether these regulations, that were drawn up without professional assistance, were framed so as to fit carefully into the scheme of the University, or whether they were simply transferred from another calendar?—It would appear from a cursory view of this calendar that they were transferred; but I was not aware of it.

166. *The Chairman.*] Are not all the present examiners for degrees connected with the Melbourne University?—Yes.

167. Was any intimation given to them that the Senate desired the Melbourne standard of acquirements to be maintained in the degree examination?—No; there was no standard given.

168. Will you state what steps were formerly taken with the view of obtaining the assistance of the London University in providing examiners, and with what result?—I wrote to the Registrar of the London University, who replied to the effect that they did not undertake to appoint examiners.

169. Has the Senate abandoned the intention of obtaining the services of examiners in England?—I think not.

170. *Dr. Hector.*] When the Council of the London University said they could not undertake to appoint examiners, did they not also state that, at the same time, they would be happy to place examiners at the disposal of the University if it would involve no official responsibility on the part of the London University?—Not exactly that. They said that it might be done indirectly—that we might obtain examiners privately, in fact.

171. In other words, that the University examiners might be available, although not under the official authority of the University?—Yes.

172. *The Chairman.*] Is there, in your opinion, any insuperable difficulty in the way of obtaining the services of examiners in England?—The great difficulty is the delay in receiving the results of the examinations.

173. In the announcements respecting examinations in natural science, printed on page 68 of the Calendar, it is stated that candidates "will be required to show a practical acquaintance, by means of specimens, with the subject." What arrangements are made with the view of securing compliance with this rule?—There have been none; it was found to be impracticable.

174. *Professor Cook.*] Has any attempt been made to carry out the latter part of the clause—"and a candidate in any one of the three latter subjects must possess a competent knowledge of the general principles of biology"?—I am not aware that there has. The practice has been that the attention of the examiner has been drawn to the announcement, and the examination has then been left to him.

175. *Dr. Hector.*] Has a case arisen yet—has any one taken up natural science in the B.A. examination?—Yes.

176. Do you see any practical difficulty in giving effect to the condition referred to?—No, except with regard to the specimens.

177. Are you aware that it is constantly done in connection with the Cambridge local examinations, which are held all over the world—that the examination papers emanating from one centre require also examination by means of specimens, and that it is always done without any difficulty?—I was not aware of that.

178. *The Chairman.*] Do examiners for degrees report to the Chancellor independently, or as a Board?—Independently.

179. Are candidates required to pass in every paper, and in every subject?—They must pass in all the subjects, compulsory and voluntary: not in every paper, because there are generally three papers in each subject, and there are four in mathematics; but the examiners in that subject are requested to say whether they think the candidate ought to pass on the whole.

180. *Professor Sale.*] Then your answer would be that he must pass in every subject, but not necessarily in every paper?—Yes.

181. *The Chairman.*] Can you state what percentage of marks has been required by examiners for degrees as the minimum for passing the examination?—No.

182. Will you state what course has been followed by the Senate in prescribing text-books and selected portions of authors, periods of history, &c.?—The Senate has appointed committees, consisting of its own members, who have sat during the recess and considered those things.

183. *Dr. Hector.*] Have there never been conferences, directed by the Senate, with persons engaged in practical tuition, for the purpose of selecting text-books?—I think not.

184. *The Chairman.*] What precautions are taken to insure that the amount of work so prescribed shall be kept within nearly equal limits from year to year, and that the books selected shall be procurable by students?—I do not think any precautions have been taken. With regard to the last part of the question, in order to obviate any difficulty as to books, the subjects of examination are determined two or three years beforehand, in order that the students may be able to get the books.

185. *Professor Brown.*] Have any books been prescribed of which there are no available editions?—I could not say.

186. *The Chairman.*] As the Senate has not, in the Calendar, defined the scope of the M.A. degree examination, will you state what definition was given for the guidance of the examiners at the last examination, and how that definition was arrived at?—The only way in which that was determined was under the regulation.

187. *Professor Cook.*] I presume you refer to the regulation in page 65 as follows: "The subjects of examination for the degree of M.A. shall be divided into four schools: 1. Language and Logic; 2. Mathematics and Physics; 3. Natural Science; 4. History and Political Economy—in any one of which candidates may pass." That does not give a definition of the scope of the examination?—It is only a general scope; but then the candidates propose books to take up, and the examiner may or may not examine them in them.

188. *Professor Shand.*] Does that mean that the candidate himself defines the scope of his own examination?—He finds the book, and indicates the line of study he has been pursuing and wishes to be examined in; but his examination is not confined to that book. I should say that, if the candidate sent, for instance, history and political economy, the examiner might put any questions he liked.

189. So that, practically, the examination is left to the discretion of the examiner?—Yes.

190. *The Chairman.*] Can you state whether it was purposely or by oversight that the Senate, in drawing up regulations for examinations in law, made no provision for holding honour examinations?—I do not know.

191. *Professor Cook.*] Does the Senate regard the LL.B. degree as a pass degree on all fours with the B.A. degree, or is it looked upon as an honour degree and as something superior?—I should think it superior, because the course of study is more severe.

192. I suppose it was the intention of the Senate, then, in drawing the regulation at the foot of page 55 of the Calendar, that a candidate for the degree of Bachelor of Laws should, at the end of his first year, pass in a series of subjects which would entitle him to get the B.A. degree, although he would be allowed three years, if he were an Art student, to pass the same examination? Was it really intended by the University that there should be such a tremendous examination for the degree of LL.B. at the end of the candidate's first year, or was it an oversight?—I think they meant it. The succeeding examinations—that at the end of the second year, for instance—seem hardly to square with the first examination. As I understand, the first requirement is that the candidate should give evidence of having received a liberal education, and the other is as regards the special faculty.

193. Were these regulations drawn up on the model of the Melbourne regulations?—I think

Mr. Tancred. not; it is merely a matter of opinion. There is a great deal taken out of the Melbourne regulations.

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194. Were they used?—I do not know.

195. *Professor Brown.*] By passing the B.A. degree is the candidate for the degree of Bachelor of Laws exempt from passing the first two examinations?—I do not think so.

196. *The Chairman.*] Is it usual for the Senate to appoint a committee for the purpose of compiling and arranging the University Calendar? If not, to whom is this task intrusted?—The task is intrusted to the officers of the University—myself and the Registrar.

197. Have you come to any conclusion as to the general effects produced by the University on education? If so, will you state your conclusions, and the main grounds on which they are based?—I believe the general effect has been beneficial, and my reason for thinking so is that in the schools in the colony, so far as I am aware, the range of subjects has been increased, and the teaching has been improved.

198. Has the income of the University been sufficient hitherto to enable it to discharge properly the duties which it has undertaken?—Yes, I think so.

199. At what rate are examiners remunerated?—For each paper set they receive a fee of £5, and for each candidate's paper of answers, above the number of 20, an extra fee of 5s.

200. *Rev. W. J. Habens.*] Is that a lower scale than was in force in former years?—No, I think not.

201. *The Chairman.*] Do you think that scale of remuneration sufficient to enable the University to secure the services of suitable examiners?—Yes. I may perhaps mention that there was some discussion about the remuneration. Some of the recipients thought it too high; they returned some of the money; and there was an idea of reducing the scale in consequence. The only thing is that in some subjects the amount comes out rather lower than in others. If you have a uniform rate there is a difficulty in adjusting the payments.

202. *Professor Shand.*] But the same payments are made to the examiners for drawing pass papers as for drawing honour papers?—Yes.

WELLINGTON, TUESDAY, 4TH FEBRUARY, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,

Professor Cook,

Mr. Cutten,

Hon. W. Gisborne,

Rev. W. J. Habens (Secretary),

Dr. Hector,

Dr. Macdonald,

Professor Sale,

Professor Shand,

Professor Ulrich.

Mr. H. J. TANCRED was further examined.

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203. *The Chairman.*] Are the present examiners appointed by the University of Melbourne? or are they appointed by you on the recommendation of that University, or on the recommendation of the officers of the University acting in their official capacity?—They were appointed by me on the recommendation of the Vice-Chancellor of the Melbourne University, the Chancellor being absent at the time.

204. *Dr. Hector.*] Is the Melbourne University responsible for the examinations, directly or indirectly?—No.

205. *The Chairman.*] Can you give the Commission any information respecting the present position of the reserves set aside for the New Zealand University?—No, except as regards those which are mentioned in the Minutes. There has been a large amount of correspondence with the Government, and they have been requested to define the reserves, which were not defined when they were made; and I have no official knowledge of the state of these reserves. I may mention, perhaps, with regard to one reserve—that at Patea—that I have lately been in correspondence with the Government concerning it. Hearing that the surveyors were laying out lands in that direction, I requested the Government to define the reserve on the Whenuakura River, but I received an answer saying that they would take my letter into consideration.

206. Will you give your views regarding the establishment of a medical school or medical schools in New Zealand?—I may say, in reference to that, that I have lately obtained several documents on medical education; and as I did not feel competent, not being a medical man, to give an authoritative opinion on the subject, I requested the Medical School at Christchurch to favour me with their views upon the bearing of the legislation in England.

207. *Dr. Hector.*] You have received documents from England in consequence of the action of the Senate, and you are having them examined and reported upon?—Yes.

208. *The Chairman.*] What relation should such school or schools hold to the University?—My opinion is that all professions are outside the ordinary University course. The University course, to my mind, leads up to them. They are faculties in the University; and it would be very desirable, I think, to have a central school for these faculties, which could be taken advantage of by those who had previously obtained a liberal education—faculties of law, medicine, and other professions. It would be very desirable, I think, to have a thoroughly good school for them, but only open to students who had obtained a liberal education.

209. *Professor Shand.*] Should these faculties be established within the University or without?—I think they ought to belong to the University, but not be part of the ordinary course.

210. *Professor Cook.*] Such a course of general education would in fact be a faculty of arts?—Yes; I call it a liberal education.

211. *The Chairman.*] To what extent ought the University to undertake, or to be intrusted with,

the entrance examinations to the legal professions?—I think the legal profession ought to be connected with the University, and that the students ought to be ordinary students of the University.

212. *Professor Cook.*] Do you mean that they should be made to graduate in arts?—Perhaps not necessarily to graduate in arts, but they ought to prepare there.

213. *Professor Shand.*] But you think they should pass a certain University examination before entering the profession?—Yes.

214. *Professor Cook.*] A certain University education in subjects of a liberal education—arts?—Yes.

215. *Professor Shand.*] And also in law?—I think the University examinations ought to be the basis of an admission to the practice of the law.

216. *Dr. Hector.*] Do you allude to the granting of a law degree, or to the granting of a right to practise law?—I think both.

217. Then you would make the University the only gate into the legal profession?—Yes; there would then be a uniform standard of acquirements for the profession.

218. *The Chairman.*] But would it not be very hard to make it compulsory on every young man who went into a lawyer's office to go through the University?—No, I think not. The University might carry on examinations and not give degrees. Instead of the present system under which each Judge in his own district, with a different standard, admits to practice, the University would have a uniform standard.

219. But has the University got a legal staff capable of conducting the examinations which are now held by the Judges?—They would have if they gave legal degrees.

220. I speak only of admission to the Bar, not of giving degrees of LL.D.?—What I mean is that in order to prepare students for degrees the University would *à fortiori* have persons competent to examine candidates for practice in the law—persons who would have a legal knowledge.

221. Do I understand you to mean that lawyers going in for degrees, such as LL.B. and LL.D., should get their B.A. previously, or that all lawyers should be subject to the same course?—I do not mean the latter. I mean that those who now present themselves to the Judges should present themselves for examination to the University.

222. *Rev. W. J. Habens.*] I understand you to propose that the University should undertake the task of examining those who are not its own undergraduate members, for the purposes of a law examination?—Yes.

223. *Dr. Hector.*] That is to say, that the administration of the Law Practitioners Act should be handed over to the University?—Yes.

224. Is such a practice adopted in any other country?—I cannot say.

225. *Professor Cook.*] Do you know that in Victoria, before a man can be admitted to the Bar, unless he has been previously admitted in England, he must have gained the degree of Bachelor of Laws at the University of Melbourne?—That is rather a wider question. What I referred to would merely be carrying out the present law of New Zealand, only in a different way, by substituting a different kind of examination.

226. *The Chairman.*] What, in your opinion, ought to be the relation between normal schools, schools of practical science, of mines, of engineering, of agriculture, &c., and the University?—My idea is that the first work of the University—I mean the first in time—is to give a liberal education, and then I think it would be very desirable to establish schools such as those indicated. But I do not think the University could undertake the normal-school teaching, because there is the practising department as well as the training department, and the University could not undertake the former.

227. *Professor Brown.*] Could there not be a chair of pedagogy similar to what has recently been established in the Scotch Universities?—I should think it would be better to have that in the normal schools; it would be more convenient. I do not think the University could undertake that.

228. *Dr. Hector.*] Do I understand you to mean that the teaching in these schools of mines, and the other schools referred to, should be under the superintendence of the University, and simply confined to University graduates, and not extended to persons who were not connected with the University by matriculation?—No.

229. *The Chairman.*] To what extent is it, in your opinion, desirable and practicable to establish such schools at the present time?—There are some schools now in existence. We have got a School of Agriculture in Canterbury, and a School of Mines is about to be established in Otago. I think these institutions might be established.

230. In what parts of the colony do you consider that such institutions can most advantageously be placed, having regard to the requirements of different districts, and to the means of instruction already existing?—I think they ought as much as possible to be centralized; I cannot say in what part of the colony.

231. What relations ought, in your opinion, to exist between schools for secondary education and the University?—I should prefer to answer that question at a later stage of the inquiry. [See Question 283.]

232. *Hon. W. Gisborne.*] Do I understand you to recommend that the University should give degrees in engineering and mining?—I think it would be very desirable that it should give some sort of certificate. Whether it should be a degree or not I cannot say.

233. *The Chairman.*] Do the present circumstances of this colony, in your opinion, require that other relations should subsist between the institutions for secondary and for superior instruction than those which exist in other countries?—Yes, I think so. The colonization of New Zealand has been carried on in a very peculiar way—from different centres, which has not been the case in other colonies; and it is not a populous country like England.

234. I observe that the 25th clause of the University Act gives power to grant certificates of proficiency. Has this clause been acted on in any way?—No.

235. Are you acquainted with the systems of education provided by the Universities of Sydney, Melbourne, and Adelaide?—Only imperfectly.

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236. Are you in a position to say whether the class of education provided by the Australian Universities is inferior or superior to that provided by the New Zealand University?—I could not say.

237. You stated in your evidence that the existing law prohibits the New Zealand University from becoming a teaching body?—Yes.

238. Did the original Act of 1870 contain that restriction?—No.

239. Was the alteration in the law made at the instance of the New Zealand University?—It was by agreement with the Otago and Canterbury institutions that that alteration was made.

240. Was the agreement to this effect: that the Otago University should continue a teaching body, while the New Zealand University should be reduced to being merely an examining body?—Yes.

241. Had amalgamation with the Otago University taken place, do you think the New Zealand University would have continued a non-teaching body?—No, I think not.

242. Have you, in your capacity of Chancellor, considered the question of establishing private ladies' colleges giving the same standard of education as is given in the Universities?—No.

243. What I wish to know is, whether you would be in favour of having established in this colony ladies' colleges, such as the Girton College, near Cambridge, and the Queen's College, London, where the professors of the University lecture and examine, and submit the same papers to the ladies as are being submitted to the students in the Colleges at Cambridge?—I have not considered that question.

244. *Rev. W. J. Habens.*] As far as your knowledge goes, is there reason to be satisfied with the arrangement by which ladies are admitted to lectures along with other students, and also to degrees?—I think it is satisfactory.

245. *Hon. W. Gisborne.*] Was not the University, in 1873, deprived by law of all landed endowments as well as of its power of teaching?—No, I think not. The University, I think, never had the legal control of the endowments.

246. In 1874 the University was deprived of its teaching power: all the lands vested in it, or purporting to be vested in it, by law were taken away, and dealt with in the following manner: Lands which were vested in it in the Province of Otago were vested in the University of Otago absolutely; all the other lands in the different provinces were reserved for the purposes of higher education within those provinces in such manner as the General Assembly might from time to time determine?—Yes. As I understand, the original endowment was under the Endowment Act of 1868, and the Attorney-General gave it as his opinion that the University had no power to deal with the lands under that Act.

247. *Professor Shand.*] Were there any reserves in the Province of Otago vested in the University of New Zealand?—No, never vested. There were 10,000 acres in Southland set apart for the University.

248. *Hon. W. Gisborne.*] Was it not the case that in 1874 the University of New Zealand was sent out into New Zealand without the power of teaching, without landed endowments, with only £3,000 a year as an endowment from the Treasury, and with the power of examining and conferring degrees? Was not that the position of the University?—That was the position then.

249. All the means out of which it could give scholarships was the endowment of £3,000?—Yes.

250. That was all its sustenance?—Yes.

251. And all its power was to examine, and confer degrees?—Yes.

252. And it was required to give scholarships and other rewards?—Yes.

253. Has not that crippled the proceedings of the University in a great measure since 1874?—Considering that the functions are merely examining functions, I do not think it has.

254. I did not mean crippling it as far as the limited functions that were given to it are concerned; but as a University—as what you generally understand by a University—was it not put into a crippled condition?—Yes, I think it was.

255. Are you of opinion that it would be desirable to have an exhibition which should be used in the English Universities by scholars in New Zealand?—No; I have always opposed that. I gave evidence on that subject before a Commission which sat in 1867, and whose report appears among the Parliamentary Papers.

256. What is your opinion of a plan which would enable scholars, by means of scholarships and exhibitions, to rise from primary schools up to the highest degree of education that can be conferred in New Zealand? Do you see any objection to that?—No; I have always favoured that plan.

257. To have an ascending scale so as to give an opportunity to a boy in any primary school to rise up?—Yes.

258. *Dr. Hector.*] Up to the present time have all parts of the colony enjoyed an equal share of the advantages of the University of New Zealand?—Yes, I think so.

259. Are any portions of the colony in a better position to take advantage of the University system as it is at present than others?—I think so.

260. Owing to what reason?—Owing to the institutions that are established there.

261. Had "The University Endowment Act, 1868," been given full effect to, would that irregularity have existed to the same extent?—I think not. Those which are most deficient now—for instance, Taranaki and other places—would have had very rich endowments.

262. Did all parts of the colony take action under "The University Endowment Act, 1868"? Did they respond to the invitation of the Assembly to set aside reserves for a New Zealand University?—No, I think not.

263. Do you remember the exceptions?—Canterbury was one. I do not remember any other.

264. Did Otago set aside any reserves?—Not under the Endowment Act.

265. The endowment that was made in Southland was made at a time when Southland was a separate division of the colony from Otago, was it not?—I forget the date; but the reserve was made before the union with Otago, which took place in 1872.

266. *Professor Cook.*] You said that Canterbury declined to set aside any land under the Act of 1868?—No, not declined; I think neglected.

267. Are there not 1,500 acres mentioned in the Calendar?—Yes; but they are not defined. There has been no grant.

268. Then practically there has been no land set aside?—No.

269. And the endowments made in Canterbury and Otago for University purposes were not made in pursuance of the Act of 1868, and had no connection with it?—No; except the Southland land.

270. I think that in your evidence yesterday you said that several institutions affiliated to the University received £300 a year from the University with the view of enabling them to give suitable University instruction?—As a contribution towards enabling them to do so. The £300 a year would not provide all, but would supply what was wanted—what was insufficient. It was a contribution in aid, in fact.

271. That contribution in aid has been withdrawn, I believe?—Yes.

272. Do you imagine that its withdrawal will affect the efficiency of the schools as University institutions?—I think the £300 a year was useful in nursing them up to their present condition. I do not think the withdrawal will impair their efficiency now that they have grown from what they were.

273. *The Chairman.*] You are aware that a sum of £220,000, or thereabouts, is granted for elementary education in this colony, and that a sum of £3,000 is granted for University education: do you think that is a fair apportionment of the public funds in consideration of the benefits conferred respectively by primary education and University education?—I suppose that if a certain sum of money is sufficient for a particular purpose there is no claim for an additional sum, however small the proportion may be compared with the sum devoted to another object.

274. I said “compared to the benefits conferred by each system respectively”?—I do not see how the University could expend on its own purposes more than it gets.

275. That is, if it exercises its proper functions?—Yes.

276. *Hon. W. Gisborne.*] Do you find apathy and irregularity in the attendance of members of the Senate of the New Zealand University at its annual meetings?—I should say there was apathy and irregularity.

277. How has the power of voting by proxy worked? Do you think it advantageous to the interests of the University?—I think it is advantageous.

278. Does it not lead to the absence of members?—I do not think so.

279. *Professor Cook.*] At the present time, is a proxy given by a member a general proxy to be used on all questions that arise at the meeting of the Senate, or is it given to be exercised on a specific question?—There are general proxies and specific proxies.

280. *Hon. W. Gisborne.*] The only restriction is that a proxy does not last from one session to another—a restriction which has been recently made?—Yes.

281. *The Chairman.*] Do you think that the University, as it now exists, has assumed the form best suited to the circumstances of the colony?—My answer is in the affirmative, meaning that further development should be development of the system now in operation, the principle upon which that system is based being understood to be that the facilities for higher education should be distributed among as many centres as possible.

282. Will you furnish the reasons for your opinion?—My reasons for holding this opinion may shortly be summed up by saying that it is desirable to bring the benefits of higher culture within the reach of the great mass of the population. I think that the sons of less wealthy parents ought to receive the first consideration, and that the learning as well as the distinctions and emoluments of the University should be so regulated as to be within the reach of any students, poor no less than rich students, who may show an aptitude for study, or who may be ambitious of distinction in literary pursuits. It is quite obvious that, if the University teaching is confined to one place, no student living at a distance, and not possessed of considerable private means, would be able to avail himself of that teaching. The expenses of travelling to and from the University, and the cost of living while in attendance, would absolutely debar a student, placed in such circumstances, from attempting to follow the University course. I think, moreover, that, in considering a scheme of higher education for this colony, it is of the utmost importance that the way in which the country has been colonized should be taken into consideration. The colonization has proceeded from several different points, and, consequently, several different centres of population have been formed, all of them equally entitled to share in the benefits of University education to which all contribute. But, if all have a claim upon the funds on the score of justice, it appears to me that they have equally a claim on the score of expediency, and that, if that claim is not satisfied, not only will a great injustice be committed, but also a great evil will arise. The whole of the higher learning in the colony would be gathered into one focus, while the other parts would be compelled to content themselves with a lower—almost elementary—course of instruction. I am, of course, putting on one side all consideration of the requirements of the wealthier classes: these can very well be left to take care of themselves. It might, no doubt, suit these best to take advantage of a central institution furnished with every appliance and equipped with a large number of professorial chairs. In their case the want of means would not make itself felt. It is very doubtful, however, how far the rich would avail themselves at all of a distant colonial institution, however well equipped. It is more than probable that, if they sent their sons from home for the purposes of a University education, they would send them to a University in the Old Country. It is the more necessary to insist upon the expediency of considering the poorer class of students, because the traditions of the Old Country, which have a tendency, more or less, to bias our minds, are directly opposed to any such consideration. It seems to be assumed in the older countries of Europe that the benefits of higher education are the exclusive privilege of the rich, and that those who cannot afford a very considerable outlay in the education of their children are not entitled to these advantages. This may possibly be a reasonable view in such a country as England, where the people are, as a general rule, not taxed for the maintenance of the Universities, or for that of institutions established for the promotion of higher education. I need not, however, enter further into this question, and I merely refer to it for the purpose of suggesting that a system which, in England, may be just and reasonable, might, in New Zealand, be in the highest degree unjust and unreasonable. I do not say that the system now in operation actually accomplishes all that it ought to accomplish; but that its failing to do so is to be attributed not so much to the system itself as to the imperfect development

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which that system has as yet received. I can, however, say with some confidence that the action of the University has done much to stimulate and encourage higher studies in all parts of the colony. In order properly to develop the system, I should wish to see those large endowments, which have been set aside for University purposes, utilized in establishing or fostering institutions at different centres. I believe that, if properly managed, these endowments might be made the means of placing the affiliated institutions now in existence (or at least the required number of them) on a proper footing, besides establishing others at other places, capable of preparing students for a degree in the University: for instance, at Taranaki, Hawke's Bay, Marlborough, Southland. If this were done, the means of pursuing liberal studies would be fairly distributed over the whole colony, and the great mass of the population—poor as well as rich—would have opportunities of gaining those distinctions and those rewards which, in the nature of things, can only fall to the lot of those who have had the advantage of a liberal education; and, still more important than this, the tone of the whole would be raised. It may be that the teaching power in these institutions would not be so complete as it would be if all the resources of the colony were concentrated upon one particular point. A central institution would undoubtedly present a greater variety in the subjects of instruction, thus allowing to the students a wider choice; but it would not necessarily insure more effective teaching in particular subjects. The plan which I here advocate, and which the University of New Zealand has adopted, is not an untried plan. I believe that it is almost identical in its leading principles with the University system which has long been in operation in France. In that country the whole of the higher education is under the control of the University of France; but the actual teaching and preparation for degrees is carried on by subordinate institutions scattered about in different parts of the country. These institutions are I believe called "academies." It is only in a very few of these academies that the whole curriculum of study recognized by the University is gone through. The greater number teach only portions of it. I think the College or Academy of Paris has nearly two hundred professors, each teaching a different branch of different subjects, while others have as few as ten or eleven professors; but all are recognized as institutions capable of preparing for degrees. I believe that some change has taken place in late years in the organization of the University of France, but in what direction that change has been made I cannot say—I am not sure, indeed, that I have accurately represented the exact nature of the University organization as it existed before that change took place. I have rather referred to the subject as one the study of which might furnish suggestions worthy the consideration of the Commission. Whatever the exact nature of that system may be, I think that any one who has mixed much with the different classes of French people will agree with me in thinking that intelligence, mental culture, and general information are more widely and more evenly diffused in France than in any other country, and this, I take it, is what any system of higher education ought to aim at in this colony. I would, therefore, with this object, encourage as large a part of the population as possible to engage in liberal studies, without making it an indispensable condition that students should complete or even begin the University course: at the same time I would insist upon the highest attainable standard of excellence before any student should be entitled to claim from the University a testimonial of excellence in the shape of a degree. It has been suggested that the injustice which the restriction of the University to one place would inflict upon students living at a distance might be remedied by the establishment of scholarships of sufficient value to cover all the expenses of travelling and maintenance. These expenses would, I presume, be considered as the measure of the value of the scholarships. I think it will be seen, from what I have already said, that such a plan would in no way accomplish the object which, as I think, the University ought to have in view. It would not bring University teaching within the reach of all. It would not benefit the population as a whole. It would only make that teaching a monopoly for a few clever young men. As I am opposed to any plan which would make the privilege of pursuing liberal studies the monopoly of an aristocracy of wealth, so I am equally opposed to one which would make it the monopoly of an aristocracy of talent. It is the general standard of education that I should wish to see raised. Besides this, there is an objection to the proposal on the ground of expense. I suppose that, on an average, the outlay incurred by scholars coming from a distance would be not much, if at all, less than £100 per annum. So that, supposing only 100 such scholars to attend the central University from other parts, an expenditure of £10,000 per annum would be required to put them on a par with those residing on the spot. I suppose, however, that the number would not be limited, but that as many as possessed sufficient proficiency would be entitled to the benefit of University training. If I am correct in this assumption, then the expense would be indefinite, and might largely exceed all reasonable bounds. If I am not correct, then University training would be denied to all of average capacity, and thus young men of good ability, though not of very distinguished excellence, who might be desirous of following a liberal course of study, would be prevented from deriving any benefit from the University. It is to my mind quite clear that the interests of the State lie in an exactly opposite direction to this. It is the interest of the State that the whole community should be elevated, not that a few exceptionally clever individuals should attain distinction. It is too much the custom to assume that the sole end and object of a University is to pick out the cleverest students on whom it can confer degrees and bestow other rewards and honours, leaving the rest of the community to grope in the dark. In my opinion, the conferring of degrees and other distinctions is not at an end in itself, but merely a means to an end, that end being the diffusion of learning and culture over as wide an area as possible, and the establishment of University education upon a really national basis.

283. What relations ought, in your opinion, to exist between schools for secondary education and the University?—I do not think that the University should have any relations with secondary schools as such. There are, however, secondary schools which, besides undertaking the ordinary course of a high school, undertake also to prepare students for their degree. The University should, I think, in these cases, only so far interfere with these secondary schools as might be necessary for the purpose of directing the studies of its own students.

284. In the negotiations which took place with the New Zealand University, prior to the affiliation of Canterbury College and the University of Otago, did the Senate undertake that the standard of acquirements required for the B.A. degree should be not lower than the Melbourne standard for the

same degree?—This was already answered [See Question 160] in the affirmative (after time being given for reference to the records), and I may add that, in order the more surely to give effect to this undertaking, in accordance with the intentions of those who required it, the Senate, in deciding upon the subjects of examination, was assisted by professors from the institutions concerned. Practically, I may say that all the suggestions made by the representatives of these institutions were adopted, and that any modifications which may have been made in the original proposals were concurred in by them.

285. Is there any other point on which you desire to give evidence or to offer suggestions?—I should wish to suggest that a very desirable improvement might be effected by the appointment of a body of distinguished gentlemen to act as examiners for the University, whose duty it should be not only to conduct all University examinations, but also to visit and report upon the efficiency of the different institutions affiliated to or recognized by the University as capable of preparing for degrees. I think it very necessary that an independent body of examiners, unconnected with any local institution, should conduct these examinations. It is quite obvious that this is the only way in which the attainments of all would be equally tested; for it is clear that a student who had been instructed by a teacher in any particular institution would, in the case of that teacher being appointed University examiner, have a great advantage over another student of equal or possibly higher attainments, who had been under the guidance of some other teacher. But the appointment of such a body of examiners would be desirable for other reasons, which apply even supposing the whole teaching of the University to be carried on at one place. They would supply an outside and independent test of the efficiency of the teaching at that place. At present this can be judged only indirectly from the results of the examinations of those who choose to compete. The adoption of the plan as suggested would bring all under review. At present, with the exception of the partial and indirect information supplied by the results of examinations, we have nothing by which we can judge of the general efficiency of an institution, but the opinion of the teachers themselves: I need not say that that opinion may be unconsciously a biased one. I should think that examiners of very high attainments in their several departments might be obtained if the remuneration were sufficient. In such a matter as this I should be inclined to make the remuneration very liberal. I think that in instituting a scheme of University education a distinction ought to be observed between the two courses of study which I may distinguish from each other by calling them "liberal" and "special or professional," respectively. By "liberal" education I mean an education which gives to the student, generally, a cultivated taste, which trains him in habits of accurate thought, which develops his reasoning powers, and which thus incidentally gives him a capacity for applying his mind to any special or professional study. It is, however, to the interest of the State that a liberal education should be given to as large a portion of the community as possible, independently of the pecuniary advantages which such an education confers on each individual. It is to the interest more immediately of the individual concerned that he should acquire skill in his particular calling or profession. That is to say, it is of importance to the State that the tone of the whole community should be elevated and refined; while it is more especially of importance to the individual that his career in life should be successful. For this reason the view which I take, as to the duty of the State to bring facilities for pursuing liberal studies within the reach of all, does not apply to the case of special or professional studies. Probably a central institution alone, in the present circumstances of the colony, would be capable of giving a complete course of professional study. The various branches of knowledge which are required of a medical practitioner or of a barrister or solicitor could probably only be acquired at some institution at which the services of professors in all these various branches were available. It would, moreover, be quite fair that those who proposed to gain a direct pecuniary advantage from the prosecution of special studies should contribute at all events a fair proportion of the expense of their instruction.

MR. W. M. MASKELL SWORN and examined.

286. *The Chairman.*] You are the Registrar of the New Zealand University?—Yes.

287. How long have you held that office?—Since 1876.

288. Will you furnish the following documents and papers: Set of copies of the Minutes and Proceedings of the Council and Senate, with the exception of the Minutes for the October session of 1871. Complete set of Calendars issued by authority of the University. Copies of all examination papers set by authority of the University in the year 1878. Copies of all reports received from examiners for the last two years. Copies of instructions forwarded to the mathematical examiner for the year 1878 (as a specimen copy showing the nature of the instructions usually given to examiners). Copies of the summaries compiled by the Chancellor of the results of the University examinations during the past two years. Return of the number of candidates in each year (1) who have competed for, and (2) who have obtained, junior scholarships, and showing the subsequent career of the latter in the University. Return showing the number in each year of senior or third-year scholars (1) who have notified their intention of studying for honours, and (2) who have obtained honours. Return showing the number in each year of successful and unsuccessful candidates for junior scholarships, senior scholarships, third-year scholarships, degrees, and honours, and the place of previous education of the several candidates?—Yes.

289. So far as the Registrar's Office and the custody of records is concerned, does any practical inconvenience arise from the Senate changing its place of meeting from year to year?—No practical inconvenience has arisen so far. I imagine that whatever inconvenience there might be would be of a nature that would increase from year to year, as it is necessary to take to the meetings of the Senate every paper that may be supposed to be required, and of course every year the number of papers and documents increases very largely. Up to the present time, however, there has been no practical inconvenience.

290. Is it the case that the composition of the Senate varies largely from year to year in consequence of the changes in its place of meeting?—Yes, the attendance of members varies a good deal.

291. *Professor Cook.*] Do you find that when the Senate meets, say, at Auckland, there is a pre-

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ponderance of Auckland members present?—The local members attend more largely than those at a distance.

292. *The Chairman.*] Is the business of the Senate affected by this change in the composition of the Senate?—I should imagine that it must affect the policy of the Senate a good deal.

293. Have there been frequent alterations in the regulations?—Yes.

294. Do you think these alterations have been in any considerable degree due to the change in the composition of the Senate?—I am hardly able to answer that. I do not know to what cause to attribute the alterations.

295. Do you find that students frequently have difficulties in interpreting the regulations?—Yes; interpretations are frequently asked for by students.

296. In cases where students apply to you for interpretations of the regulations, how do you deal with their application?—If there is any doubt, I refer the questions to the Chancellor; but not in formal matters.

297. Are your replies to such applications collected and preserved in a convenient form for reference, so as to secure uniformity of interpretation?—They are all in the usual letter-book, and accessible at any moment.

298. Has it been the case since your appointment as Registrar that junior scholarships have been awarded to all candidates who have obtained the minimum number of marks prescribed?—I cannot speak with regard to the earlier years of the University, but since I have been Registrar there has never been a sufficient number of successful candidates to come up to the number of scholarships offered by the University.

299. *Professor Shand.*] That means that every one who obtained the minimum did get a junior scholarship?—I think so; but without reference to the number of marks I cannot speak positively on the point.

300. What is the minimum?—Fifty per cent. A candidate for a junior scholarship may take two or more subjects, not exceeding four. He must obtain 50 per cent. in at least each of two in order to obtain a scholarship.

301. Referring to the list of junior scholars, Calendar, page 109, &c., will you state on what principle the place of previous education in each case is determined and described?—The original list was in existence before I made up the Calendar, but of late years I have inserted the name of the institution, as far as I knew, from which the scholar came—the place where he received his last instruction.

302. *Professor Cook.*] What means do you take to ascertain that?—I have the applications of the candidates. They send me their names when they enter for competition; and after the examination is over, in informing them of the result, I have only the address they have previously given to indicate where I am to write to them. If then I am told that they have changed their place of tuition I take a note of it; but, unless they inform me of any change, I have no means of knowing it.

303. *Professor Sale.*] Then it is only the address of the candidate which is your guide in these cases?—Yes.

304. *Dr. Macdonald.*] Do they make any statement as to where they have been educated, and for what length of time they attended the school?—No.

305. *The Chairman.*] Are they not, previous to the competition, furnished with a certificate by the schoolmaster who has educated them?—No.

306. *Professor Cook.*] If no school is given in the letter of application, then you put down "private tuition"?—Yes; if they do not tell me I have nothing to go by.

AUCKLAND, MONDAY, 10TH FEBRUARY, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Rev. W. J. Habens (Secretary),
Dr. Hector,

Professor Sale,
Professor Shand,
Professor Ulrich.

Mr. DANIEL AUSTIN TOLE sworn and examined.

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307. *The Chairman.*] You are the Commissioner of Crown Lands for the Provincial District of Auckland?—Yes.

308. How long have you held that office?—Since 1869.

309. How long have you been connected with the Lands Department of the Province of Auckland? Over twenty years.

310. There are certain large endowments given partly for educational and partly for religious purposes in the neighbourhood of Auckland. Are you familiar with the lands that have been set apart for those purposes?—Yes. First, there is an endowment called the "St. Stephen's School Endowment," situated in Parnell, in the suburbs of Auckland. It contains 67 acres 2 roods 16 perches, and is comprised in three grants. The first of these grants is dated 23rd September, 1850, and was issued under the hand of Governor Grey; it was made in trust to the Bishop of New Zealand, and the area is 40 acres 11 perches. It is what is termed a "free grant." The terms of the trust were these: "In trust for the use of and towards the support and maintenance of a school at Taurarua, for the education of children of our subjects of both races, and of children of other poor and destitute persons, being inhabitants of the islands in the Pacific Ocean, so long as religious education, industrial training, and instruction in the English language shall be given to youth educated therein or maintained thereat." The second grant is dated 23rd September, 1850, and was also issued under the hand of Governor Sir George Grey. It was made in trust to the Bishop of New Zealand, and the area of the land is 18 acres. This grant contains a recital with regard to payment. It states that out

of certain funds given by the Government for the establishment and support of this particular school, St. Stephen's, the Bishop of New Zealand paid for the land £226 1s.; nevertheless, it is stated that the grant is in trust, and the terms of the trust are the same as those in the one previously referred to.

311. *The Chairman.*] The money was paid?—Yes, £226 1s. was paid; but it was out of funds given for the establishment and support of that particular school.

312. *Rev. W. J. Habens.*] Out of funds supplied by the Government for that purpose?—The recital is as follows: "And whereas the Government have given funds for the establishment and support of the said school, and out of the funds so given the Right Reverend Father in God George Augustus, Lord Bishop of New Zealand, hath paid the sum of two hundred and twenty-six pounds one shilling (£226 1s.) for the allotments or parcels of land hereinafter described." The concluding part of the grant then states that it is in trust, and the trust is set forth.

313. *The Chairman.*] Do I understand that the Government found the money to purchase the land?—They gave funds for the establishment and support of this school, and then, out of those funds, this particular sum was paid for the land—paid back in fact. Then the third grant, which completes the whole, is for 9 acres 2 roods 5 perches. It is dated the 14th April, 1851, was issued under the hand of Sir George Grey as Governor, and was made in trust to the Bishop of New Zealand. There is a similar recital in this grant with regard to the payment of money under the same arrangement. The sum of £114 13s. 6d. was paid; and the terms of the trust are maintained in this grant as in the previous one.

314. *The Chairman.*] Are the allotments contiguous to each other?—Yes. I have a plan showing their position. (Plan produced.)

315. *Professor Cook.*] Have there been any country lands granted as endowments to St. Stephen's College?—No.

316. *The Chairman.*] I understand you to say that as far as you know no grants have been made for the institution beyond those you have mentioned?—I am not aware of any.

317. There have been none since Sir George Grey's first governorship?—No.

318. Do you know anything about the state of these lands at present?—I do not. I have not visited the institution.

319. Are they farmed by the institution, or are they leased to tenants?—I have no information on that point.

320. *Rev. W. J. Habens.*] Are you able to form an estimate of the value of these lands?—I think land there would be worth fully £200 per acre. That amount, I think, might be taken as the average value per acre of the estate.

321. Can you tell us who is the present trustee and in whom the property now vests?—I do not know.

322. *The Chairman.*] Could you tell the Commission on which of the allotments the building is erected?—I do not know, having never visited the place. I understand that the land is exceedingly well adapted for building sites; but it is rather poor and not suitable for agricultural purposes.

323. *Professor Brown.*] Are there any buildings on the land?—I believe the land has been divided into building sites, and a number of buildings erected.

324. Besides the school?—Yes, independently of the school. I believe there are private dwellings, but I cannot speak from personal knowledge.

325. *The Chairman.*] With regard to the Three Kings Institution, the Commission would like to know how much land the Wesleyan body has got at the Three Kings for educational purposes?—This endowment is situated in the suburbs of Auckland, Parish of Waitemata, and contains 824 acres 1 rood 24 perches.

326. In one block?—In detached parcels. There are five grants, and they are all made to the Superintendent of the Wesleyan Mission, New Zealand. The terms of the trust are precisely the same as in the grants to the Church of England, the same wording being adopted. The first grant is dated in 1845, and is for 192 acres 3 roods 12 perches; it is under the hand of Governor Fitzroy. The next grant is dated 31st August, 1850, and is for 20 acres; it is under the hand of Governor Sir George Grey. The third grant is dated 15th October, 1850; it is signed by Sir George Grey, and is for 527 acres. The fourth grant is dated 19th June, 1852, and is for 19 acres 1 rood 6 perches; it is under the hand of Lieutenant-Governor Wynyard. The fifth grant was made on the 20th June, 1854, and is for 65 acres 1 rood 6 perches; it is also under the hand of Governor Wynyard.

327. Are these allotments all contiguous?—I can show you their position on the map. (Map produced.)

328. Were these all free grants?—Yes.

329. What is your estimate of the value of these lands?—Lot 14, section 13, being part of the 527 acres, is worth about £3 an acre, and Lot 87 is worth from £15 to £20 per acre. The whole of the property described in the five grants would average about £21 an acre.

330. *Professor Sale.*] Is the institution described as a school?—The grant simply says in effect, "Whereas a school has been established at the Three Kings, and to promote the objects of that institution these lands are given."

331. *The Chairman.*] Can you inform the Commission whether any other reserves have been granted to the Wesleyan body for semi-educational and religious objects?—Yes; I find noted here that there are three other grants to this body. One is for 6 acres 3 roods, and is situated in the suburbs of Auckland. It is in trust for the general purposes of a Wesleyan Native institution. The reserve is at the top of Grafton Road, nearly opposite the residence of the late Captain Beckham. There is a church erected on the land.

332. *Professor Cook.*] What were the terms of the trust?—It was given in trust for the general purposes of a Wesleyan Native institution. Then there is another reserve of 402 acres situated at Aotea, at Raglan, on the West Coast. It is granted in trust as an endowment and site for a Native school. The third reserve consists of 169 acres, and is situated at a place called Waiharakeke. The terms of the trust are the same as in the last case.

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333. *The Chairman.*] Are these three grants you have last mentioned, including the Grafton Road one, for the purposes of a Native school?—The first one is for the purposes of a general Native institution.

334. What is the date of that grant?—1844, and it is issued under the hand of Governor Fitzroy "in trust for the general purposes of the aforesaid Wesleyan Native institution."

335. *Professor Shand.*] Can you tell me the value of that land?—I do not know its value.

336. *Professor Cook.*] Is it town land?—No; but it is just on the borders of the town, and is worth a considerable sum of money.

337. *Professor Sale.*] Would it be valuable as building land?—Very valuable. It is excellently suited for such a purpose.

338. But it is not yet built upon?—Not that I am aware of; except that there is a church upon it.

339. *The Chairman.*] That is all you know about grants to the Wesleyan body?—Yes.

340. *Professor Sale.*] Could you say anything about the value of the other two reserves you spoke of?—No, I have not been able to determine their position on the plans.

341. *Rev. W. J. Habens.*] Can you give us any information as to the persons who now hold these trusts?—No.

342. *The Chairman.*] Are there any other educational grants to the Church of England besides the St. Stephen's endowment?—I find that there have been seven other grants made to that body. The terms of the trusts are precisely the same. The first grant is for 870 acres, at a place called Otawhao, near Te Awamutu, in the Waikato. The words of the grant are, "Whereas schools have been established under the superintendence of the Bishop of New Zealand for the education of children of our subjects of both races, and of children of other poor and destitute persons being inhabitants of the Islands of the Pacific Ocean: and whereas it would promote the objects of the said institutions to set apart certain pieces or parcels of land therefor: . . . Now know ye that we . . . do hereby grant . . . in trust nevertheless and for the use and towards the support and maintenance of the said schools so long as religious education, industrial training, and instruction in the English language be given to youth educated therein and maintained thereat." The only difference in the wording is that the word "schools" is substituted for "the school at Taurarua," which is St. Stephen's. The date of that grant is 1850.

343. Have you any idea as to how that land was acquired by the Government, so that they were enabled to make a grant of it?—I do not know.

344. Was it a gift from the Natives for the purpose?—There is no explanation about that in the records.

345. Had the Government, as far as you know, any land in that district in the year 1850 which they could grant, unless there was a gift from the Natives?—I am not aware that they had, but I cannot say positively.

346. But from your general knowledge, in connection with the Land Office, had the Government any land beyond the Waikato at that date?—My impression is that they had not. I may say, before leaving this reserve, that the land is very good, and is said to be worth about £10 an acre. The second grant is for 280 acres, situated at a place called Kohanga, in the Waikato. That grant was made on the 28th October, 1853, or about that date. The terms of the trust are precisely the same as in the previous grant.

347. Can you tell us the position of this reserve?—It is on the River Waikato, between the Heads and Cameron Town.

348. With regard to this grant, was it a gift from the Natives, or a pure gift from the Government?—The grant is from the Crown direct.

349. Had the Crown, as far as you know, any adjoining land to dispose of?—I am not aware that it had.

350. Have you any idea whether the land at Kohanga is occupied or lying waste?—No. I estimate the full value of this land at from £2 to £3 per acre. The third grant is for 133 acres at Taupiri. The terms of the trust are the same as in the last grant. The value of the land is said to be about £4 an acre. The fourth grant is for 470 acres somewhere above Kohanga, on the Waikato. The land is said to be fair, open land, worth from £2 to £3 an acre; and the terms of the trust are the same. It is on the south bank of the river. The grant is dated 1853. The Taupiri grant is also dated in 1853. Then there is a grant of 1,385 acres at a place called Pepepe South. I do not know the value of this land, as I could not determine its exact position on the map. The deed was dated in 1853, and the terms of the trust are the same as in the other cases. There is another grant, but the terms of the trust are slightly different. The area is 175 acres 38 perches, and the land is situated at Otawhao, on the Waikato. The terms of the trust are, "to be used by the Church Missionary Society as a site for a missionary station, place of worship, or for schools." The date of the grant is 1850, and it is under the hand of Sir George Grey. I think the land is worth about £10 an acre.

351. *Professor Sale.*] Has it been used as a mission station? Has any missionary building been erected on it?—I do not know. I understand it has been enclosed. There is also a reserve of 318 acres 2 roods 10 perches at Rotorua, near the Hot Lakes. The terms of the trust are precisely the same as in the last case. The land is worth about £1 an acre. Those are all the grants that I am aware of.

352. *The Chairman.*] Were all these grants made to the Bishop of New Zealand? Was Bishop Selwyn the trustee?—No, I think the grants vary. The first, second, third, fourth, and fifth grants described were made to the Bishop of New Zealand. The reserve of 175 acres 38 perches at Otawhao—given in trust to be used by the Church Missionary Society—I find was granted to the Ven. Archdeacon Williams, Archdeacon Brown, and the Rev. Messrs. R. Maunsell, R. Taylor, R. Burrows, G. A. Kissling, O. Hadfield, R. Davies, James Hamlin, Thomas Chapman, I. Matthews, and W. Colenso as trustees. The grant of land at Rotorua was made to G. A. Kissling, John Alexander Wilson, and Robert Vidal.

353. *Rev. W. J. Habens.*] Do you know of any reserve at Maketu granted under the same or similar terms to the Church Missionary Society?—I do not know of any at the present moment.

354. Would Maketu come in your district?—Yes.

355. There is an endowment of 10 acres there which appears to have been granted for exactly the same purpose as the last two reserves you have referred to?—I will inquire into that.

356. *Professor Cook.*] Those form the whole of the grants to the Church of England?—Yes, as far as I am aware at the present moment.

357. *The Chairman.*] Will you state what educational endowments have been granted in the neighbourhood of Auckland to the Roman Catholic Church?—There was a grant of 376 acres 1 rood 28 perches of land at the North Shore, in the Parish of Takapuna, near the Lake. It is known as the St. Mary's School Endowment, North Shore. It was conveyed by grant dated 19th August, 1850, and made to the Roman Catholic Bishop of Auckland. The grant is a free grant, and the land is to be held in trust as follows: "For the use or towards the support and maintenance of the said school [St. Mary's School] so long as religious education, industrial training, and instruction in the English language shall be given to youth educated therein or maintained thereat."

358. Can you inform the Commission what has been done with that endowment? Has any building been erected upon it?—I do not know; I have never been there.

359. *Professor Shand.*] Do you know the value of the land?—I believe it is worth about £10 an acre. It is inferior land, and suitable, I think, for depasturing purposes only.

360. *Professor Cook.*] Is it sufficiently near town to be adapted for building purposes?—Not at the present time.

361. *The Chairman.*] Have you any idea how it is occupied?—No.

362. As far as you know, the building known as the College is not situated upon this land?—I think it is not.

363. Have there been any other grants to the Roman Catholic body?—I find that there have been two others—one at Freeman's Bay, in the suburbs of Auckland, of 4 acres 3 roods. The terms of the trust are precisely the same as in the case of the North Shore property.

364. Is that land made use of at present for any particular purpose?—A very large schoolhouse has been erected upon it.

365. Is it used as a school at present?—I believe so. The grant was made in 1853. I should think the land is worth at least £600 per acre. The building which has been erected on the land must, I should think, have cost over £1,000. Then there is another grant to the Roman Catholic body of 191 acres situated at Rangiaohia, in the Waikato. The land is good, and said to be worth about £5 an acre.

366. As far as you know, was that land a gift from the Natives, or was it acquired by the Government and granted by them to the Roman Catholic body?—I imagine that it would have been acquired in precisely the same manner as the lands granted to the Church of England. I think the date of the grant was 1857. Those are the only grants made to the Roman Catholic Church.

367. *Rev. W. J. Habens.*] Do you know anything of a reserve of half-an-acre at Waitemata, Lot 19A, Section XXV., City of Auckland, granted for school purposes?—My attention has not been directed to it, but I fancy it is the site of the ordinary day school (St. Patrick's) in Hobson Street.

368. *The Chairman.*] Are those you have mentioned the only religious bodies which have these semi-educational grants, as far as you know?—Yes.

369. Have the Presbyterians had any grant?—None that I am aware of, except their ordinary church and school sites.

370. *Rev. W. J. Habens.*] Can you tell us what reserves have been made for the Auckland College and Grammar School, and who are the present trustees?—There have been granted, as endowments for the Auckland College and Grammar School, thirty-three sections in the Town of Auckland, fifty-one sections in the suburbs of Auckland, and three rural sections in the Parish of Takapuna. The grants all appear to have been made in trust to Andrew Sinclair, Colonial Secretary; William Swainson, Attorney-General; Alexander Shepherd, Colonial Treasurer; and "other the person or persons for the time being respectively discharging the duties of the said offices." Subsequently, by an Act entitled "The Auckland Hospital and Grammar School Reserves Act, 1856," the whole of these lands were vested in the Superintendent of the Province of Auckland. Still later, they vested in the Auckland Board of Education; but now, by virtue of "The Auckland College and Grammar School Act, 1877," they vest in the Board of Governors appointed under that Act.

371. What are the terms of the trust?—They are as follow: "in trust as an endowment for or towards the maintenance of such college and grammar school or schools, or as an endowment for or towards the maintenance of such grammar school or schools, as aforesaid, and to pay and apply the rents, issues, and profits of the allotments or parcels of land hereinbefore named for or towards the maintenance of such college or grammar schools." A copy of the grant will be furnished for the information of the Commissioners.

372. *The Chairman.*] Can you tell us when these grants were made, and what extent of land is covered by them?—The grammar school estate is comprised in four grants, the dates and areas of which are the following:—(1.) 24th October, 1850, for 4 acres 3 roods 16 perches of town land, 30 acres 2 roods and 208 acres of rural land. (2.) 28th October, 1850, for 33 acres 3 roods of suburban land. (3.) 6th March, 1851, for 3 acres of suburban land. (4.) 29th December, 1853, for 4 acres of town land.

373. Since you have been connected with the Land Office have these grants been in any degree supplemented by further grants from the provincial authorities for the purpose of aiding the Grammar School?—With the exception of the plot of ground on the Grafton Road reserved as a site for the College and Grammar School, no additional grants whatever have been made in the interest of this trust since I have been connected with the Land Department. The site for the Grammar School was reserved by the Provincial Government in 1871, and contains two acres.

374. Do you know whether any of the endowments before referred to have been utilized in any

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way? Have they been let?—I believe a great number of them have been let, particularly those in the town and suburbs, which I think have all been let. Rents are being derived from nearly the whole of them.

375. *Professor Cook.*] In a return presented to the House of Representatives in 1877 there is a series of educational endowments held by various religious denominations, the particulars of which—namely, the area leased, the present annual value, and the particular objects for which the lands were reserved—are stated as “not known:” are these the endowments of which you have given us an account this morning?—I believe they are.

376. Those are the endowments held by the Roman Catholic Church, the Church of England, and the Wesleyan Church?—Yes; I find that the areas correspond, and I conclude they must be the same.

377. *Rev. W. J. Habens.*] In the return to which reference has just been made I do not observe any mention of certain reserves made under “The University Reserves Act, 1875.” Can you explain why 30,000 acres reserved by that Act are not mentioned in the return?—No; nor do I know by whom the return was prepared.

378. Can you give us any information as to the present value of the reserves made by that Act?—Three University reserves were made in this district, each containing 10,000 acres. One is situated at Taupiri; it is confiscated land, and of very poor quality, not being worth more than 5s. an acre. The second reserve is at Wakatane; the character of it is forest-land somewhat broken, worth about 7s. 6d. an acre. The next reserve, situated at Karamu, is of a similar description—forest land and broken, worth about 10s. an acre.

379. Referring to “The University Reserves Act, 1875,” section 3 and Schedule B, can you say whether the land at Kaipara, Parish of Ararimu, was defined by Proclamation by the Governor within six months after the passing of the Act?—I am not in a position to answer that question.

380. Can you say whether it has ever been defined?—In answer to this and the previous question I am now enabled to state that the land at Ararimu was defined by Proclamation within six months after the passing of “The University Reserves Act, 1875.” The Proclamation is dated 13th April, 1876, and may be referred to in *New Zealand Gazette* No. 23, of that year.

381. What is the total amount of reserves set apart for secondary education in this provincial district under “The Education Reserves Act, 1877”?—8,893 acres 2 roods 26 perches, classified as follows:—Town lands, 101 acres 3 roods 7 perches; suburban lands, 247 acres 38 perches; rural lands, 8,544 acres 2 roods 21 perches.

382. *Professor Cook.*] Do I understand that these 8,893 acres do not include the reserves of which you have given us an account this morning?—No; they are quite distinct; they are vested in the School Commissioners.

383. *Rev. W. J. Habens.*] Are you prepared to give an estimate of the probable annual value to let of these reserves?—I am afraid it is not possible to do so yet. I have got the annual rentals derived from both primary and secondary reserves, but it would be impossible to divide them. I find that 25 acres of town lands for primary and secondary education have been utilized, and that the yearly rental received from them is £378; 358 acres of suburban lands, yielding an annual rental of £384 12s. 6d.; and 1,930 acres of rural land, which returned an annual rental of £333 2s. 6d.: the total area leased being 2,314 acres 1 rood, and the total annual rental £1,195 15s.

384. *Professor Cook.*] And only one quarter of that is available for secondary education?—Yes.

385. *Rev. W. J. Habens.*] Can you state approximately what proportion of the reserves are now under lease?—In August, 1878, there were 2,314 acres, out of a total of 33,180.

386. Are there any circumstances that render it difficult to bring the others into the market?—Yes; the fact of a great many of them being of comparatively little value at the present time. In fact, the Education Reserves Commissioners simply deal with those for which they have applications made to them: that is to a great extent their guide in dealing with them. A number of them also are situated in very remote localities, whilst other are densely wooded, or difficult of access.

387. *Professor Brown.*] But there seem to be a large number unlet amongst the town sections?—There are some 25 acres let altogether in the town.

388. And are there any circumstances which prevent the others being let?—They are in distant little townships which merely exist on paper, so to speak.

389. *The Chairman.*] Do the bulk of these unlet lands lie north or south of Auckland?—Chiefly in the north.

390. Do you know anything about the intention of the Government as to reserving 10,000 acres in the Parish of Tauranga for the New Zealand University, which are said to have been omitted?—I believe it was originally intended to set apart either 10,000 or 20,000 acres of land at Tauranga for the object stated, but am unable to explain why that intention was not carried out, and the official records at my disposal afford no information on the subject.

AUCKLAND, TUESDAY, 11TH FEBRUARY, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Rev. W. J. Habens (Secretary),
Dr. Hector,

Professor Sale,
Professor Shand,
Professor Ulrich,
Dr. Wallis.

The Right Rev. W. G. Cowie, D.D., Bishop of Auckland, was sworn and examined.

391. *The Chairman.*] As successor of the late Bishop Selwyn, you are the bishop of this diocese?—Yes.

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land.*
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392. You are aware that a piece of land known as St. Stephen's was granted to your predecessor?—*Bishop of Auckland.*
Yes. I do not know on what conditions. The Rev. Mr. Burrows, who has the books, will be able to give you all information concerning this land.

393. Then on this matter you would refer us to Mr. Burrows?—If you please; he has all the documents.

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394. Who compose the governing body of St. Stephen's? Is there any special governing body over it?—The Board of Management Trustees; they make all the arrangements. The Bishop and the Principal are specially intrusted with the educational part of the work—with superintending the education; the other trustees have to look after the management of the property chiefly.

395. Mr. Burrows would be able to furnish us with the names of the trustees, I presume?—Yes. Mr. Burrows was himself appointed Principal by the trustees, although one of the trustees. It is an unpaid office, and we were only too glad to obtain the services of Mr. Burrows, who lived close by and understood the Maori character.

396. There is an Orphan Home established on a portion of the land, is there not?—Yes.

397. Under whose control is it?—It is on land held by the same trustees, but the Home is not managed by the Church Trustees. It is managed by a voluntary committee, and is supported by subscriptions from the whole community of Auckland. A capitation allowance is made by the Government for all children sent there by the Relieving Officer.

398. What is the capitation allowance?—I am not sure what the amount is. Mr. Pierce is secretary to the Orphan Home, and he would be able to give you detailed information.

399. There are other endowments held by the Church of England, large endowments in the Waikato: would Mr. Burrows be the proper person to give us information respecting those?—Yes; he can give you full information about them all.

400. *Rev. W. J. Habens.*] Will Mr. Burrows be able to give information concerning those trusts that are held by the Church Missionary Society?—Yes, he only.

401. *The Chairman.*] Does Mr. Burrows represent the Church Missionary Society in your diocese?—He is the local secretary, and has the management of all their secular affairs here.

402. From whom does he hold the appointment?—He holds it from Home; not from me. He has no connection with us at all as secretary of the Church Missionary Society. He acts in conjunction with a Conference which meets here occasionally, sometimes not so often as once a year; but I am not, as Bishop, acquainted with anything they do. I am not even a member of the Conference. They invite me sometimes to their meetings, but they are not bound to do so.

403. With regard to St. John's College, is that directly under your control?—I am one of the trustees and one of the governors. There is a body of trustees holding the estate, and a body of governors managing the educational part of the College.

404. To whom would you refer us in order to ascertain how that institution is being conducted?—To Mr. Burrows; he is the secretary to the Board of Governors, and Colonel Haultain is secretary to the Board of Trustees. Colonel Haultain will tell you all about the property, and Mr. Burrows about the education; though I should probably be able to answer any question as to the educational arrangements.

405. Is it a school for general instruction, or is the education confined to theology?—It is for general education. The trustees are directed by the Synod to appropriate the sums available for scholarships chiefly to candidates for holy orders. Whenever we have a candidate for a theological scholarship we appoint a theological student; but if there happen to be no candidate for a theological scholarship we appoint a youth intending to study for the law, the Civil Service, or any other calling.

406. Then I understand it is not exclusively a divinity school?—Not at all.

407. Have you any idea what staff of masters are attached to the College?—There is only one master, the Rev. Dr. Kinder.

408. Do you know how many pupils are attending at present?—Seven.

409. Do they live on the premises?—Yes, the College being so far from Auckland there is very little hope of any day scholars. It is six miles from Auckland.

410. *Professor Sale.*] What is the age of the pupils?—Above sixteen. I may say that Dr. Kinder is a distinguished scholar himself. He was a Wrangler, and a scholar of Trinity College, Cambridge, and has kept up his reading since, so that he is a very good classical scholar. Sir William Martin had a very high opinion of his classical attainments.

411. Apart from scholarships, is there any condition attached to the admission of a student?—No, none whatever.

412. It is not the case, I suppose, that all students are scholars?—At the present time there are none but scholars; but now and then we have students who are not scholars.

413. *The Chairman.*] Could you inform the Commission what object St. John's College had in view when applying for affiliation with the University of New Zealand?—We hoped to obtain some help from the University Council towards providing additional teaching. The funds of the College are so small that we cannot pay a second master, and the College is so far from Auckland that we have no hope of any day scholars, and the community here does not comprise a large number of people able and desirous to keep their sons at school after the age of sixteen years.

414. Did you receive any pecuniary aid from the University?—None at all.

415. Was an application made for aid such as I have reason to know was granted to the Auckland College and Grammar School?—I think there was some informality in the application. I think it arrived too late. Mr. Carleton, who was one of the governors, was to see to this matter for us, and I think, owing to his absence in Wellington, he did not forward our application in time. I think that was the cause of our getting nothing—our application never having been before the University Council.

416. Has St. John's College been open as a place of tuition ever since you came to the colony?—No, it was closed for some time.

417. Was it closed when you arrived in the colony?—Yes.

418. Have you any idea how long it has been open since you came?—It was opened again, I think,

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in 1871. Before it was closed in 1868 or 1869 the trustees had, I believe, been receiving a grant from a Church society in England, which had enabled them to keep it open. They received, I think, £200 a year from the Society for the Propagation of the Gospel, and when that was discontinued the College was closed.

419. Is there any connection between St. John's College and the Parnell Grammar School?—The only connection is that the trustees of both institutions are the same people; and the same remark applies to the governors. The trustees are not authorized to expend any of the funds of St. John's College Trust on the Grammar School.

420. Are there any undergraduates of the University of New Zealand at present studying at St. John's?—Yes; I cannot say how many, but I believe there are two. Mr. Burrows will be able to give you that information. I am not quite certain whether they matriculated this last time or not.

421. Have you any idea how many pupils are attending the Parnell Grammar School?—There are seventy-eight at present.

422. That school is also affiliated to the University. Could you inform the Commission what was the object in seeking affiliation?—They hoped also to obtain some pecuniary grant from the University Council to enable them to increase their staff of masters.

423. Did they receive any aid?—I think not; for the same reason that the College received none—the application was not made at the right time.

424. Has that school got any endowments to assist it in carrying on its work?—Yes, about £60 a year.

425. From what quarter does that come?—From a house in Shortland Street.

426. It was not a Government endowment, was it?—No. I understand from the secretary that none of the St. John's College or the Grammar School endowments come from the Government.

427. Has the school then nothing to maintain it but this small endowment of £60 a year and the pupils' fees?—That is all. It owns a schoolhouse, and, I think, a very small piece of land adjacent, producing a merely nominal rent.

428. I think you have a schoolmaster's house?—No; the schoolmaster rents a house from other trustees.

429. Has the school been crippled in any way for want of funds?—Yes; if we had more funds we should appoint an additional master.

430. Are there any undergraduates attending the Parnell school?—I think not at the present time, but I cannot say positively.

431. What are the school fees?—Unless they have been altered this term they are £10 a year.

432. Has there been any change in the charge for tuition at the Grammar School at Parnell since you came to the colony?—I think not.

433. You said you thought there were no undergraduates at the school: can that fact be attributed to the competition of other schools in the neighbourhood?—I think so.

434. Is there a staff of teachers at the Parnell school sufficient to train persons for entering the University of New Zealand?—I think so.

435. And for passing University examinations, and going through the University course?—They have at present two Bachelors of Arts of London and Cambridge respectively, and therefore I think they are quite competent to prepare young men to take degrees; but the great difficulty they find is in having so small a staff for such a large number of scholars.

436. What is the staff?—Only three masters, not including the drawing master and the master in botany.

437. Does not the Kohimarama estate belong to the Church of England?—Yes.

438. At present, I think the whole estate is leased for the purposes of a training institution?—Not the whole estate; the farm that is generally called the Kohimarama Farm is leased to the Government.

439. About how much land does it contain?—I cannot say.

440. Was it in any way an educational endowment?—I cannot say on what condition those estates were given. The Rev. Mr. Dudley will be able to tell you all about the estate.

441. *Professor Brown.*] Is Dr. Kinder employed in giving both theological instruction and arts instruction?—Yes.

442. Can you give any idea of the average expense of undergraduates attending St. John's College?—The ordinary charge is £60 a year for board and tuition.

443. What remuneration does Dr. Kinder receive for teaching undergraduates?—He receives £265 a year—that is his stipend; and then he gets £15 a year tuition fee for each student.

444. *Professor Sale.*] Are the students all training for holy orders?—Not pledged to holy orders, but it is expected that they will enter the ministry of the Church.

445. They are theological students?—We do not ask them all to make any promise when they go there, but we generally have an idea that they will become students for holy orders. The last one appointed, for instance, has gone there without saying at all what he intends to be.

446. And have you had at any time students who were not intended for the clerical profession?—Yes; several such.

447. Do you think that, apart from the money assistance which you expected to derive from your connection with the University, St. John's College derives any advantages from being affiliated?—I am not aware of any.

448. And the same with regard to the Parnell Grammar School?—Yes; I am not aware of any advantage.

449. *Dr. Hector.*] You mentioned incidentally, my Lord, that there were a botany lecturer and some other science lecturers employed: to what extent is science taught in the Grammar School?—Mr. Cheeseman attends regularly and teaches botany, and the pupils are examined in botany at the annual examination, just as in any other subject.

450. Is that in order to conform to the terms of affiliation?—I suppose so. Mr. Watkins teaches drawing.

451. If affiliation with the University were to cease, would these classes be maintained as part of the ordinary course?—I think they would.

452. *Professor Cook.*] Is botany the only natural or physical science taught at the Parnell Grammar School?—In the ordinary course the headmaster may give instruction in other branches of natural science, but I am not able to say particularly.

453. You could not tell us how many hours a week are devoted to botany?—No.

454. Could you give us any idea what remuneration is paid to Mr. Cheeseman for his lectures on botany?—No.

455. Do you know what staff of lecturers and teachers St. John's College had at the actual time of its affiliation with the University?—I think Dr. Kinder was the only teacher, but I am not certain about that.

456. Your impression is that, when it was affiliated, St. John's College had only one regular teacher?—Yes.

457. And do you know what staff was attached to the Grammar School when it was affiliated with the University?—I believe there were three masters.

458. As at present?—Yes.

459. When these institutions were affiliated, did the University make any conditions as to the amount of teaching that should be given, or anything of that sort?—I believe there were some conditions, but I am not able to say what they were.

460. I suppose you would not be able to tell us whether those conditions have been fulfilled?—I believe they have been.

461. Are there any scholarships at the Parnell Grammar School?—Yes.

462. How are the funds provided for the scholarships?—From the endowment of which I have spoken—of about £60 a year.

463. Is all that sum devoted to scholarships?—Yes, when we can afford it. Sometimes we cannot afford to give as many as six scholarships of £10 each in the year. The school buildings sometimes require repairs, and then we spend part of the money in that way, and give away the balance in scholarships.

464. But is no part of the £60 given in aid of schoolmasters' salaries?—No.

465. *The Chairman.*] Do you think it would be desirable for the State to institute a free system of secondary education?—I think it would.

466. You think it would be desirable to have it free, as the primary schools are?—I think so. I am decidedly of opinion that there should be a free system of education up to a certain point. I do not think the State should be called upon to pay for the special preparation of young men for the law or for the calling of architects or surveyors. Special instruction I do not think should be provided free by the State. I think it would be well for the State to provide a general education for the youth of the colony.

467. And that it should not provide special professional education?—Exactly.

468. Are there any scholarships maintained at the Parnell Grammar School by Government funds?—No. At present we do not quite see what advantage it would be for our young men at the Parnell Grammar School to obtain Government scholarships. They would have to leave the school.

469. *Professor Cook.*] Could not the Board of Education scholarships be held at the Parnell school?—I believe not.

470. Nor at St. John's College?—I think not.

471. *Professor Shand.*] That is due to a regulation of the Education Board, I presume?—Yes.

472. *The Chairman.*] Do you think that a sufficient number of scholarships leading from the primary to the secondary schools have already been instituted?—No, I don't think so.

473. *Rev. W. J. Habens.*] Will you indicate your idea of the number that ought to be provided, as compared with the present number?—I think there ought to be such a number that promising youths in the country might have a fair chance of obtaining scholarships: such a chance young people in the country have not at present, and I think the awarding of the scholarships should be so arranged that the people in the country should not be at the great disadvantage that they are at present. A young man in the country, however industrious or gifted he may be, has a very small chance of obtaining a scholarship at present, competing with the pupils of town schools, who have a great deal of help beyond that given by the ordinary teachers at the school. In towns, if they choose, candidates can have private tutors and attend classes in the evening, which assistance it is quite impossible for the majority of our people in the country districts to obtain.

474. Do you think that scholarships from the primary schools, to be held in the secondary schools, should be of such an amount as almost to cover the expense of living?—Certainly. That is a great difficulty with people in the country districts. To the north of Auckland—and I know most of the settlers in the North—the people are generally very poor, and when I try to encourage the parents to send their more hopeful boys to Auckland they say directly, "How can I afford to pay for the child's board? I have no friends in Auckland, and I cannot afford to pay for his board in any suitable house."

475. *Professor Brown.*] And would a larger number of scholarships provide for those boys in the country?—Yes, if there was some regulation allotting a certain number to the country districts.

476. *The Chairman.*] Do you think that the scholarships offered by the University of New Zealand are sufficient in number and value?—I think they are at present.

477. Have you formed any opinion as to the desirability of a general system of inspection and examination of secondary schools, and as to the character and extent of such inspection and examination?—I am decidedly of opinion that the secondary schools ought not to be examined by any one connected with the schools—they should be independent examiners. As to the inspection, I think the Inspector cannot be too independent of the district in which the school is situated.

478. *Rev. W. J. Habens.*] Do I understand then that you are in favour of a general system of inspection—that is, of a national system of inspection—of secondary schools?—Certainly.

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479. And you think that both inspection and examination should be provided for in such a scheme?—Yes.

480. *The Chairman.*] Are there regular annual examinations held at the Parnell Grammar School?—Yes.

481. By whom is the examiner appointed?—By the governors.

482. *Professor Cook.*] You said you were in favour of a national system of examination and inspection of these secondary schools throughout the country?—Yes.

483. Do you think the University ought to undertake, or be intrusted in any way with, this work?—I think it would be well. I think the Inspector and the examiner would then be more likely to be unconnected in any way with the districts in which they examined and inspected.

484. *Dr. Hector.*] There is a machinery at present for inspecting primary schools: could that machinery be applied to the inspection of secondary schools with advantage, or would it be better that the inspection should be conducted by the University?—I think, in the case of the secondary schools, the inspection and examination had better be conducted by the University.

485. *Professor Cook.*] In England, within the last three or four years, for the purposes of an annual examination of schools, there have been established at Oxford and Cambridge two Boards working in conjunction with each other, and if a school wants to be examined it applies to these Boards to be furnished with examiners. Do you think, as the University of New Zealand grows stronger, that a system of that sort might with advantage be established here?—I think so, for the secondary schools.

486. *The Chairman.*] Are you familiar with the working of the New Zealand University?—I do not know that I can call myself familiar with the working of it. I take a great interest in it, and read all that comes before me on the subject.

487. Do you think the present mode of appointing the members of the Senate, and the Chancellor, is a satisfactory one?—I think that the educational attainments of those appointed to the Senate should be almost the sole consideration in such appointments, and that members should not be appointed merely for the sake of not appearing to favour one religious body more than another. I do not think any consideration should be had as to what branch of the Christian Church a man belongs to when a vacancy is being filled up.

488. Do you think the appointments to the Senate ought to be made by the Government; or would you suggest any mode of election?—It seems to me necessary that the Government should at present have a voice in the matter, and that the Senate should have a voice.

489. It is proposed to have a body in connection with the University called the "Convocation," and under the law as it at present stands *ad eundem* graduates will be excluded from participating in that Convocation. Do you think the *ad eundem* graduates should be allowed the privilege of participating in the rights to be conferred on the Convocation when it comes into existence?—Until there is a sufficiently numerous body of those who have taken their degrees in New Zealand, it appears to me necessary that the *ad eundem* members should have a vote.

490. Have you heard whether any practical inconvenience has arisen from the arrangement whereby the Senate sits only for one month in each year?—No, I have not.

491. With regard to the matriculation examination, how ought that to be conducted? At present I believe it is conducted by the respective schools or colleges?—I would certainly prefer the system which obtains at my own University—Cambridge. Each college should be allowed to conduct the matriculation of its own scholars. We do not want to exclude any young men from our colleges, though they may not be able to take degrees, or may have very little hope of ever being able to do so. We wish to encourage as many as possible to enter our colleges and schools. We know how great the loss would be to England if no young men were allowed to matriculate at Oxford or Cambridge unless they were likely to take a degree.

492. I understand you to say you do not think the University of New Zealand should undertake the task of examining for matriculation?—Certainly.

493. *Professor Sale.*] What would be the minimum age at which you would admit undergraduates?—I am in favour of seventeen. I say so from what I have seen of the result of young men being admitted too early at Oxford and Cambridge.

494. *Rev. W. J. Habens.*] Assuming that the colleges should conduct the examinations for matriculation, do you think there would be an advantage in the establishment by the University of an examination at an early stage of an undergraduate's course, which might be called a first examination, and before which time should not count as to keeping terms?—I think so, as long as there are no colleges and no residence is required of undergraduates at any particular place. To call a man a University man who has only had his name on the books a year or two seems to be imposing upon the public; whereas, if there were a college for a man to reside in, his mere residence there for two years would be beneficial, and he might be called a member of the University. I think that, as long as we have no college in which the student can reside, until such a preliminary examination as you speak of has been framed he should not be called a member of the University.

495. *The Chairman.*] Do you think that the present University of New Zealand fulfils its functions as a University?—At present the University does not profess to be more than the University of London is—merely an examining body. As far as I am aware, as an examining body it does perform its functions satisfactorily.

496. The Commission would like to ascertain your opinion respecting the proper functions of the University with regard to providing instruction?—I have thought a good deal lately of the importance of the University providing all the great centres, like Auckland and the other chief towns, with the instruction that our young men are desirous to obtain for the purpose of carrying on their higher education. I do not think that young men should be obliged to leave Auckland, for instance, because they cannot get the instruction they need, when that higher instruction might be provided by the University.

497. *Dr. Hector.*] Do you mean by the central University, apart from the affiliated institutions?—I mean that if we had funds there should be public teachers who would have the *imprimatur* of the

University—men approved of by the University, who would lecture on engineering, or whatever the subject might be.

498. Do you think it desirable that the University itself should undertake any teaching work, or should that be done through affiliated colleges, as at present? Should the University have direct teaching functions as well as examining functions; or in your opinion can a University in a colony like this fulfil its functions, having only examining powers?—No, I certainly think it could not. If they had the funds I think they should also have direct control over the teaching.

499. *Professor Brown.*] Would it be better to have a single teaching body in each large centre, or several? As for instance, take the case of Auckland: do you mean that there should be only one central grammar school, as there is now, or that the University should have teachers in two institutions, say one in the centre of Auckland and another in some other convenient place for the population? Should the University put its *imprimatur* upon more than one institution?—I think so. I do not see why a school at Parnell, which gives just as good education as the central school, should not be encouraged in every way by the University.

500. But suppose the University were able to provide funds sufficient to make a complete University institution, do you think it should assist other institutions as well?—I think so.

501. As well as establishing this completely fitted and equipped institution?—I think so; because the very existence of a second institution shows that one is not enough. But I do not see why a second institution—a smaller one like our own at Parnell—should be without help from the University.

502. *Professor Cook.*] Supposing a college—not a grammar school called a college, but a college *bono fide*, such as, say, the University College of London, in Gower Street—were established here, do you not think that one would be ample to supply all the wants of Auckland—I mean, not a school of boys, but a college for youths over seventeen, that being the limit of age you proposed to fix?—It is rather difficult to say whether it would be sufficient.

503. Do you think it would be desirable to establish more than one such institution in Auckland?—I can scarcely say Yes or No to that. I certainly do not think it would be desirable for the University to establish two institutions of its own of that kind for higher education; but I do think that, whilst the University appoints teachers to make one institution thoroughly complete, it should also at the same time assist another institution whose object is to give the same kind of education.

504. Even if one was a college in the strict sense of the term, and the other was only a grammar school?—I do not see how you can draw a distinction very well. We have boys sometimes in our school just as old as they have at the central institution.

505. I am not speaking of any particular institutions now existing in Auckland, but stating a supposititious case: supposing the University were to establish, independently of these grammar schools, such an institution, say, as the University College, London, do you think that, besides supporting that institution, it should support the grammar schools already existing here?—I think it should; but to what extent would be another matter. I think it is certainly the duty of the University as far as possible to encourage every educational body that comes up to its standard—not to the same extent as it would help the one institution you referred to like Gower Street, for instance, where there is a complete staff of masters and professors; but, where there is another college existing which comes up to the required standard, I do not see why the University should not also help it.

506. *Professor Brown.*] Then, supposing a primary school were able to train for a scholarship or for a degree in the University, do you think it should be assisted by the Government in the same way—in getting a secondary or a University staff? There has been an instance of a primary school training for the University, or of boys, either as pupil-teachers or as scholars, attending there and still trying to take the degree. Do you think such a school should have similar assistance to those secondary institutions you speak of—those grammar schools? Should there be any limit drawn to the supply of funds to schools that are able to train for the University?—It is not commonly supposed that these primary schools would be able to do so.

507. *The Chairman.*] What is your opinion of the present standard for the B.A. degree at the University of New Zealand?—I think the examination for an ordinary B.A. degree is quite all that should be required. If there is any mistake about it, I think it is more rather than less than should be required for an ordinary B.A. degree.

508. *Professor Sale.*] If there is anything excessive at present in the examination, in what part of the examination do you think the excess is shown?—I think in what is called the scientific part of the examination. The papers I saw of our last examination appeared to require more than would be required of an undergraduate at Cambridge to take an ordinary B.A. degree; and we do not want to discourage our young men from taking degrees.

509. *Dr. Hector.*] Do you judge of the character of the examination from the prescribed course, or from having seen the examination papers?—From having seen the examination papers.

510. *The Chairman.*] With regard to the M.A. degree, do you think it should be conferred as a senior degree, or should it be made the subject of a higher examination?—I think it should not be a senior degree.

511. Of course that means that there should be an examination for the M.A. degree?—Yes.

512. *Professor Cook.*] And of a higher character than the B.A. degree?—Exactly. But I do not see why Bachelors of Arts, two or three years after having taken their degree, should not be admitted to certain privileges, as they are at Cambridge, on payment of a certain fee, but without becoming Masters of Arts. There are privileges as to the internal administration of University affairs to which only those who have taken the higher degree should be admitted. As, for instance, at Oxford and Cambridge all members who have taken their M.A. degree have not the right to vote at the election of certain professors.

513. *The Chairman.*] Do you think the examiners for degrees should be appointed from persons resident in the colony, or from persons outside the colony?—Not necessarily from residents in the colony. I think the University should be at liberty to appoint any examiners it liked until we have a

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sufficient body of men whom we have trained ourselves. It has been a complaint made to me several times, in reference to examinations held here, that the examiners did not know how to examine, and it has been quite evident to me, when I have looked at their questions, that they did not. Some of the questions looked as if they had been taken from Colenso's "Algebra," and books of that kind.

514. *Dr. Hector.*] Are you aware that the University has appointed local examiners for Auckland?—I am not certain.

515. *The Chairman.*] What is your opinion of students being allowed to pass through a University by merely passing examinations without attending the lectures of the professors?—I would not discourage any young man who wishes to take a degree, but I think it a great pity that any young man should go through his course without having the opportunity of attending the lectures of professors appointed by the University. If a young man had prepared himself at home with the help of his father, and was able to pass his examination, I would not reject him.

516. *Professor Sale.*] Although you would not exclude people from graduating in that way, still you think it desirable that in all cases they should attend a systematic course of lectures?—Yes.

517. *Professor Ulrich.*] Would you favour us with your opinion as to the desirability of establishing technical schools in New Zealand, such as schools of mines, agricultural schools, schools for engineers, and so forth?—It is very desirable generally that such schools should be established, I think; but at the present time, in a new country, with limited funds, it is not, in my opinion, the first duty of the Government to provide special instruction.

518. Would you limit an agricultural school to a special agricultural district, and a mining school to one mining district?—I think that at the Thames, for instance, it would be a good thing to have a mining school for young men. Whilst I do not think the Government is called upon to provide special instruction, I am of opinion that it should carry on a young man to the higher branches of a general education.

519. *Dr. Hector.*] You told us that in the case of secondary schools you thought education in them should be provided free?—Yes.

520. And you think that assistance from the Government should cease where the education becomes special?—Yes.

521. Where would you draw the line between secondary education and education leading towards a degree? How far would the degree of B.A. be looked upon as special professional education, in which case it would not be fair to charge it against the State?—I do not consider any of the subjects for an ordinary B.A. degree special.

522. Should this support, which the State would give towards secondary education, be direct, as in the case of primary schools, or should it be by exhibitions and endowed scholarships?—I think by both.

523. And in case of scholarships being given towards a B.A. degree, do you think it would be undesirable that similar scholarships should be given towards a degree of any other nature than a B.A., provided it was supplied by the University? Should a person who is going to take a legal or a medical degree, for instance, receive a scholarship?—It appears to me that, if a man is going to prepare specially for the medical profession afterwards, still the same standard should be required of him up to a certain stage in his preparation as in the case of candidates for a B.A. degree.

524. A kind of limited arts degree?—Yes.

525. And it is up to that point that you would give State assistance?—Yes.

526. But not up to the full degree of B.A.?—I think help should be given to all who wish to qualify themselves for the ordinary degree of B.A. Of the subjects required for that degree, I do not call any special. If a man afterwards prepares himself for the law or for the army, I should consider that preparation special. But all those who are able to qualify themselves to take the ordinary B.A. degree should, I think, receive State help for that purpose.

527. Are you acquainted with the system of polytechnic schools for teaching science to those who are not undergoing a University course?—I do not know much about them.

528. Do you think it would be desirable to establish such teaching machinery in this colony for giving higher education to those who are not in any way connected with the University, and who are engaged in employments during part of their time?—It is difficult to say beyond what point the instruction becomes special. I think the general education should be provided by the Government as far as possible. Anything special, in the present state of the colony, must be provided by the people themselves.

529. Without any endowments?—I do not consider that you are now asking me what should be done if we had unlimited money, but, in our present circumstances, and with our limited means, how it would be best to expend that money; and I think that what we have first to do is to provide general education for all our people, and encourage as many as we can to take their B.A. degree; but when they embark upon a special department of study, however desirable it might be to help them, I do not consider there is a primary claim upon the Government. At the Thames, for instance, special instruction might be required for young miners: that would be a necessary part of their education; but, as it would be given in their youth, such special teaching would be only elementary.

530. *Professor Cook.*] With reference to these classes of which Dr. Hector was speaking, I think you also mentioned something about evening classes. Do you know of the existence of any evening classes in Auckland for the promotion of either secondary or higher education?—I believe there were such classes. They were not at all successful at first, I believe, and have been abandoned. I think there are one or two such classes now, but not very well attended.

531. For secondary education?—Yes, I think so.

532. Do you think they are getting on better lately?—Yes, but I have not inquired lately.

533. Where are they held?—One of them is held in the City East School, I think, and is conducted by Mr. Worthington.

534. *The Chairman.*] Is there anything of the kind in connection with the Parnell school?—No.

535. Have you been at any time a member of the Council or Senate of the University of New Zealand?—No.

The Rev. ROBERT BURROWS was sworn and examined.

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536. *The Chairman.*] The Bishop of Auckland, who has just been under examination, has referred us to you, Mr. Burrows, for information with regard to St. Stephen's School, St. John's College, and the Parnell Grammar School; and I propose to examine you first with regard to the St. Stephen's institution. You were a witness, I think, before a Commission which sat in Auckland with respect to religious and educational trusts some ten years ago?—Yes, with Sir William Martin; we were examined together.

537. Has there been any material change in the condition of the St. Stephen's institution since that time?—Since then we have obtained power from the Government to lease for sixty years on building leases, and we have let some forty acres of the estate on building leases. We could not lease until we got an Act to enable us to lease for a longer term than twenty-one years, and since then we have been leasing. We leased a certain quantity, and we are simply waiting until the buildings are put up, so as to add value to the other portions, when we shall try to lease more, and so in time get the whole of the estate leased.

538. Do you recollect in what year the Act was passed enabling you to grant these extended leases?—About six years ago, I think; but I do not know exactly.

539. What is the amount of rental arising from these building leases?—£171 6s. is the annual rental at present for about forty acres.

540. What is proposed to be done with the remainder?—To lease it in the same way. We leased these by auction. We think it will be preferable to wait a little while until the buildings are up on the allotments already leased, so that the other portion will lease on much better terms.

541. And what proportion do you propose to keep reserved for the institution?—We have reserved five acres for the Native institution, and five acres for the Orphan Home.

542. *Rev. W. J. Habens.*] Does the Orphan Home stand upon the five acres reserved?—Yes.

543. *Professor Cook.*] And it holds the land at a nominal rent?—Yes.

544. For a period of twenty-one years, which expires in 1885, I think?—I think so.

545. Is it contemplated that the Orphan Home should still remain there after that date?—Yes. We look upon it as part of the whole establishment, and, as a proof of that, after we have supplied the necessary funds out of the revenue for keeping the buildings and fences of St. Stephen's in repair, the surplus is equally divided between the Native school and the Orphan Home.

546. That is new since 1869?—Yes.

547. Because it was then stated that the Orphan Home was supported by private subscription?—Since then an application was made by the Orphan Home Board, and it was recommended by the General Synod, under whose direction we act as trustees. That is the state of the case at present. The balance is equally divided after St. Stephen's School buildings are kept in repair, and £40 has been paid to the master of St. Stephen's School. The Government give the master a salary of £100 a year, and we give him £40 out of the estate, making his salary £140 a year.

548. How many pupils are under his charge?—Fifty-three. He returned forty-seven in his report yesterday, but six of last year's pupils came in last night, so that we have now fifty-three, and expect about five or six more.

549. Are the pupils Natives?—Natives and half-castes. All, I think, sent by the Government.

550. They are distinct from the children in the Orphan Home?—Quite distinct.

551. *Professor Shand.*] What sums have been paid over to the Orphan Home by the trust?—About £40 or £50 a year; but this has only been going on for about two years. It is only recently we have had any funds at all; for many years the estate brought in nothing.

552. *The Chairman.*] Does the Government contribute anything towards the support of the Orphan Home?—I think not. The Provincial Government did. For any orphans they sent they gave at the rate of £10 a year.

553. Are the Natives at St. Stephen's taught in English?—Yes; the masters do not know Maori at all. That is one of the conditions. The Government give a capitation allowance on all the boys they send.

554. And they merely contribute the £100 for the master's salary?—Yes, and the capitation allowance of £18 per head for each pupil they send, or who is admitted on the authority of the Government. We have some ten or a dozen supported by private funds.

555. What proportion of these fifty-three are sent by the Government?—Fully forty of them.

556. And you get £18 for each?—Yes.

557. *Professor Cook.*] That, I suppose, is for their board and residence?—Yes; it just meets the expenses of the board, and nothing more.

558. *The Chairman.*] Would you name the trustees of the St. Stephen's institution?—They are a general trust. The Bishop is the chairman, I am one, Mr. Pierce is a third, Mr. Cochrane a fourth, Mr. Jackson at Onehunga a fifth, Mr. Mitford six, and Mr. Hill. Colonel Haultain is not one; he was formerly, but now there is a general Trust Board, including not only St. Stephen's but a number of other trusts.

559. And does the legal estate vest in these trustees?—I think the whole of the trustees hold the estate, but I fancy that by the Act they can transfer their trusteeship to others.

560. Who were the old trustees?—Sir William Martin, Colonel Haultain, the Rev. Mr. Chapman, myself, and another. They were the trustees of 1867.

561. *Professor Cook.*] Those five trustees still hold the legal estate?—Yes. I do not think the estate has been transferred legally.

562. *The Chairman.*] How many pupils could you accommodate at St. Stephen's?—One hundred now. We have just received £250 from the Government to build a new schoolroom, which is now finished, so that we have much more room. The former schoolroom we have turned into a dining-room, and what was before a dining-room we have for dormitories.

563. *Dr. Hector.*] The £250 came from the Native Department?—Yes.

564. *Professor Cook.*] All the pupils board and lodge on the premises?—Yes, and they are all

Rev. E. Burrows. bedded, and all their school material is found, also a part of the clothing. We get the parents to clothe them whenever we can, but in many cases they do not do it, and we are obliged to keep them as well as we can. I have a copy of the last report drawn up by the first master, which I can read if the Commission desire it. (Report read. See Appendix IX. c).
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565. *The Chairman.*] What steps are taken in order to teach the pupils trades, or what trades are they learning at present?—It is a most difficult thing. I have managed to apprentice two of the boys to a carpenter who lives in the vicinity; and the Government have called away several lads, sons of chiefs. There is one now at Oamaru employed in the Telegraph Office. There were two in Wellington in the Government offices, but one of them died not long ago.

566. At present I understand you are only teaching two boys trades?—Only two in connection with the institution. Those two boys earn their own board, but we give them their lodgings. They still remain with us, but they are no expense to the institution. I am referring to the two boys who are apprenticed to the carpenter. Our difficulty is that we do not know what to do with the boys when they grow up. They get so attached to the school that they would stay there, I believe, until they were old men. At the last breaking up of the school, before Christmas, I had to tell six of the bearded young men that we could not have them back again. We did not know what to do with them, and they did not show any extraordinary talent. I think the best thing to do would be to put them to work on their own land: all of them were sons of influential Natives, with abundance of land. I have over and over again pressed upon the Government the question of what to do with these youths. They have no wish to go back to their native homes.

567. I was under the impression that you had trained up some in printing offices?—We had a printing office, but there was only one Native who could be taught, and there is a half-caste employed in Napier now who was taught printing at St. Stephen's. Some two or three applied themselves to the occupation, but their health failed them, and it was quite evident that it was an occupation which did not suit their constitution.

568. At present there are none learning the trade of printing?—No.

569. *Dr. Hector.*] Do you think, looking to their future prospects, that placing them in the institution was mischievous rather than beneficial?—It leads to this: that there is a difficulty to know how to keep up the positions they have gained. They learn European habits, and it becomes a serious difficulty to decide what to do with them.

570. It unfits them to return to Maori life, and there is no other outlet for them?—Yes. Although they may go back to their own people you see a difference. They do drop into Maori habits again to some extent, but any stranger can see at once that they have had a different training from what they would have received in a Maori settlement. There is a great desire at the present time on the part of Maori parents to get their children educated, especially to be taught English.

571. *The Chairman.*] Are any of these pupils trained up for holy orders?—We have not had any from amongst the boys at St. Stephen's School yet, but I have my eye upon two or three who, I hope, may be of use to us in that way. Up to the present time we have not taken one direct from the school for that purpose.

572. *Dr. Hector.*] Have you ever thought of anything that could be done for them after they leave the school?—I have always thought it would be a good plan if something like a model farm could be laid out, to which these boys might go at a certain age. They would then have more industrial training than we can give them, and their education might still be carried on to some extent. But the parents generally have a great objection to their sons being worked too much. Most of the boys who are sent to St. Stephen's School are sons of influential men—chiefs and others—and when it comes to a question of planting potatoes, for instance, they say, "They can plant potatoes with us. We do not send them to school to do that; we send them to school to learn."

573. *The Chairman.*] I think, under the trust, you are expected to provide education not only for members of the Native race, but also for Europeans. Has anything been done at the institution with regard to giving Europeans education?—We have two or three destitute boys in the school, and it is open for day pupils. Besides these we have some ten or twelve pupils from the neighbours around. The parents make application, and we always receive the boys.

574. Do you teach them gratuitously?—Yes.

575. Along with the Maoris?—Yes.

576. *Rev. W. J. Habens.*] Have the trustees found the terms of the trust sufficiently explicit for their guidance?—I do not think any difficulty has arisen.

577. Is it your opinion that the conditions of the trust are being duly fulfilled?—I think so, as far as we can possibly do it.

578. Do you think that, having regard to the probable selling value of land, the present income by way of rental is as much as ought to be expected from the estate?—It is not what could be obtained if the estate were sold and the money invested, nor a quarter, I suppose, because the property would doubtless realise a very large sum if it could be sold.

579. Would you think it a wise thing to turn that property into money and devote the proceeds to the same purpose in another form?—I certainly should advocate it very strongly if I thought it could be done.

580. And do you think that the objects contemplated by the trust are such as to make it desirable that the income should be made as large as possible?—I think so.

581. You think they are all worthy objects?—All worthy objects, I should say. I think that the terms of the trust if carried out would be a public benefit, and the more the trustees had to spend, if it were spent in terms of the trust, the more good would be done.

582. Do you think that any change in our relations with the Natives, or in the condition of the country, since the date of the grants, has in any way rendered these objects less necessary than they were?—There have been some very considerable gifts from the Natives themselves for educational purposes, and, although the education of the Natives now is of as much importance as ever it was, yet there are

not so many to be educated, and there are other lands coming in for that purpose; so that I should say *Rev. R. Burrows.* that in the course of years there would be a very large income for the education of the Natives.

583. *Professor Cook.*] You mean apart from St. Stephen's?—Yes, at present lying idle. There *Feb. 11, 1879.* are no fewer than three estates up in the Waikato which are bringing in very little at the present time, but which twenty years hence may be valuable properties.

584. You said, I think, that you had not done very much in the way of carrying out industrial education at St. Stephen's?—We were doing more in Sir Donald McLean's time; but some of the chiefs complained of their sons being too much worked, and Sir Donald came to the institution and said he thought we should be carrying out the terms of the trust, with regard to industrial training, if we simply made the boys look after their own bedrooms and keep the place clean outside, and used them as stewards and cooks. Sir Donald said he himself would be quite satisfied with that as the industrial training.

585. It has not been only from want of funds that that portion of the trust has not been fully developed?—I did not gain anything by it; I lost considerably by trying to grow anything on the land; it is so very poor. The very year when Sir Donald came to me about it and wished that the boys should not be worked so much in planting potatoes, I gave £10 a ton for the seed, had to put in a quantity of bonedust, and had a very bad crop; so that I really lost by the industrial training for that year.

586. *The Chairman.*] The Commission would like you to state what you know of the land that has been set apart for educational purposes in the Waikato?—There are three blocks. The one nearest the Heads is Kohanga, consisting of about 470 acres, given by the Natives to the Government, and it was conveyed by Sir George Grey to the Bishop in trust for educational purposes.

587. It was a gift from the Natives?—Yes. It is on the left bank of the Waikato.

588. Do you recollect what the trusts were when it was conveyed to the Church?—The ordinary trusts which Sir George Grey had inserted in all these grants.

589. *Professor Cook.*] Is the trust the same as St. Stephen's?—Just the same.

590. *The Chairman.*] What is being done with this Kohanga property at present?—Nothing is being done with it; it is lying entirely waste. Dr. Maunsell, before the war, carried on a very prosperous school there, which however was broken up when the Native disturbance occurred, and the buildings have not been occupied since. I am now under an engagement, with a person who has made an offer for it, to go with him to see what state it is in before anything is decided. But at present it yields no revenue at all, and all that has been offered by the person I have referred to has been to lease it for twenty-one years, seven years at £5 per annum, seven years at £10, and seven years at £20. It is very poor land and in a very poor district. It is below Mercer, and there is no encouragement for persons to settle there.

591. Are the buildings of any value?—Scarcely any. There is a church there, but that is all.

592. *Professor Shand.*] Could the land be sold if there was power to sell it?—You could, no doubt, sell for a certain sum. I suppose it would fetch about 10s. an acre. It is a wretched district.

593. *Professor Cook.*] You do not think it would fetch from £2 to £3 an acre?—No, I do not.

594. *The Chairman.*] What is the next reserve?—The next is Hopuhopu, which is situated on the right bank of the Waikato, about five miles below Newcastle, and contains about 1,385 acres. Mr. Ashwell is living there. It is about midway between the Taupiri Mountain and Newcastle. Nothing has been done with it, except that Mr. Ashwell has a lease of about five acres, with five or six years to run. All the rest is lying waste. I was up there some time ago, and met four or five individuals who had offered for separate portions, and when I returned I recommended that none of their offers should be entertained.

595. Was this endowment a gift from the Natives?—Yes.

596. *Rev. W. J. Habens.*] Do you see any prospect of its being made available for its original purpose?—I think so, in time; but we must wait until the lands around are taken up. It is poor land, and people are now looking above the junction for land, knowing that that is where good land is to be found. The estate is a very poor one indeed.

597. *The Chairman.*] What is the other endowment?—The other endowment is further up—at the far end of the confiscated boundary: in fact, one boundary of it is the confiscated boundary. It is called Puniu, and is situated between Te Awamutu and Alexandra, but further in the interior. It contains 870 acres. Otawahao is the name of the district, but the proper name of the estate is Puniu.

598. Is that where the Rev. Mr. Morgan used to reside?—No; Mr. Morgan lived at our mission station, Te Awamutu. Puniu has been leased for twenty-one years, eight years at a nominal rent, and since the expiration of that term, about two years ago, £100 a year has been paid for it. It was leased in its rough state, and it is now in a good condition, and is producing £100 a year. Some of it is very good land, and other portions very broken.

599. To what purpose is that £100 devoted?—Only recently the Board has voted £7 a year each for eight Native boys, who have been sent from the King country by Mr. Sheehan or Sir George Grey. The Government give a capitation allowance to the Board of £18, which makes £25 for each lad. They are nearly grown-up men, and I complained that £18 a year would not feed such men and find all that was necessary for them—school material and bedding, and, in fact, clothing—for, coming from the King country, they brought no clothing with them, and their friends did not supply any.

600. Is the whole of the £100 devoted to providing for these Native youths?—At the present time only £56 of it. On my recommendation the rent was confined to the Natives from that district. We thought it was better, so that in time to come we could show to the Natives themselves or to the Government that we were really using those rents for Native boys from that locality: because the land was originally given with the expectation that buildings would be erected upon it, and an industrial school established.

601. I understand that the whole of the £100 is devoted to educational purposes?—It will be. We have now two or three more Native boys, each one of whom will require £7, so that the whole sum will be pretty well swallowed up this year.

- Rev. R. Burrows.* 602. *Rev. W. J. Habens.*] The balance of the £100, I suppose, is reserved for such purpose?—
Just so.
- Feb. 11, 1879. 603. *The Chairman.*] Is there any other property held by the Church of England on the same terms and conditions as those three parcels of land you have mentioned?—There is a place called Pepepe on the left bank of the river opposite to Hopuhopu. The area is 133 acres. There has been nothing done with that either.
604. Are there properties held by the Church Missionary Society outside the Church of England?—The Church Missionary Society holds in New Zealand through trustees appointed by themselves in the same way that they hold properties in other countries—that is, for the general purposes of the Mission. Two pieces, of which Otawhao is one, are held by the trustees of the Society for school purposes under grant from the Crown. Sir George Grey got his clause inserted as in other school reserves, although 100 acres of the Otawhao land were purchased by the Society, and used for years as a mission station, just as we purchased all the rest of our land many years ago; but the late King Potatau added 70 acres for educational purposes, and Sir George Grey, in issuing the grant, applied his clause to the 100 acres as well as to the 70, so that it is not exactly independent of the Government: that is to say, we cannot do as we can with our other properties—sell or exchange them, the same as a private individual may. At the same time we purchased the first 100 acres with our own means, and had a mission station there for some fifteen years before the 70 acres were given.
605. *Rev. W. J. Habens.*] Is that the 175 acres granted to Archdeacon Williams and others for a mission station and like purposes at Otawhao?—Yes.
606. *Professor Cook.*] And the 318 acres at Rotorua—is that the same?—Just the same. That was a direct purchase, but it was before I came into office. Sir George Grey would have dealt with some of the other properties of the Society in the same way, but Crown grants on those conditions were refused.
607. *Rev. W. J. Habens.*] Do you allude to the property at Te Ngae?—Yes.
608. Is it of any service now?—It is leased for twenty-one years at a rental which begins at about £12 and ends at £60. We have several Native boys from Rotorua—Arawas—and the proceeds when received will be applied for the benefit of those boys. We have taken some trouble lately to explain to the Natives the way in which we are using any rents, and they seem not only satisfied but very much pleased.
609. *The Chairman.*] I understand generally that none of the proceeds from these endowments are expended in maintaining clergymen?—None.
610. *Professor Cook.*] There is another property on the list—280 acres at Kohanga?—It appears that we have a separate piece, I suppose adjoining the 400 acres, of 280 acres.
611. Would that be a gift from the Natives?—I think so. Nothing has been done with it.
612. *The Chairman.*] I do not know whether we have anything to do with the Kohimarama property, but, as a matter of inquiry, perhaps you will tell us under what trust that property is held?—I am quite ignorant of that; but I believe it is under the Melanesian Trust. I think it was a private purchase for that trust.
613. What is your connection with St. John's College?—I am one of the governors of the College. The trustees and the governors are two distinct bodies. There is a Board of Trustees to manage the estate, and the Board of Governors simply manage the money from the estate by appointing scholars, and carrying on the educational part.
614. Was the property held by St. John's College an endowment?—No, it was purchased. I do not think there was a single endowment from the Government. The land was all purchased, I believe, by the late Bishop of Lichfield.
615. In that case all we can ask you about is as to the position of the College as an affiliated institution?—We have at our disposal between £700 and £800, given to us by the trustees of St. John's College estate, which we devote to scholarships. We have founded eight scholarships of £60 a year each, and we have four scholars at the Church of England Grammar School holding exhibitions of £10 a year each. That amounts to £520. Then we have the Master to pay, who receives, I think, £266 a year. At all events, we find it just as much as we can do to get along with the £750.
616. Is that all the Master gets as salary?—He is supposed to get something from the pupils. He gets the whole of the £60 for their board. He receives £266 a year, and has the privilege of boarding the pupils at £60.
617. *Professor Cook.*] There are seven there?—Yes, and there is one to come, which will make eight.
618. *Rev. W. J. Habens.*] Are any of them undergraduates of the University of New Zealand?—I think one or two of them are. I know Davis is intending to go up for a degree, and I fancy one or two of the others are.
619. *The Chairman.*] With regard to the conduct and management of the College, would you suggest that we should examine the headmaster to ascertain precisely the form of education?—We have no headmaster at St. John's. Dr. Kinder is the master; he has no assistant. I should think it would be very well to examine him, and also Mr. Adams, of the Grammar School. I brought copies of the papers upon which both St. John's College and the Grammar School have been examined, and I can leave them with the Commission. The Rev. Mr. Nelson was the examiner in both cases.
620. *Professor Shand.*] What remuneration was paid to the examiner?—£10 for the Grammar School, and £5 for the College.
621. *Rev. W. J. Habens.*] What are the objects aimed at by the two institutions?—The object of St. John's College is to afford theological training for the ministry, and the Grammar School is a general school, the same as the Auckland Grammar School.
622. Are these institutions, in your judgment, accomplishing the purposes for which they were founded—fairly realizing their aims?—I think the Grammar School is, certainly. As one of the governors of St. John's College, my individual impression is that it might be improved.
623. *Professor Cook.*] Improved in what way?—I should make it more general, with the view

of making it a larger establishment. I think it should be put on a better footing, and be made a sort of general institution for boys, for instance, to be drafted from the Grammar School. *Rev. R. Burrows.*

624. *Dr. Wallis.*] Is anything else taught at the College besides theology?—Oh, yes; the languages are taught, and mathematics. *Feb. 11, 1879.*

625. *Professor Cook.*] It is not necessarily confined to theological students, or even to scholars?—No; our endowments are chiefly for theological scholars. If we can get them, they must take the first place. We have two or three students at the College now who have not in any way pledged themselves to be theological students or go into the ministry. If we should get sufficient theological students whom we might think it desirable to encourage to enter the ministry the others would have to give way to them, because the endowments were given specially for theological training.

626. They would have to resign their scholarships to make way for the others?—Yes; it has been done in two or three cases.

627. *The Chairman.*] By whom is the governing body appointed?—By the General Synod. Each member is appointed by one of the Bishops—I, for instance, represent the Bishop of Wellington—but the appointments are made under the direction and by resolution of the General Synod, which decides that each Bishop shall appoint a governor.

628. Each Bishop in the colony appoints a governor?—Yes.

629. And do those persons compose the whole body?—Yes.

630. *Professor Shand.*] Are they governors of the Grammar School as well as of the College?—Yes; there is the same governing body for both institutions.

631. *The Chairman.*] When they are appointed, what term of office is assigned to them?—There is no fixed time for them to remain as governors. They are obliged to resign if required. They can resign at any time, or be requested to do so by the Bishop who appointed them. If the Bishop who appointed me were to ask me to resign I should do so at once.

632. The governors, I presume, appoint the headmaster of the Grammar School. By whom are the other masters appointed?—The governors appoint the headmaster, who appoints the second and third masters.

633. *Professor Cook.*] Has he the power of dismissing them, too?—Yes; the governors have nothing to do with the second and third masters.

634. *The Chairman.*] By whom is the curriculum of education prescribed?—That is left pretty well to the headmaster, but he is under correction at any time.

635. *Professor Cook.*] And the same at St. John's College?—Yes. The governors consider themselves at liberty to direct what kind of education should be given.

636. *The Chairman.*] I presume whatever is done by the headmaster is subject to the approval of the governors?—Quite so. He gives a half-yearly report to the governors, and they are at liberty to make any suggestions they think proper.

637. As far as you know, is the power of keeping up discipline in the school vested solely in the headmaster?—I suppose it is. Any complaints will come before the governors, and they will, if necessary, remonstrate with the headmaster and request him to make any alterations they think desirable. He is quite amenable to the governors.

638. Do you think that the present curriculum at the Parnell Grammar School is a satisfactory one?—As an individual member of the governing body I should like to see a little more commercial training and a little less of classics.

639. Is the Parnell Grammar School freely open to all children whose parents wish to send them there and who belong to the Church of England?—Yes, or who belong to any Church. It is quite open.

640. I thought, under the terms of the trust, you were restricted to taking pupils belonging to the Church of England?—No, I think not. I am quite sure there are scholars there whose parents do not profess to belong to the Church of England.

641. *Rev. W. J. Habens.*] With regard to the social position of the parents, have you been able to form any opinion as to the classes who use the school?—They are generally of the middle, and perhaps what we may term the higher, class. There are also some boys who are sons of mechanics. No boy is excluded on the ground that the social position of his parents may not be on a par with that of the others. The school is freely open not only to all classes but to all denominations.

642. *The Chairman.*] What salaries are given to the masters at the Grammar School?—Mr. Adams gave his second master, Mr. Bates, £100 a year as a morning teacher.

643. What does Mr. Adams get?—Whatever he receives from the pupils; he gets no salary from the governors.

644. *Rev. W. J. Habens.*] He receives all the fees and pays all the masters?—Yes.

645. Have you any means of knowing whether the remuneration to the masters is adequate?—I do not think that we have—except that they stay.

646. *Dr. Hector.*] It is purely a private school, is it not?—As far as the maintenance of the school is concerned we have no endowment whatever, except the four exhibitions. Of course we pay Mr. Adams £10 a year for each of the four boys.

647. *The Chairman.*] But, beyond that, does the Church of England body contribute nothing towards the maintenance and support of the school?—Nothing.

648. Mr. Adams, I understand, has 78 pupils. He receives £10 a year for each pupil, and has to carry on the whole school with the fees and pay two masters?—Yes.

649. *Professor Shand.*] He pays no rent for the school buildings?—No; he has to pay rent for his own house.

650. And does he maintain the school buildings in repair?—No; we do that. We have a small endowment with which we are just able to keep the buildings in repair.

651. *The Chairman.*] In the event of a vacancy occurring in the position of assistant teacher, is any difficulty found in filling it up?—Mr. Adams has just now found considerable difficulty. Mr. Bates resigned on account of ill-health, and there has been some difficulty in obtaining an eligible successor.

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652. On the whole, does the remuneration given to the masters at the Parnell Grammar School fall very far below that given in the Auckland College and Grammar School?—I fancy it has not been so much. But I do not know what Mr. Adams is giving now. I am not quite sure whether Mr. Bates as second master received £100 or £150, but I do not think it was more than £150.

653. With regard to the annual examination, who appoints the examiners?—The governors.

654. *Rev. W. J. Habens.*] Do you know if there has been any matriculation examination at St. John's College?—I think there have been one or two.

655. In that case I understand the governing body would appoint the examiners?—Yes. I do not know what the law of the University is now. St. John's College is affiliated to the University.

656. *The Chairman.*] Do you think it would be advisable that there should be an inspector for the secondary schools, just as there is for the primary schools?—I think it would be a very good thing.

657. Do you think the appointment of such an inspector ought to devolve upon the Government or upon the University of New Zealand as an examining body?—I should think the University would be best. I have more confidence in the University than in the Government.

658. *Dr. Wallis.*] In what respect would the appointment of such an inspector be advantageous?—I think it would help to keep the schools up to the mark.

659. But do you not think that the money required for an inspector would be far more usefully employed if devoted to the schools?—It would depend upon circumstances. I do not think you could tell until you had tried the experiment.

660. You are in favour of such a trial being made?—I think so. I think the more our educational establishments are open to the public, so that they may really know what is going on there, the better.

661. *The Chairman.*] As far as you know, have St. John's College and the Church of England School at Parnell derived any advantage from being affiliated to the University of New Zealand?—There has scarcely been time yet, I think. It has given a sort of impetus to the two establishments; I think they have been looking up rather. Perhaps the Master of the College has taken more interest in his pupils, knowing that they were likely to come more before the public than previously; and I think, also, that Mr. Adams himself is desirous that the Grammar School should have a position, and be known in connection with the University.

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The Rev. THOMAS BUDDLE was sworn and examined.

662. *The Chairman.*] The Commission wish to obtain some information from you, Mr. Buddle, with regard to the endowments granted to the Wesleyan body at the Three Kings. Are the terms of the trust, as far as you know, being carried out in that institution?—I believe they are.

663. What is the position of the property? Is it let?—It was divided into small farms, and let by public competition.

664. Is the bulk of the estate being utilized in that way?—All but forty-five acres, on which the buildings are erected, and where we are now carrying on our operations.

665. What rental do you derive from the farms that are let?—£299, I believe, is the total amount.

666. How is that money expended by the Wesleyan body?—It is being expended in the support and education of Natives—Native teachers whom we are training in the institution.

667. How many Native pupils have you got?—We had eight last year.

668. And how many teachers have you for the Natives?—We combine with it a training institution for our young men for our ministry, and they assist me in conducting the work of teaching. The English students are supported entirely from other sources.

669. Are not the English students supported by the funds arising from the endowment?—Oh, no; not at all. I can show you exactly what our expenditure has been in connection with the institution. We have expended during the three years £3,163 14s. 2d. The total sum derived from the endowment was £1,111; the balance of about £2,000 we obtained from other sources. From the Wesley College, which is private property purchased by us for educational purposes, we get £125 a year, it being let at a rental. We get that sum towards the support of the English students, and we get £150 from the Auckland Wesleyan congregations. We also receive about £200 per annum from the funds of the Wesleyan Conference, and the students themselves contribute a portion of their expenses. In addition to the annual expenditure I have mentioned, a sum of £900 has been spent in putting the building in repair. Only £150 of that came from the rentals; £758 was supplied from other sources.

670. Within what period?—Within the last three years—since we opened the institution. We began in 1876.

671. What staff of masters have you got?—I am the Principal of the institution, and employ my time in teaching as well as in superintending the studies of both Natives and Europeans. We have Dr. Kidd as classical and mathematical tutor, and the English students assist in teaching the Natives the elements of an English education.

672. Has the institution at Three Kings derived any advantage from being affiliated to the University of New Zealand?—The Natives have not derived any particular advantage from it—not as yet.

673. I mean the institution itself. Did you receive any monetary aid?—Not a farthing. Our sources of income are what I have already told you—namely, the rentals from the land, the rent from the College building in Auckland, the sum of £150 a year from the Auckland Wesleyan congregations, a sum from the Wesleyan Conference funds, and contributions from the English students themselves.

674. But all the income arising from the endowments is devoted to educational purposes?—Yes, exclusively to Native education.

675. *Dr. Wallis.*] Is there a definite sum required from all the English students who attend?—No. Our Conference generally makes up the sum of £80. A sum of £80 a year being required, the

students contribute what they are able, and our Conference pays the balance. Some of the students have paid the whole of their expenses. *Rev. T. Buddle.*

676. *Professor Cook.*] Are these eight scholars the Native teachers you are training?—Yes; we are training them with the view of sending them out as teachers or ministers. We have sent out three, but one of them died. We have one engaged now at Hokianga, and we are sending out another this year. These young men are placed under the superintendence of an English missionary in a large district, and are to be located in the Native villages.

677. You have no boys or girls as scholars in the ordinary way?—No. We are intending to extend our operations that far by-and-by.

678. *Dr. Wallis.*] Does Dr. Kidd teach these eight Natives?—No.

679. Then they are not taught the rudiments either of classics or mathematics?—No; they are not sufficiently advanced. We get them from the Native *kainga*, and of course have to begin with them in elementary English.

680. *The Chairman.*] Do you get any contribution from the Government in aid of the institution?—No.

681. Not for these Native pupils?—No, not a farthing.

682. We have just had it in evidence that in the case of the Church of England school at St. Stephen's the Government gives a contribution of £18 a head. I understand you get nothing from the Government?—Nothing. At St. Stephen's they have a large school of boys. Our institution has been simply a normal training institution, and we have not asked for any help from the Government, but simply appropriated the rents from the land.

683. Who are the trustees of the Three Kings at present?—Captain James Stone, Auckland; Mr. Thomas Russell, solicitor; Mr. James Heron, Shortland; Mr. Frederick Lambert Prime, Auckland; Mr. John Edson, Auckland; Mr. William Griffith, Auckland; Mr. Edward Allen, Mount Albert; Mr. Joseph Liston Wilson, Auckland; Mr. John McEffer Shera, Auckland; Mr. Richard Hobbs, Auckland.

684. And the legal estate vests in them?—Yes.

685. Are there annual or half-yearly examinations held at the school?—Annual.

686. Is a report made to anybody?—The report is made to our Conference. I may say that since the institution was affiliated to the University we have had three non-resident matriculated students who passed the annual examination last year. They passed the matriculation examination last July. The papers have gone down to the Registrar.

687. *Dr. Hector.*] Was permission for non-attendance given by the Chancellor in respect of these non-resident students?—No; there was no special leave applied for. I did not know that it was necessary, and understood that it was provided for in the regulations.

688. *Professor Cook.*] Did they attend lectures?—They attended regularly on Dr. Kidd.

689. *Professor Sale.*] At the school?—No; they regulated their attendance, according to convenience, at Dr. Kidd's own residence.

690. *Professor Cook.*] Does your institution of the Three Kings regard that as sufficient attendance under the regulations?—Yes.

691. *Professor Sale.*] Is the payment to Dr. Kidd on that account made by you, or by the pupils themselves?—I make the payment from the funds of the institution.

692. *Professor Cook.*] Not from the funds arising from the endowments?—No; from the other funds.

693. *Professor Shand.*] Do you prescribe a minimum amount of attendance in this way, or do you leave it to the students themselves?—They are to attend Dr. Kidd twice a week for two hours each time.

694. You consider that sufficient?—Yes.

695. Have you sent up any students to the University examinations—I mean for degrees?—No. We have only been in existence three years, and we were only affiliated to the University twelve months ago.

696. *Rev. W. J. Habens.*] Can you describe the matriculation examination in the institution as to its standard and scope?—It embraced examination in classics, mathematics, English grammar, arithmetic, algebra, and history. The Latin paper was prepared by Dr. Maunsell; the Greek paper was prepared by Dr. Kidd, and also the mathematical papers.

697. Was there any minimum percentage of marks required for passing?—There was nothing fixed in the papers that Dr. Maunsell sent. They were returned to him, and he sent back a certificate to the effect that the students had passed. There were no marks fixed in the papers he furnished.

698. *Professor Shand.*] Have you got copies of these papers?—No; I sent them on to the Registrar.

699. The matriculation papers?—No, the papers for the annual examination. I did not send the matriculation papers, which I have and can furnish.

700. *The Chairman.*] Under the terms of the trust you are either required or allowed to carry on industrial training: has anything been done in that branch?—We have no industrial training—nothing beyond our agricultural operations. We employ the Natives every afternoon from two o'clock until five in gardening and farming. We have a small farm, grow our own mutton, keep our own cows, make our own milk and butter, and grow our own vegetables.

701. But I understand that there is no attempt made to teach special trades?—No. I do not know whether you are aware that the first grants received were made to us for the special purpose of such an institution. We had not the slightest idea, when we began, of going beyond the objects of a training institution for teachers. The first grant of 192 acres, which we received in Governor Fitzroy's time, was for a Wesleyan training institution for training Native clergymen and teachers. You will find those grants all referred to in the Blue Books of 1869, when some evidence was given before a Commission.

702. *Rev. W. J. Habens.*] I believe you had five grants. There are only four set forth in the Blue Book, and I think the original grant is the missing one; it is not printed with the others?—It may not be printed.

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703. *Professor Cook.*] Can you give us a copy of the purposes of that grant?—Yes; the terms of the grant are these: “Whereas it is desirable that a portion of ground should be set apart in the vicinity of Auckland, to be used for the purposes of a Wesleyan institution, and that the same should be vested in the Superintendent of the Wesleyan Mission in the said territory for the time being: Now know ye that we, of our special grace, &c., do hereby grant unto the Rev. Walter Lawry, Superintendent of the Wesleyan Mission, &c. [Here follows the description of the boundaries, &c., comprising 192 acres 3 roods 12 perches.] In trust for the general purposes of the aforesaid Wesleyan Native Institution: to hold unto the said Walter Lawry, Superintendent of the Wesleyan Mission, and his successors for ever.”

704. *Rev. W. J. Habens.*] And how would the Wesleyan body itself define a Native institution?—It was a Native training institution for preparing Natives for teaching and ministerial work. I cannot tell why it has been thus described in the deed—only that the land was granted to us for this special work.

705. By a training institution do you mean an institution for training ministers?—Yes, for training Native ministers for our Native work, not for the European work. I commenced it. I came down to Auckland from the Waikato in 1844 and brought with me about twenty Native young men, who had been engaged as Native teachers in our work in the country, in order to train them for further usefulness. We collected money from the public in Auckland, and erected buildings in Grafton Road for that object, and there I carried on the institution for a few years. When Governor Grey came he saw what we were doing. He visited the institution, and said to me, “You are doing a good work. I think you might extend it. If you are willing to take in connection with your training school a Native school, I will make further grants;” and hence the grants that Governor Grey made to us.

706. *Dr. Wallis.*] Then the original intention of the trust was purely for a religious purpose?—Purely so. The fact is, we had no idea of any general school when we began the Native institution.

707. And the industrial tuition was tacked on by Governor Grey?—Yes.

708. *Rev. W. J. Habens.*] Is the present Three Kings Institution upon the site of the first grant from Governor Fitzroy?—Yes, it is a part of it. That grant included 192 acres: we are occupying forty-five acres; the rest is leased.

709. And has it been found practicable of late years to comply with the terms of the trust in the case of the other four grants?—We consider that we are complying with the terms of the trust now as far as we are able; for you should also be informed that in accepting these grants there was sent to us a memorandum from Governor Grey, a copy of which I have here. It is as follows:—

“SIR,—

“Auckland, New Zealand, May 13, 1853.

It having become necessary for me to recommend for the sanction of her Majesty's Government the mode in which I propose that the public funds reserved in this country for Native purposes should be applied, I have the honour to state that I am prepared to recommend that the sum of £1,600 per annum should be placed at the disposal of the Wesleyan Church in New Zealand for educational purposes in the two northern provinces, and the sum of £700 per annum for the southern provinces of New Zealand, and for the support of schools in connection with that Church which are already established, or may be hereafter established, in these islands: provided these funds are applied in conformity with the principles stated in the enclosed memorandum. When you have fully considered the plan thus proposed I should feel obliged by your informing me if it meets with your approval, and if the body which you represent are willing to accept the proposed annual grant on those terms.

“The Rev. Walter Lawry,

“I have, &c.,

“Superintendent of Wesleyan Missions in New Zealand, &c.”

“G. GREY.

“*Memorandum.*—1. New Zealand shall be divided into convenient districts for educational purposes connected with the Wesleyan Church. 2. All schools in such districts which receive any portion of the Government grant shall be conducted, as heretofore, upon the principle of a religious education, industrial training, and instruction in the English language forming a necessary part of the system pursued in such schools. 3. The schools which are aided from the Government grant may be of three kinds—first, colleges; second, central schools; third, primary schools. Each educational district shall have at least one central school, which is to be made in as far as possible the means of multiplying primary schools in that district which shall be regarded as being connected with the central school to which they belong: 4. So, generally, allowing that the most promising scholars from the primary schools shall have the option afforded them of being received into the central school with which they are connected. 5. In this manner the most promising scholars in the central schools will be eligible for election as pupils into the college of the district in which they are situated, when it is hoped that ultimately it may be found practicable to qualify Native teachers for the ministry. 6. Maori or half-caste children, or the children of inhabitants of islands in the Pacific Ocean, as well as orphans or destitute children of European parents, are to be eligible for admission into any schools which may be supported from the Government grant, upon such conditions as may in the case of each school be determined by the Auckland District Meeting. 7. Any grants of land for the support of schools will be made upon the usual trusts to the Superintendent of the Wesleyan Missions in New Zealand. 8. The annual grant given by the Government shall be applicable to the three following purposes, in such proportions as the Auckland District Meeting may determine:—First. To the support of existing schools, and the establishment of new schools. Second. To provide the means of educating in the colleges, or in the central schools, scholars to be trained as teachers, who, in addition to the other duties allotted to them, shall teach in the primary schools. The total number of scholars to be educated as above shall, as soon as practicable, be made up to twenty, and shall, if possible, be maintained at least at that number. Third. To provide for the payment of sums (which, it is proposed, should not for the present exceed £10 per annum) in part payment of the salaries of accredited teachers who shall have passed an examination before, and have received a certificate from, the Auckland District Meeting, or such persons as they may appoint. 9. It is proposed that, as soon as practicable, at least twenty teachers in primary schools shall each receive this annual allowance of £10. 10. The funds appropriated to the purposes of schools supported from the Government grant shall be administered by the

Auckland District Meeting. 11. An annual report of the state of the schools, and of the mode in which the annual grant has been distributed, is to be furnished to the Governor by the Auckland District Meeting.

Rev. T. Buddle.

G. GREY.

Feb. 11, 1879.

"May 13th, 1853."

710. I understand that that refers to grants of money. The immediate question was about these grants of land, and the trusts to which they are confined, and which seem to be for the education of children?—It says "any grants of land for the support of schools," which includes both lands and money. The words are, "Any grants of land for the support of schools will be made upon the usual trusts to the Superintendent of the Wesleyan Missions in New Zealand."

711. To what extent does that document identify the purpose to which the land is devoted with the purpose to which certain annual grants of money are devoted?—I consider that we received the land and the money for the same object, and we have used both for the one simple object of carrying on, so far as we have been able, Native education. We have never employed the funds for any other purpose. I was connected with all these arrangements originally, and furnished annual accounts. I have copies to this date of accounts stretching from 1847 up to 1860 and 1870—annual reports and accounts furnished to the Government, all of which you will find in the Blue Books year after year. Before the school was broken up by the war, we had an annual inspection by inspectors appointed by the Government, whose reports can also be found in the Blue Books. Mr. Carleton was one, and Mr. Taylor also acted for several years.

712. *Professor Cook.*] Then you ceased operations on account of the war?—The war broke up the establishment. The Chairman will recollect how all the Native schools were dispersed when the war occurred. The estate at the Three Kings was afterwards let for £250 a year. The Native pupils all left, and were scattered over the country, and we sent the money after them—distributed the rents that came in among the missionaries residing at Kawhia, Raglan, Aotea, Waipa, and Hokianga, and these schools were carried on throughout the war, some of them by Native teachers under the superintendence of our missionaries. The money went in that direction when the school was closed and the estate was let. Now that an improvement in Native affairs has taken place, we feel that we should do something towards resuscitating our Native work, and we believe the most efficient way to do it is by training Native teachers and ministers to go and act as ministers and schoolmasters in the Native villages, under the superintendence of an English missionary.

713. *The Chairman.*] I understand you to state distinctly that whatever proceeds arose from these educational endowments were strictly devoted to educational purposes, and that none have been devoted to Church purposes?—Most distinctly. The fact is that from Church funds we have been deriving considerable assistance. Our Missionary Society in England supplied a very large amount of money. For several years, we received £500 a year from our society in London to assist in carrying on the Three Kings. They paid Mr. Reid's stipend the whole of the years he was Principal there, besides allowing us £500 a year to assist in carrying on our Native education. £200 of that amount was devoted towards the training of the young men we had at the institution, and the £300 was distributed amongst the Native primary schools out in the country.

714. At whose expense were the buildings erected at the Three Kings?—I think partly by assistance from the Government, and partly by assistance from the English missionary society. We had as many as 150 Natives as pupils at the institution at one time—children and young men. We had several young men as teachers and monitors among the children. The ages varied from eight or ten to thirty years.

715. *Professor Shand.*] Did they reside in the institution?—Yes. The present building is a large building, which the young men under the direction and superintendence of an English carpenter erected. The house I now live in was also built in the same way.

716. *The Chairman.*] Were the 150 pupils all boarded at the institution?—Yes. We then had the whole of the land in our own hands, and kept a farm servant, who superintended and conducted the farming operations, and, of course, we raised a good deal of produce, and sometimes sold produce in aid and support of the institution.

717. *Rev. W. J. Habens.*] Do I understand you to maintain that these reserves, set apart for the education of children of both races, are now devoted to that object indirectly, by being applied to the training of Native persons who are to be teachers of the Native children?—I consider that we are employing the funds in perfect accordance with this memorandum by Sir George Grey. You perceive the distribution is placed in the hands of the Auckland District Meeting. We had no New Zealand Conference then. We were part of the Australasian Wesleyan Conference, and our District Meeting was our supreme ecclesiastical court in this country. Now we have our Conference, and the matter is in the hands of our New Zealand Conference.

718. Then, do I understand that you rely rather upon the trusts expressed in the memorandum you read than on the trusts expressed in the deeds of grant?—I rely upon both. I consider that an agreement was made between us and the then Governor of the colony. He states certain conditions, and asks us if we will agree to carry on the work on those conditions, and if we will accept the grants on the conditions specified in these documents. We agreed to do so. We conceived that we received the grants of land for the same purpose; and while it is required that both children of destitute English parents and children from the Pacific Islands shall be eligible to be admitted, yet Sir George Grey leaves the selection with the District Meeting—"upon such conditions as may in the case of each school be determined by the Auckland District Meeting."

719. Then in effect you propose not to read the Crown grants by themselves, but in connection with the memorandum?—Yes, and in connection with our model deed, which gives the trustees perfect power.

720. Do I understand that you maintain that, whatever may have been the trusts impressed upon these lands by the Crown grant, those trusts may be at any time shaken off by bringing the lands under the model trust deed?—They are under the model trust deed; but we consider ourselves morally bound to carry out the terms of this memorandum, and apply any proceeds that may arise solely and exclusively to Maori education, or, if there are no Maoris, to educate of course the other parties interested.

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721. Still, I understand the position is that you maintain that, by the bringing of any property under the model trust deed, the original trusts are merged in the general trusts expressed in the deed?—Yes, legally they are. At least we are so instructed.

722. *Professor Cook.*] Your estate at the Three Kings comprises, I think, 192 acres, granted by Governor Fitzroy in 1845?—Yes.

723. In 1850 you received two grants—one on the 31st August of 20 acres, and one on the 15th October—of two blocks comprising together 527 acres?—Yes.

724. What was done with those?—Those are the blocks that were cut up into small farms, and from which we are deriving the revenue I have spoken of, and with which we are supporting our present institution.

725. The revenue amounting to something like £299 a year?—Yes.

726. What land is reserved for the Three Kings itself as an institution?—Forty-five acres, being part of the 192 acres.

727. Are the other 150 acres let?—Yes.

728. There are two other grants of 19 acres and 65 acres?—All those lands were let by auction, and they yield an annual income of £299.

729. The first grant that appears to have been made to the Wesleyan body bears date 7th of October, 1844?—Yes; that is a grant of land in the Grafton Road, where we had our first institution.

730. What were the trusts declared on that?—Precisely the same as in the case of the 192 acres.

731. The general purposes of a Wesleyan Native institution?—Yes.

732. Was that given by Governor Fitzroy?—Yes.

733. What is being done with that property?—It is leased, and the funds come into our institution revenue, and are added to the £299. We receive £299 per annum from the Three Kings property, and £146 per annum from the lease of the Grafton Road property, making a total of £445.

734. Is £146 all the rent you receive for the 6½ acres?—That is all.

735. Do you know when the leases are likely to fall in?—I think the leases are for twenty years. We publish an account of our income and expenditure every year. We render an account to our annual Conference, and it is published.

736. *The Chairman.*] Was the Grafton Road endowment granted as a church site, or as an educational endowment?—As an educational site.

737. Not specifically as a church site?—No. It was granted for Native purposes. When we lived there, of course, we had a church on the spot for Natives, and had a Native congregation there.

738. *Professor Cook.*] Was this Grafton Road property let by auction?—It was let while I was away, but I think so.

739. Do you not think that an income of something less than £300 a year is a very small income to be derived from about 800 acres of land?—I cannot pretend to judge. As the land was put up at auction I suppose it brought its market value.

740. Do you think it would be to the benefit of the institution if the Wesleyan body had power to sell the land and invest the money?—I am not prepared to say that it would be. I cannot tell. It might be.

741. Supposing the land were sold and the money funded, would it be likely to return more than £300 or £400 a year in interest?—I have not sufficient information to answer that, but I fancy not. It must be remembered that a good deal of the land is covered with scoria. It is, in fact, part of the volcanic hills and a large swamp of 280 acres.

742. *Dr. Wallis.*] Does it include the caves?—Yes, and all that stony land round about.

743. *The Chairman.*] Is not a portion of your endowment on the shores of the Manukau?—Yes; there is a strip on the shores of the Manukau which is let for £10 per annum. It is comparatively valueless as land.

744. It is the piece containing 227 acres, I think?—Yes. It was granted to us originally for supplying firewood, and for a fishing and bathing station for the Natives. It is only bringing in £10 per annum.

745. From your general knowledge of the value of that class of land, what would you estimate to be its value per acre?—I cannot pretend to put an estimate upon it.

746. Has the Wesleyan body had any other endowments for educational purposes?—Yes. There are others in the country, but I am afraid they are of very little use. We had one at Aotea, but that is in the hands of the Hauhaus. It was granted by the Natives themselves. It was not from the public estate. The Natives reserved it for educational purposes in connection with the Wesleyan body, and the Government gave a grant for it; but we cannot use it. The area is 402 acres.

747. Is there any other endowment in a similar position?—I think there is another piece of land at Waiharakeke in the same position, also in the hands of the Hauhaus. We had a mission station there which was purchased by our society in the early times from the Natives; it was not Government land.

748. *Dr. Hector.*] Have you a grant at Mokau—there is an old mission station there?—The Natives made a reserve for educational purposes.

749. *The Chairman.*] You alluded in your examination to a model trust deed: could we see a copy of it? I understand it is some formal document?—Yes; it is a very long document setting forth the trusts under which the properties are to be held.

750. I do not suppose it in any way overrides the Crown grant in regard to the terms of the trust?—So far as I understand it, it gives power to the trustees to use those properties for such purposes as are set forth in the model deed—*i.e.*, such religious objects as are set forth.

751. But in these trust estates are not the bodies bound by the terms of the trust expressed in the grants signed by the Governor of the colony?—If these trusts be recognized, as they have been, by "The Religious, Charitable, and Educational Trusts Act, 1856," which recognizes the model deed, I suppose that that is our legal guide—the model deed, enrolled in the Supreme Court.

752. Then do you consider that these trust properties are governed by the model trust deed to which you refer rather than by the terms of the Crown grant?—Yes; I think you will find that that is really the legal position of them. All the Wesleyan properties are held under the model deed mentioned in the Religious and Charitable Trusts Act of 1856. *Rev. T. Buddle.*
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753. Has your institution derived any benefit from affiliation up to the present time? Have you sent any pupils up?—No, not directly from our theological students; only those three young men I have spoken of, who are teachers in some of the Government schools and are studying for a degree.

754. Do you think that the present mode of appointing the Senate of the University of New Zealand is a satisfactory one?—I am scarcely prepared to give an opinion on that subject.

755. Was there any special agreement made with the Three Kings about affiliation?—No. I made application to the Senate, by authority of our annual Conference. It will be found in page 18 of the Minutes of Proceedings of the Senate for 1878.

756. *Dr. Hector.*] Are lectures given on physical and natural science?—We have not required them; we have had a gentleman ready to give them.

757. *Professor Cook.*] What object did the Wesleyan Conference suppose they would gain for the institution by affiliation?—It was simply this: We supposed that our young men studying for our ministry might, if they chose, study for a degree in our own institution without having to enter any other college. That was our object.

758. *The Chairman.*] You are a member of the Senate of the University of New Zealand?—Yes.

759. As a matter of opinion, do you think that institution meets the University requirements of the colony at the present time?—I have always regarded it as being the best arrangement for meeting the educational wants of the colony in the present state of things. I would prefer its existence as an examining body to its being made a teaching institution.

760. Up to the present time you have sent no candidates from the Three Kings for a degree?—No. None of our own young men who are residents and studying for our ministry have gone yet.

761. Are you preparing any students for becoming candidates for the B.A. degree?—Yes, the three matriculated students already referred to; and we hope that some of our theological students will reach that far. But owing to the great demand we have had for ministers we have been unable to keep them long enough in the institution.

762. Up to the present time I understand there have been no matriculated students?—Not from our students in theology resident in the institution. There are three matriculated students whose names are upon the books of our institution, but they are not residents.

763. *Professor Shand.*] And they do not receive any instruction at the College?—No, they receive it from Dr. Kidd as a matter of convenience—from Dr. Kidd as representing the institution.

764. *Dr. Hector.*] I understand that these students have been examined, and that their examination papers have been forwarded to the Registrar?—Yes.

765. *The Chairman.*] Where do they receive instruction from Dr. Kidd?—At his own house. They are engaged in teaching throughout the day, and go to Dr. Kidd when they can find time.

766. *Professor Shand.*] Are you aware of the subjects in which Dr. Kidd gives them instruction?—He gives them instruction in Latin, Greek, and mathematics.

767. And the time, I think you said, was two evenings per week?—Two hours twice a week—two evenings a week.

768. *Professor Sale.*] Do they all attend Dr. Kidd at the same time?—Yes, I believe so. They are pursuing their work together. One of them is a young man who is preparing for the English Church, and is teaching in St. Stephen's Native School. Another young man is also a teacher at one of the schools in town; a third is an articled clerk to a solicitor.

769. *The Chairman.*] Does the Wesleyan institution remunerate Dr. Kidd for teaching these three students?—No, they pay their own expenses.

770. *Professor Cook.*] Then is it part of his duty to teach these students although he receives no remuneration for it?—The students pay him.

771. But is it part of his duty as connected with the Three Kings to teach them although he receives no remuneration from that institution for doing so?—Yes; that is our arrangement with Dr. Kidd.

772. *The Chairman.*] What salary does Dr. Kidd receive as a teacher at the institution?—He gets at present £75 per annum, visiting us two days a week, from 11 o'clock until 1 o'clock.

773. Do you yourself conduct the rest of the education?—Yes; I spend all my mornings there, generally from about 9 o'clock until 1 o'clock, besides having occasional classes in the evening.

WEDNESDAY, 12TH FEBRUARY, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,	|	Professor Sale,
Professor Cook,	|	Professor Shand,
Rev. W. J. Habens (Secretary),	|	Professor Ulrich,
Dr. Hector,	|	Dr. Wallis.

His Honor Mr. Justice GILLIES was sworn and examined.

774. *The Chairman.*] You are the Chairman of the Board of Governors of the Auckland College and Grammar School?—I am. *Judge Gillies.*
Feb. 12, 1879.

775. Previous to your being appointed to that office, I think you were connected with the school as Superintendent of the province?—I forget in what capacity, but it was simply as Superintendent that I had to do with the management of the institution.

776. What funds are available for the maintenance of the school, independent of fees?—I might explain that originally certain properties were set aside in trust for the establishment of a college and

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grammar school, and for many years the income from these properties was allowed to accumulate, until some few years ago, when the Auckland College and Grammar School was started, and when it was thought that there were sufficient funds to provide an income. If I remember rightly, there is a sum of about £7,000 of accumulated capital lent out on mortgage. That, and the rentals from some properties held in trust, are the only sources of income possessed by the College and Grammar School.

777. *Professor Sale.*] Set aside by the Provincial Government?—No. The properties were principally set aside by Sir George Grey at the original foundation, and subsequently I think some properties were set apart by the Provincial Government.

778. *The Chairman.*] Perhaps you could state the amount of income derivable from these mortgages and properties?—I cannot do so from memory.

779. Has the Grammar School had to contend against any difficulties in regard to having proper buildings?—Exceedingly great difficulties. In fact it has been a wonder how the school has managed to survive all the difficulties it has had to undergo for want of buildings. Originally, when the school was started, it was carried on in what is now used as the Industrial Home. That was found to be inconvenient, and it was removed to a stone building in the Barracks, where it was held until last year, when the Improvement Commissioners turned us out; and now a part of the school is being held in the District Courthouse, another part in a Wesleyan chapel, and another part in a schoolhouse attached to the Scotch Church, so that the school is absolutely broken up into three different portions, having no proper playgrounds attached; and of course it is a very great disadvantage to the school to be broken up in that way: the masters not being together, and the scholars also being separated, the Headmaster cannot exercise that supervision over them which he ought to do. But the reason of all is that the funds have just been barely sufficient to pay the staff, and that, if we had taken any of the capital to put up a building, we should not have been able to pay the masters, and the work of the school could not have gone on.

780. What were the objects for establishing this Grammar School—the trust objects?—I think you had better get that information from the trust deed; I forget. There are some five or six items in the trust deed—principally for establishing a college or grammar school or schools on the isthmus of Auckland. I think that is the principal trust; and then it goes on to detail the branches of learning, and to state also that there shall be evening classes.

781. Speaking generally, are the objects of the trust, so far as you know, being carried out reasonably?—So far as I am aware they are—only defectively because of the want of funds. Originally, when the school was started, I think there were only about fifty scholars, and now there are over two hundred.

782. Are the aims of this Grammar School being fairly attained as far as you can judge?—So far as I can judge by results, they seem to be. The boys seem to get on well, and the public seem to appreciate the school. It is always increasing, and the success of the boys who have left the school has been very general. Two of my own boys, if not educated at the Grammar School altogether, were taught under the same master, partly at the Grammar School and partly when he was a private teacher, and I know there are a large number of the Grammar School boys in banks and in mercantile establishments. When these establishments want to fill up vacancies they are very ready to take a boy who comes from the Grammar School.

783. How are the members of the governing body appointed?—Three are elected by the Education Board, three by the members of the Assembly for Auckland, and the Mayor of Auckland is a member *ex officio*, making in all seven.

784. For what period of time do these members hold office?—One of the members elected by the Education Board goes out annually, and one of those elected by the members of the Assembly goes out annually.

785. So that the term is for three years?—Yes.

786. *Dr. Hector.*] Are they elected or nominated?—Elected. There is an elaborate procedure for election. There is a poll open from nine in the morning until five in the afternoon—a most elaborate machinery.

787. How many members of the Assembly for Auckland are there?—Sixteen representatives, I think—about twenty-four members of both Houses. Those who retire from the Board are eligible for re-election.

788. Does "The Auckland College and Grammar School Act, 1877," supersede any conditions in the original grant?—No. It specially provides that it shall be under the same trusts.

789. *The Chairman.*] Previous to the constitution of the Board of Governors, who controlled the Grammar School?—I think the Superintendent of the province was the trustee. After the abolition of the provinces I think the Board of Education had charge of it for about a year; and before that the Superintendent and his Executive Council.

790. Are you aware of the extent of power intrusted to the headmaster?—I am not aware that there is any special power. He has the general control and management of the school.

791. In whom does the power of appointing and dismissing the other masters rest?—In the Board. Of course the Board invariably consults the headmaster as to the eligibility of the candidates, but the appointment itself rests in the Board.

792. By whom is the curriculum of study drawn up?—By the headmaster.

793. Is the time-table prepared by the Board of Governors or by the headmaster?—By the headmaster. Of course, if there are any changes, they are submitted by the headmaster to the Board for approval, but in reality it is done by the headmaster.

794. *Professor Cook.*] Does the headmaster submit the time-table for the approval of the Board quarterly or annually, or at any time when he makes important changes?—I cannot say, because the present Board has not been long enough in existence. We have only been about one year in office. When the school was removed from one place to another, some changes in the time-table were rendered necessary by the alteration in the buildings, and the headmaster simply made those alterations, and reported them for approval at the first meeting of the Board.

795. *The Chairman.*] The headmaster, I think, is the person charged with the discipline of the school?—Yes. *Judge Gillies.*
796. Do you think that the present curriculum of study is best fitted for the education of the youth attending the school?—I am not competent to judge. Feb. 12, 1879.
797. Is the school open to all classes of the community?—Yes—that is to say, to all who can pay eight guineas a year. It is not confined to any particular class or religious denomination. I know that boys of all denominations attend.
798. *Professor Shand.*] Is it generally attended by boys of all classes of society?—Yes. I should mention that there are a certain number of free scholars from the primary schools who have scholarships from the Education Board. I forget how many, but there are a considerable number.
799. *Dr. Hector.*] Are fees not paid by the Education Board?—I think not.
800. *Professor Shand.*] And the school does not charge fees for these boys?—No.
801. *Rev. W. J. Habens.*] Then the whole amount of the scholarship allowance goes for the maintenance of the boys, apart from their education?—Yes, in reality.
802. Is this relation between the Education Board and the Grammar School a survival from an earlier state of things?—It survives from the time when the Education Board had the management, last year.
803. And it is not by any special arrangement with the present governing body?—No.
804. *The Chairman.*] Are the masters of the school paid wholly by fixed salaries, or do they receive capitation allowance, or in any way participate in the fees?—They have no allowances, and in no way participate in the fees, but have fixed salaries.
805. Do you consider the remuneration of the headmaster and the other masters fairly adequate?—I do not. One reason for thinking so is this: that whenever we have a good master—I am speaking of the other masters, not the headmaster—we cannot keep him, as he very soon gets an appointment with better pay. The constant change of masters in that way has been greatly to the detriment of the school.
806. *Professor Cook.*] Do I understand that you think the remuneration of the undermasters is not sufficient, but that the remuneration of the headmaster is sufficient?—I do not think the salary of the headmaster is sufficient, looking to the salaries that are received by the heads of similar institutions elsewhere—in Dunedin, for instance, and Christchurch.
807. *Professor Brown.*] What is the salary of the headmaster?—I think it is £700 a year.
808. Do you know what the salaries are in Christchurch and Dunedin?—I think I saw lately that the salary of the new headmaster of the Dunedin High School was £800 a year or more.
809. And in Christchurch?—I do not remember; but I understood they were higher. I know, for instance, that Mr. Curnow, who went to Christchurch, was taken from our Grammar School at a higher salary.
810. *The Chairman.*] I think what you state is this: that several of your masters have been drawn away by getting higher salaries elsewhere?—Yes.
811. *Rev. W. J. Habens.*] Is there any addition to the £700 a year salary paid to the headmaster?—No.
812. No house?—No.
813. *Professor Shand.*] You think, then, that the Board of Governors would give higher salaries to the masters if their funds were not so limited?—I have very little doubt of it. Last year almost all the masters applied for an increase of salary, but the Board of Governors were unable to accede to the request. They said, "We really have not the funds. We would like to raise the salaries so as to keep the men, but we cannot do it."
814. *The Chairman.*] What is the course adopted by the Board of Governors in order to supply a vacancy on the staff?—Public advertisement, both here and in Australia.
815. When these advertisements are published are there generally a fair number of well-qualified applicants?—There are a great number of applicants, but not generally well qualified. At present the Board are inviting applications for the appointment of English master, and I believe from forty to fifty persons have applied.
816. Whenever a master is required there is notice given in the New Zealand and Australian papers, and ample time given for applications to be sent in?—Yes.
817. With regard to the examination of the pupils, who appoints the examiners?—The Board of Governors.
818. Do they get any remuneration for their services?—Yes. I think they got £15 each this year.
819. *Professor Cook.*] Do they examine the whole school right through from top to bottom for £15?—They do it by printed papers.
820. But do they examine the lower as well as the upper school?—I think so.
821. *Dr. Hector.*] Do they conduct the preliminary examination, or is that done by the headmaster?—By the headmaster.
822. Is the standard for that examination fixed by the Board, or left to the option of the masters?—Left very much to the option of the masters. It is merely to see that the boys can read and write sufficiently well.
823. *The Chairman.*] Have you formed any opinion with regard to the propriety of having a general system of inspecting these grammar schools throughout the colony, and what the character and extent of the inspection should be?—I have not thought on the subject at all. I doubt whether any system of inspection would be of very much value.
824. Do you believe that parents are generally satisfied with the extent and quality of the instruction afforded at the Grammar School?—The best answer to that is, that the school is constantly on the increase, and has been for years steadily increasing. Results tell better than inspection reports as to whether a school is well conducted.
825. Could you inform the Commission what was the total income of the school for last year?—No. The Secretary would be able to tell you.

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826. Has the income of the school been sufficient to maintain it in an efficient state?—I consider not. The income and expenditure are so closely balanced that we are obliged to cut and carve to keep down salaries, and we have been unable to get a building. The grant of £5,000 we received last session of Parliament has enabled us to call for tenders for a new building.

827. *Dr. Hector.*] Will that building cost more than £5,000?—We estimate that it will cost about £9,000.

828. How do you propose to make up the deficiency?—We calculate that we shall require to take the £4,000 from the accumulated moneys out on mortgage, and that by having this new building we shall obtain such an increased number of scholars and boarders—for there is to be a boarding establishment as well—as will probably make up the difference in the loss of income. £4,000 represents about £300 a year, and we reckon that there will be such an increase of scholars that the difference will be made up. Besides, we shall have no rent to pay. It costs us now more than £100 a year for rentals, which will be saved.

829. *Professor Shand.*] Is it intended to put the boarding establishment under the headmaster?—I do not think anything has been talked of or fixed about that. It is intended that one of the masters should take charge of it. The Board would select the most suitable.

830. Can you tell how many boarders will be accommodated?—I think there will be accommodation for forty to begin with, and I think it can be increased to seventy, but I am not sure without reference to the plans.

831. *The Chairman.*] Up to the present time has there been any boarding establishment connected with the school?—None whatever.*

832. Were there any difficulties in procuring a suitable site for the erection of the proposed new grammar school?—There was great difficulty in getting a site. In fact we are not at all satisfied with the site on which we shall be compelled to build, but it is the only one we can get at all suitable. There are only two acres, a space which does not allow of a sufficient playground. The only advantage is that it is near to the public recreation reserve in the Albert Barracks, just across the road; otherwise the site is a great deal too small. The mode in which the site was obtained at all, was by a fight between myself as Superintendent and Mr. Vogel, as to whether the province or the General Government were to have possession of the ground that had been used but not set apart as a barrack reserve. I gazetted these two acres as a challenge, and had them set aside, and we had a dispute over it; but I managed to hold the site for the Grammar School.

833. *Dr. Hector.*] Is it part of the barrack reserve?—It was never properly reserved like the rest of the barrack site, but it was recognized as part. I discovered that it had never been set aside properly, and therefore I held it was waste lands of the Crown subject to provincial disposal.

834. And as Superintendent you made it a reserve for the Grammar School?—Yes. I got the Provincial Council to pass a resolution requesting me to set it aside, and it was accordingly reserved. It is the only site we can get now, but we certainly ought to have more moving space.

835. *The Chairman.*] I think you are aware that the Board of Education applied to the General Government for a portion of Government House grounds as a site?—I am not aware.

836. I mean the Board of Education, before the Grammar School Board was established?—I do not remember.

837. *Dr. Hector.*] Are you aware that a Bill was introduced into the Assembly for that purpose?—I know that about five or six years ago I gave notice in the Assembly of a resolution to hand over the Government House in Auckland for the purposes of a college, but I found that the proposal was distasteful to the then Governor, and I withdrew the resolution.

838. *The Chairman.*] Are there any students from the country living in private boarding-houses?—I am not aware. I know there are a number of day-scholars who come in from out-districts by rail.

839. Do you think the fees charged are reasonable?—I think they are fair. If anything, I should say they were low. I compared them with fees charged in other places, and found they were generally less. I think they range in Wellington, Dunedin, Christchurch, and Nelson from eight to twelve guineas. In Nelson they are ten guineas. I know that we are the lowest.

840. What are the fees?—Eight guineas a year.

841. *Professor Cook.*] Do you think the number attending the school would be seriously reduced if the fees were raised to ten guineas a year?—It would cause a great outcry. I do not believe it would seriously affect the attendance ultimately, but it would create a tremendous outcry.

842. *Dr. Hector.*] Do you think, if you had additional accommodation, that lowering the fees would increase the number of scholars?—I do not think I can fairly answer that.

843. *The Chairman.*] Do you think it would be desirable for the State to institute a free system of secondary education such as the primary system?—I do not think it would be desirable.

844. I understand by that answer that you think, where there is a secondary education given, the parents should pay by the fee system?—I think so, for this reason: that what costs nothing is very little thought of.

845. Have any special scholarships been founded in connection with the school?—I do not think so—none except those scholarships that come from the Education Board. They were originally instituted by the Provincial Government when it had charge of the Grammar School, and have been continued ever since, having been increased a little by the Education Board.

846. *Dr. Hector.*] I understand that these scholarships are no source of gain to the Grammar School—that the education is given free?—Yes. They are a source of loss, in fact. There are about fifteen, I think.

847. *Professor Shand.*] Is this the only school at which these scholarships are tenable?—I am not aware of any other school. I do not know whether the Board of Education grant scholarships to the Parnell Grammar School, but I think not.

848. *The Chairman.*] Are the pupils of the College and Grammar School admitted to compete for

* Since the above evidence was given, the tenders for the new building were received, but proved to be so high that the boarding part was abandoned, and tenders accepted for the school buildings only, at a cost of £5,838.—J.G.

these scholarships?—I think not. The scholarships are granted to boys from the district schools—the inferior schools.

849. Do you think the Grammar School has derived any advantage from being affiliated to the New Zealand University?—It did at one time. Affiliation with the University was of considerable use when we got certain funds from the University for a year or two; and it encouraged a number of the more advanced pupils to continue their studies and to go in for University examinations. It created, in fact, a desire for a higher class of education, and encouraged parents to keep their boys at school longer, with a view to their obtaining a superior education. I know that has been the effect in several instances, and probably the headmaster would be able to give you more definite information on that point.

850. The money grants having ceased, is the school still benefitted through being affiliated to the University?—That I cannot say.

851. *Professor Cook.*] Can you tell us how the grant of £300 was applied?—I do not remember.

852. When the Auckland College and Grammar School applied for affiliation, I think you conducted the negotiations?—Yes.

853. The application is signed by you as Chairman of the Commissioners?—There was a Board of Commissioners, of which the Superintendent was *ex officio* Chairman, and in that capacity I signed the application.

854. You are not aware whether the £300 was given on the distinct understanding that it should be largely used for the teaching of natural and physical science in the school?—I do not remember. I know that there was an effort made to teach those subjects at the Grammar School. At one time Mr. Kirk taught botany, and one of the masters taught chemistry, and I know that we had a lot of apparatus for teaching physical science. I do not think it is carried on now, as there is no room.

855. Has the withdrawal of the £300 had any effect on the efficiency of the school?—I can scarcely answer that, because, until the present year, I have not been intimately acquainted with the working of the school for three or four years previously. I have not been connected with the school for the previous three or four years, and consequently cannot compare its present efficiency with its condition at that time.

856. *The Chairman.*] Do you think the New Zealand University has assumed the best form, considering the circumstances of the colony, it being merely an examining body?—It seems to me that that is the only practical mode of having a University in New Zealand: that is, to have a purely examining and degree-conferring body, with affiliated colleges at the various centres of population as teaching bodies.

857. From your general knowledge of the colony, do you think Auckland is giving a fair education in the higher branches as compared with Otago and Canterbury?—I cannot say. I have no means of comparing the education given in those different places. I know that in Otago and Canterbury there are much larger funds devoted to higher education, and that they have large staffs of professors, teachers, and others, which we have not in Auckland.

858. *Rev. W. J. Habens.*] Supposing funds were available, do you think it would be desirable to have instituted here a college for higher education, as distinct from a secondary school?—I should think it very desirable that a college should be instituted, but that it should be in connection with the Grammar School—that, whilst it should be a separate institution, still it should be so connected that the curriculum would be a sort of continuous one from the Grammar School on to the college: not a separate and independent institution altogether, because the one would assist and be a feeder to the other.

859. *Dr. Wallis.*] Do you know any instance of there being a college and grammar school so connected?—That seemed to me to be the idea in the affiliation of all these institutions to the New Zealand University—the Wellington College, the Nelson College, and the Auckland Grammar School—because, although the Nelson College, for instance, is called a college, it is a similar institution to our Grammar School, with a similar curriculum and similar studies, and it supplies no higher education than the Grammar School.

860. *Professor Sale.*] Your idea of all of them was that in time they should get established a superior institution in connection with their own?—Yes, to become in reality what they are now called—colleges.

861. To grow into colleges?—Yes, with a grammar school below attached to them.

862. *Professor Cook.*] You think, then, that they should become institutions something like King's College, London, with a school below them?—I am not acquainted with the constitution of that institution.

863. *Dr. Hector.*] Should the management of the secondary or grammar school part be in direct relation to the University, or be managed, like the primary schools, by independent governing Boards?—I think they ought to be in connection with the University, but with independent governing Boards.

864. *Professor Cook.*] But in a place where two or three grammar schools already existed, how would you apply the constitution you propose?—Of course I have not thought out the matter carefully so as to devise a detailed plan, but I should think that, in a place where there were several grammar schools, there could be one college having close relation to them all, and they might draft their best scholars into the college.

865. *Professor Brown.*] This arrangement, I suppose, is intended to prevent any antagonism between the higher institution and the lower?—Not only that, but there is a difficulty which has been felt here, and I have no doubt has been felt also in Otago to some extent, the difficulty of getting students for the University; and it is only by leading them on and encouraging them from the lower schools, so that they are brought to look forward to finishing their education in a college or University, that this difficulty can be met.

866. *Professor Shand.*] Would you contemplate these colleges ultimately growing into Universities, or would you approve of a single University for New Zealand, as an examining body?—I have always held very strongly that the University should be purely an examining and degree-conferring body, having these colleges affiliated to it, they being colleges of the University.

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867. *Dr. Hector.*] You are now having regard to the circumstances of the colony?—Yes; because, if you do not do that, this colony has so many different centres of population that you will want a University for each. Otago has its University, and wants to be separate; Christchurch will want its University, and so will Wellington and Auckland; and to have all these Universities conferring degrees would bring the whole thing into disrepute.

868. *Professor Shand.*] I do not mean now, but looking to the future?—Of course, if the colony grows big enough we may require more than one University.

869. When the population increases would you contemplate these colleges ultimately growing into Universities?—I do not know. It would be a long time before the population so increased. I may be wrong, but, in my opinion, if the Otago High School had been more closely connected and allied with the University, there would probably have been more students at the Otago University; and here there is not scope for two or more high schools. That is to say, supposing you instituted another high school at Onehunga, there would not be sufficient population to support it. You could not get forty or fifty scholars at the utmost in that district who would go in for higher education. The place is not big enough for more than one at present, but you could certainly contemplate that in the course of a few years you would require more than one.

870. *Dr. Wallis.*] At present there must be forty thousand people on the isthmus: surely such a population would furnish scholars for more than one high school?—I doubt it very much.

871. *Professor Sale.*] I understand that what you think would be the best state of things for Auckland would be that there should be a college as in Otago and Canterbury, which college should be grown out of the Auckland Grammar School?—Yes; that I take to be the object of the original trust.

872. Do you think there is a better prospect of such a college coming into existence out of the materials furnished by the present Grammar School, than if it were started as a separate institution with the Grammar School remaining a grammar school?—If there were plenty of funds I think that a college would succeed better by growing out of the Grammar School than by being started as a separate institution.

873. And that the Grammar School should gradually drop the Grammar School portion of the work?—No. I should take, for instance, the higher forms of boys at the Grammar School—those who have advanced to a certain extent of knowledge—and have them put in a separate portion of the building or under separate tuition, and form a college.

874. *Professor Ulrich.*] It would be similar, in fact, to the Grammar Schools, or Gymnasias, in Germany, where the students that are highest go to the University?—Precisely; that is my idea.

875. *Professor Cook.*] But in the college you contemplate, would the tuition be given by a different staff of teachers from those in the Grammar School?—Oh, decidedly. You would have to have a higher class of men, and pay them better than the masters in the Grammar School, where, of course, the work would be of a lower class.

876. I understand that you do not altogether approve of the affiliation of the secondary schools to the University—of combining, in the same institution, University work and grammar-school work?—Not combining the work, certainly; but what I have been trying to explain is, that the upper portion of the school ought to be doing University work, or college work.

877. But at the present time there are a large number of institutions affiliated to the University, which, as you stated just now, are only grammar schools—they may be called colleges, but they are in fact grammar schools?—The greater part of their work is grammar-school work. Only a few of the higher boys are really doing college work.

878. Would you like to see that state of things changed?—I should like to see it improved by having more of the college work encouraged.

879. *Professor Ulrich.*] Your idea is that there should be, as it were, small colleges, under one University?—Precisely.

880. *Dr. Hector.*] You would think it fair that any profit arising from the teaching of the junior classes should be applied to carrying on higher education belonging to a University course?—We find it so here—that the junior classes pay and the senior do not.

881. *Dr. Wallis.*] At the same time, do not the junior teachers receive small salaries as compared with the other teachers?—Of course. It does not require a man of such high attainments to teach junior classes.

882. Those who teach the junior scholars bring income to the institution and receive a small salary, while the others receive large salaries?—Yes.

883. *Dr. Hector.*] Is that the nature of the advantage which you see in combining the higher college course of education with the lower grammar-school course?—I was not looking at it in a pecuniary light at all. I was looking at it in the light of how best to encourage higher education.

884. But do you mean that you would have in that way the means of employing masters for higher education whom you could not otherwise maintain?—No; my idea was not with the view to expense at all. It was looking to the harmony of the thing—that the masters in the grammar school for instance should be virtually part and parcel of the college—that they should be, as it were, the lower portion of the college, working in harmony with the masters and professors in the college, there being a harmonious system of education leading up to the college instead of each man taking his own way.

885. Then you do not merely approve of the present arrangement by which the University is an examining body, with its affiliated institutions partly in the nature of grammar schools and partly colleges—you do not approve of this merely as a temporary expedient in the circumstances of the colony, but you think it best in principle, and even if the circumstances were different?—It seems to me the best in any case. It is the only practicable form of University in the present circumstances of the colony, unless you are going to make the degrees just as valueless as some of the German or American degrees are.

886. *Rev. W. J. Habens.*] You would not wish to see secondary schools affiliated to the University simply as secondary schools, but only as portions of institutions each of which would embrace both a college and a grammar school?—Precisely; the upper portion would be the college, and the lower portion the grammar school; and the college might be affiliated to the University, but not the lower portion.

887. *Professor Shand.*] Are you aware what proportion of the pupils of the Auckland Grammar School go forward to University work?—I do not remember.

888. Would it be as much as 5 per cent.?—I think it is very much more than that—of the upper school.

889. I mean of all the pupils?—I do not know. The large mass of pupils are in the junior branch of the school. I think there would be from 5 to 10 per cent.

890. Assuming that about 5 or 10 per cent. go forward to University work, would you have the whole curriculum of the school laid out so as to suit the studies of this small proportion of the school, and not to suit the others? I put this question because you seemed to contemplate that the studies of the school should be directed entirely to preparing for the University or the Upper College.—No, not directed entirely to that purpose, but that they should be harmonious with that purpose.

891. I wish to direct your attention to this fact: that, in the secondary schools generally, at least 90 per cent. of the pupils will finish their education there; and that the curriculum of the school should be directed to providing as good an education as possible for the 90 rather than the 10 per cent.?—No doubt, if the two are antagonistic; but I do not see that there is any antagonism. The 90 per cent. can be taught up to a certain standard, and, having that standard, the 10 per cent. can rise into the college, and get still higher education.

892. There may not be any direct antagonism: still I think, as a matter of fact, it is usually acknowledged that different courses of study have to be laid down for these two sections of pupils; and, if it is the case that only 10 per cent. at the very utmost can be expected to go forward to the University, it does not seem very desirable to have so close a connection between the secondary school and the college as you lay down?—I do not understand that there need be, or ought to be, any difference in the curriculum for a boy who simply wants to finish at the grammar school, and that for a boy who goes on beyond to the college. The difficulty is to encourage parents to allow their children to spend the time necessary to enable them to go on to a college education; and it is only by the personal influence of masters, and strong influence brought to bear upon the boys themselves, as well as upon their parents, that you can get pupils to go on.

893. *Professor Sale.*] Then I understand your idea is that, say, the small upper form of the Auckland College, as it at present exists, should gradually grow into a superior college, and be separated from the other by being affiliated to the University?—Precisely.

894. And that the lower part of the school should remain a grammar school and cease to be affiliated?—Yes.

895. *Professor Brown.*] Would you allow more than one such institution to be affiliated in one town?—I think so. If a town is large enough to support two or more I see no reason why it should not.

896. *Professor Sale.*] Does that answer refer to the present time, or to the future?—I mean the future: at present there is no room for them.

897. *Professor Cook.*] Supposing there was a town here double the size of Auckland, it might easily support two or three grammar schools, but would not the expense of supporting a college in the sense in which you use the term "college" be too great to admit of two or three such institutions being established, one in connection with each school?—What I mean is that, in the future, if a town is large enough to have three or four grammar schools, they ought all to be affiliated with one college, until it gets too large, and then there might be two or more.

898. *Professor Brown.*] Would you affiliate those grammar schools which had not a superior or collegiate department?—I should say not. I should reserve affiliation for those doing real collegiate work.

899. *Dr. Hector.*] Is it your idea that there is more chance of getting boys to take a University course if it is a prolongation of their school life than if it is a matter of their leaving school and going to a college?—Precisely; you get influences brought to bear on the parents and on the boys themselves in such cases that you would not get otherwise.

900. *Professor Shand.*] Would you like to see the same connection between primary and secondary schools?—To some extent. The idea of giving scholarships in grammar or high schools to boys from primary schools is with that very object, as I understand, and to encourage the best boys to go up from the primary to the grammar school.

901. Is there not the same bond of connection now between the secondary schools and the University in the scholarships leading to the University?—No, for this reason: that most parents desire to give their children a better education than they can get in a primary school, and generally send them to a secondary school if they can; but there is no desire to send them on to a college, and that taste for higher education has to be educated and cultivated.

902. *Dr. Wallis.*] You spoke of the growth of high schools into colleges: would this mode of growth be by establishing professorships of classics, mathematics, and various branches of science?—It does not matter what name you call them by, whether professors or not. For instance, at the Wellington College they created Mr. Kirk into Professor Kirk, and in other places they are called simple Masters.

903. *Professor Brown.*] Would you establish a separate chair specially devoted to a single subject, with all the endowments and moneys arising therefrom specially applicable to that chair?—Whenever there was sufficient demand for it. For instance, at first you might have only twenty or thirty boys, and of course you would require few masters, and each master would have to take a wide range of subjects. You would probably have the same master or professor, whatever he might be called, to teach classics and mathematics. In the course of time there might be sufficient scholars to support separate masters for different subjects.

904. *Dr. Wallis.*] Would all these professors be under the headmaster?—No. I am not speaking of the Auckland institution at all. I am speaking generally.

905. I mean in the institution you are speaking of—when the two are joined together?—There would have to be a head of the college who would have the general supervision not only of the collegiate work, but also of the lower school.

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906. *Dr. Hector.*] Perhaps Dr. Wallis wished to ascertain whether you consider that the teachers in these affiliated institutions should be directly under the control of the New Zealand University, or under the local college?—I do not see why the University should have any control over them. I should say that, as the examining and degree-granting body, it would have no occasion to interfere with the management of the college and grammar school; that would be under the Board of Governors.

907. *Professor Ulrich.*] You would not be in favour of creating two colleges, each with a governing body and a Chancellor and Vice-Chancellor?—These officials are merely part of the old-world rubbish. You might safely do away with them, and simplify the thing.

908. *Professor Brown.*] Do you think that those higher teachers in the collegiate department should have the same relation to the head of the institution as the masters in the lower school have, and be liable to be dismissed at his recommendation?—Certainly not. They would be directly responsible to the Board of Governors.

909. And they would have, I suppose, a different tenure of office from the masters of the lower school?—Probably so; I have not thought out the details. It is to be presumed that these professors would have a different tenure from the teachers. I think the tenure of office of the teachers is three months' notice.

910. You would not get good men out from Home for the higher collegiate department on those terms?—Of course not.

911. *The Chairman.*] Can you say whether there was any attempt made by the Grammar School to establish evening classes?—Twice or three times we endeavoured to do so.

912. With what success?—A failure in all cases.

913. *Professor Shand.*] What was the object of those evening classes?—The object was to carry out the trust. One of the trusts in the deed is that there should be evening classes, and, in order to carry that out, evening classes for history, Latin, and mathematics were established.

914. Were the teachers of these classes masters of the Grammar School?—Yes. We could not afford to pay separate masters. We tried them just as an experiment, to see whether there was a demand, and we found there was not.

915. *Professor Cook.*] In the application for affiliation, it is stated, "Arrangements are being made for the opening, in connection with the College, of evening classes for the instruction of young men in the several branches of learning included in the curriculum of the University of New Zealand. The number of lectures to be delivered during the year, and the subjects of lectures, will depend upon the requirements of the University Council." Did you seek, by the establishment of these evening classes, to carry out the terms of your affiliation with the University—was that the way in which you sought to prepare your candidates?—No; that was a separate and distinct thing. It was supposed by many people that there were a lot of young men who were in business, and would not care to go to school, but who would like to carry on their studies to a higher degree, and who might be encouraged by these evening classes to go in for University education. But we found it would not succeed.

916. *Professor Shand.*] You say the experiment was made more than once?—It was made twice, if not three times. With regard to the last question by Professor Cook, I may say that these evening classes were in addition to the University work done in the upper forms of the school.

917. In all cases those classes failed for want of support on the part of those who were expected to take advantage of them?—They generally commenced with a number of students, but the attendance gradually fell off until there were only a few. The headmaster will probably be able to give you the reason better than I can.

918. *Dr. Hector.*] Were there any lectures established here in connection with the Museum?—No regular lectures were established.

919. Is the Museum supported as a public institution?—The support given is purely voluntary.

920. Has it any endowment?—No.

921. It is open to the public?—Yes, free, daily. We got a gift of the site from the Provincial Government, and then we got a vote of the Assembly of, I think, £2,000 in aid of the building. We raised upwards of £2,000 by private subscription, and the institution is entirely supported by voluntary contributions.

922. You get no annual grant from the Government?—No funds whatever.

923. Is there any course of instruction given—any lectures?—No, there has not been hitherto.

924. Does the Museum building cover the whole ground?—No; there is room for a building twice as large.

925. In the event of a school of science, or a technical school, being established, could it be located there?—Yes; there is abundant room.

926. Would the site be suitable as far as position is concerned?—I should think so.

927. Is there any officer connected with the Museum whose services could be utilized in connection with a school of science?—The only officer we have is the Curator, Mr. Cheeseman, who is a good botanist.

928. Has he instructed in science in any branch, or held any position as an instructor—as a lecturer at the Grammar School, for instance?—I think he was lecturer either in natural science or botany.

929. Do not his lectures form the ground of the Grammar School maintaining its position as an affiliated institution to the University?—I do not know.

930. It is necessary, as a condition of affiliation, that science should be taught as one of the branches?—Mr. Cheeseman lectures at the Church of England Grammar School, I think.

931. *Rev. W. J. Habens.*] Supposing such a college as you have contemplated were established in Auckland, do you think it would be a good plan to bring the Museum into some organic relation with the college for educational purposes?—It might, if, of course, the Government found funds. At present the Museum is in just the same sort of struggle as the Grammar School for want of funds. We can only afford to pay Mr. Cheeseman a miserable £100 a year or so, and have very little money to get cases and books. I forgot to mention, in reference to the Museum, that we get a small grant

every year from the Government—a portion of some library fund—which is to be devoted to books, and which is spent entirely in purchasing books for the library.

932. *Professor Shand.*] Do you know the amount of this grant?—I think last year it was about £90. But of course that is not available for the general expenses of the Institute: it is specially applicable to the purchase of books.

933. Do you know whether those are the only funds available for keeping up a public library in Auckland?—The only other public library there is is the Mechanics' Institute, and that, I think, is principally supported by voluntary subscriptions, and open only to subscribers.

934. *Rev. W. J. Habens.*] If a public library were instituted in connection with a college such as has been spoken of this morning, do you think the library that belonged to the late Provincial Council might be made available to furnish part of the supply of books?—I should think so. It has always been the view of those who have taken an interest in the Institute—members of the Institute—to enlarge the library connected with the Museum. It is the nucleus of a very good scientific library, and there are some very valuable scientific works in it. At present the Provincial Council library is deposited in the Museum. The Institute has no right to it, but it is there, and is open to the public free.

935. *The Chairman.*] With reference to the general-knowledge examination required of law students, do you think it would be desirable to change the examining body from the Judges of the Supreme Court to the New Zealand University?—It was changed, I think, by the Act of last session. There was an Act passed last year by which law societies were to conduct the examinations. I think that was contemplated. At present the rules made by the Judges provide that they accept the certificate of any University, including the University of New Zealand, or the certificate of the senior Civil Service examiners, as equivalent to the general-knowledge examination.

936. But, as a matter of opinion, do you think it would be well to require law students to take, say, the degree of Bachelor of Arts before admission to the Bar?—I think it would possibly not be a bad plan.

937. *Professor Shand.*] And Bachelor of Laws, say?—Yes; I think it might be a very good thing. Only I would point out that, if anything of that sort were done, you would require to have these college institutions in the different parts of the country, because you would not get men to go and keep terms at the University.

938. And you would have systematic instruction in law as part of the duty of these institutions?—No, not in law. I do not think they would learn much law in these institutions.

939. *Dr. Hector.*] You mean for the general-knowledge part of the course?—Yes. The student must get his law in a lawyer's office.

940. *Professor Shand.*] You said you thought it would be desirable that students should be required to pass the degree of LL.B. in the University?—I do not think ordinary law students should be required to pass such a severe examination as a condition of practice. All that is necessary is that they should have a thorough English education—a liberal education.

941. *Professor Cook.*] But do you not think it desirable that men who practise as barristers should have some philosophical knowledge of their profession, as well as of the practice in Courts and of conveyancing? I mean that they should understand something about the broad general principles of jurisprudence, constitutional history, and perhaps Roman law?—No doubt. They would not be of much use as barristers if they did not.

942. Would they learn that sort of thing in a lawyer's office?—Yes; they are bound to read it up. There are many who do not. There are many offices in which there is no trouble taken with their pupils, and where they simply grind as much work out of the students as they can, instead of grinding law into them. But in proper offices the pupils have to read regularly and steadily both constitutional law and Roman law.

943. But do you not think they would be much aided in that if they attended systematic lectures?—I do not know.

944. *Dr. Hector.*] Do you think a law degree should be a condition of practice either as a barrister or a solicitor, or as both?—No.

945. Do you think that a degree, the same as the B.A. degree, or equivalent, should be substituted for the present examination in general law?—If the B.A. degree represents twice as much work as the senior Civil Service examination, I think it is too stiff. The senior Civil Service examination is about the average examination in general knowledge for a law student.

946. *Professor Shand.*] That is, for solicitors—solicitors and barristers?—Yes, of course; at present the two are together.

947. Would you be in favour of instituting a higher examination for the higher branch of the profession?—There is a higher. There is a much more severe examination prescribed for a barrister.

948. In the general knowledge?—Yes.

949. *Rev. W. J. Habens.*] Can one who passes the solicitors' examination, and enters as a solicitor, become a barrister without passing the special barristers' examination?—Yes. Any one who has been a pupil of a barrister for three years can come up for his examination as a barrister, which is much more severe than in the case of a man who has been five years at work and has passed his general-knowledge examination within the first two years.

950. *Professor Cook.*] Have you formed any opinion as to the standard of the New Zealand University for the B.A. degree?—I cannot say that I have formed any very definite opinion. I have seen the papers, and I have seen the work of one of the students who took the B.A. degree last year—Mr. Rattray, my secretary. He was educated at the Auckland College and Grammar School, and then took to law, and at the same time he worked for his B.A. degree. Looking at the work required, I should say it was fairly stiff.

951. *Professor Ulrich.*] Do you think it would be desirable to establish technical schools, agricultural colleges, mining schools, schools of science, and so on?—I think it would be very desirable indeed. I should like to see more technical education than is given. It seems to be thought that

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every boy should be taught the same thing and then turned out of school. It does not matter what his future career is to be, he is to have just the same education. Instead of that, it seems to me that the education ought to be more varied, and suited to the intended future career of a boy.

952. Would you be in favour of having, in the grammar schools or secondary schools, an arrangement by which boys could, on the one hand, be trained for the University, and, on the other, go into technical schools and be taught more practical science?—Certainly. Let the parents have the choice; they know what they intend their children for.

953. *Dr. Hector.*] Do you think the bifurcation should take place inside the grammar school course or at its completion?—That I do not know.

954. *The Chairman.*] It is proposed to establish what is called a Convocation in connection with the University of New Zealand, and, under the law as it at present stands, those who have *ad eundem* degrees are to be excluded from participating in the privileges of that body. Have you formed any opinion as to whether it is right to exclude *ad eundem* graduates from the Convocation?—I have not considered the question.

955. *Professor Sale.*] Have you considered what would be the effect if the New Zealand University were to give up having affiliated colleges altogether, and simply confer degrees upon examination, letting the students prepare themselves for the degrees in the best way they could, and letting the colleges provide the best teaching they could all over the country to enable them to do so, but having no other connection with the University than as preparatory institutions for degrees? You are aware that the London University for years had affiliated institutions and discontinued them, and that at the present time it requires no affiliation?—I did not know that. Practically the affiliation in New Zealand is now nothing but a name.

956. *Professor Shand.*] There is a restriction, and students must keep terms at some affiliated institution?—Yes: that I think is a mistake. I approve of a free examination. Let any one who comes to the University for a degree be examined; it does not matter to the University where he gets his education if he is prepared to stand the examination.

957. *Professor Sale.*] Then your answer would be that you would be in favour of affiliation ceasing really?—Yes; I really do not understand what is the use of it now.

958. It extends a sort of protection?—Yes, but there is nothing else; and even on that ground I see no occasion for affiliation.

959. *Professor Cook.*] Do you not think that the University should encourage its students to attend a systematic course of instruction—that a large portion of the benefit which a student receives is from the instruction he gets by way of lectures, and that knowledge so acquired, and the mixing with fellow-students, is likely to be more lasting than knowledge acquired from books for the purpose of passing an examination?—The associations may be better for him, and have a beneficial effect on him otherwise; but for the University purpose—for the sake of taking a degree and having a handle, or rather tail, to his name—all he should be required to do is to pass his examination. As to the real education, that is a different thing.

960. I think the University should be looked upon as an institution which provides real education?—Your opinion and mine differ as to what a University ought to be. I consider that a University ought not to be a teaching body.

961. *Dr. Wallis.*] Do you think that the general knowledge required of gentlemen studying for barristers or solicitors ought to be higher than it is at present?—I do.

962. *Dr. Hector.*] Could law students who propose to practise the profession give up three years to a University course?—No.

963. Consistently with the performance of the preliminary duties?—No; they would not think of doing so.

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The Very Rev. H. J. FYNES, having made solemn affirmation, was examined.

964. *The Chairman.*] I think you are now the head of the Roman Catholic body in this province, Father Fynes?—I am merely the deputy. Bishop Moran is the administrator of this diocese, and has been so for the last eighteen months. I have power, as deputy, to act.

965. I suppose you can give us information with regard to the endowments held by the Roman Catholic body?—As far as I possibly can, I am quite willing to do so. You will perhaps allow me to say that I was not connected with the administration of the diocese until the year 1874, although I have been constantly concerned in deliberations as to special subjects; and consequently cannot give that full information, in detail, which you might expect, inasmuch as I was not made acquainted with the nature of the endowments, or anything whatsoever in connection with this special intercourse between the diocese and the Government, until Bishop Croke's departure in 1874, when he hurriedly called upon me to take over the affairs of the diocese. Upon that occasion he handed me only the title-deeds, but no papers, no books, and no records in connection with these endowments. Consequently I have now to give information which I have heard from others. I cannot blame him for not having given records, and for reasons which I shall now proceed to explain. Up to 1865, the objects of the trusts were duly carried out at the North Shore and Rangiaohia, to the best of my belief, according to the limited means at the disposal of the Bishop for the time being; but after that date, on the ground of economy, Father Vinay, the then manager of the North Shore institution, was directed by the Bishop to proceed to Rangiaohia, and, by the conjoint operation of the two establishments, to endeavour to carry out one efficiently. They were each too poor to be carried out separately in an efficient manner, and it was thought that by putting the two together it would succeed better. Rangiaohia was more likely to be successful than St. Mary's, owing to the facility for getting pupils, and also the property there being more valuable. Shortly after 1865 a fire unfortunately broke out at Rangiaohia, which not only burnt out the priest from his house and home, but destroyed his books and all his substance; and inasmuch as he had been the Principal of the North Shore institution, whence he removed to Rangiaohia, I presume he took all books and papers with him for his own guidance,

and, I suppose, moreover, for the guardianship of the same. I have been looking through the books and papers in my possession connected with the diocese, and I have fallen in with no papers that have assisted me in preparing for my appearance before you with the information which you called upon me to give, and which I am fully prepared to give, as far as I can. You have taken me, therefore, unpreparedly and unsuspectingly. Should I meet with any information after this, I shall be fully prepared to forward it, and to give it up; but I am not prepared, I believe, with that information which you might expect. I shall, however, be happy to give any information in answer to questions.

966. If there is any other person connected with your Church who could give the information, perhaps you would refer the Commission to that person?—I do not think you will get information upon which you would be more prepared to rely, or which would better acquaint you with affairs generally, than that which you will get from myself.

967. What is the position of the endowment at the North Shore at present? Is a school being carried on there?—There has been no school carried on there since Bishop Croke left in 1874; but the endowment has been utilized. I may say that the Roman Catholic endowments compare very unfavourably with other endowments. I do not mention this from any invidious or envious motive; but the endowments are so very poor that we alone can do very little towards carrying out the objects of the trusts; and our endowments have been far more largely subsidized by ourselves than has been the case with the endowments of other religious bodies. They have been subsidized by moneys from the Propagation of the Faith Society in Europe, which assists this and other dioceses, and also by contributions. Now I have received none of those moneys since Bishop Croke left. He was supposed to have received those moneys to enable him to bring out clergymen, and to carry out other affairs in connection with this diocese, and, when he came back, also to subsidize the institution at the North Shore, and also that at Rangiaohia. However, he has not returned, and from month to month up to the present time the appointment of a Bishop has been spoken of, but that appointment has not taken place yet, although expected every mail. Therefore I have not received any of those moneys which would be devoted to carry out the objects I have indicated. They amount to a large sum, and will be at the disposal of Dr. Croke's successor for the purposes mentioned. Consequently I have not been able to reorganize the institution at the North Shore. But I have been making preparations to effect that object. The ground there is extremely poor. It does not yield more than £40 a year. It brought in last year about £100, and this year about £90, but it was by a sort of casual providence. There are 370 acres. Owing to its inaccessibility, it cannot be used for building sites, or made use of like St. Stephen's, or the Three Kings. The land is similar to the clay soil of Howick.

968. I understand that it is all leased?—No, it is let from year to year. There are no buildings on it at present, except little detached buildings used by the Natives. It is pretty well fenced, and there are about 300 acres of it under a sort of grass which could not be recommended for very great use. There are about 250 acres let, but not on lease—most of it from year to year. There is only one portion on lease, and that is for seven or eight years. About £200 has been realized from this letting since Dr. Croke's departure in 1874. It would not sell at a higher rate than about £7 an acre. Its actual annual income would be about £40. Last year it produced about £100. Out of the £200, £20 has been given, in pursuance of the terms of the trust deed, to St. Mary's Orphanage Industrial School, Ponsonby.

969. Is the building known as St. Mary's close to the lake?—The building does not stand on the endowment; it stands on freehold property. But I believe that when the building was put up it was intended that it should work with the endowment; and I believe it was put on private property from no other motive than that of convenience. It is more convenient to the water, and adjacent to a stone quarry, from which material was obtained for building it.

970. *Professor Cook.*] The building was erected with money supplied by the Government?—In part, and by money supplied by the Society I have just referred to for the Propagation of the Faith. I believe about £1,700 were given by the Government, and the rest supplied from the funds of that Society. That was in the time of Bishop Viard.

971. Is the College building of stone?—Yes, and is in existence now. Before long we shall have, I hope, a flourishing place, when the expected funds are in hand. It would take an extra £1,000 to attempt to do anything there; and, had it not been for the delay in receiving letters of administration since the Bishop's departure, there would, I believe, have been something effected by this time. I hoped Bishop Croke might have been able to effect something permanent when he came. What he was enabled to do, however, was not sufficient to resuscitate the place, nor have I received funds, from that day to this, sufficient to enable me to reopen the institution as it should be.

972. *The Chairman.*] I understand that at present the building is not used for school purposes?—Not at present.

973. And the only income you have to maintain such a school is £40 a year, derived from the leasing of the land?—That is all.

974. What is being done with the rentals you receive? Are they reserved for school purposes hereafter?—They are being reserved by myself for school purposes. I am responsible for them. At the first opportunity that occurs, should I remain in office, I propose to devote the money to assist in reopening the institution, and to carry out the objects of the trust. It would be impossible to do so at present, and it has been impossible since Bishop Croke's departure, because I have had no other funds with which to administer the affairs of the entire diocese except those arising from St. Patrick's Cathedral, in Auckland.

975. Is all the ground leased?—There is only one portion leased. The rest is only let from year to year or month to month, just as I can get parties to take it up.

976. Is the land lying waste?—No, it is all being used. There are some Maoris living there who use a portion of it, and for that use they keep the fence in order. None of the land is lying idle.

977. To whom is it leased?—I believe there are four or five tenants, each having a certain area. It is cut up into small sections.

978. Do you think the rent derived from it is a fair rent?—No, I do not think it is; still it is as

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good as can be got. It is not a fair rent if tenants could be got who would take a real interest in the land, and endeavour to work it; but they do not do so at present. The time has not come, nor is it justifiable to expect it. It is a difficult place to get to. Roads are being made to it now, and I believe the time is just coming when benefit may accrue to the institution from the land. But heretofore it has been of but little benefit, except when a body of teachers lived there and worked the ground themselves.

979. *Dr. Wallis.*] Is the original trust deed in existence, and can it be produced?—I presume so. I think it is under my care. The papers I referred to as having been burnt in the fire at Rangiaohia were the actual accounts and the records of the internal management of the institution, such as a Principal would keep.

980. What is the value of the stone building?—It is valued at £2,000. It cost something like that. It was very much improved during the time the school was held there; but that was done more at the expense of the Catholic body than at the expense of the Government.

981. Did the £2,000 which was employed in constructing the building come from the General Government, or from the Catholic body?—About £1,700 came from the Government, and about £300 from the Catholic body.

982. Is the house known as the priest's house situated on the property?—There was no separate priest's house; the priest lived in the College.

983. I mean the house which people call the priest's house, as you turn round to Barry's house?—That has been put up since at the expense of the Catholic body. That is quite separate from this institution, and when the institution was being carried on the priest did not reside in that house.

984. *The Chairman.*] In whom does the legal estate of that building vest at present—you said it was erected on freehold property?—I suppose in the Roman Catholic Bishop of Auckland.

985. Is it devoted to educational purposes?—It is intended to be so applied. That is what it is being reserved for. I myself for the last month have been on the look-out to get a married couple to take charge of the place, the husband to be the teacher, and to institute a school there.

986. It is empty at present?—Yes, and has been empty since Bishop Croke went away—empty for want of means. I have got now about £200 in hand, and I have been looking out for a competent master for the last month or six weeks, with whom I shall spend this £200, and when that goes I must close up shop again if I cannot get other means.

987. What number of pupils do you expect to get if you open the school?—I am afraid a very small number at present—unless children of other denominations, as well as Catholics, attend: in fact that is the way in which most of our schools are kept up.

988. Then it would not be conducted exclusively as a Roman Catholic school?—If the objects of the trust were carried out it would be, and ought to be.

989. But I understand that if you opened the school you would admit children of all denominations?—I should at present, and until I had a clear understanding that I had funds in my hands—a clear understanding with the Government. If the Government wished me to have all denominations, I should do so. I would ask them to assist me in carrying out the objects of the trust, as they did heretofore. On that ground there would be an expectation of capitation money, which would enable the institution to be carried on in accordance with the objects of the trust.

990. You are fully aware, I suppose, of the terms of the trust? They are as follow: "in trust nevertheless and for the use or towards the support and maintenance of the said school, so long as religious education, industrial training, and instruction in the English language shall be given to youth educated therein and maintained thereat"—Yes; those are the terms of the trust as fixed by Sir George Grey in 1850. That would imply that the pupils should be all Roman Catholics, for it is not to be supposed that I would teach tenets contrary to those I have faith in.

991. The preamble of the grant is as follows: "Whereas a school hath been established by the Government in the Parish of Takapuna, in the suburbs of Auckland, under the superintendence of the Bishop of the Roman Catholic Church at Auckland, for the education of children of our subjects of both races, and of the children of other poor and destitute persons, being inhabitants of the islands in the Pacific Ocean." I understand that the poverty of the endowment will not enable you to carry out the trust at present?—That is the case.

992. And that really the trust is not carried out on that account?—On that ground, and that ground alone.

993. *Professor Shand.*] How long has this school been discontinued?—Formerly it was discontinued about 1865, when the Principal left the North Shore and went to Rangiaohia, and joined the pupils of one school with the pupils of the other, and by joining the two he had a good school at Rangiaohia, until the fire occurred which destroyed the property, and the Maoris about the same time became discontented owing to the war, and the pupils dwindled away until at last the school was obliged to be closed. That was about the year 1872 or 1873.

994. Can you tell how many pupils attended the school before 1865?—It was extremely well attended then, but I have no records or papers. As far as my information will enable me to speak, however, I know it gave satisfaction.

995. Were all the pupils Roman Catholics?—I suppose they were; they were Native children.

996. *Dr. Hector.*] Are you now talking of Rangiaohia?—Yes.

997. *Professor Shand.*] Before 1865 were there many pupils attending the school at the North Shore?—An average number. I was not here then, and had no connection with the place.

998. You think they were Roman Catholic pupils?—I do.

999. Was the endowment at that time sufficient to maintain the school?—No; the endowment has never been sufficient.

1000. How were the additional funds supplied?—From the funds that were placed at the disposal of the Roman Catholic Bishop by the Society for the Propagation of the Faith, which funds I ought to have had the use of since 1874, but which as yet I have not received.

1001. *Professor Ulrich.*] If you had power to sell the land do you think you would get a higher

income from the capital than what you receive now as rent?—I cannot say, but if I had my way I would expend money on the place, and expect to have a flourishing educational establishment there before long. I would not sell it, because far greater benefit would accrue to the institution if the members worked it themselves on the spot. Were it sold, you would get a fair amount of money just now to do something: but that benefit could not be a permanent benefit. The object of the Government is to do something permanent, and we are only now entering upon a time to do anything; because the place will be each year rising in value, and the Catholic population is also increasing. We have hitherto been in the minority. We are not the most disunited body. We are poor, but united, and a good leader will effect good work.

1002. *Professor Cook.*] Did you not say that the property was let from year to year only?—Portions of it. There is one piece at present let on lease, which has a year or more to run.

1003. In a schedule to Mr. McIlhone's evidence, given before the Commissioners in 1869, it appears that one man has a lease for twenty-one years from the 23rd September, 1863. His lease therefore would run until 1884. There is another, James Fitzpatrick, who has a lease for a similar term and from the same date; and Thomas Nicholson has a lease dated 1st January, 1867, for twenty-one years of one hundred acres at £50 per annum for the first ten years, and £60 per annum for the residue of twenty-one years. Those are all leases that ought to be running now?—They have all fallen through. The tenants paid no money, and the land was taken back.

1004. You think the leases lapsed because the tenants declined to pay the money?—Yes.

1005. Was no attempt made to recover the rent from them?—Attempts were made, but they were useless.

1006. Then those leases are not in existence now?—No. According to the information I got yesterday, there is only one lease in existence. Mr. Tole is our agent, and has been since 1874.

1007. I think you said the College building of stone is not on the endowment?—No; it is not.

1008. Does that land belong to the Roman Catholic body?—It is vested in the Roman Catholic bishop of the diocese.

1009. Then the whole of this estate—the land that was given by way of endowment, and the piece on which the stone building stands—is all vested in the same trustee?—No. The object of the trust would be carried out conjointly by the freehold and the building, together with the endowment given by the Government; but I suppose that if the Government came to claim their share, and somebody else came to claim their share, the Government would only get the endowment. I do not believe that the building was erected on a freehold from any other motive than that of convenience, and I am sure that those who erected it would be anxious to be free from the suspicion of any bad motive.

1010. As I understand, the buildings consist of the College of stone, a church which can seat about one hundred adults—?—There is no church. The little detached building erected for the use of a few Roman Catholic settlers on the freehold property can scarcely be properly named a church.

1011. And there is a schoolhouse which, in 1869, was described as vacant; and Mr. McIlhone in his evidence says, "Most of the tenants have erected buildings on their holdings—in all about six—some of wood, and others of brick. The lands are in cultivation as a whole"?—Those reports refer to a date about which I cannot speak; it is anterior to my time.

1012. But those brick buildings ought to be there now?—There are no brick buildings; it must be a mistake. I have not visited the place for many years, but I never saw a brick building on it.

1013. Mr. William Swanson, in his evidence before the Commission in 1869, said, "A portion of the Allotment No. 77, Parish of Takapuna, containing four acres, more or less, and being the site of the buildings of St. Mary's Roman Catholic College at the North Shore, has been conveyed to me. The land in question was seized under a judgment debt, and was advertised by the Sheriff to be sold by auction on the 3rd March. I paid off the debt in respect of which it was seized, amounting with costs to the sum of £325, with a view of preventing what I considered discreditable. I bought the land and buildings on it absolutely"—and then he went on to give the terms of the reconveyance. Do you know whether the estate has been reconveyed?—It has been; I gave him the money. He has been paid off, and the land has been reconveyed.

1014. *Rev. W. J. Habens.*] Will you be so good as to refer to the terms of the deed of grant, and to say if the objects of the trust, as there set forth, are of such a character that it would be in your opinion desirable and practicable to give effect to them now if the income of the estate were sufficient?—I say, Yes; and I would be most happy to be the instrument, as I think I could be if funds were available. At the same time, I cannot guarantee, not being the permanent authority, that such would take place.

1015. *The Chairman.*] With regard to the endowment at Freeman's Bay, consisting of four acres and three roods, could you state how that is being utilized?—Up to about six months back, or a little more, it was made use of to assist in supporting the orphan and destitute children at the Industrial Institute in connection with St. Mary's Convent; but funds have now been raised with which a building has been erected upon it, and the object of the trust is being carried out. Heretofore it was merely used as an auxiliary to help and assist the Sisters of Mercy in supporting the destitute children of both races under their care. School is being held there now.

1016. Is any portion of the four acres leased or let, or is it all devoted to the use of the school?—It is all devoted to the use of the school.

1017. There is no rent derivable from it?—Not now; there was a small amount some time back.

1018. *Professor Cook.*] Is the school of an ordinary character, and one in which the rudiments of an English education are taught?—Yes. The trust says, "so long as religious education and industrial training be given"—all these things are given.

1019. Then you give the children industrial training as well?—Yes, we do; including domestic work of every description daily.

1020. *The Chairman.*] Have you any idea of the value of this endowment? What street is it in?—It is contiguous to St. Mary's Convent—in fact, it adjoins that property.

1021. *Dr. Wallis.*] The convent, I presume, is not built on any portion of these four acres?—No, but the school is.

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1022. Is it between the convent and the sea?—Yes. It is considered to be worth about £500 an acre.

1023. *The Chairman.*] How was the Rangiaohia property acquired by the Roman Catholic body?—It was a gift from the Natives in the first instance, and some years afterwards, in 1867, the Government issued the Crown grant.

1024. So that the Government sustained no loss to their landed estate by making that grant to the Roman Catholic body?—No: in fact, they did a good work by means of other men's property.

1025. Is there any person in charge of the College at the North Shore?—Yes, there is a house-keeper, who receives £1 a month for taking care of it.

1026. What is being done at Rangiaohia? Is there a school being maintained there by the Roman Catholic body?—There is a sort of a school there, attended by a few Natives; but I cannot call it an efficient school, nor has it been so since 1872, when the Principal, Father Vinay, left owing to the difficulty of getting pupils. In consequence of the war, and a spirit of discontent amongst the Natives, no pupils would come, and nothing could be done. Bishop Croke, therefore, merely expended the fruits from the endowment in keeping in repair the house which was erected after the fire, and in fencing the land. Whatever little money came in I understand he spent on the place, and since he left, in 1874, I have received about £100 from the estate, which I am reserving with a view of doing something there also. The estate brings in about £20 a year. Most of the land has been leased to a couple of men, who work it, and from whom it is very difficult to get money, as their expenditure is generally in excess of their income. We have, however, obtained about £100 during the last four years.

1027. *Professor Cook.*] That is in addition to the £200 from St. Mary's?—I hold myself responsible for about £180 received from the North Shore property, and for about £100 received from the estate at Rangiaohia, which I intend to do something with when I get an opportunity.

1028. *The Chairman.*] At present, do you maintain a school at Rangiaohia?—I cannot call it a school. There are a few pupils living there, cared for, as means will permit, by the clergyman of the place.

1029. *Dr. Wallis.*] What do you value the estate at?—About £5 or £6 an acre. The land is far better than that at the North Shore, and if the Rangiaohia estate had fair-play it ought to bring in more than the North Shore property. Hence it was that the pupils at the North Shore were transferred to Rangiaohia, with the expectation of making the latter a fine establishment.

1030. These lands were given for the purpose of educating children of both races: do you understand by that their religious education as well as their general education?—Certainly.

1031. Education in the opinions and tenets of the Church to which you yourself belong?—Yes.

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Mr. J. LOGAN CAMPBELL, M.D., was sworn, and examined.

1032. *The Chairman.*] You are the Chairman of the Board of Education in Auckland?—Yes.

1033. You are aware of the circumstances under which the Girls' High School was established?—Yes.

1034. It is maintained, I think, by the Board of Education?—Yes.

1035. Who is at the head of the institution at present?—The headmaster, Mr. Neil Heath.

1036. What staff of assistants has he?—I could not say. He has just made two additions to his staff.

1037. *Professor Shand.*] Are the assistants appointed by the Education Board, or by Mr. Heath?—The appointments are first submitted to the Board for confirmation.

1038. *The Chairman.*] How many pupils are attending the Girls' School?—I believe that, with the new additions of the present quarter, they number 199, as many as 66 fresh pupils having entered at the new quarter.

1039. As far as you know, is the institution giving satisfaction to the parents of the children?—Under Mr. Neil Heath I hear it universally spoken of as giving satisfaction. The children themselves seem to take a pride and a pleasure in attending the school.

1040. *Professor Shand.*] Has the school any endowments?—An endowment of £5,000 worth of land was made last session of Parliament, but the land has not yet been selected. There is no other endowment.

1041. Out of what funds then is the school maintained?—Out of the ordinary revenue of the Education Board.

1042. Do you get nothing from the School Commissioners administering education reserves?—The question of the appropriation of that money is now under the consideration of the solicitor for the Commissioners, who desire to ascertain in what manner it is to be divided. We expect to get some funds from that source, but to what extent I cannot say.

1043. Can you tell us the whole sum at the disposal of the Commissioners for secondary education?—I cannot. That is also a point at present under consideration.

1044. The whole sum is, of course, a fourth?—Yes; but the wording of the Act is a little confused, and we have been obliged to refer the whole matter to a solicitor to ascertain in what manner the division is to be made, and the amount to be paid.

1045. *The Chairman.*] Has there been an examination of the pupils attending the Girls' School?—There was an examination at the end of last quarter.

1046. By whom was it conducted?—By Mr. H. H. Lusk and the Rev. Mr. Runciman.

1047. Did they furnish a report to the Board of Education?—They did; it can be obtained from the Secretary.

1048. Is the present building rented?—Yes. We took it for two years with the option of continuing it, and hold it now for five years at a rental of £200 a year.

1049. *Rev. W. J. Habens.*] From whom is the building rented?—I believe from the trustees of the Wesleyan body.

1050. Do you regard the Girls' High School as a secondary school—as distinct from a primary school?—Yes.

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1051. Has it any technical reference to the training of teachers?—Not just now.
1052. *Professor Brown.*] Is there any entrance examination?—No.
1053. *Dr. Wallis.*] Is the school both a primary and a secondary school combined?—It is both primary and secondary.
1054. *Professor Cook.*] Some of the subjects taught in primary schools may be taught in the Girls' School, but are they taught in the very rudiments? For instance, would they teach the children to read there?—Children are not taught their A B C. The only qualification for admission is simply being able to read.
1055. *Professor Shand.*] What are the fees charged?—£8 a year.
1056. Is there a uniform fee?—Yes; the parents have the option of paying extra for certain subjects—music, for instance, and singing.
1057. Are modern languages extra?—No; they are part of the school course.
1058. *Dr. Hector.*] In some other parts of the colony the question of mixing the boys and girls in one high school has been discussed: was that question debated here at the time of the establishment of the Girls' High School?—No, because the school originated under some Act or authority of the Provincial Council whereby it was specified that the school should be for girls alone.
1059. Do you think such mixing of the boys and girls in one school would be disadvantageous?—I do.
1060. *Professor Brown.*] Have you any female teachers, or are they all male teachers?—We have only one male teacher, but the headmaster is desirous of procuring others.
1061. *Dr. Wallis.*] What are the highest subjects taught in the Girls' School?—They are taught algebra, and other branches of mathematics.
1062. *Professor Brown.*] Is Latin taught?—Yes. When the pupils reach a certain form they can continue on or change to some of the modern languages.
1063. *Professor Cook.*] The school having at present no endowments available, do you think its income is sufficient to carry out its objects?—It is not. At the present moment the fees from the pupils will not do more than pay the teachers' salaries.
1064. Do you think the teachers are adequately remunerated?—Yes; so far as they have gone.
1065. You think the present staff is sufficient?—No; I consider that Mr. Heath, who is a gentleman of indomitable energy, does more work than he ought to do.
1066. *Dr. Wallis.*] What are the salaries given to the different teachers?—Mr. Heath gets £500 a year. There is no head governess just now, but there ought to be one, at a salary of £250. There are other teachers, one of whom receives £150, the rest graduating down. The £500 to Mr. Heath includes payment for the services of his wife as lady-superintendent, &c.
1067. *Professor Brown.*] How many boarders are there?—About sixteen, I think. There is very poor accommodation for boarders.
1068. *The Chairman.*] What is the charge for boarders?—I think it is £50 a year.
1069. *Professor Shand.*] Is the accommodation for the boarders provided by the Education Board?—It is part of the house rented. The Education Board provides a certain amount of funds, and the rest is undertaken by the headmaster.
1070. *Rev. W. J. Habens.*] Do you think that the school rooms are suitable for the purpose?—On the contrary, the accommodation has been so inadequate that we have been compelled to erect a large temporary class-room, otherwise we should not have been able to receive the recent large influx of pupils.
1071. Is there any one class of the community by whom the school is more used than another, or have you any remark to make on that subject generally?—I understand it is used by all classes, from the highest down to the lowest.
1072. *Professor Cook.*] Does the £50 a year paid by boarders include the £8 tuition fee, or is it paid only for their board?—I cannot say.
1073. Does the money paid for board go to Mr. Heath in addition to his salary of £500?—The money paid for board goes to Mr. Heath. The boarders are taken at such a rate that it is not supposed that there is any great profit. The thing is cut down to the lowest; the fees are also exceedingly low. The question was raised the other day whether it would not be prudent to raise the fees, but the feeling seemed to be against it.
1074. Do you think it would have the effect of diminishing the numbers?—As a rule the Auckland community is not a rich community, and it was considered that where three or four of a family were pupils an increase in the fees might have the effect of preventing the attendance of one of them, and in that way the total number of scholars might be diminished.
1075. *Dr. Wallis.*] Are the girls found as capable of learning languages as boys generally are?—I think Mr. Heath would say that he has some girls who are going to beat all the boys.
1076. Are you aware whether they are as competent to learn mathematics?—I could not say.
1077. Do you know whether, in learning classics and mathematics, the girls as a rule lose their health? Has there been any report of their loss of health from study?—No doubt Mr. Heath could point to some devoted aspirants for fame who have overworked themselves.
1078. Girls as well as boys?—Yes; it would follow almost as a necessary effect.
1079. *Dr. Hector.*] If you had better accommodation would the school be extended?—I believe so. I should not wonder to see the school run up to three hundred pupils under Mr. Heath's management.
1080. What sum would be sufficient to provide proper buildings?—I think about the same amount which it is anticipated the new Grammar School buildings will cost—namely, £9,000. That would only give class-rooms and accommodation for about from thirty-five to forty boarders.
1081. *Professor Shand.*] What sum do you suppose would be required as a permanent endowment for the school?—I could not give you any idea.
1082. Of course as the number of pupils increased the expenses would also increase?—Yes, but not in proportion; because the salary of the headmaster would remain the same. The addition of

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fresh scholars might require the appointment of a new teacher, but his salary would not be very large, and all the other expenses would continue the same.

1083. You think then that, if there were a sufficient number of pupils, no endowment would be required, as the school would be self-supporting?—It would approach that.

1084. *Dr. Wallis.*] Do the teachers all hold certificates?—Not all; but some do.

1085. *Professor Cook.*] From the Board of Education?—They may have other certificates. We have great difficulty in finding competent teachers. The Board have been compelled, owing to the great difficulty of obtaining governesses, to appoint uncertificated, but on the understanding they go up for examination.

1086. *Rev. W. J. Habens.*] Can you state what is the main cause of that difficulty? Does it arise, for example, from the competition of primary schools for teachers?—I presume it is owing to the demand for teachers which exists all over the world. It is an increasing demand, which cannot be adequately supplied. Of course if we were able to give large salaries we should obtain teachers more readily.

1087. *Dr. Wallis.*] Did you say that this school was to a certain extent a normal training institution?—No, it has not been.

1088. *The Chairman.*] Is the curriculum of study prescribed by the Board or by the headmaster?—It is prepared by Mr. Heath and approved of by the Board.

1089. Do you consider the fees excessive or otherwise?—I think they are extremely moderate.

1090. *Dr. Wallis.*] Moderate even in the lower classes?—Yes.

1091. *The Chairman.*] Are you of opinion that this Girls' School should be assisted by the Government in the same way that primary schools are?—I am.

1092. You think it has a claim upon the Government?—Decidedly. If the institution is not self-supporting it must inevitably fall to the ground in the absence of extraneous aid.

1093. *Dr. Wallis.*] Do you think it right that secondary education in this colony should be entirely free like primary education?—No, I do not.

1094. *Professor Shand.*] Does the Education Board draw any capitation grant from the Government on account of the pupils attending this school?—It has up to the present time.

1095. *Rev. W. J. Habens.*] When in possession of the endowment of £5,000 worth of land do you understand that the Girls' High School will still be entitled to a capitation allowance?—I believe it will not then be entitled to the capitation allowance.

1096. *Dr. Wallis.*] Primary education is taught in this school at the present time in order that it may receive the capitation allowance?—I do not think that is the interpretation of the Act. I do not believe that was intended by the Legislature when it passed the Act. Besides, the endowment of £5,000 worth of land might of course only produce a very trifling income.

1097. Would you consider it desirable that the primary part of the education—the lower branches, the alphabet and so on—should be discontinued in a secondary school of this sort?—That opens up the question of whether it is desirable that all sections of the community should go to the public free schools.

1098. It cannot be intended that there should be institutions exacting fees for primary education apart from the public schools?—The Girls' High School is an establishment to which all classes on paying fees can go and commence their education.

1099. Is this High School, which gives both primary and secondary education, intended to be an aristocratic institution—entirely aristocratic for those who are able to pay, so that the rich may be kept separate from the primary schools?—No.

1100. *Professor Shand.*] Is it the intention that the primary education given should lead up to the secondary education which the school is afterwards to provide?—I think that follows as a natural sequence.

1101. And the primary instruction given there may not be identical with what is given in the Government schools?—No.

1102. *Professor Brown.*] Do you think the Girls' High School would not be more efficient as a secondary school if the primary part were cut off, and an entrance examination, demanding a certain standard, enforced?—It would then, of course, assume the character of a more effective secondary school.

1103. *Dr. Hector.*] Do you think that, taken generally, a girls' high school should be placed on the same footing, as regards endowment, establishment, and regulations, as a boys' high school?—Yes.

1104. You think they are equally important?—Yes.

1105. *Dr. Wallis.*] Is the Girls' High School affiliated with the University of New Zealand?—I do not think so.

1106. Do you think it would be desirable to affiliate it?—At present the girls are not excluded from taking honours.

1107. *Professor Cook.*] If the lower part of the school in which primary education is provided were cut off, do you not think that in the present circumstances of the school the effect would be to cripple it for want of funds?—It would diminish the number of pupils, no doubt.

1108. Is it not a fact that the income derived from the lower forms is more than necessary for the teaching of those forms, and that money is gained thereby wherewith to help to teach the higher forms?—I am not aware that that is the case with regard to the Girls' High School, but I believe it is with regard to the Boys' Grammar School.

1109. It is generally the case, I think?—Yes. Of course, as pupils become advanced in their education, there is always a certain percentage who are content with instruction up to a particular point, when they drop off, whereas the lower forms are always full.

1110. Do you think that under present circumstances, and until the Girls' High School has a sufficient endowment, the cutting off of the lower forms would absolutely impair the efficiency of the upper?—In default of funds, of course it would.

1111. *The Chairman.*] There has been an idea abroad for some time that a medical school, or medical schools, ought to be established in the colony. Do you think the circumstances of Auckland are such as would enable a medical school to be established here?—I am so little of that opinion, that I should question the propriety of having a medical school for the whole of New Zealand.

1112. *Rev. W. J. Habens.*] Is that opinion founded upon the small number of students likely to avail themselves of the advantages of a medical school, or rather upon the want of opportunity for the necessary training and instruction?—I believe it is utterly impossible to get a sufficient number of students to support a University. New Zealand is not yet far enough advanced for that. If you take the population of the colony at some 400,000, and deduct half for the male population, then deduct the number of adults from that again, and take the percentage of young men from fifteen to eighteen years of age, from whom you must get your students for the University, I question very much whether the whole of New Zealand would give a percentage sufficient to sustain a University.

1113. I understand that your reply refers not only to a medical school, but to a University in general?—Yes. I do not look at the question as to when would be the proper time for a young city to commence a University of its own, but merely, meeting the question as you put it, it does not appear to me that there is a population to support a University. Again, as to the opportunities of training medical students here, I do not see how we could do it. The opportunities of educating them do not exist.

1114. *Professor Shand.*] Your objection would of course apply still more to establishing more than one medical school for New Zealand?—Certainly. You require subjects for dissection. In the hospitals you will only find a percentage of ordinary diseases. There is not population enough to fill the hospitals with a sufficient variety of diseases.

1115. *Professor Brown.*] In saying that New Zealand is not ripe for a University, do you mean a University fully equipped in all departments, or simply a University for liberal culture, such as Oxford or Cambridge? Do you mean a fully equipped University in some centre?—I doubt if New Zealand has a sufficient population for such a University.

1116. You do not mean a University such as the present University of New Zealand?—I am not well acquainted with the University of New Zealand. I am merely speaking in broad terms as to the advisability of establishing a University or medical school.

1117. *Professor Shand.*] You are judging, I suppose, by the proportion of the population to the number of Universities in the European countries?—I could not state of my own knowledge the proportion the Universities at Home bear to the population; but, looking at the question broadly, I can hardly believe that the population of New Zealand is ripe for a University.

1118. Would you have any objection to state what population, in your opinion, would justify the founding of a University?—That is a statistical question, and a matter of figures; you can prove anything with figures. It is quite impossible for me to state that, although it is a legitimate question in the face of my statement that I do not believe a population of 400,000 is sufficient.

1119. Would not a medical student have an opportunity of studying the diseases which most frequently occur in the colony?—No doubt.

1120. So as to be admitted as a practitioner within the colony?—That would be, I think, taking a very narrow view of the scope of a medical practitioner's knowledge. As the colony grows older I presume we shall have the same diseases here which occur at Home, although we escape a great many in point of severity.

1121. *Dr. Hector.*] Supposing there was an endowment existing which could be applied, say for the District of Auckland, to promote medical education, in what form do you think it would be best utilized? In sending the students Home as scholars?—Yes; I should imagine that the same money devoted to the maintenance of a large University would do more good if spent in sending pupils Home.

1122. *Professor Sale.*] Do you think that any part of a medical course could be effectually learned in the colony—say anatomy, chemistry, or botany?—Chemistry, yes; botany, yes; anatomy, no.

1123. You think the opportunities for learning anatomy would be better in the large institutions at Home than in the small institutions here?—I do.

1124. *Dr. Wallis.*] In anatomy do you include dissection?—Yes.

1125. *The Chairman.*] Could you state whether anything has been done with regard to the endowment and establishment of a school of art in Auckland?—There is no public school of art in Auckland.

1126. *Dr. Hector.*] Has anything been done towards getting scholars together so as to test whether there is any opening for such an institution?—I cannot answer that without introducing a personal reference to myself.

1127. I believe there has been an art class established?—Yes, a Free School of Art—free to the students in every respect.

1128. How many are attending?—About thirty.

1129. How long has it been in operation?—Only some three months.

1130. Is it well supplied with models, &c.?—It was instituted on the arrival of the donation of Mr. Thomas Russell, and a certain number of the models were procured.

1131. Is it limited to outline drawing?—Yes.

1132. Would there be any demand for tuition in engineering, mechanical, and architectural drawing?—I think so.

1133. I understand that this school has been maintained by the bounty of private individuals, and not by Government funds at all?—I may say that it is wholly and entirely maintained by myself.

1134. *Rev. W. J. Habens.*] Do you think that, in any general scheme of public education, such a school of art should be included at each of the large centres?—Distinctly I do.

1135. And that Government support and patronage should be accorded to it?—Yes.

1136. Do you think it probable that such an institution in each of the large centres would command such a number of students as would make it a worthy object of Government support?—Yes.

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1137. And what class of effects upon the public welfare do you chiefly contemplate in saying so?—The general elevation of character.

1138. *Professor Cook.*] Do you think it would be practicable to teach music in the same sort of way? Do you think there is in Auckland any demand for a general teaching of music in the schools, or by the establishment of classes?—It is a necessary part of the programme of the existing Board of Education, and we carry it out as far as possible.

1139. *The Chairman.*] Has there been any attempt, as far as you are aware, to establish an agricultural school in this province?—I am not aware of any.

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The Hon. Colonel HAULTAIN was sworn and examined.

1140. *The Chairman.*] The Bishop has referred us to you with regard to the property at St. John's. We wish to ascertain whether it was an endowment, or whether it was acquired by the Church of England independent of the Government?—Altogether independent of the Government, in every respect.

1141. Has the Parnell Grammar School got any Government endowment such as St. Stephen's?—None whatever.

1142. What kind of education is being carried on at present at St. John's College?—Solely such education as would be given to theological students—candidates for holy orders.

1143. Has the institution derived any benefit from being affiliated to the New Zealand University?—Not pecuniarily. I am not aware how many of the students have matriculated, but it is the desire of the governors of the institution that every student who completes his course of study at the College should, prior to being admitted to holy orders, graduate at the University.

1144. I understand then that the ordinary tuition would embrace the course for Bachelor of Arts as well as a divinity course?—Yes. Prior to my arrival in New Zealand, more than thirty years ago, I believe a grant of money was made by Sir George Grey in aid of buildings at St. John's College, at the same time that grants of money were made in aid of buildings at the Three Kings for Wesley College, and at the North Shore for St. Mary's College. I cannot say positively what the amount was, but my impression is that it was about £2,000 for each institution.

1145. By whom is the curriculum of study prescribed at St. John's College?—By the governors.

1146. Is any prospectus issued in connection with the College, inviting persons to become pupils?—I think not. There is an advertisement published in the *Church Gazette*, which appears every month.

1147. How many masters are maintained at the College?—Only one.

1148. What is the charge for boarders?—The master is allowed £60 a year for each pupil, which includes £15 tuition fee.

1149. What salary do you pay the headmaster?—He receives, besides the allowance for boarders, £265 a year, in which is included a sum for ministerial duties performed at the chapel. He formerly had an allowance of £25 a year, but there was an objection to that. He is bound to perform certain services in the chapel, and his salary is £265 plus the tuition fees, and the profit he may derive from the boarding of the pupils.

1150. *Professor Cook.*] Of course he has a house?—Yes. There is ample accommodation there for a very much larger number of pupils than attend at present.

1151. *Dr. Hector.*] For how many would there be accommodation?—I know that some years ago Mr. Blackman had seventeen or eighteen boarders, and seventy or eighty boys attending the school.

1152. *Rev. W. J. Habens.*] Referring to your statement that St. John's College received a money grant from the Government, are you able of your own knowledge to say whether the proceeds of the money so received were devoted to the objects for which it was granted?—No, I am not. I am not in a position to give any information on that subject, as it is so far back. It was before I came to the colony. I understand the money was expended on buildings.

1153. Can you say of your own knowledge whether the money grant was intended for such an institution as St. John's College now is?—I can only speak doubtfully. I think the money was given by Sir George Grey more especially with reference to Native education.

1154. Could you refer the Commission to a competent authority for information on this subject?—Mr. Swainson was a member of the Executive Council in those days, and he is still in Auckland. Sir George Grey himself could of course give information.

1155. Practically you have no doubt that the application of the money was according to the intention?—No doubt whatever.

1156. *Professor Sale.*] You said that the object of the institution was to furnish such an education as theological students are usually expected to get. Would the governors of the institution look favourably upon the extension of the studies so as to embrace an education which persons not intended for the clerical profession might wish to get?—Certainly, if they had the means.

1157. Have you ever had applications for admission to the institution from persons not candidates for holy orders?—For scholarships.

1158. But not for admission otherwise?—Anybody would be admitted. The funds of the institution—the endowments—are devoted to the education of theological students: that is to say, the scholarships are only given to theological students.

1159. Theological students are preferred as scholars?—Yes.

1160. But you would have no objection to enlarge your operations?—No, and get other students. Of course, if we did that, we should be able to get additional masters.

1161. *The Chairman.*] I think you are one of the governing body of the Parnell Grammar School?—That institution is included in the same trust.

1162. What are the school fees there?—£10 per annum, with extras. Drawing and botany are the only extras at the present time. Drawing, I think, is one guinea a quarter.

1163. Has the school been in any degree crippled for want of funds?—Certainly. There is not that teaching power in the under-masters that is very desirable. Of course, with so limited an income,

the headmaster, who appoints his own under-masters, cannot offer such high salaries as are obtained in other institutions. Still there are reasons why the Church of England Grammar School should be able to hold its own better than another institution under the same circumstances.

1164. Does the school get any aid from Church funds?—No. The school got aid from St. John's College, for the school buildings were erected at the cost of that institution, and other expenses defrayed. Bishop Selwyn took upon himself the cost of bringing the master out in the first instance, and spent a sum of money in building the schoolhouse, which he charged against the St. John's College fund, amounting altogether to about £1,100 or £1,200. The charge was approved of by the General Synod. So that the Grammar School was not founded solely on its own basis with no endowments at all; it has had some assistance. It was looked upon in the first instance as a feeding institution to St. John's College.

1165. As far as you know, the Parnell School has received no aid from the Government in the way of an endowment of land or in grants of public money?—No.

1166. *Rev. W. J. Habens.*] Could you express in general terms the distinction between the kind of education given at St. John's College and that given in the Parnell Grammar School?—At St. John's, the students are all of an advanced age; at the Grammar School, the boys are all under sixteen or seventeen. But the course of education would be the same. The education at the Grammar School is a common grammar-school education in classics, mathematics, history, &c.

1167. Then is the principal distinction based upon the fact that at St. John's College the students are older than those at the Grammar School?—Yes; and being specially trained for holy orders at the present time. I may be misunderstood in saying that St. John's College would enlarge its course of study if it had other pupils who could go there at their own expense. Any number of pupils would be received who wished to go there. Situated as things are at present, there is no desire on the part of young men to go out there.

1168. And I understand that the design of the governors is to make St. John's College a place for college education as distinct from grammar-school education?—Yes.

1169. For higher rather than secondary education?—Yes.

1170. Is there any limit of age for admission?—At the present time there is practically none. There was in former years when the two institutions were in full operation. At that time students under fifteen years of age were not admitted at St. John's College; they had to go to the Grammar School.

1171. *The Chairman.*] At the present time, would they take a boy at St. John's College of the age of twelve or thirteen or fourteen years?—There is no limit as to age. I think, if there were boys in the neighbourhood who wished to go there, they would be admitted.

1172. *Professor Sale.*] As boarders?—Yes.

1173. *The Chairman.*] Could parents send boys of the age of twelve, thirteen, or fourteen to the institution as boarders?—I do not think a single parent would desire to do so. It would be rather inconvenient for one or two boys to go to a school where there were no others of the same age. There is nothing in the rules to prevent their being received.

1174. *Dr. Wallis.*] Are the same subjects, classics and mathematics, taught equally at the two institutions—equally advanced?—They would be more advanced at St. John's College.

1175. But classics and mathematics are taught at both institutions?—Yes.

1176. *Rev. W. J. Habens.*] I observe that St. John's College and the Church of England Grammar School are both affiliated to the University of New Zealand. Do you consider the same necessity for affiliation exists in the case of the two institutions?—I think it is very desirable that they should both be affiliated. There are students at the Grammar School who have no intention of entering holy orders, who would be glad to matriculate at the University, but who would be prevented from doing so if the school were not an affiliated institution.

1177. But what would prevent students at that stage of their work from attending at St. John's College rather than at the Grammar School?—Distance from town would be a very great objection—the chief objection. The great reason why St. John's College is not a more flourishing institution, and able to devote any of its means towards general education, is that students cannot conveniently go out there.

1178. There are, I think, no students there at all except those who are on the foundation?—None but scholars.

1179. I think you are also one of the governing body of the Auckland College and Grammar School?—Yes.

1180. Would you consider the standard of education at that school as approaching more nearly that at the Parnell Grammar School or that at St. John's College?—That at Parnell Grammar School.

1181. You consider the St. John's College standard as higher than that at the Grammar School?—Certainly; it is intended for students for the Church.

1182. *Professor Odk.*] Is there any entrance examination at St. John's College?—Practically, no. Men of twenty-two or twenty-four years of age are admitted who are anxious to study for holy orders. They go there for a year or two to complete their theological studies.

1183. *Professor Sale.*] Not scholars?—Sometimes scholars. The Bishop sometimes has a very promising young man who he thinks would make a desirable candidate for holy orders. The young man might not be sufficiently advanced in his studies, and the Bishop would get him appointed as a scholar for the sake of obtaining one or two years' more instruction.

1184. *Dr. Hector.*] Are these scholarships granted as gifts, or gained by examination?—Virtually, as gifts at the present time. They would be open to competition if there were a sufficient number of candidates. The St. John's College is not an Auckland institution; its advantages should be distributed generally throughout the whole colony. It is a colonial institution, which was founded by Bishop Selwyn when he was bishop of the whole diocese, and the endowments belonged to all the dioceses in the colony. Each of the Bishops throughout the colony nominates a member of the Board of Governors; and when St. John's College was reopened scholarships were advertised all over the colony, and candidates were invited to offer themselves; but there were no candidates from any of the

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other dioceses, so that, virtually, the benefits of the institution are enjoyed by persons belonging to the Auckland Provincial District and the Diocese of Auckland. But they are open, and would be made open, if there were any candidates, to all parts of the colony.

1185. *The Chairman.*] Who compose the present Board of Governors?—The Bishop, as Chairman, Mr. Barstow, the Rev. Mr. Burrows, Archdeacon Maunsell, Mr. W. Atkin, and myself. The Bishop of Auckland acts for himself; Mr. Burrows, I think, was appointed by Bishop Hadfield, of Wellington; Archdeacon Maunsell was appointed by the Bishop of Waiapu; I was appointed by Bishop Suter, of Nelson; and Mr. Barstow and Mr. Atkin must have been appointed by the Bishops of Christchurch and Dunedin.

1186. Then the scholarships are open to persons, say, down in Dunedin?—Yes, and persons in Dunedin were invited, some four or five years ago, to compete; and, if there had been more applicants than there were scholarships to be granted, the appointments would have been made by competition. There were, however, no applicants from other parts of the colony.

1187. *The Chairman.*] As a member of the Board of Governors of the Auckland College and Grammar School, can you state what was done in endeavouring to establish evening classes in connection with that institution?—In June, 1872, there were several evening classes established for teaching history, Latin, chemistry, and mathematics.

1188. Were these all in connection with the Auckland College and Grammar School?—Yes.

1189. *Rev. W. J. Habens.*] As far as you know, are they the only classes of the kind that have been established at any time in Auckland?—These evening classes died out, owing to the attendance falling off. Mr. Macrae could give you exact information as to the number that originally attended, the number the classes dwindled down to, and the precise periods when they were discontinued. Since that time I have seen evening classes by private individuals advertised in the papers; but I do not know how they were attended, and do not think they are being carried on at the present time.

1190. *Professor Cook.*] The Bishop told us yesterday that there were some evening classes conducted by Mr. Worthington. Were those the classes?—No; I think Mr. Worthington's classes are for the instruction of teachers under the Board of Education.

1191. Distinct from the Grammar School?—Yes. They are special classes for the instruction of the younger teachers, who are anxious to obtain the advantage of instruction from a trained man, the Board of Education paying for their instruction.

1192. *Dr. Wallis.*] Are the evening classes which Mr. Robertson conducts in connection with the Grammar School?—I believe not. I said there were four classes established in June, 1872—namely, history, Latin, chemistry, and mathematics. In the beginning of 1873 there were two other classes, logic and French, but I do not think any of them lasted a whole year.

1193. Speaking generally, the attempt was not appreciated by the public of Auckland?—Certainly not; but the governors of the Grammar School would have considered themselves bound by the conditions of the trust to carry them out.

1194. Do you recollect where the classes were held?—I think in the Provincial Government buildings which are now occupied by the Land Office.

1195. *Professor Shand.*] Were the teachers of these classes paid by salaries, or did they get fees?—They were teachers of the Grammar School. Each student, I think, paid a fee of 5s. a quarter.

1196. Was that the only remuneration they got for this additional work?—Yes.

1197. *Dr. Hector.*] Do you think, if there were proper appliances in Auckland for carrying on evening instruction, there would be any students? Do you think there is any demand for that kind of instruction?—There would be a demand for some kinds of instruction. I do not know whether evening classes would be well attended for mathematics and classics.

1198. Do you think the former attempt failed on account of the want of proper appliances and proper lecture-rooms and teachers, or was it solely owing to the apathy of the public?—You do not want many appliances for teaching classics and mathematics. The only science that was attempted was chemistry; the appliances were very limited, and, in fact, only the rudiments were taught. I think a chemistry class here would very likely be well attended.

1199. Do you think that such a class would be better in connection with the Auckland Grammar School, or with some independent institution—say connected with the Museum?—That is rather a difficult question to answer. It is only a matter of opinion.

1200. Financially?—It would be more economical if carried out in connection with the Grammar School; but it would not be so satisfactory or so complete as it would be if the institution were a separate one. There is no doubt there is a very great and urgent want of technical instruction in this town. At present we have no opportunities or means for affording such instruction.

1201. *Rev. W. J. Habens.*] Do you think that if means of technical instruction were provided a sufficient attendance of pupils could be secured in the day-time, or would it be necessary to have evening classes for such a purpose?—I think it would be necessary to have evening classes.

1202. *Dr. Hector.*] Supposing such an institution were established, would the Museum site be convenient?—Yes, I think it would be a very convenient site. Not perhaps the most convenient, for of course a site in the centre of the town would suit the town people better; but the Museum site is sufficiently near not to be any objection to those who really want instruction.

1203. *The Chairman.*] Do you know whether there are many persons attending the training class for teachers which is carried on, I believe, by Mr. Worthington?—I know that there are a large number of persons attending. At the end of last year there were seventy or eighty pupils, and there are more now.

1204. *Professor Shand.*] Were they all teachers?—Yes. Mr. Worthington has evening classes for those who reside in town, and on Saturdays they all meet.

1205. *The Chairman.*] Does he receive any extra remuneration?—Yes.

1206. *Professor Shand.*] How long has this class been in operation?—I could not say definitely.

1207. I suppose the intention is to supply the want of a normal school in Auckland?—Exactly.

1208. Do you think it desirable that such a school should be established here?—Very desirable indeed.

1209. *The Chairman.*] Do you know what is being done at the Thames in that direction?—I think there is also a class of teachers there, under instruction by one of the Board's teachers.

1210. *Dr. Hector.*] Are you connected with the Education Board?—I am a member.

1211. Are you aware of any arrangement recently entered into for the establishment of a normal school?—Yes; as a training school.

1212. Can you explain how it has been done—by consolidating, I understand?—There were three school districts within the City of Auckland, and the Board of Education consolidated these three into one. They did not like to take from any one of the School Committees its particular school out of its hands, as that would be virtually setting aside the Committee altogether, and they thought it would be better to have one School Committee for the City of Auckland than three. They consolidated the three, and have set apart, as a training school, the chief school, which was kept by Mr. Worthington, who now has a class for training teachers.

1213. The Education Board has retained that school in its own hands?—Yes; it is taken out of the hands of the Committee, and is administered directly by the Board as a training school.

1214. *Rev. W. J. Habens.*] Do you know anything of the history or the operations of an institution the name of which appears on one of the windows of the Choral Hall as a "Model Training School"?—I know very little about it, except that, during the time the master, Mr. Martin, was in vigorous health, it was very largely attended.

1215. *Dr. Hector.*] What were the ages of the pupils?—From seven to seventeen—boys and girls.

1216. What number were there?—I understood there were as many as 300 on the rolls.

1217. *Rev. W. J. Habens.*] Was it a private school?—Yes. It was called a Model School, the instruction being given from models. It no longer exists as a separate school, and is now a school under the Board of Education. Mr. Martin's health having failed him, he was compelled to give up the sole management of it. I do not think it paid him very well: he could not collect his fees.

1218. *Professor Sale.*] You left the impression that, although there is nothing in the regulations to prevent ordinary students attending St. John's College for the sake of obtaining a liberal education, yet, practically, it is a theological college, and only theological students could get scholarships—only theological students could really attend?—Yes.

1219. Is there anything in the training, or in the principles of the place, which would be likely to exclude other than members of the Church of England?—The trust says, "For the site of, and towards the support of, the said College of St. John the Evangelist, near Auckland, and for the education in the said College of candidates for holy orders, and for the instruction and training in the said College of the youth of both races in moral and industrious habits, and for the education of all the students therein in the principles of the Christian religion, according to the doctrine and discipline of the Church of England."

1220. *The Chairman.*] Do you think there is a demand in Auckland for University education?—I do not think there is. I do not think there is any demand at the present time for a higher class of education than could be given at the Auckland College and Grammar School. There is a decided want, I think, for technical education.

1221. Rather than for University education such as is given in Canterbury and Otago?—Yes. We have not sufficient people here. We could not get the number of students that would justify any expenditure on special University education. We have not many of the wealthy class here. There are very few people here, for instance, who, as a rule, could send their sons to England rather than educate them in the colony.

1222. *Rev. W. J. Habens.*] Do you think it probable that the supply of such instruction would create a demand?—I do not think so. I do not think we have the material. We have a great difficulty in keeping boys under instruction after they have reached sixteen or seventeen years of age.

1223. *Professor Cook.*] May that not arise from the fact that they have risen to the top of the school, which is no longer able to teach them much?—I think not, because the school has the means of teaching them a great deal more. We have men as masters of the school who could carry them on very much further. But I think it is partly due to the fact that boys do not like to remain at school when their former comrades are out in the world earning their own living and following professions or callings. A boy after he is seventeen years of age does not like to be called a schoolboy.

1224. But would he not cease to be a schoolboy if he joined such an institution as the Chairman indicated when he asked the last question?—Yes; but I think there are so few who would desire to continue their education here. I am speaking simply of this district.

1225. *Professor Ulrich.*] You said you thought technical instruction might be given by means of evening classes. Do you mean higher professional instruction, say in mining and in agriculture, or do you mean a lower kind? The really higher instruction could not of course be carried on in the evening?—I think that if we had the means we might carry on a certain amount of technical instruction in our Grammar School.

1226. *Dr. Hector.*] What Professor Ulrich wishes to know, I think, is, whether there would be an opening in Auckland for the establishment of a purely technical school, like a school of mines, for the production of professional men—engineers, architects, surveyors, &c.?—I have not sufficient information to form a definite opinion on a point of that kind.

1227. *Professor Ulrich.*] I asked the question because you said there was a want of technical education, and I wished to know how you would define that education?—What I meant by technical instruction was instruction in natural science, chemistry, botany, model-drawing, civil-engineering, and navigation.

1228. *Dr. Hector.*] General instruction in those subjects, with the view of professional use being made of it afterwards?—Yes.

1229. *Professor Cook.*] Then, if you had a set of men competent to teach those subjects anything like thoroughly, the addition, say, of a gentleman to give lectures in classics and of another to give lectures in English would about complete your staff, and make a very good college?—At the Univer-

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sity classics and mathematics are compulsory subjects; you would not get the students of the technical classes I have referred to to study these two subjects.

1230. You said that there was no demand for a college which would busy itself with higher education generally, and yet you say that for technical education, as I understand you to mean it, it would require a considerable staff of men of high qualifications; and I say that the addition of about two more lecturers would make the institution a complete college?—Yes, but those two are really the principal part of a University. When I said we did not want University education I was thinking more especially of classics and mathematics.

1231. You could not do without mathematics in a technical school such as you contemplate?—There is not much mathematics required in botany and chemistry, and you can teach seafaring men what they require to know as mates and masters of vessels without requiring any high knowledge of mathematics from them.

1232. Apart from that, all that you would require to complete your University staff would be a lecturer in classics and one in English and history?—We want instruction in technical subjects. I confess I am not able to give you a decided opinion as to whether it would be better to have a separate establishment altogether for giving that instruction, or whether it would be better to graft it on to our present Grammar School. I am rather inclined to think that at the present time it would be safer, and, in a pecuniary view, more economical, to commence, as a tentative measure, by grafting it on to the Grammar School, by giving that institution the means of procuring instructors who could give instruction in the Grammar School during a portion of the day and complete their time by having evening classes. There is a want, but I cannot say I have thought out the question of how that want can be best supplied.

1233. *The Chairman.*] Do you think that the three scholastic institutions with which you are connected—namely, the Auckland College and Grammar School, the Church of England Grammar School, and St. John's College—have derived any benefit from the New Zealand University in an educational point of view?—I think that the Auckland College and Grammar School has certainly derived benefit. Its status has been improved.

1234. *Professor Sale.*] From the name of an affiliated institution?—There has been an advantage in the name, and some pupils have been encouraged to go through the University course who otherwise would not have done so.

1235. *The Chairman.*] Then as regards the Auckland Grammar School, there has been a beneficial effect?—Yes; irrespective of the pecuniary advantage which the institution derived, and which was certainly of some importance.

1236. Would you say the same with regard to the Parnell School and St. John's?—They have neither derived any pecuniary advantage. I cannot say how many pupils the Parnell Grammar School matriculated—not more than one or two I think—but there will be matriculated students there, and they will derive an advantage in that way.

1237. Then on the whole you think that the establishment of the New Zealand University has been an incentive to these institutions to develop a higher class of education?—I think so.

1238. *Professor Shand.*] With regard to the Auckland College and Grammar School, has not the time of the teachers been a good deal taken up in giving education to the undergraduates—those who have matriculated in the University and are studying for their degree?—I do not think so. There is no doubt that the expense of tuition for the upper classes is very much larger in proportion than it is for the lower classes. For instance, last year the upper class consisted of eight boys only. They required the undivided attention of one of the senior masters, who received £350 a year; and therefore the cost of their tuition alone, without including their proportion of the headmaster's salary, and of the contingent expenses, was over £40 per head.

1239. We have had it in evidence from the Chairman of the Board that the funds have hitherto been barely sufficient to support the school as a school, and I wish to ask whether the fact that the time of the masters was a good deal taken up with the training of undergraduates would not tend to impair the efficiency of the school as a secondary school?—There have been so very few matriculated students that I do not think it has practically had that effect.

1240. I presume the class you mentioned as composed of eight pupils consisted of matriculated students?—No; they were not all matriculated students.

1241. The undergraduates, then, are really taught along with the ordinary scholars?—Yes.

1242. *Professor Ulrich.*] Supposing an institution were established for giving technical instruction of the character you have mentioned—a real school of mines, as it is usually understood, or an agricultural college, or polytechnical school—do you think there would be any students in Auckland who would avail themselves of such instruction?—Very few.

1243. *Rev. W. J. Habens.*] Have you formed any opinion as to the effect upon education generally of the granting of scholarships by the Education Board?—I think the system under which scholarships are granted in this district has had a very good effect indeed.

1244. Could you indicate briefly the direction in which the benefit is to be found?—The best boys from the common schools have competed for the scholarships that have been offered, and those who were successful became entitled to free tuition at the Grammar School, with a payment of £30 a year besides. I know that these scholarships are very eagerly sought after. In many instances those who have come from the common schools, holding a scholarship for two years, have afterwards competed for what are called the open scholarships, and have gained them, and been able to continue their education up to the age of eighteen. In the upper class of the Grammar School, to which I referred just now, there are at the present time two, if not more, boys—I know there are two—who came from common schools, having gained scholarships there, and afterwards competed for the open scholarships, which they are entitled to retain until they are eighteen years of age.

1245. What effect do you think the system of granting such scholarships has upon the education in the primary schools generally?—I think a very good effect. The subjects of examination for the scholarships are confined to those in which the boys have been instructed in the common schools. They are not examined in any subject outside of the ordinary course of a common school.

1246. And you think the schools derive benefit from the competition which is induced by the offering of scholarships?—I think there is a great competition for these scholarships—a great desire to obtain them. Of course there would be some exceptions, but I should say that the whole tone of the schools would be raised by the offering of these scholarships.

1247. Do you think that the scholarship system is at present sufficiently extended in its operations?—I do not think it is. It could be still further extended, in my opinion, with great advantage.

1248. Do you think that the amount of each scholarship is a suitable one?—I am not sure whether it would not be better to make the amount smaller and increase the number of scholarships.

1249. *Professor Shand.*] What is the amount?—£30 besides a free education.

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THURSDAY, 13TH FEBRUARY, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Rev. W. J. Habens (Secretary),
Dr. Hector,

Professor Sale,
Professor Shand,
Professor Ulrich,
Dr. Wallis.

Mr. FARQUHAR MACRAE was sworn and examined.

1250. *The Chairman.*] You are the headmaster of the Auckland College and Grammar School?—I am.

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1251. How long have you held that position?—For very nearly eight years.

1252. How long was the school established before you became headmaster?—Two years.

1253. When you became headmaster where was the school being held?—In Howe Street.

1254. How many pupils were on the roll immediately before you took charge?—There had been enrolled at the commencement of the quarter which ended when I joined 29 lads, and as far as my memory serves me probably 20 were in attendance; and we opened with 150 in the new building. It was known that there would be a much larger number of lads, and this building was the only one we could occupy.

1255. And your first quarter opened with 150?—Yes.

1256. How many are on the roll at present?—Over 200. Our roll for the current quarter is not made up, as many of our boys from the country have not yet come in. Our average last year was 220.

1257. *Dr. Wallis.*] Was not Dr. Kidd the headmaster who preceded you?—Yes.

1258. When Dr. Kidd ceased to be headmaster then there were only 29 boys on the roll?—Not when Dr. Kidd resigned; he was with us two years after I joined.

1259. *The Chairman.*] What was your educational experience before you received this appointment of headmaster?—I had been for one year assistant classical master at the Elgin Academy, and was in charge of the boarding establishment as well as doing the work of assistant classical master. For five years I was the headmaster of a school in Morpeth; from Morpeth I came out here. In those days there was a proposal to establish a high school in Auckland, and certain men at Home were appointed to select a headmaster. The appointment was offered to me; I accepted it, came out here, and remained in the High School from 1863 to 1871, when I joined the Board of Grammar School Commissioners.

1260. What are the special duties at present devolving upon the headmaster of the Auckland College and Grammar School?—Such duties as ordinarily devolve upon headmasters of large public schools; in my own case the additional duties required by our exceptional circumstances during the whole time I have been headmaster,—those exceptional circumstances entailing an amount of work and responsibility on the headmaster that ordinarily headmasters are free from. In regard to what special classes I take year by year, I vary from one subject to another, from one class to another. Sometimes I have the highest class; frequently I have almost our lowest. I take different classes and subjects as I think may be best for the general interest.

1261. I understand that you exercise a general superintendence over the whole school?—I know everything that is done, in every class, from the oldest to the youngest.

1262. *Professor Cook.*] You referred just now to exceptional circumstances which entailed additional duties to those which ordinarily devolve upon a headmaster: what are those exceptional circumstances?—In the first place, we have had a singularly unsuitable building all along; and in the second place, considering the work we were trying to do, and which, to a certain extent, we succeeded in doing, we had a staff too small, and consisting to a very large extent of inexperienced men to begin with.

1263. *The Chairman.*] Perhaps you would inform the Commission now how the school is housed at present?—We occupy three buildings:—the old District Court, in this neighbourhood; a little building immediately to the rear of the Supreme Court Buildings, once a Wesleyan Maori chapel; and a building belonging to the Scotch Church, situated about 200 yards off, in Symonds Street. The District Court we occupy by leave of the Judge of the District Court. For the other two buildings we pay rent.

1264. What rent is paid for them?—I am not quite certain as to the sum, but I think we pay £30 for the Scotch Church building, and 12s. or 15s. a week for the Maori chapel.

1265. What are the relations existing between yourself as headmaster and the governing body?—I am not aware that there has been any absolute definition of the relation of the headmaster to the Board of Governors. I rather think there has been no such definition. But on the other hand I am not aware that in practice any harm has resulted therefrom. I presume, as long as the headmaster has

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the confidence of his governing body, the mere definition of the relation in which the one should stand to the other is not required.

1266. *Professor Shand.*] You have not mentioned your tenure of office?—I was appointed headmaster subject to giving six months' notice if I wished to leave, and receiving six months' notice if the Board should think proper to dispense with my services.

1267. *The Chairman.*] What are the relations which exist between you as headmaster and the other teachers?—I am, as headmaster, responsible for the arrangement of the work—for the course of study that is to be followed; I settle for each individual master what his particular work is to be, and such arrangements as I make are binding on the teachers.

1268. By whom are these masters appointed?—They are appointed by the Board of Governors. The headmaster and all other masters are appointed by the Board of Governors.

1269. *Dr. Wallis.*] Are they not first of all recommended by you?—There has never been an appointment made by the Board of Governors in which I have not concurred. I do not think the Board would appoint a man whom I would not like to have.

1270. *Professor Shand.*] Does that apply also to the dismissal of officers?—There has been nothing defined; but I should imagine that, as long as I had the confidence of the Board of Governors, they would not retain a man whose dismissal I would recommend. But there has been no occasion for such recommendation.

1271. *Dr. Wallis.*] In the appointment of masters you take the first step, and the governing body approve of what you do: in the dismissal of masters you are the first to move, and the governing body approve of what you have done?—No; that is not the way. We are advertising now for an English master. Some fifty applications have come in. The Board of Governors will have these applications before them to-day. I do not know what action they are going to take, but I am certain they will not appoint any man of whom I do not approve.

1272. *Professor Shand.*] Is it the custom to send you the testimonials of the applicants? Have you to make a particular recommendation?—The testimonials of the applicants are invariably submitted to me, and my opinion is asked by the Board.

1273. You are asked to make a particular recommendation by the Board?—I can hardly say there has been an invariable practice followed.

1274. I merely wish to ascertain the custom, because it varies at different places?—And it has varied with us. For instance: we got an English master in June last year. We had many applications. I did not feel at liberty to make any recommendation to the Board. I did not care to take on myself the responsibility of saying that among the fifty or sixty applicants there was a man who would suit us, and I asked the Board to be relieved from the responsibility of recommending, and I was so relieved.

1275. That seems to have been a special case, and would not affect the custom. You asked to be exempted from complying with the usual custom?—I asked to be exempted from the responsibility of making any recommendation. I have no doubt the Board will ask me to make some recommendation in the case of our present vacancy, and I shall be prepared to make such recommendation.

1276. *The Chairman.*] Do you think the present arrangement, whereby the governing body appoints the subordinate masters, is a satisfactory one to you as a headmaster?—Perfectly. I say perfectly, this being understood: that the headmaster has the confidence of his governing body. In my own particular case it has worked to my entire satisfaction.

1277. Under these circumstances, I presume you would not suggest that any alteration should be made in the mode of appointing the masters under you?—Speaking for myself, No.

1278. Is there a minimum age fixed for admission to the school?—No. By a regulation of the original Board—a regulation in force before I joined the Board—a certain preliminary examination was required, and there was a limit of age to ten years. On my suggestion the limit of age was left out, the amount of preliminary education required remaining as it was before. Now it is left to the discretion of the master to say whether a boy under ten years of age, if he can pass the requisite preliminary examination, should be admitted. If he is in good health I exercise my own discretion. Taking the average of the last six or seven years, it is probable we may have each year had ten boys under ten years of age.

1279. But there is an entrance examination?—Yes, which I have invariably subjected all young lads to.

1280. What is the nature of the examination?—It is an exceedingly simple one—to read and write to the satisfaction of the headmaster, and to know the first four rules of arithmetic.

1281. Is there any division of the school into an upper and a lower department?—There has been for years past. We have had the names of "upper" and "lower" school for a number of years.

1282. *Professor Shand.*] How many forms are there in each division of the school?—Until last year there were three classes in the lower school and three classes in the upper school, leaving out University graduates. Last year the three in the upper school became four. This year, I think, our nominal three will be really five classes.

1283. What are the relative numbers in these two divisions of the school?—Without having the figures before me I can only give an approximate answer. Speaking of last year, for instance, roughly there were 120 boys in the lower school and 100 in the upper.

1284. *The Chairman.*] Are alternative courses of study offered to the pupils?—Practically for these years past the lads who have come to us have done what I advised them. I will give an illustration in the case of Latin. The Board of Governors have not made Latin compulsory, and yet on an average there are not four lads in the school who do not learn Latin if I think it desirable that they should do so.

1285. *Professor Shand.*] Is there any prescribed curriculum in the school?—Certain subjects—classics, mathematics, English, and French (and chemistry at times, although not just now)—have been the subjects taught, but there has been no formal fixing of a curriculum in detail. The general

subjects to be taught were prescribed, I presume, by authority of the Board, and before I joined them ; but the Board have never interfered in the details of our work.

1286. There is nothing, then, of what is usually known as a curriculum of study in the school?—There is, and there has been all along since I have had to do with the school, a regular working according to a plan. That plan is determined in the first place by the necessities of the lads who join us at the commencement of the year, and is, to a certain extent, regulated by the requirements of the University examinations.

1287. I understand, then, that there is no fixed plan, but one that is drawn up at the beginning of each year by the headmaster?—The work of the year, as far as it may have to be settled early in the year, is settled by the headmaster : invariably, in my case, with the help of my colleagues.

1288. *The Chairman.*] Practically, the curriculum of study is left to you to decide upon, and the Board have not prescribed any particular course?—They have prescribed the general subjects ; they have never interfered with details.

1289. *Rev. W. J. Habens.*] Are all boys who have reached approximately the same stage of general culture compelled in any one year to take all the same course? Or do the boys in the school at the same time diverge upon separate lines, according to the desire of their parents, and their probable future career?—There has been no compulsion in the matter. I have had no authority to compel any boy to learn Latin or mathematics ; but I have seldom, in my seven or eight years' experience, found a parent or a boy who did not follow my advice.

1290. Have you found it necessary to advise that divergent courses should be followed at the same time?—Very frequently.

1291. So that in effect divergent courses are being followed at the same time?—In a few cases where it appeared to me right in the interest of the boys so to advise it.

1292. In effect, is this divergence an exceptional thing in the case of one or two boys, now and then, or does it give a direction to the studies of the school in general?—I think I have said already that in practice the wishes of the parents and boys and myself have gone together—that is to say, that they have chosen to put such confidence in my advice that there has been no practical difficulty in the matter. A few lads, for instance, have not learnt Latin at a particular stage when the majority of the class were learning Latin, and a few have been away from mathematics for certain reasons, and a few from English. But these have been exceptional cases.

1293. *Professor Cook.*] Is Greek generally taught in the school?—We had no Greek since 1872 until last year. About four or five months ago a number of the older lads—eight or nine of them—asked for instruction in Greek, and we had a Greek class until the end of last year.

1294. With the exception of that small number, it is not taught in the upper school?—It has been deliberately not taught all along. These boys asked for it ; they were entitled to have it under our deed of trust, and I was exceedingly glad to find them anxious for it. It was taught by myself, generally out of school hours.

1295. *Professor Shand.*] As there is apparently no fixed curriculum, does not that necessitate frequent changes in the time-table of the school?—No. In saying there was no fixed curriculum, I simply meant the Commission to understand that there was no formal laying down or saying that this thing is to be done, and that thing is to be done. The general subjects of instruction—classics, mathematics, English, chemistry, and so on—are fixed by the Board, who say that certain things shall be taught, and that other things shall not be taught. In so far as there is a fixed curriculum, the particular work to be done in a particular year is determined by the needs of that year.

1296. *Professor Cook.*] Will you explain why Greek was not taught?—Our lads—and I presume they are not different in this respect from those in other parts of the colony—stay so short a time at school that years ago I came to the conclusion that such benefit as might be derived from the study of an old tongue would, during the short time the boys were at school, be obtained better by a close study of the one tongue, the Latin, than by a less full study of Latin and Greek. That is the broad ground—that the purposes of a classical education would be better served by the more thorough study of one than by the less thorough study of the two.

1297. *Professor Brown.*] You said you had not taught Greek since 1872 until last year. In the University Calendar for 1876 there is an appendix of examinations at affiliated institutions, and I find a Greek paper amongst your papers : was this set to an outside student or to one of your own?—To one of our own students, who took his degree last year. He intends to be a clergyman, and was anxious to learn Greek. He was taught by the classical master after hours—it was done outside. Until this class was started about five months ago, we had no teaching of Greek except to this young man out of hours.

1298. *The Chairman.*] Could you inform the Commission, as a specimen of the education, what is the curriculum for your highest class at present?—I should like to refer to our summary of work for last year. For the present year I should pass no opinion upon our work ; we have just opened for the year. But I am in a position to give you any information you may desire about the work of that class for last year and all previous years. I will speak roughly, not binding myself to be absolutely accurate, of the first class, irrespective of the University department. In Latin they read portions of Horace, Livy, and Cicero, and were occupied in translations from English into Latin, and read certain portions of ancient history. In mathematics they did a moderate amount of arithmetic—probably spent an hour a week over a general paper in arithmetic. In algebra they used the large edition of Todhunter, the large edition of trigonometry, and spent some time over mechanics. They had Euclid once a week. Probably there might be a revisal of Euclid work. Their Euclid work was confined to a paper perhaps once a month ; but they were in the habit of getting regular geometrical exercises.

1299. *Rev. W. J. Habens.*] Can you state what parts of the text-books you have mentioned in mathematics were read last year in the first class, which, as I understand, is exclusively of University students?—In the first class? In the first class there are undergraduates of the University, and there are those who are not undergraduates. The exact portions of these text-books done by the members of the first class I shall be able to tell you in a few minutes.

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1300. *Professor Cook.*] Could you not tell us roughly about where they arrived at the end of the year?—Practically they have exhausted Todhunter's large edition of Algebra. Perhaps my answer will be best understood if I answer in this way: With the exception of those who are undergraduates of the University, and who have certain college examinations to pass, I may say that all through the work of the first class in mathematics was confined to the University junior scholarship examination. We have gone beyond it—mechanics, for instance.

1301. *Rev. W. J. Habens.*] What text-book were they using in mechanics?—Todhunter.

1302. *The Chairman.*] I understand you will furnish the curriculum of study with regard to all the classes?—With all the work done last year and any year since I joined.

1303. *Professor Sale.*] I should like to ask whether in each separate class the pupils are supposed to have attained to the same proficiency in all the branches of study which they take together—whether, for instance, a pupil who is advanced to the standard of any particular class in classics must also be advanced to the standard of the same class in mathematics?—In the upper school the lads work together in every subject in each class, with few exceptions. In the lower school, provision has been made in this fashion: The lads in three classes of the lower school are classified for their English. There is an independent classification for arithmetic. A lad may be in the fourth class—which is the highest class in the lower school—in his English subjects, and yet so far back in arithmetic that it would be profitable for him to be in the fifth or sixth. The plan is very simple: the arithmetic of the lower school, fourth, fifth, and sixth classes, is taught at the same time.

1304. *Professor Sale.*] But there is no such extra classification at work in the upper school?—The lads work together in the upper school.

1305. In the upper school all the members of the same class do the same work in all subjects?—Yes.

1306. *Professor Shand.*] And are the separate classes always taught separately?—No, not always; we have not the staff to do it. They are frequently put together.

1307. *Rev. W. J. Habens.*] When two classes are under the care of the same teacher, is the practice followed of allowing one class to prepare work, as it is called?—Never.

1308. What is your opinion of the practice of allowing one class to prepare work while the other is under direct tuition?—I have never done it myself, nor allowed it to be done.

1309. Is your practice in this respect founded upon a decided opinion which you entertain?—Certainly.

1310. *Professor Sale.*] Does it often happen that a boy is sufficiently advanced in one subject to be moved up into a higher class, but is kept back by being less forward in other subjects?—In practice, No. This is the course I pursue: If a lad is found well up in one subject, say in his Latin, so that he ought to go into a certain class judging of him by his Latin only, he is usually encouraged and aided to work up the backward subjects and to get into the class which from his Latin he is fitted to enter.

1311. Is no difficulty found in getting a boy forward in that manner?—Practically none, except additional work for the masters. All that depends upon the kind of relation between the masters and their boys.

1312. You are aware that in most schools, where of course the staff is sufficient for the purpose, there is a complete division of the work; the school is divided, say, in the subject of classics in one way, and in the subjects of mathematics or science in another way, and a boy may be in a high class in one and low in the other. Would it, in your opinion, be an improvement to have the same distribution of work in your college?—The question is not one of practice with us. The thing simply could not be done.

1313. Owing to the want of staff?—Yes.

1314. *Professor Brown.*] You say that there are five classes in the upper school and three in the lower: would it take eight years for a boy of ordinary capacity to go through the whole school, say beginning at ten? Is that the meaning of the division, so that they may move up year by year from the one to the other? The ordinary practice is to move up year by year, so that a boy of ordinary capacity would take eight years to go from the lowest form of the lower school to the highest form of the upper school?—We have had no instance of that. Our boys take a much shorter time than that. And when I spoke of there being probably five classes this year, I was simply answering your question about the number of classes in the upper school. I am afraid our three will become five from the fact of several boys of the first class returning again as they have done this year.

1315. *Professor Shand.*] Did that include the collegiate department as well as the school strictly speaking?—I cannot say that I appreciate the difference you make between the collegiate department and the other.

1316. The instruction meant for undergraduates would belong to the collegiate department of the school?—The instruction meant for undergraduates is given in the first class.

1317. So that those five include the classes for undergraduates as well?—Yes; as we are at this moment.

1318. *Professor Brown.*] Is Latin taught in the lower school?—In the upper class of the lower school Latin is taught; it is begun in that class.

1319. *The Chairman.*] How many different subjects does a pupil study concurrently as a general rule?—Only two in the younger classes of the lower school—simply English and arithmetic. In the upper classes of the lower school, in addition to those, Latin and French: we do not happen to have French at this moment, but it is part of our scheme and we are waiting for a master; and above the fourth class, Latin, mathematics, French, and, for years past until last year, one branch of science, ordinarily chemistry.

1320. What study of history is conducted in the school?—The history that is ordinarily taught in schools.

1321. Is it simply English history, or do you teach Roman, Grecian, and English history in the one class?—Ordinarily one of the common text-books—that is, text-books for special periods—and in the upper school boys have been reading ancient history.

1322. *Professor Shand.*] Do you include geography under history?—Yes.

1323. *The Chairman.*] How many hours a week do boys attend the school?—Five hours a day for five days a week.

1324. Do you know whether many pupils receive assistance in the preparation of their work out of school, from others than members of their own family?—Not many. Sometimes on my own recommendation parents endeavour to get paid help, but I do not think it is a common thing. Generally, and in fact almost invariably, they are dependent on the assistance they may get from their parents.

1325. *Rev. W. J. Habens.*] Do you think it desirable, as a general rule, that assistance should be given to pupils out of school?—I think it would be very much better for lads to trust to their own exertions at home, and get such help as they may find from the encouragement of their parents. Let them work for themselves.

1326. *The Chairman.*] What are the particular arrangements in the school for the teaching of science?—Some years ago, and until Mr. Kirk left and went to Wellington, botany was a part of our regular course of instruction; and, until April of last year, for many years chemistry was a portion of our course; but there has been no teaching of science since April last year.

1327. *Professor Cook.*] By whom was the chemistry taught?—By Mr. Kent, the master of the fourth class, who is an admirable chemist and a successful teacher of chemistry, and gold medallist of the Sydney University. It was no part of his duty as master of the fourth class, but he taught chemistry and worked hard. His successor, Mr. Heath, who was with us for only three months when he left for the Girls' High School, also took chemistry classes.

1328. *Professor Shand.*] Have you proper apparatus and appliances?—No more proper apparatus than we have proper buildings; but we had apparatus and we made it work.

1329. Is there a laboratory in the school?—We had one in the old Barrack building. The masters' common room had its little closet of chemical apparatus and appliances of one kind and another. We have no room for one now.

1330. *Professor Cook.*] Is there provision for a laboratory in the new buildings for which tenders have lately been called?—I have no doubt there is. I speak with all modesty about this new building. It was determined upon during the last month when I was away from Auckland, and I am not well acquainted with the plans.

1331. *Professor Shand.*] Have tenders been called for?—I believe so; I am not sure.

1332. The plans have not been submitted to you by the Board?—I saw them before I went away, but it was found advisable afterwards, on the motion of Mr. O'Rorke, to alter the plans.

1333. *The Chairman.*] I think as a matter of fact the architect was instructed to confer with you before he prepared his plans?—And did.

1334. I believe you were not here when an alteration was made in consequence of the Board having expressed an opinion that there ought to be a boarding establishment attached to the school?—No. From what I have seen of the plans I believe there will be ample room for chemical apparatus.

1335. *Professor Cook.*] But is a room being specially fitted up for use as a laboratory?—I do not know that the architect's attention has been called to the proper fitting of one room as a laboratory.

1336. *The Chairman.*] Is drawing taught as part of the school course?—It has not been taught during the last two or three years.

1337. *Professor Cook.*] Was it taught before as part of the ordinary school course?—For some years it was taught as part of the ordinary school course.

1338. *The Chairman.*] Why has it been discontinued?—The master we had, Mr. Hoyte, went to Dunedin, and we have not been able to get another. On this matter of drawing there is one other thing to mention: Nearly two years ago arrangements were made whereby a master who teaches drawing here got the use of a certain room in the Barracks, and taught such boys as wished to learn drawing, they paying him.

1339. *Professor Cook.*] Has class singing ever been taught as part of the ordinary school course?—In the youngest classes, until the end of last year.

1340. *The Chairman.*] Is there a library connected with the school?—There is about £60 or £70 worth of books, many of them works of reference—books which lads could not get for themselves, and which the older ones and masters make use of.

1341. Are these books accessible to the pupils?—Yes, when required.

1342. *Rev. W. J. Habens.*] Must they refer to them in the school, or can they take them home?—They are always welcome to them if they wish to take them, or ask for them; and very frequently lads are instructed either by myself or some of the other masters to take them and make use of them. They are there for masters and boys.

1343. *The Chairman.*] Is there a gymnasium attached to the school, and are gymnastics prescribed as part of the school course?—We had a gymnasium in the Barracks; we are in the street now.

1344. *Professor Cook.*] Is there provision for a gymnasium in the new building?—There will be. It is an accident that we are without gymnastics just now: that is to say, the governors and head-master will, I believe, be anxious to see a regular course of gymnastic instruction.

1345. Were gymnastics prescribed as part of the school course, or were they an extra?—They were part of the school course during a part of the time we were in the Barracks, and will be again when we have the accommodation.

1346. *The Chairman.*] Has the curriculum of the school been planned with the object of bringing it into relation with the University course?—We have had constant reference to the University course in the framing of our curriculum.

1347. What object had the Grammar School in view in seeking affiliation with the University of New Zealand?—I can speak for myself. I cannot speak the mind of the governing body at the time. I recommended the Board—the Commissioners in those days—to seek for affiliation with the University, because it was the published intention of the University authorities to devote the sum of £300 a year for a certain number of years to the aiding of educational institutions in different parts of the colony.

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Naturally we were desirous to get that money, and the application for affiliation was made and entertained.

1348. How long did you receive that subsidy?—From 1873 until, according to the University Act, subsidies ceased to be given.

1349. *Professor Cook.*] You received the £300 for some time: was it given on condition of any special subject being taught? I mean, was it given principally to help you to provide for teaching physical science?—It was given to us, I doubt not, on the same conditions on which it was given to other affiliated institutions throughout the colony. I do not know that such a condition as you mention was made.

1350. As a matter of fact, how was the £300 applied?—In the years 1872 and 1873, our then Board of Governors on my advice spent a portion of the £300 in evening classes. We had got the money from the University on the understanding that it was to help to do University work, and I advised the Board to see if there was a sufficient number of young men anxious to go on with University work who would study with us in the evenings; and for two years the £300 was spent in part on those evening classes. At the end of the second year I advised the Board to discontinue the evening classes, and to use the £300 in increasing the salaries of such men as we had, and in helping us to get another, which was done.

1351. I suppose the withdrawal of the £300 has merely had the effect of lessening the salaries of those gentlemen?—There has been no lessening.

1352. Then the withdrawal of the £300 practically produced no result?—There would have been £300 more if it had not been withdrawn; but the endowments have increased a little in value, and there has been no lessening of salaries.

1353. *Professor Shand.*] Referring to your answer as to the conditions on which the £300 was given by the University, I will read the following extract from the letter of the governing body applying for affiliation: "In the event of affiliation to the University of New Zealand, the headmaster, the classical master, the senior assistant-master, and the lecturer in botany will take classes in mathematics, classics, mental and moral philosophy, natural philosophy, and botany and geology respectively. Mr. Hugh Hart Lusk will deliver lectures on general history, and Dr. J. R. Nicholson on chemistry, acoustics, and other branches of physics." Have those conditions been fulfilled?—Yes.

1354. Are they still being acted upon, notwithstanding the withdrawal of the £300?—That was answered some time ago. Evening classes were discontinued after two years' experience of them.

1355. *Professor Cook.*] Because they fell off in numbers?—I came to the conclusion, after two years' experience of them, that it would be a better expenditure for the University if the money were spent on the work of the day, instead of the work of the night.

1356. *Professor Shand.*] Was this sum used in providing remuneration for the teachers of the evening classes?—Yes. All of them were paid for the evening work, except the headmaster.

1357. And those classes were intended to prepare students for University examinations?—Yes. The first year, 1872, I took the evening class in mathematics. I began with thirty students, and in a month I got twenty-four out of the thirty, with their consent, to cease to attend my class. I said to them, "I am here for the one purpose of doing University work. You are not prepared for it. I am very sorry—you must go away." So they went away; and I continued with five or six students until the end of the year.

1358. *Professor Sale.*] Were these students undergraduates of the University?—No. Next year I did not take the mathematical class myself. One of our masters had it. He began with nine students, and ended with two—Miss Edger and Mr. Moss. It was in that way I first became acquainted with Miss Edger.

1359. *Professor Cook.*] You say that the £300 was applied in the first instance to these University classes, and afterwards generally to the day work in the College. Can you tell us what remuneration Mr. Kirk received as teacher of botany?—To the best of my recollection £50 a year.

1360. That was before affiliation. He got nothing additional after affiliation?—I am not prepared to say. I do not remember. My impression is that his salary was not raised.

1361. How many hours per week did he give you?—It is seven years ago, and I should require to look into the matter to answer you accurately. Possibly two or three hours in the week.

1362. Had he any share in the evening tuition?—No.

1363. After Mr. Kirk went to Wellington, and when your chemistry was taught by Mr. Kent, that was the only natural or physical science taught in the school: did Mr. Kent get anything extra on account of this teaching?—As master of the fourth class it was not his duty to teach chemistry; but he was an admirable chemist, and, at my suggestion, went into that work very heartily. The only remuneration, if it can be called remuneration, which Mr. Kent got for his teaching of chemistry, was a small sum I asked the Board to give him out of their limited funds, in appreciation of his work. It was an honorarium of £25.

1364. *Professor Brown.*] After the evening classes ceased, did undergraduates who were attending those classes pass into the day-school work?—I am not prepared to say that there was a single undergraduate in the evening classes.

1365. I think you mentioned Miss Edger?—She was not an undergraduate then.

1366. But did she pass into the school?—In 1873 the evening class ceased. I went and advised Mr. Edger to send his daughter to us, and she came in 1874.

1367. *The Chairman.*] Where were the evening classes held?—Some in the Provincial Council Chambers, others in the Barracks.

1368. *Rev. W. J. Habens.*] Have you found the presence of female students the cause of any difficulty? Seeing that the undergraduates are now being instructed, as I understand, in the highest class of the school, what arrangements are made for receiving female students for the University?—They are received just like ordinary students. We have no means of making any special arrangement.

1369. Then, in fact, a female student reading with you now would read in the upper class, and attend the class regularly?—A young lady was doing so during several months of last year. The only

special arrangement I made was an understanding that she was to come three minutes after the proper hour, and leave three minutes before.

1370. Do you see any objection to an extension of the mixed system, which is thus introduced, to other parts of the school?—I am not prepared to go into the general question of whether mixed schools of boys and girls would be better than separate schools.

1371. Is there in any other part of your school a similar exceptional instance of a girl attending the school?—No.

1372. *The Chairman.*] What number of teachers does the governing body allow you to assist in carrying on the school?—Three masters in the lower school, and three in the upper, and a French master.

1373. Are any of these teachers exclusively devoted to University work?—Not one.

1374. *Rev. W. J. Habens.*] Are they, in relation to University work, on exactly the same footing with regard to the governing body and headmaster as when they are doing ordinary school work?—On the same footing.

1375. *The Chairman.*] How many of the teachers do University work in connection with their ordinary duties?—I speak for last year—this is a new year. For last year, the headmaster, classical master, mathematical master, and English master. Four of the staff, I may say, have been engaged in doing University work along with their other work.

1376. How many undergraduates have you at present attending?—We have none this year; they have not come back yet. Last year, of undergraduates in attendance, we had two out of ten on our books.

1377. *Rev. W. J. Habens.*] Did their presence require any division of the studies into higher and secondary work respectively?—Provision was made for the teaching of the work in which they were to be examined by the University at the end of the year.

1378. Special provision?—They came there with certain work requiring to be done, and provision was made for the doing of that work.

1379. *Professor Cook.*] Did the remaining members of the first class do exactly the same work as they did?—These did something in addition.

1380. *The Chairman.*] As far as you are aware, had the teachers any previous experience in University work, either as students or teachers?—They all had.

1381. *Professor Sale.*] You mean that they had been connected with other Universities before they were connected with the University of New Zealand?—Yes.

1382. *Professor Brown.*] Can you state what previous experience each of the teachers engaged in University work at your College had in University work, as students or teachers?—It will be sufficient if you refer to those of last year. The classical master was a student of the University of Glasgow for four years. The mathematical master was a student at the Sydney University for three years. They have both taken degrees. These, with myself, were the only teachers who did University work for last year. In former years we had Mr. Kent, Mr. Curnow, and others.

1383. I thought there was an English master engaged?—The English master, in the early part of last year, did University work. He was a Bachelor of Laws, with honours, at the University of Melbourne. He was with us some months last year.

1384. *The Chairman.*] Has your staff of masters been found sufficient to train the undergraduates for the University examinations?—I should be disposed to say, let the results testify. If you mean to ask whether in my opinion we have had a sufficient staff for the work we have been trying to do, I should say at once, No—that the staff has been insufficient. I speak for the other masters when I say that it is owing to a course of excessive labour, continued persistently for years, that we have been able to carry on.

1385. *Professor Sale.*] And has there been much additional labour thrown upon you by the fact of your connection with the University as an affiliated institution?—There has been.

1386. *Professor Cook.*] Such additional labour as to at all interfere with the efficiency of the school as a school?—I would not have allowed that.

1387. *Dr. Wallis.*] I think you said you had only two undergraduates?—Two in attendance on classes last year.

1388. *Professor Sale.*] And the additional labour caused by those two produced a good deal of pressure upon the staff?—Oh, no; but that the University work for these years past, not the last year only, and the demand made upon the staff by the requirements of these University undergraduates, added very seriously to the work which they would have had simply as grammar-school masters. Perhaps you will understand it better in this way: We should have much less work if we had had no undergraduates for these years past. They were here; they wanted education; if anybody could give it, it must be ourselves, and we did what we could.

1389. *Professor Cook.*] I suppose the pressure was principally felt by the masters in the way of preparation at home for the teaching next day?—Partly in that way.

1390. In what other way could it be felt if they were taught in the ordinary school class?—I am talking of last year. They were not all taught in the same class formerly. One boy came before another, one stayed on after 4 o'clock, and so on. It was extra work for us all. I would like to explain about the two undergraduates last year. We had only two. Our grammar school increased in numbers from 200 to 220. I encouraged no undergraduates to come last year. We had not the staff, and we were overworked. I believe under more favourable circumstances we could have had from ten to twelve in attendance last year, but I did not encourage them to come.

1391. *Professor Shand.*] Supposing you had no University work to do, would the present staff in your opinion be sufficient for the school as a secondary school?—No.

1392. *The Chairman.*] Are there any affiliated institutions in the neighbourhood of Auckland besides the Auckland College and Grammar School?—There are three others—the Wesley College, Three Kings, St. John's College, and the Church of England Grammar School.

1393. Do you find that these institutions in competition with you have drawn undergraduates from your school?—No.

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1394. *Rev. W. J. Habens.*] I think you have already said that special instruction is given to undergraduates as they need it—as distinct from their position as mere schoolboys?—We are bound to give special instruction to them. That is to say, if we receive undergraduates at all it is our duty to give them proper instruction. If we could not give it my course would be very plain: I should say, “We are not in a position to give these undergraduates the instruction which they require.”

1395. Is there any special instruction given to undergraduates to prepare them for competing for honours in the University—I am speaking of honours as distinct from the pass examination?—Some of our students went up for the senior scholarship examination, and one went up this last year for honours.

1396. And was special preparation provided for them?—All the help we could give them in every form was given them. Their reading was deliberately directed to the purpose of going in for these honour examinations.

1397. *Professor Sale.*] Did they read in the same class with the ordinary first class—I am referring to last year?—The one who went in for honours at the last examination was a graduate of the year before, and he was acting during part of the year as one of our assistant masters, and studying in private under the direction of those with whom he had worked before. Those who went in for senior scholarship examinations in former years were our ordinary scholars.

1398. *Professor Brown.*] Are there many undergraduates who are keeping terms without attending at the school—keeping terms simply by passing the annual examination?—We have ten or eleven on our roll. Of course, they may come up at the end of the year for examination, or they may not. They complete a year only when they come up and pass. There are ten or eleven undergraduates still nominally here. My own opinion is that, given a proper staff, and every one of these ten or eleven will yet finish his University course. They are away in business and in offices, but I am not aware that a single one has finally dropped the University course.

1399. *Professor Cook.*] At your annual examination for undergraduates, do you examine the students separately from the first class, or do they take certain papers in your ordinary school examination?—We have invariably had an annual college examination, distinct from the ordinary examinations.

1400. Who have examined?—Our own staff.

1401. For the college examinations?—Invariably.

1402. For the school examinations you have had outside examiners?—Generally.

1403. *Professor Shand.*] Can you tell me whether many of your students have been scholars of the University—held junior scholarships?—Only one has held the junior scholarship under the new regulations.

1404. I mean all through. You mentioned that there were ten undergraduates on the roll; I should like to know how many of these hold or have held junior scholarships?—Only one has held a junior scholarship. I think there has been only one examination. There was a second of which we do not know the result.

1405. Well, I will use the term scholarships?—In the year 1874, two scholarships in mathematics; in the year 1874, a scholarship in mathematics; in the year 1875, in natural philosophy and chemistry; in 1875, in mathematics; general scholarship in 1878; and two senior scholarships in 1877.

1406. I wish to know the number who have held scholarships, and how many have not?—Four separate students have held one or more scholarships, and six have not held scholarships.

1407. *Rev. W. J. Habens.*] Can you describe the matriculation examination with reference to subjects, and the scope in each subject?—Of course, in the matriculation examination we are bound by the regulations of the University, which say an examination must be taken in Latin, arithmetic, English, and three other subjects.

1408. Can you define the standard of the matriculation examination with reference to the character of the papers set, and the percentage of marks required?—The University has imposed a very grave responsibility on the affiliated institutions, in committing to them the matriculation examination. We here have felt this responsibility, and no one has been matriculated who has not shown such knowledge in his examination as would warrant us in saying, in all good faith, that with fair ordinary work he could complete the first section of his examination in two years. The principle is the same in a yearly examination. A lad with us would not pass his first year who would not show such knowledge as in our opinion would warrant us in certifying to the University that after another year's work, with fair diligence, he would pass his University examination.

1409. *Dr. Hector.*] How is the examination conducted in practice?—It is a written examination.

1410. In examining these papers do you affix marks to them?—We ordinarily do.

1411. And what proportion of these marks do you consider passes—I am talking of matriculation?—We have not thought it necessary to affix marks in the matriculation examination. Everything depends on the principle on which a man marks. I know my own marks, but I am not prepared to attach any value to the marks of another, whose system I do not know.

1412. You have no means of affording the Commissioners information that would enable them to compare your matriculation examination, as far as the standard is concerned, with those held in other places?—I think it is probable I should be able to furnish the Commissioners with copies of almost every examination we have ever held.

1413. *The Chairman.*] How often do you hold matriculation examinations?—We have engaged to hold them four times a year.

1414. *Professor Brown.*] Do you print the papers each time?—No. We have never printed the matriculation papers as such, but we have generally printed the undergraduate papers once a year. I should have no hesitation next week in holding a matriculation examination for anybody who wished to come up.

1415. So that you hold the matriculation if any one turns up?—We are bound to hold it four times a year, and I encourage people to come then only; but, if there is any occasion for holding it at any other time, it can be done.

1416. *The Chairman.*] Have you made any alteration in the curriculum of study in order to bring your school into harmony with the University of New Zealand?—We have of course year by year had to make arrangements for the teaching of the subjects prescribed by the University.

1417. *Professor Shand.*] Is the plan of study, so far as it has been arranged, or as it is arranged year by year, defined or fixed upon with reference to preparing the pupils for the University course?—Certainly: not in the youngest classes. I would say, in general, that the function of the lower school is to prepare for the upper school.

1418. My meaning is, whether that is the sole aim of the school as a school—to prepare for the University?—Certainly not.

1419. *Professor Cook.*] But I think you said all of the boys in the highest class were doing work such as would fit them to compete for the University junior scholarship?—That was the work last year.

1420. And is that generally your object from year to year?—No, not always. I think the teacher has a very much higher function than that—to prepare his pupils for life. These things came by the way, and we took them.

1421. *Professor Shand.*] I think the object of the question is this: Before the University existed the school had certain aims, and those aims were expressed by the plan of study and the time-table of the school. Well, after the University came into existence, was the plan of the school altered in any way in order to adapt it to prepare students for the University?—The plan of the lower school has not been altered, but the plan of the upper school has. As the requirements of our students necessitated work of this kind or that kind, such requirements had to be provided for.

1422. *Professor Sale.*] Take an instance: Has the classical work done in the senior class from year to year been that prescribed for junior scholarships? You remember that in the early times, when scholarships were not junior and senior, certain distinct classical work used to be prescribed—certain books, at that time: did your senior class take that work because it had been prescribed by the University for junior scholarships?—I should require to go back to the record of years to answer you definitely what the first class was doing then. I have no doubt, if there was certain Latin work specially prescribed in former years, we should be doing that work, unless there were good reasons to the contrary.

1423. Did you find that the classical work prescribed during those early years of the University took the boys away from work which they would naturally have done if that work had not been prescribed?—No.

1424. *Professor Shand.*] At one time I think candidates were examined for scholarships in a great variety of subjects, and at another time the number of subjects was restricted to one, I think—at all events to a very limited number: did you accommodate the arrangement of your school to the conditions of these different examinations? I mean, at the time that the University required an examination in a great number of subjects for scholarships, and at the time when it required only one subject, did the plan of study in your school remain the same, or was it altered to suit those different requirements of the University? Was your general course of study broad or narrow according as the University prescribed?—Certainly not. I may add that I have never consciously allowed the claims of any examination whatever to interfere with what I thought would be the best course of education for the boys.

1425. *The Chairman.*] In arranging the course of study, have the wishes of parents been in any way deferred to, or has the course of study been simply left to your own judgment?—In general, the course of study is prescribed—it says certain subjects are to be taught.

1426. And parents, I presume, have not interfered?—There has been no practical interference on the part of parents.

1427. How many of your present staff are University graduates?—Three, and there is one vacancy in the staff.

1428. Is there any considerable variation from year to year in the number of pupils attending the school, or does the average keep the same?—The attendance has been steadily increasing for the last four years, the largest increase being last year.

1429. *Rev. W. J. Habens.*] Could you indicate any special causes for the gradual increase?—The increase has been so steady during these three or four years that I would rather let it speak for itself.

1430. *Dr. Wallis.*] That being the case, would it not be desirable that we should have more than one grammar school in Auckland?—That is a general question. I have not entertained it. I should be glad to give my views on it to the Commission after a little thought. I would not be prepared to say right off that two weak institutions would be better than one strong one.

1431. *Professor Cook.*] Do you not consider that there is a second grammar school in the neighbourhood of Auckland in the Church of England Grammar School, Parnell?—There is one in Parnell.

1432. *The Chairman.*] What is the proportion between the number on your roll and the daily attendance?—I should say, speaking roughly, that, excepting in bad weather, 90 per cent. attend.

1433. Are there any special circumstances affecting the regularity of the attendance?—No special circumstances affecting us that would not affect other schools in Auckland.

1434. *Rev. W. J. Habens.*] But are there any special circumstances in Auckland which would make it different from other places?—I know of none.

1435. *Dr. Wallis.*] Do you think it desirable that the Grammar School should confine itself to grammar-school work?—Certainly.

1436. And that there should be a college with a staff of professors and teachers?—The grammar-school work and the college work we have been doing, because, to be done at all here, it must be done with our staff.

1437. Do you think it would be desirable to have a college here with a regular staff of professors?—If you mean by that an institution in which there are a number of men who are relieved from the elementary work to do the higher work, certainly.

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1438. I mean that we should have in Auckland the same advantage they have in Christchurch and Dunedin?—Certainly.

1439. *Professor Cook.*] And should that college in your opinion be an institution absolutely separate from the school, such as Canterbury College and Otago University?—Absolutely separate, excepting in this sense: that, as part of a public establishment for education, secondary and other schools should be working up to it.

1440. Yes; but that there should be no necessary connection otherwise between the two?—That is to say, that the men doing University work in the college should not, as our men have been doing here, do elementary work besides. I should wish to see adequate provision made for giving higher education here. I should wish to see such public provision that there should be men especially devoted to higher education.

1441. I want to understand whether you would wish this institution to be an upper department of the Auckland College and Grammar School, or whether you think it should be an entirely separate institution?—I see no reason why it should be the upper department of the Auckland College and Grammar School.

1442. *Dr. Hector.*] Are you talking of what you would like to see, or do you think, under the present conditions of the Auckland District, that the Grammar School should be relieved from its University work at the present time?—The matter did not present itself in that light at all.

1443. Is that your opinion—that, under the present circumstances of the Auckland District, that is to say, considering the amount of endowments and the extent of the demand for higher education, it is desirable that an establishment should be formed, separate from the Grammar School, for affording University education?—I think that this part of the colony ought to be put in the same position with reference to higher education that the Middle Island is in.

1444. Do you think there is a demand in this district for higher education requiring the establishment of an independent college?—I think there is a demand for higher education.

1445. *Professor Cook*] Such a demand, do you think, as would justify the Government making the necessary provision?—I think that has been shown by the history of all these years past.

1446. *Professor Ulrich.*] Do you think that the University of New Zealand should continue in its present form as an examining body, or that there should be another University?—I should say one University for the colony, and colleges in the different centres of population; the means of getting the secondary and higher education being brought within the reach of as many people as possible all the colony over.

1447. *The Chairman.*] I understand you to mean that there should be only one University granting degrees?—Yes.

1448. *Dr. Hector.*] Would you allow graduates to pass an examination without reference to where or how they obtained their education?—Attendance is bound to be required at certain classes, but for the ordinary arts curriculum I should certainly allow anybody to get the University certificate of knowledge who showed that he possessed the knowledge.

1449. *Professor Sale.*] In that case affiliated institutions would be unnecessary?—I think it is a great pity there have been affiliated institutions. They always appeared to me to be an illogical addition to an examining body.

1450. *The Chairman.*] Could you give the Commission an approximate estimate of the proportion of pupils drawn from the professional, trading, and operative classes?—Generally, I should say that the school is made use of by all classes; but I will furnish a detailed statement.

1451. What are the fees charged at present?—Eight guineas a year—two guineas a quarter.

1452. What arrangement do you carry out with regard to vacations and occasional holidays?—We have seven weeks vacation at midsummer; nearly a week at Easter; barely any vacation at midwinter—a day or two usually, never more than a week; and beyond the usual public holidays an occasional holiday, which does not occur very often.

1453. *Rev. W. J. Habens.*] Do you think it desirable that the work of the school should go on with so little interruption, in the form of vacation, from Easter to Christmas?—I think it would be very much better to have a longer break between Easter and Christmas than we have had. I think it would be better for the health of the boys, and for their education.

1454. *Professor Shand.*] Would it answer the same purpose if you had a longer vacation in the summer time, when the weather is finer?—We have a longer vacation than any other school here. I do not think it would be wise, considering the feelings of parents, to lengthen the summer holidays. I do not think it would be judicious to extend the holidays beyond the seven weeks we give at present.

1455. *Professor Cook.*] You are aware that in many places—certainly in Canterbury—it is usual to divide the year into three terms. There is a holiday of about seven weeks at Christmas; then they work for thirteen weeks, have three weeks' holiday, work thirteen weeks again, have three weeks' holiday, and work thirteen weeks again; so that the year is divided into three terms of thirteen weeks each, with a vacation of seven weeks at Christmas, and two vacations of three weeks each between the other terms. Do you not consider that such an arrangement as that would be much better than the one you pursue here?—I am inclined to say that that would be a better arrangement, especially as I have heard men who have been working under that arrangement testify that it works very much better than the four quarters.

1456. But you are aware that the practice not only prevails largely in the South, but is coming very much into use in England?—I am not aware.

1457. *The Chairman.*] In your opinion are the present buildings you are making use of suitable for school purposes?—No.

1458. Is there a sufficient allowance made by the governing body for procuring maps, models, diagrams, and scientific apparatus and specimens?—The governing body are as good to us as their funds will allow them to be.

1459. Do they supply you with maps, models, diagrams, &c.?—In so far as they are asked for, they do. They supply us with all we ask for of these things.

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1460. *Professor Cook.*] Is your supply sufficient, or are you prevented for asking for more by the knowledge that there are not sufficient funds?—We have not sufficient apparatus.

1461. Where is the deficiency? Have you sufficient maps, for example?—We have quite a sufficient supply of maps; but the word "apparatus" has been used, which I should imagine means scientific appliances. We have not a liberal supply of these.

1462. *The Chairman.*] What are the arrangements for the periodical examination of the school?—There has been almost every year a public examination by outsiders—examiners appointed by the Board of Governors;—as far as I remember in every year but 1877.

1463. Have you formed any opinion as to the desirability of a general system of inspection and examination of secondary schools?—Yes; I think it would be exceedingly desirable that all secondary schools throughout the colony should be examined by experts.

1464. *Professor Cook.*] And inspected, as distinguished from examined?—I do not think I would make a distinction: examined and inspected if you like. My opinion is this: An examination by men competent to see into the working of secondary schools is exceedingly desirable, and an examination by laymen is of no value whatever. The secondary schools ought to be examined, but examined by capable men.

1465. Inspection is something different from examination. By inspection I understand an inspection and overlooking of the school during the time of its ordinary work by the masters. I mean an inspection at the hands of a stranger, whilst the masters are doing their ordinary work. Have you formed any opinion as to that being desirable?—Certainly it is. I go further and say that all men who have any belief in their own work would be glad to have inspection and examination.

1466. *The Chairman.*] Have you formed any idea as to the authority that should appoint persons to inspect such schools as yours? By whom should they be appointed—by the Government or the New Zealand University?—I am not prepared to make a suggestion on that matter. It is exceedingly difficult to get a competent person.

1467. *Professor Shand.*] Do you think that more than one person would be required as a rule to conduct an examination of a secondary school?—I should say it would be desirable that there should be more than one person.

1468. *Dr. Wallis.*] Would you like to see the whole of secondary education put, like primary education, under the control of the Executive of the day?—the appointment of Inspectors for instance?—I have already said I am not prepared to suggest how the inspecting and examining officer or officers should be appointed.

1469. *The Chairman.*] Was your school ever subject to inspection by the Inspector of Schools?—Under "The Education Act, 1877," those holding scholarships under Education Boards must attend at institutions which for that purpose must be open to the visits of an Inspector. We have scholarships from the Board of Education, and therefore the Inspector is at liberty to come to us when he wishes. We are open to his inspection.

1470. *Dr. Hector.*] But, as a matter of fact, was the school inspected?—It has never been inspected by the Inspector of the Board of Education.

1471. *The Chairman.*] What is the system pursued in awarding prizes in your school?—For the last three years the prizes have been determined by the result of written examinations in all subjects, in each class; and three prizes on the average have been given in each of our six classes.

1472. Then it is dependent on the examination?—Such has been the practice for the last three years.

1473. What punishments are in use at the school, and by whom are they inflicted?—The ordinary punishments. The usual means of maintaining discipline are had recourse to.

1474. Are all masters at liberty to inflict punishment?—All are. I may add that all punishments are entered in a diary at the end of the hour during which the punishment may have been inflicted. I am directly responsible for any punishment that is inflicted by any member of our staff; and if the men are honest I know every punishment that is inflicted.

1475. *Professor Shand.*] In extreme cases of discipline, such as the expulsion of a pupil from the school, by what authority would that be inflicted?—Fortunately discipline has been no trouble with us. There has been no instance of expulsion yet. If any necessity arose I should certainly not act without consulting the Board of Governors.

1476. *Rev. W. J. Habens.*] Is corporeal punishment ever resorted to?—It is.

1477. Is there any system of marks by which a boy would lose something through misconduct?—No.

1478. Are impositions set?—By some of the masters, but not to any great extent. I discourage impositions and punishments of all kinds.

1479. Would every instance of corporeal punishment be entered in the record to which you have alluded?—Unless the masters were unfaithful to their duty, every instance would be entered; and I may add that if there is anything done in the way of illegal punishment—for instance, the head is sacred—it is reported to me immediately. If a master in the heat of the moment struck a boy it would be reported to me at once.

1480. By whom?—It is the duty of the master to report to me at once.

1481. *The Chairman.*] Do any impediments of a special character exist in the way of the efficiency of the school, and, if so, how can such impediments be best removed?—I think that question has practically been answered already—our wretched housing, our insufficient staff.

1482. And that state of affairs has existed ever since you became connected with the school?—Yes.

1483. Are there any arrangements made by the school for the boarding of pupils from a distance?—No.

1484. *Professor Shand.*] I think you mentioned that provision was to be made in the new building. Can you tell us the extent of that accommodation?—For at least forty boys.

1485. *The Chairman.*] Where there is a boarding establishment in connection with a day school,

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do you think it ought to be placed under the charge of the headmaster, or of another master in the school, or should it be managed by some one unconnected with the school?—If circumstances are favourable, I think the headmaster ought himself to take charge of it; if not, one of the senior masters should undertake the duty. I am not speaking of my own individual case, but that is my opinion. You cannot have too good a man in such a position.

1486. How many of your pupils board with private families?—Approximately, between twenty and thirty.

1487. Has this arrangement any advantages or disadvantages as compared with boarding-houses established by the school authorities?—The only justification for it is the pressing necessity. It is the best arrangement that can be made under the circumstances.

1488. Are there any extras charged at the school?—No.

1489. If the salaries of the masters be charged against the upper and lower divisions of the school in proportion to the time given to them, what does the cost of teaching amount to for each of these divisions?—£800 in the lower school; £1,050 in the upper: the headmaster, I presume, would be put down to both. The headmaster's salary is £700.

1490. *Professor Shand.*] What portion of your own time do you give to the lower school and upper school respectively?—Of my own time, four times as much to the upper school as to the lower.

1491. *The Chairman.*] Do many pupils come up to your school from the public primary schools?—Not a large number; I am not prepared to state the exact number.

1492. How many scholarships are given to the primary schools?—Eleven were given this year. We have upwards of twenty scholars altogether getting scholarships of £30 a year and gratuitous tuition.

1493. Have you any idea of the number of pupils you receive who have been educated at private schools before coming to yours, as distinct from the Government primary schools?—The great majority of those who come to us have been educated at private schools. I answer this, however, subject to correction. I should like to look over the roll for some time past before speaking positively, but that is my impression.

1494. Are boys coming from the primary schools tolerably well prepared in their education before they reach you?—Those who come to us as holders of scholarships are usually very fairly prepared indeed in the work in which they competed for scholarships.

1495. Is there any difficulty in assigning to these boys their proper place in the school?—A difficulty which recurs every year.

1496. *Rev. W. J. Habens.*] In what form does that difficulty present itself?—The previous work of these boys fits them for entering the lowest class of the upper school in their English and arithmetic, but they know nothing of the Latin and French, which the ordinary third class learn with us. That is where the main difficulty occurs.

1497. How do you meet the difficulty?—We have met it in this way: By relieving for a while these scholarship boys from part of the work which they knew best, and working them up for a number of months—often, I am sorry to say, during the mid-day interval—in their Latin. It must be borne in mind that the great proportion of these scholars are older than those in the third class, and, as it is six or nine months before they can profitably join the third class in Latin, this means extra work for the masters.

1498. Does it appear to you that the primary school course is the best preparation for entering a secondary school?—I cannot speak with any definite knowledge of the primary school course in Auckland; but I would say, in general, that the primary school course is not a preparation for the secondary school course.

1499. *The Chairman.*] Will you state your opinions regarding the desirability of scholarships leading from the primary to the secondary schools, and of the sufficiency of the arrangements already made for this purpose?—I think it is exceedingly desirable that there should be these scholarships from the primary to the secondary schools. Those established here were at my own suggestion, and after an experience of seven years I am glad to say that the holders of the scholarships have all benefited, even pecuniarily, by their getting scholarships and coming to us. They have all turned out well.

1500. And do you think there are a sufficient number of scholarships granted for the educational district?—I think it would be very desirable to increase the number of scholarships. It would be found by the Commission, if they were to inquire, that practically the scholarships are taken by schools about Auckland, and that away in the Far North, on the East Coast, and on the other side, there are no holders of scholarships. I am not prepared to say it would not be advisable to attach certain scholarships, say, to the extreme North or the extreme South. I am certain it would be of advantage to increase the number of them.

1500A. *Dr. Hector.*] You have told us that some of the boys from the primary schools who hold scholarships go up to you too far advanced to work in with the other scholars of the secondary school. Would any good be done by inducing them to leave the primary school at a lower standard than at present?—I could not advise the lowering of the standard.

1501. *Professor Shand.*] What is the maximum age?—From twelve to sixteen for these district-school scholarships.

1502. *Professor Cook.*] And may anybody between the ages of twelve and sixteen compete for the scholarships?—Anybody who has been a pupil at a common school for the previous six months.

1503. I think you said there were fifteen scholarships: are they all open to competition by anybody between the ages of twelve and sixteen, or are they allotted for particular years?—They are open for boys between twelve and sixteen without distinction as to age.

1504. *Professor Shand.*] Do you think sixteen years a proper limit of age, or would you have the maximum lower? Bearing in view the object of the scholarships—namely, to encourage boys to go to a secondary school, and get a secondary education—would you not be inclined to lower the maximum age of competition?—I am not prepared with an opinion on that matter.

1505. I think you said that the greater number, if not all, of these scholarships were taken by boys from the Auckland schools?—From the neighbourhood of Auckland.

1506. Is there any way in which you can account for this circumstance?—Masters are more successful either in doing their general work or in preparing for scholarships in Auckland than in the country.

1507. May it not arise from the fact that the most promising boys may have left the country schools long before reaching the age of sixteen?—I do not know that there is such a difference between boys attending country schools and those attending town and suburban schools as to warrant such a conclusion.

1508. *Professor Cook.*] Would you not prefer to see the limit of age fixed at, say, from ten to fourteen instead of from twelve to sixteen?—I have not thought the matter over in all its bearings, and will not venture to give an opinion upon it. It should be borne in mind that the present limit of age was fixed by the Inspector of Schools here after considerable experience in Auckland, and presumably he has fixed the wisest limit. Eleven scholarships are reserved for district schools, and there are four open scholarships for which the pupils of the Grammar School can compete.

1509. *Rev. W. J. Habens.*] How long may a scholarship be held?—They are tenable for two years.

1510. Do you know how many are running concurrently with the fifteen you have mentioned?—I think the number is larger this year than it was last year. About eight or nine, I think, has been the average each year. There has been a gradual increase in the number during the last four or five years. I should add that the scholarships are tenable for two years; but lads have the privilege of remaining, after their scholarships have expired, without paying fees. A number of them have availed themselves of that privilege.

1511. *Professor Cook.*] Of remaining an indefinite time?—Several have remained one year, some eighteen months: of course there is a practical limit to the time.

1512. *Dr. Wallis.*] You spoke of district-school scholarships: do you not mean scholarships from primary schools?—From the primary schools.

1513. Not as distinct from district schools?—No. "District schools" is the official name for them with us.

1514. *Dr. Hector.*] Are these scholarships a source of income to the Grammar School?—They are the reverse: that is to say, the Board of Governors receive the scholars from the Board of Education without charging any fees.

1515. *The Chairman.*] How many of your pupils have taken University junior scholarships?—Four, I think, the number was.

Mr. JAMES ADAMS, B.A., was sworn and examined.

1516. *The Chairman.*] You are the headmaster of the Church of England Grammar School at Parnell?—Yes.

1517. How long have you held that position?—Since July, 1872.

1518. I believe the institution has had no endowments granted to it by the Government?—No.

1519. There is a trifling endowment, I believe, from some property in Shortland Crescent, amounting to £60 a year?—There is £60 a year altogether. The sum coming to the school at the present time is £30 a year. Three boys get free scholarships, which come to £30 a year altogether.

1520. But there is no money available from that source for the payment of masters?—No. We only receive £30, and the governors pay an examiner yearly to examine the school, and they give five or ten pounds' worth of prizes.

1521. Then the school is mainly dependent upon fees for its maintenance?—Yes.

1522. What are the charges for tuition?—£10 a year, or £2 10s. per quarter.

1523. Are there any extras?—Drawing is 10s. a quarter, and, if there are any boys in the upper class who learn botany, the charge is 10s. a quarter.

1524. What had been your educational experience before you received your present appointment?—I was in a training school at Dublin, and afterwards mathematical and classical master in several private schools, until I obtained the mastership of the Grammar School at Douglas, in the Isle of Man, which I held for six years. The school is similar to the Parnell Grammar School. I am a graduate of the London University.

1525. The Parnell Grammar School is affiliated to the University of New Zealand, I believe?—Yes.

1526. When did affiliation take place?—I cannot be certain of the date. It was the same time that the other institutions were affiliated—the Auckland Grammar School and St. John's College. I do not remember any time elapsing between the affiliation of the Auckland Grammar School and that of our own school. Why I think so is that there was a question of endowing St. John's College with £300, and the Secretary, through an oversight, omitted to send in some returns to the Council, and the grant was not obtained. That is what makes me think that the question of the affiliation of all the Auckland institutions was brought up at the same time.

1527. To whom do you refer as "the Secretary"?—The Secretary of the University Council. The Secretary to the Trustees of St. John's College was asked for information with regard to St. John's College, as there was a question of endowing with some £300, and those returns were not sent in to the Senate in time to be discussed, and consequently the grant was not obtained.

1528. I understand you to say that the Parnell Grammar School applied for affiliation about the same time as the Auckland College, but did not obtain it until some time subsequently through some informality?—That is my impression; but I do not remember any interval between the publication of our affiliation and that of the Auckland Grammar School. I see, however, that we are not mentioned in the early Calendars; so that there must have been some interval.

1529. Did your school obtain any advantage from the affiliation?—No.

1530. I think you succeeded the Rev. Dr. Kinder in the headmastership of the school?—Yes.

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1531. Upon your taking office were any changes effected with regard to the organization, curriculum, and staff of the school?—There was an entire change in the working of the school, which was made exactly the same as the one I conducted at Home. The books were changed, the time-table was changed, and a regular system introduced which would enable us to give a report at once of what was being done at any hour or time of day.

1532. *Professor Cook.*] Had it not been a regular systematic school before?—Not what I should consider a regular systematic school. There was, in my opinion, no regular and proper course of lessons.

1533. *The Chairman.*] How many pupils attended the school when you took charge of it?—I may explain that I came to Auckland with the understanding that I was to obtain the headmastership a year before Dr. Kinder was moved to St. John's College: that would be in July, 1871; and I was master of the Grammar School, and Dr. Kinder of the College. Dr. Kinder was the head. At that time we had twenty-one boys in the Grammar School, and Dr. Kinder had ten. When Dr. Kinder left there were twenty-six boys altogether to begin with in the Grammar School. The ten boys that Dr. Kinder had with him in a separate room while I was there, went away when he left—either went with him to the College or left altogether; and there were twenty-six boys on the roll: some went away and other new boys came when I obtained the headmastership.

1534. How many pupils have you at present?—Seventy-eight.

1535. *Rev. W. J. Habens.*] Are the objects of the school the same now as when you took charge, or has there been any change in that respect?—I think the main design is the same. There was a change in the government when the new Bishop came, but the main design of the school, which was to give a higher education with religious instruction, has been the same all through.

1536. What duties do you perform in the school as the headmaster?—The headmaster must know what is done all through the school; he cannot confine his attention to any one particular class. He is answerable for every boy in the school. Of course the higher subjects would devolve on the headmaster.

1537. *Dr. Wallis.*] Has he always a special class of his own, as well as the general instruction of the school?—Yes; the headmaster must take a part of the school subjects. There are seventy-five boys: these are classified, and there are three masters. The headmaster of necessity has more work to do than any other master. We could not afford to have a supervisor for the school and three masters.

1538. *The Chairman.*] How many masters have you?—There are two besides myself, and two visiting masters. The second master is Mr. T. A. Neate, a Bachelor of Arts of Cambridge; and the third master is Mr. J. P. Gradwell, who belongs to the University of London, having matriculated there.

1539. *Dr. Wallis.*] Are the visiting masters graduates in arts?—One of the visiting masters is Mr. Cheeseman, who is an excellent botanist, and a fellow of the Linnæan Society; the drawing-master is Mr. Watkins, who is another man of well-known ability.

1540. *The Chairman.*] Is your staff sufficient?—I think so. Any master who knows how to teach can take twenty-five or thirty boys, if they are properly classified. Of course, if we had more means we would have perhaps a better staff.

1541. *Professor Sale.*] Would you also have a better classification?—We cannot have a better classification, because the school is classified according to a system. The lower division is periodically examined, and, as the boys are fit, they are moved up to the second; the second is examined, and, as the best boys are sufficiently advanced, they are moved up into the first. You cannot improve upon the classification.

1542. *Professor Cook.*] Do you not think that in a school containing seventy-eight boys there might be more than three classes, if you could afford to have additional assistance in the way of masters?—You see you can teach together English subjects, mathematics, and Latin—you work these in two or three divisions. Suppose we take the first class, say twenty-four boys: these are in two divisions in mathematics. One division is up getting instruction from the master; the others are at work. As soon as the first division have received instruction, they go down and work at the desks, and the other division comes up for instruction. There might be four or five divisions in mathematics, and a proper master could keep the whole thoroughly well at work, and know what every boy was doing. Then, in English subjects, a class of twenty-five in history is all the better, because some of those who are backward in mathematics or Latin are well up in English subjects.

1543. Then, on the whole, you think you do not require any more assistance?—I think not.

1544. *Rev. W. J. Habens.*] You are aware that it is ordinarily found in grammar schools that six forms are required. What are the exceptional circumstances with regard to your school that make it possible to put them into three?—There are six divisions. There is the first class, which is worked in two divisions, as far as mathematics and Latin are concerned; the second class is worked in two divisions; and the third class is also worked in two divisions.

1545. Then practically it is an economical arrangement, rather than any special difference between the boys in your school and those in other schools, which accounts for the difference?—I do not know of any schools where they would have a master for ten or twelve boys. They could not afford it, and, even if they could, I should think it would be a disadvantage. A large class that is properly taught works a great deal better than a small one, if properly classified.

1546. *The Chairman.*] What relations exist between you, as headmaster, and the governing body as regards the tenure of your office?—There is an agreement for either six or three months' notice on either side. The governors pay no salary. They do not pay any rent. It is more an honorary engagement than anything else.

1547. What are the relations between you and the subordinate masters?—I engage them and pay them.

1548. The governing body do not interfere with the arrangements you make with the masters?—No. Generally I like to consult the governing body, in order that there may not be any one appointed of whom they might not approve; but they do not offer any suggestions.

1549. Does this system work well in practice so far as your experience goes?—I think that under any mode of government it is the only thing to do. It is the only system that will work well.

1550. *Professor Sale.*] You think that in all schools the headmaster should be supreme over the others, and should have their appointment and dismissal in his hands?—Yes; the masters will like it better. I have had my present masters with me for several years, and have never had any trouble or any question about anything.

1551. *Dr. Wallis.*] Supposing the under-masters received their salaries from the governing body, and were altogether independent of the headmaster, would it be desirable, in your opinion, that their appointment should be in the hands of the headmaster? Take for example the Auckland College and Grammar School: would it be desirable that the headmaster should have the sole appointment of under-masters, without reference to the Board of Governors?—I think the system would work a great deal better if the master had a certain payment, had to give account of fees, and paid his own masters; because when the under-masters are paid by the governing body they feel independent of the headmaster, and no school can be worked if there are differences of opinion on such a question as that. I have never had actual experience of a school where the masters received payment from endowments independent of the headmaster. I should think the masters would feel themselves very much more independent.

1552. *The Chairman.*] Is there a minimum age fixed for admission to your school?—Boys do not come, as a rule, until they are a little over nine years of age. They must be able to read, write, and do some arithmetic.

1553. Is there an entrance examination held?—No. The boys usually come from some preparatory school, and when they are considered fit by their parents they are sent. If a boy is unfit to go on with the class we ask that he may be withdrawn, and sent to a preparatory school until he is able to go on with us. We have no formal examination for entrance.

1554. Is the school divided into upper and lower departments?—There are three classes. These classes are ranged for mathematics and classics into divisions. In English subjects—in geography, history, and Scripture—the boys are taught together, that is, in classes and not in divisions.

1555. By whom is the religious instruction given?—By the three masters.

1556. Is the school visited by a clergyman for the purpose of religious instruction?—No.

1557. *Rev. W. J. Habens.*] Is the attention of one master confined to one class, or is the work distributed according to subjects?—Each master is responsible for his own class. The headmaster must know everything that is done in the school, and be able to examine in everything. It is expected that the second master should be able to examine in everything done in the departments below him, and that the third master should prepare for the second department.

1558. What time and opportunity has the headmaster, looking after the highest class, to see what is done in the other classes?—There are some days on which he exchanges with the second master, and takes the second class; he may take it two days in the week, according to the way it works. Then in the third division, when there are such subjects as Euclid and dictation in the first class, the third master takes that, and the headmaster takes the lower class.

1559. On what principle are Euclid and dictation mentioned together in that answer?—Because they take the last hour and a half on Tuesday and Thursday. There is Euclid from half-past 10 until half-past 11, and dictation during the last half-hour; and those two subjects the third master can take.

1560. *Professor Cook.*] Not that you think Euclid necessarily easy to teach?—Not at all; but as far as the text of Euclid is concerned the master must be very ignorant if he cannot teach it. Of course, in preparing geometry, the exercises are taken either by the headmaster or the second master.

1561. *The Chairman.*] What are the school hours?—From 9 to 12, and from 2 to 4—that is, twenty-five hours a week, Saturday being a holiday.

1562. *Rev. W. J. Habens.*] Have you formed any opinion as to which method is preferable—closing altogether on Saturdays, or giving only a half-holiday on Saturdays and another on Wednesdays?—The reason our school closes on Saturday is because many boys come from some distance—from Onehunga, Otahuhu, Ponsonby, Kohimarama, &c.—and if we only closed for half a day on Saturdays and Wednesdays they would have to travel a considerable distance for only three hours' work. The circumstances of locality make it a better plan with us.

1563. *Professor Cook.*] Is class singing taught in the school?—No. There is no singing unless it is out of hours.

1564. And charged for as an extra, I presume?—It is not connected with the school at all. The regulation we make is that there are per week about eight and a half hours devoted to English, nine hours to mathematics and science, and seven and a half hours to classics.

1565. *The Chairman.*] What is the present course for classics?—It generally coincides with the senior Civil Service examination; but there is Latin poetry and prose. There is either Horace, Livy, Virgil, Sallust, or any other of the school classics.

1566. What are the head classes learning at present in Latin?—Virgil, at present. We are guided by the Civil Service examination at the end of the half-year.

1567. *Professor Cook.*] What Virgil?—The First Book. It is the course laid down this year—the First and Second Books of the *Æneid*, and Sallust.

1568. *The Chairman.*] Is Greek taught in the school?—Yes.

1569. What do the first class study in Greek?—At the end of the year they were reading the *Anabasis* of Xenophon. There is only one boy now reading the *Anabasis*.

1570. Have you got a library in connection with the school?—No.

1571. Is there a gymnasium attached to the school?—We have a parallel and a horizontal bar, but nothing else.

1572. *Professor Cook.*] Is there sufficient ground for cricket and football?—We are close to the Domain, and have plenty of ground; the Domain is just across the road.

1573. *The Chairman.*] What is the area of the ground on which the school stands?—I think it is

Mr. J. Adams. about half an acre. The railway tunnel runs underneath part of our ground, and there is a portion of the playground lying on the other side of the road, where Mr. Mason's place is. The part we have for the use of the school is about half an acre. The proceeds of the land through which the railway tunnel passes purchased the house from which we receive £60 a year.

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1574. You have stated that the curriculum of the school is generally planned in order to work in with the Civil Service examination?—That agrees with the matriculation for the University, and that is the object of it.

1575. Has the curriculum of the school been planned with the object of bringing it into relation with the University course?—On reading the minutes of the last meeting of the Senate in Auckland, I observed that some of the members mentioned that the senior Civil Service examination would correspond with the matriculation examination; so that I have passed as many of the boys as possible for the senior Civil Service examination, in order to bring the course into accordance with the University.

1576. *Professor Sale.*] You prepared them?—We have already passed four for the Civil Service.

1577. *Professor Cook.*] If they have passed the senior Civil Service examination, do you consider they have also passed the matriculation examination?—Yes.

1578. Then, in fact, the senior Civil Service examination is your matriculation examination?—It is. We cannot get boys to look to the University, because there is nothing definite to be obtained. If they pass the Civil Service examination they are sure of employment, and can be exempted from the preliminary examination for the law; but there is nothing gained by merely passing the matriculation examination.

1579. *Rev. W. J. Habens.*] Have you compared the senior Civil Service examination with the demands of the New Zealand University for matriculation, so as to see that they do agree?—Yes.

1580. *Professor Brown.*] Are there set books in Latin or Greek in the Civil Service examination?—There were this time, but not before. Each school could choose what subjects it liked before, which was much better and suited us better.

1581. Then there was no at-sight translation?—No.

1582. It does not exactly correspond with the University matriculation, because in that you must have "at-sight" translations in Latin?—I understood that the at-sight translation was in the general scholarship examination. Until the last time we could select our own books out of a certain number mentioned.

1583. *Dr. Hector.*] But notice had to be given which book was being used?—Yes.

1584. *Professor Cook.*] On page 116 of the Calendar for 1878 there is a list of local Boards of Examiners for matriculation, the members of which, I suppose, have to be regarded as University officers, although they are appointed by the institutions. For instance, under St. John's College, Auckland, are the following names: Rev. J. Kinder, D.D.; Rev. C. M. Nelson, M.A.; Ven. L. Pritt, B.A.; Rev. R. S. Hassard, M.A.; James Adams, Esq., B.A. Does not the College undertake to the University that those gentlemen should form the Board of Examiners for matriculation?—It is a difficult thing to get men to really go to the trouble of drawing up papers and examining boys properly. It is a most laborious thing, and I do not think any honorary Board of Examiners would do it. The only examination we could really have is the one at the end of the year.

1585. *Professor Sale.*] Have you at any time had any students matriculated to the University of New Zealand?—We had one on one occasion; but the mistake was, it hindered the boys from competing for a junior scholarship.

1586. *Rev. W. J. Habens.*] Can you say whether the New Zealand University has requested the Grammar School to appoint a Board of Examiners for matriculation?—It has requested the Bishop. There was some communication, I remember, when my name was placed on the Board of Examiners given in the Calendar.

1587. I observe that St. John's College, Auckland, has a local Board of Examiners for matriculation, and that your name is down; but in the Calendar there is no list or statement concerning a Board of Examiners for matriculation in the Church of England Grammar School. Do you know whether you have ever been asked to appoint a local Board of Examiners?—I suppose it is considered that the other Board is sufficient for both institutions.

1588. Is there, in your view, such a connection between St. John's College and the Church of England Grammar School as that the appointment of one Board of Examiners at the request of the University authorities suffices for both institutions?—Although the two institutions are separate, St. John's College having an endowment and the school having none, and they cannot give us any assistance if they wish to do so, yet many of the boys of the school have obtained scholarships at the College. There is some connection in that way, but the two institutions are not one—they are distinct.

1589. Referring to the one case of matriculation of which you have spoken, by whom was that student examined?—By Archdeacon Pritt. He passed the senior Civil Service examination, and passed very high; and then I wished him to go in for a scholarship, as is usual in the London University, where after matriculation you go in for honours; but I found that I was wrong, and that after matriculation he was unable to go in for a scholarship. It was the fact of his standing so high in the Civil Service that made me feel satisfied he would do well.

1590. Did he matriculate by passing the Civil Service examination?—No.

1591. He was examined by Archdeacon Pritt?—Yes.

1592. Who appointed Archdeacon Pritt as matriculation examiner?—The Bishop asked him. I did not like to undertake the examination myself.

1593. Did the Bishop act in this manner as representing the Grammar School?—I should think so—as governor of the Grammar School, and head of the examining body which was referred to.

1594. Did the University accept the examination conducted by Archdeacon Pritt as a matriculation examination?—Yes.

1595. *Professor Cook.*] Do you consider that a local Board of Examiners has ever been appointed for conducting matriculation examinations at the Parnell Grammar School?—I think they have been appointed by the University.

1596. Who are they?—Their names are published in the Calendar.

1597. Those are the examiners for St. John's. Do you think a Board of Examiners has ever been appointed for the Parnell Grammar School?—I do not think there has been a Board appointed for the school, which I know was separately affiliated. Archdeacon Pritt recommended Barstow as a student who matriculated, so that the Board for St. John's College would do duty for the school.

1598. *The Chairman.*] Has any change taken place in the curriculum of your school in consequence of its affiliation with the University?—No.

1599. *Professor Cook.*] You told us just now what the highest class did in classics: can you tell us what they do in mathematics?—Plane trigonometry and mechanics.

1600. What book of plane trigonometry?—Todhunter's small book. Boys going up for junior scholarships read the large book at times with me.

1601. How far do you get in algebra?—Colenso, up to the binomial theorem; but, as that is not required, they do not generally go further than the end of quadratic equations.

1602. I observe on your time-table "physics:" what do you mean by that?—That is in the first class. It is in Stewart's larger Physics; so far as is required in the physical part of chemistry.

1603. In reference to the upper class, do you mean the atomic theory and the elementary principles of heat and electricity as introductory to chemistry?—Yes; subjects like specific gravity, latent heat, and other purely physical parts. This is when we take up chemistry as a subject.

1604. *Dr. Hector.*] Do you take chemistry as one branch of regular tuition for all your pupils beyond a certain standard?—All the boys of the first class. It is part of the curriculum.

1605. Have you any apparatus to conduct experiments?—We have for any experiments required by Roscoe's larger book.

1606. And you have the necessary apparatus for illustrating?—Yes: in fact, we make from the sulphuric acid, and a few other bodies, nearly all the other things that are required.

1607. You mean Roscoe's Manual?—Yes.

1608. *Professor Cook.*] Who teaches this chemistry?—I do.

1609. *Dr. Hector.*] Do you teach any branches of science in the school?—Physics and chemistry; and there is botany, which is taught by a separate master.

1610. How is it taught?—We have charts; the boys make a collection of plants and describe them, and the master takes them into the Domain and classifies the plants. He also, perhaps, takes them over to Orakei, to the bush, and they arrange the specimens, classify the plants, and describe the trees. They use Oliver's text-book. The master possesses in himself a fund of information.

1611. Is there any zoology taught in the school?—No.

1612. *Professor Cook.*] How often does Mr. Cheeseman visit the school?—Once a week.

1613. Is he paid?—Yes, 10s. a quarter for each boy. There are twelve boys learning. Botany is an extra.

1614. It would come to about £24 a year?—Yes. Of course it is too little for a man of his attainments, but he is willing to take it.

1615. *The Chairman.*] Is the course of study in the school prescribed according to your own views, or in deference to the wishes of the parents?—Entirely according to my own views.

1616. Have you formed any opinion as to whether boys and girls should be taught together at secondary schools, or in separate establishments?—I think in separate establishments.

1617. How many of your staff are University graduates?—The second master is a graduate, the third master is an undergraduate, and I am myself a graduate.

1618. Has the number of pupils been increasing from year to year, or decreasing, since you became headmaster?—The first year the number was twenty-six; a short time afterwards it went up to forty, and it has remained steady during the last four years at between seventy-five and eighty; it has been seventy-two, and as high as eighty-one.

1619. *Dr. Wallis.*] Do you not think that, in addition to the grammar schools in Auckland, the place would be much benefited by the establishment of a college with a regular staff of professors?—We want a central school where special subjects would be properly taught.

1620. Would it not be desirable to have such an institution in the neighbourhood of Auckland?—We want a place where young men, after leaving school, could go amongst young men, and where there would be a higher class of education, with masters taking special subjects—a college.

1621. Would it not be desirable to have a similar institution in Auckland to those which exist in Christchurch and Dunedin?—We shall never do anything until we do have it.

1622. In that case, then, these grammar schools would necessarily cease to be affiliated to the New Zealand University?—They would have scholarships at this central school.

1623. *Professor Cook.*] Do you think that within a reasonable time there would be a sufficient number of students to make the establishment of such a college desirable?—There would be from thirty to forty scholars, besides additional young men reading for the University who would not be scholars. The whole institution could not consist of scholars. In my opinion the town would supply thirty scholars, besides the additional members who would wish to read.

1624. *Professor Brown.*] That is to say, there would be a far larger number of undergraduates than there are at present?—I should think so. But the University must do something definite. We must have something definite for an examination. If the matriculation carries with it a law examination, or an appointment to any office, young men will very soon matriculate; but at the present time it does not carry anything, and is valueless for professional work. You want some definite examination.

1625. Rather, an examination with a definite purpose?—Yes.

1626. *Dr. Hector.*] It has been proposed to identify the matriculation and junior scholarship examinations with the Civil Service senior and junior examinations; to combine them, and separate the subjects by the manner in which the papers should be drawn, so that, in going up for one examination, the result would depend upon the amount of work done by the student. Would you be in favour of such a proposal?—Yes, if we might take the Civil Service examination papers for this year, which were better than usual. They would be a very fine standard for matriculation.

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1627. *Professor Brown.*] How would they compare with the London University matriculation examination?—They are, I think, quite up to the mark—except in English and history.

1628. *Rev. W. J. Habens.*] Is the number of subjects required in both cases the same?—I think they are about the same.

1629. *Dr. Hector.*] What is your opinion of this proposal: “1. That the examination for matriculation be made identical with or similar to the senior Civil Service examination. 2. That the junior scholarships be awarded on extra questions appended to the matriculation examination papers. 3. That two-thirds of the senior scholarships be awarded on extra questions to the B.A. examination papers of the second year. 4. That one-third of the senior scholarships be awarded to students in the third year on any branch of study who have passed the B.A. examination or are holders of junior scholarships, and be held during a fourth year of study only”?—That is what I was working for. That is the reason why I contrived to pass as many boys as possible for the senior Civil Service examination.

1630. Do you think such a scheme as that proposed in the two first paragraphs would be practicable, and be beneficial to education?—Yes; because it is not the difficulty of the paper which tests a boy's knowledge; it is the thoroughness of the paper. I think it would be a far better plan all through.

1631. *Professor Cook.*] And you think a matriculation examination would be hard enough to separate those who were candidates for junior scholarships?—Yes, with extra questions.

1632. *The Chairman.*] You are aware that there has been an attempt to combine University education with grammar-school education in the same institution. Do I understand that you are of opinion that those two branches should be dissociated, and that the grammar school should be held in one institution, and the collegiate education given in another?—I should think so. There should be a place where young men, when they leave school, should be able to go and carry on their studies. There is no such place now. Several young men have recently left me to whom I should like to be able to recommend some place where they could go and hear lectures, as in London, and carry on their studies; but there is no such place.

1633. Do you find that the daily attendance at your school is very nearly on a par with the number on the roll?—The attendance is very regular.

1634. Is your school patronised by persons of all classes of the community?—We have sometimes people of all classes; but a boy, unless he is brought up by intelligent parents, cannot carry on the work; and so he leaves after a short time. It is only professional men, and men of high education, who will keep their boys continually, year after year, at the school. There have been cases of people with scarcely any education keeping their boys a long time at the school, but I do not remember any cases where those boys came out well. As far as I can see, it is only the sons of men holding responsible positions who come out well.

1635. *Dr. Wallis.*] Very few tradesmen's boys persevere to the end of the course?—There are some tradesmen, intelligent men, who keep their boys on at great sacrifice, but comparatively few.

1636. *Professor Sale.*] Then the bulk of your boys would belong to the more wealthy classes?—Yes; the bulk are from those who associate together as friends—men in responsible positions. The school is open to all classes, but it is only the boys of the better educated who remain a long time, so as to attain any standard—with some exceptions.

1637. *The Chairman.*] What are the arrangements in the school with regard to keeping terms, and also with regard to vacations and holidays?—The terms are arranged so that there shall be two months and twenty days in each quarter. The last term of the year is from September to January. That takes in more than three months. A term would begin on January 27th and extend to April 12th, two months and twenty days; another would run from April 12th to July 5th, and the next from July 5th to September 27th. The last term would of course be a very long one, four months.

1638. What is the vacation?—Six weeks at midsummer. This year it was from the 22nd December to the 3rd February.

1639. *Rev. W. J. Habens.*] At what points in the year do other holidays come?—There are only the holidays given in the terms, except a week in midwinter.

1640. Then from the end of the Christmas holidays to the beginning of the next Christmas holidays you keep straight on, with the exception of a week?—Yes, with the exception of Good Friday, Easter Monday, and the other public holidays.

1641. Do you think it advisable to put so constant a strain on pupils and teachers?—The only time you could make would be at Easter, which is too near the other long holidays, and in midwinter the weather is too bad.

1642. Have you ever contemplated the division of the year into three terms rather than four quarters?—No.

1643. *The Chairman.*] Does the present school building afford sufficient accommodation for the pupils?—Yes. Of course we should like a much better building; but there is plenty of accommodation as far as room is concerned.

1644. *Dr. Wallis.*] There is no boarding establishment in connection with your school?—No. There are some boys I take in my private house.

1645. *Professor Sale.*] What becomes of the other boys who attend school from the country and do not board with you?—There are many private houses in Parnell and in town where they board, and some live with their friends.

1646. *The Chairman.*] Do you get any assistance from the Board of Governors to procure maps, models, diagrams, or scientific apparatus?—We had one grant when I joined, but that was the only assistance, and I think a point was strained then. There was a complete set of maps procured. The chemical apparatus I have procured myself.

1647. Has anything been done by the governing body with regard to periodical examinations?—They appoint the examiner, who sends in his report.

1648. Is there an annual examination of the school?—Yes.

1649. Who was the last examiner?—The Rev. Mr. Nelson.

1650. Did he examine in all branches?—Yes.

1651. Have you formed any opinion as to the desirability of a general system of inspection and examination of secondary schools?—We ought to have an examiner who understands school work and understands all the subjects. We can get no examiner who can examine in all subjects. There should not be amateurs who do not understand school work. The Government will never get proper reports until they have proper examiners.

1652. *Professor Cook.*] I understand that in your opinion the Civil Service examination is a properly conducted examination?—First-rate. The last one was a very good one.

1653. *The Chairman.*] If you think there should be a periodical inspection and examination of the school, by whom, in your opinion, should the inspector be appointed?—I prefer, as far as my own school is concerned, to have a quite independent Government examination, as independent as the Civil Service examination.

1654. You would have the appointment made by the Government then?—Entirely by the Government.

1655. *Dr. Hector.*] Would you prefer that the University or the Government should have control of the inspection and examination?—I do not care, provided it is unconnected with us; because, no matter how severe our examinations may be, the fact of our only having a clergyman to examine, or some one connected with the town, gives them the appearance of having been bolstered up. We want the school to have an independent examiner who thoroughly understands scholastic duties.

1656. *Rev. W. J. Habens.*] Do you think any value attaches to inspection as distinct from examination—I do not mean to the exclusion of examination, but as distinct from it?—A man goes into a school, and a class is handed over to him to be examined. Well, in ten minutes he can tell exactly what the class knows—what they have been doing and what the master has been teaching. I think that to go into a school and see the masters teaching would be very tiresome work: besides, they would be made up for the occasion; and, again, the best teachers might at such a time do very badly, and the worst teachers might do very well. The great mischief in all the schools is cramming. A man knowing his work can tell exactly how much the class really knows, and what they can produce. That is what is wanted.

1657. *The Chairman.*] Are you provided by the governing body with any funds for giving prizes for the results of the examinations?—Last year the Board gave the whole of the prizes. Before that they gave £5, and I contributed the rest. Last year they gave £10, which purchased all the prizes. Some gentlemen have been accustomed to give prizes every year, which are additional.

1658. How are these prizes awarded?—According to marks. The boy who obtains the highest number of marks gets the first prize, and so on.

1659. *Professor Sale.*] During the term, or at the examination?—The marks are awarded by the examiner. The master has nothing to do either with the awarding of the exhibitions or with the prizes.

1660. *Rev. W. J. Habens.*] Are they given according to the subjects or according to the work of a class as a whole?—According to the number of marks obtained at the examination.

1661. *Dr. Hector.*] For the whole of the subjects?—Yes.

1662. *Dr. Wallis.*] Is there any religious teaching at the school?—Yes. We take some portions of the Scripture for the year—for instance, the history of the Jews during their captivity, or the period from the end of the Prophets to the New Testament; and all that history is explained in lessons.

1663. *Dr. Hector.*] Daily lessons?—Yes. On Monday morning there is an explanation of the Collect and Gospel. On Friday mornings there are generally doctrinal lessons on the Catechism: But the Scripture lessons are all in history—the life of Christ, or something of that sort; and the whole of the doctrinal part is simply the Catechism.

1664. Do all the boys belong to the Church of England?—I never inquired. There is no distinction made.

1665. *Dr. Wallis.*] Do you begin with the Lord's Prayer in the morning?—Yes.

1666. *The Chairman.*] It is not exclusively a Church of England school?—We have had boys of all denominations, and still have, I suppose. I have never inquired.

1667. *Professor Brown.*] How have you managed with regard to this religious instruction?—There is no difficulty at all about it. I have never had any difficulty, and it is a wonder to me what the difficulty is in this matter.

1668. *The Chairman.*] How many of the pupils who attend your school from the country districts are boarded in Auckland and at Parnell?—I can only count eleven out of eighty-five.

1669. Do many of your pupils come from the common schools?—Very few. In fact, the boys must begin at the very lowest part of the school to pass the senior Civil Service examination, and they have to go through the whole course. If a boy comes late to us from a primary school, it is only to go into business, not to enter a profession.

1670. Then I suppose most of your pupils have been prepared at private schools?—They have either been at some lady's school, or at the Auckland College and Grammar School, or some other school where classics were taught.

1671. As a matter of fact, do you get pupils from the Auckland Grammar School?—We have pupils from that school—several.

1672. Have you any knowledge of the course of education prescribed for primary schools?—No, I am not familiar with it.

1673. Are there any scholarships held by pupils in your school?—None, except those exhibitions of £30 each awarded by the governors. We do not obtain any scholarships from the common schools.

1674. Have any of your pupils taken University junior scholarships?—No. We have only had two who tried, and the results in those cases have not yet been published. The youths at our school have other objects in view—professions, the Civil Service, or something of that kind.

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1675. Have you formed any opinion as to whether the number of junior scholarships offered by the University is sufficient?—The more the better, I should think.

1676. *Professor Brown.*] Do you know that there were ten offered last year, and only five awarded?—But the papers, although very good, were unusually difficult.

1677. Not more difficult than the previous year?—I thought they were. I thought the French was very difficult, and the arithmetic, and especially the Euclid, which was more of the character of geometrical exercises than mere propositions.

1678. There were ten offered the year before, and only four taken, with quite a sufficiency of candidates too?—There is a higher standard every year. There is no doubt the University scholarships have done good. There is a very much higher standard of education now than there was some few years ago. The change came in with the new regulations.

1679. *The Chairman.*] Has your school felt the competition with the Auckland Grammar School to be a severe one, seeing that the Auckland Grammar School is endowed and your school is not?—Of course we get no advantages. It is scarcely fair; we get nothing. We supply quite as good men, and as good teaching, and we get no provincial scholarships, no endowments, or anything else; it all goes one way.

1680. *Professor Brown.*] Did your school obtain any advantage through being affiliated to the New Zealand University?—No.

1681. Of course, we know it had not any pecuniary advantage: had it any other?—We did not increase in numbers.

1682. Supposing you had undergraduates, have you a sufficient staff to make a separate course for them?—In the Grammar School you never have anything more than undergraduates. You must have a college. There may be some schools where they will take a degree, and young men stay at the school for various purposes; but they are exceptional cases.

1683. *Professor Cook.*] You say you cannot, at the Grammar School, have more than undergraduates: do you conceive that the Grammar School can efficiently prepare for degrees?—Yes; I should think so.

1684. *Professor Brown.*] Without having any separate course?—Yes. There is nothing except some mechanics to do, and higher English.

1685. And no more Latin or Greek than is asked in the matriculation and Civil Service examinations?—A little higher, but no more. I suppose the chief thing is to write some English extracts in passable Latin prose.

1686. There is no increase of work in any way?—I do not think so, for a master.

1687. It is supposed to be a great deal higher work, and would need separate classes, as the work is different?—We could not prepare for a degree at the present time at our school. What I mean is, that a grammar school would not get boys of a higher grade than undergraduates.

1688. You think that the present affiliation of three or four institutions is injurious to University work here—that it impedes the progress of University work, such as it would be if there was a real college?—Yes; it is nothing like a real college. If you get the young men who have reached a certain standard, say the senior Civil Service examination, passing in classics, mathematics, and English, and place them at a college, then you will obtain some high men; but at the present time there is no place for such youths to go to after leaving school. In the Grammar School there are perhaps one or two boys who, the others having drifted away, are left behind with the purpose, perhaps, of entering the Church, or some other object; but these are exceptional cases.

1689. And you think it would do a great deal of good to the secondary schools if there was a higher college for which they might prepare; and that the secondary schools should be on a level and attend to their own work?—Yes. But if the work were done they ought to be all on a level as far as endowment goes. There should not be one school with endowments and another school without any.

1690. *Professor Cook.*] Are you acquainted with the present form and constitution of the University of New Zealand?—Yes.

1691. Do you think, looking to the circumstances of the colony, that that form is the one which is best adapted to the colony?—No.

1692. What form of University institution would, in your opinion, be most suited to the colony?—An institution on the model of the London University—an examining body.

1693. Merely an examining body, without any affiliated institutions?—We should do away altogether with this farce of a matriculation examination: there is nothing done—the examination conducted by each institution. If they wish to have students they must have a genuine examination for everything by the University—first year, second year, and so on. At the present time it is most unsatisfactory. A Board of Governors passes a youth who wishes to matriculate after his second year. There is no examination. Then he goes up for his examination and fails, perhaps. He is utterly disheartened; he has done nothing. The University should conduct them from the first.

1694. *Rev. W. J. Habens.*] What, in your opinion, is the leading difference now between the constitution of the New Zealand University and that of the University of London?—The type of the London University must be modified a little. The object of a University is to encourage the schools. The University of London does not seem to take any interest in the schools; it is more for raising the standard of teachers in colleges. But what I mean with regard to the London University is that there should be an examination for matriculation appointed by the University. No boy or young man should be admitted on the books of a University until the University is satisfied, by its own examination, that he is fit for it.

1695. *Professor Cook.*] Then do I understand that the main difference you see is that the University of London examines itself for the matriculation, whilst here it is left in the hands of the colleges?—Yes; that is the main difference.

1696. *Professor Brown.*] It leads to sham matriculations, you think?—There is no clue to the University course. If you go up for the London examination to matriculate you know pretty well what work is required. If you are well up with the matriculation you are not afraid of your first-year

examination; and if you are well up in your first B.A. examination you know what is coming for the second B.A. examination. Now, a youth going up here passes the matriculation examination. He has not come in contact with the University as yet. He waits for his second year. Then he comes in contact with the University, and finds that all his preconceived notions are overturned. There is no preparation for the first examination.

1697. *Rev. W. J. Habens.*] You are aware that opinions are divided as to the best form for the University of New Zealand—whether there should be one strong central institution which should provide instruction at one centre and there only, and there confer degrees; or whether there should be several teaching bodies in different parts of the colony, each one being a University in itself, with the power to confer degrees, and quite independent of other such institutions in the colony; or whether there should be local institutions for instruction, all of them subject to a central University which should be simply a degree-conferring body. As between those three types, which do you think is the most suitable for the colony?—What I should like to see is this: that there should be a central institution which should have, as it were, the care of the different educational institutions in the various towns; that these schools in the towns should reach a certain standard, and that the central body should examine them; and that degrees should only be conferred from the centre. That agrees, I think, with the third type you mentioned. If you place an examining body at any central point, with able men capable of conferring degrees, there will in time be lectures given as in London. The London University will become more of a teaching body in the course of time, because there will be lectures given. But at the present time I think an examining body is what is required in this colony.

1698. *Professor Cook.*] Do you think the type of the London University is better for New Zealand than that of the Queen's University?—Yes.

1699. *Rev. W. J. Habens.*] Have you considered the question whether *ad eundem* graduates should be admitted to Convocation on equal terms with other graduates?—It excludes us altogether. It is a great piece of tyranny, I think; it shuts us all out. We have no chance of ever getting into the University, or having a voice in the Convocation.

1700. You think *ad eundem* graduates ought to have a voice?—Yes.

1701. *Professor Brown.*] Do you not think they would swamp the native graduates?—I think the more educated men there are in the Convocation the better.

1702. *Dr. Hector.*] Do you think it better that the Government should continue to have the control of the University, or that it should be handed over to graduates, even although a large proportion of them—the majority, at first—be *ad eundem* graduates?—It would remove some dissatisfaction if power were given to the graduates; and it would come to the same thing as before, because few would meet in Convocation.

1703. *Rev. W. J. Habens.*] Are you familiar with the present regulations and standard for the B.A. degree in the New Zealand University?—I have read them.

1704. Are you able to express an opinion as to the sufficiency or otherwise of the standard, as compared with any course elsewhere?—Speaking from memory, I should say the examination is rather unequal.

1705. *Professor Brown.*] That is to say, some subjects are too difficult and others too easy?—Yes; and that spoils the candidate going up: he does not know what to do. The great fault of the University examination is the English: it puts English out of the question, it is so difficult. It is too indefinite.

1706. *Professor Cook.*] Which do you consider the difficult parts?—I find the examination does not agree with the London examination, and that is the point I dislike about it. The mathematics I consider easy. The Latin, if made a compulsory subject, is, I think, what most candidates would fail in; and the English is not beyond the average. But the mathematics is very easy.

1707. But what is your opinion of the whole standard for the degree, taking the average subjects?—It is not equal to the London degree; not so difficult.

1708. *Professor Brown.*] So that the standard is not too difficult? We have a great many complaints that the standard is too high?—It is not up to the London standard. There is metaphysics, and logic, and moral philosophy; they are compulsory in London.

1709. *Rev. W. J. Habens.*] Have you formed any opinion as to the appointment of examiners for University purposes—whether they should be appointed from persons resident in New Zealand, or from persons beyond the colony?—I think the papers would be better from examiners in New Zealand.

1710. Have you formed any opinion as to the supply of examiners, and the kind of persons who should be appointed for that purpose?—There is no use appointing a person as examiner unless he knows something about college work.

1711. Do you think there would be a sufficiency of such men in New Zealand?—I have not formed an opinion on that point.

1712. *Dr. Hector.*] Do you think that, if a number of colleges were established in different places, a joint Board, comprising the professors and teachers of those institutions, would form a proper Board of Examiners?—They could select examiners from the body.

1713. Do you see any objection to such a course?—The difficulty is, masters examining their own boys; there is always a difficulty there.

1714. Do you think that, in the case of granting degrees, where there was no competition, that objection would have much weight?—I do not think the teaching body should have anything to do with the examination at all.

1715. Would it be satisfactory if the services of the examiners for the London University could be obtained? Would there be any real practical hardship owing to the time that would elapse in consequence of the papers having to be sent Home for their inspection?—I do not think so. There is no doubt that, if the examiners are to be selected from persons out of the colony, it would be better that they should be selected from London than any place nearer. I do not know that there would be any hardship in waiting six months or three months for the result of an examination. I suppose the matriculation examination could be very well conducted in the colony, and also the junior scholarship examination.

Mr. J. Adams.

Feb. 13, 1879.

FRIDAY, 14TH FEBRUARY, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the Chair.

Professor Brown,
 Professor Cook,
 Rev. W. J. Habens (Secretary),
 Dr. Hector,
 Rev. W. E. Mulgan,

Professor Sale,
 Professor Shand,
 Professor Ulrich,
 Dr. Wallis.

Mr. J. A. Tole.

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Mr. J. A. TOLE, M.H.R., was sworn, and examined.

1716. *The Chairman.*] You are a solicitor practising in Auckland?—Yes.

1717. The Rev. Father Fynes, when under examination, told us you could give information with regard to the letting of the lands comprised in the St. Mary's College endowment at the North Shore. Could you inform us how many tenants are occupying the property?—I may state that my connection with the property is of a very limited, and at the same time purely honorary, character. When Dr. Croke, the Roman Catholic Bishop, left New Zealand in 1874, he empowered me to receive what rents might become due in respect of the property, and I have been doing so ever since that time. The tenants number about four, I think, and are mostly holding from year to year. Originally, Bishop Pompallier gave leases for terms of about twenty-one years; but, owing to the very poor return which the land yielded, the tenants, long before the expiration of their leases—indeed after three or four years' occupation, and in some cases ten years—were very glad to be relieved of their tenancy. In fact, before Bishop Croke left, one of them came and begged to be let off, offering a compromise, and he was allowed to go. I think there is only one original tenant left, Mr. Melville, who holds under an old lease, which has about six years to run. I have not hitherto been able to collect rent under this lease, because the lessee gave a sort of foregift to Bishop Pompallier for the earlier period of his term. He has just now become indebted. He paid, I think, for the first eleven or twelve years. I think he has, by his lease, to pay, for the residue of the term, about £5 a year for thirty or forty acres. Of course, under the circumstances—that is, in the absence of Dr. Croke's permanent successor—I did not feel justified in advising Father Fynes, or any deputy administering the diocese, to lease for any lengthened term, not knowing how far it might interfere with the designs of any new bishop, whose arrival has been for some time expected. My position is that of custodian of the money, and all that I have received I have deposited in the Savings Bank. Under instructions from Bishop Moran, who is the administrator of the diocese, and under whose ecclesiastical jurisdiction the diocese is at present, I paid £20 of the money to the Industrial School at St. Mary's.

1718. That is the only sum you have expended out of the rents you have received?—Yes.

1719. *Professor Cook.*] Do you know what became of this money which Mr. Melville appears to have paid to Bishop Pompallier?—I do not. It was given as a foregift—about £30—many years ago.

1720. *Dr. Wallis.*] I think Father Fynes said he held all the money in his possession, to the extent of £180, and that he was responsible for it. Is the money which you have distinct from that?—No, it is the same. It is in my immediate control, but I should not feel justified in interfering with it, except under express instructions from Bishop Moran. I wrote to Bishop Moran on the subject, because, in the event of a new bishop coming, I was anxious to be in a position to disclose authority for my action as holder of the money, and he (Dr. Moran) instructed me to give a portion of the money to the institution I have mentioned, as it would be in accordance with the terms of the trust. I therefore gave £20, which I thought a fair proportion.

1721. Have you ever been on the land at the North Shore?—No; I have been on ground adjoining.

1722. Could you give the Commission any information as to the value of the land?—Only from hearsay. I am told that it is worth about £6 or £7 an acre to sell.

1723. What is the amount of rental derived from it?—I think there are now about 260 acres let. One tenant was paying for 112 acres £28 a year; but latterly the rent was reduced to £20 per annum, as the tenant said he could not continue to pay so much and hold the land on so short a tenure—that unless he could get a long lease he would not attempt to plough the ground, or do anything of a substantial character with it. He is a butcher, and uses it merely for grazing purposes. For about 70 acres another man is paying £11 per annum. Then another tenant is paying about £5 or £6 for about 40 acres; and Mr. Melville, who has his lease intact, pays according to the lease, namely, £5 a year for the remainder of the term.

1724. What is the total amount?—Over £40.

1725. Does this land adjoin the building known as St. Mary's?—Yes, I believe it does. I think the College ground is severed from the trust property by a creek. I have been on the College ground, but do not know its exact relation to this land. It is no portion of the endowment, and I am given to understand by old residents that the stone college which is on it was built before this trust property was granted. Those who by their long residence know the facts told me that such was the case. I think it was Mr. Dignan who informed me that, although public funds were, he believed, granted in aid of the erection of the building, yet the College land was acquired before the trust property was conveyed to the Catholic body.

1726. *Professor Brown.*] Was the stone building erected out of moneys given by the Government? Not entirely, I believe. I understood a sum of money was granted by the Government, but Bishop Pompallier supplied the rest from what is called the "Propagation of the Faith Fund," a fund then contributed by the Marist Institution on the Continent.

1727. And the trust was afterwards given to support this building?—I can only presume it was given as an endowment for the support of any school which, according to the terms of the trust deed, afforded "religious instruction, industrial training, and instruction in the English language to children of both races."

1728. *The Chairman.*] Could you state by whom the rents were received previous to your being appointed to receive them by Bishop Croke?—No, I could not.

1729. *Professor Cook.*] Do you think that, if this land at the North Shore were sold, the proceeds would return a much larger income than seems likely to be obtained by merely leasing the land? I mean sold, and the money invested in good securities?—I do not think so. The price obtainable for it would at present be very small. The land is of a very inferior description. It would be better to give tolerably long leases, at the expiration of which the property would become more valuable, and might thus be utilized to greater advantage by remaining as an endowment.

1730. Do you think that within a reasonable period it is likely to become valuable for building sites?—I do not think so.

1731. There is some property also held by the Catholic body at Freeman's Bay?—Yes, I believe there is a small allotment there, but I have had nothing to do with it.

1732. Is that a valuable endowment?—I suppose it is worth about £400 an acre.

1733. You can give us no information about that property?—No; except that it contains about four acres, is worth about £400 an acre, and has a large schoolhouse erected upon it which cost about £800.

1734. *Rev. W. J. Habens.*] Who is the present trustee of the North Shore property?—That depends on the grant. I suppose the Roman Catholic Bishop for the time being.

1735. There being no Catholic Bishop here, how does it stand?—Though the bishopric is at present vacant, there is nevertheless a person fully authorized to administer the ecclesiastical affairs of the Diocese of Auckland—namely, Bishop Moran—who would therefore be constructively the Roman Catholic Bishop of Auckland for the time being. Moreover, by an Act of the General Assembly passed in 1876, known as "The Roman Catholic Lands Act," lands such as this is become vested in the duly-appointed administrator of the diocese, who is interpreted by that Act to mean the Bishop for the time being, except that he is not a corporation sole.

1736. Can you inform us in whose hands the accounts of the estate for former years now lie?—I do not know. I suppose they are in the archives of the diocese.

1737. *Professor Ulrich.*] Do you know whether the quarry adjacent to St. Mary's is of any value, or likely to become so, for building purposes?—It is considered to contain exceedingly good stone, in fact about the best quality of stone around Auckland. I have no doubt however that if the quarry were opened the adjoining property would be deteriorated in value. The estate is not easily accessible by water, the approach to it being a narrow, shallow, and tortuous channel through mud flats, extending almost for miles.

1738. Would there be easy access to the quarry?—No; the approach would be as I have just described.

Mr. R. H. D. FERGUSSON was sworn and examined.

1739. *The Chairman.*] Have you attended any agricultural school, or had any experience of such an institution?—Two years ago, when in England, I went to see Cirencester College, in Gloucestershire.

1740. Did you ever attend an agricultural school as a student?—No.

1741. What did you see going on at Cirencester College when you were there?—I was not at all pleased with what I saw. There was a good deal of lecturing, and Professors telling the students all about the properties of grasses, but they did not seem to get at the practical part of the work.

1742. *Professor Cook.*] Do you mean that they did not begin at the practical part, or that there was no practical work?—There was no practical work that I could see.

1743. *Professor Shand.*] Was there not a farm attached to the school?—Yes.

1744. And do the students take part in working the farm?—I think not in the actual work of the farm. They attend classes more, and are instructed in the properties of land, and what should be done, but I do not think they actually do it themselves.

1745. *Professor Ulrich.*] Do you know of your own knowledge that this practical work is not gone through?—Merely from what I heard. I was not there long enough to watch everything, but from what I heard I understood that the practical work was not done.

1746. *Professor Shand.*] Was there a body of labourers then?—Yes. There appeared to be at any rate some labourers.

1746A. *Professor Cook.*] Have you ever come in contact with any young men who have been educated there, so that you could form an opinion as to whether or not the students do learn agriculture practically as well as theoretically?—I have; and I understood from all the young men I have spoken to on the subject, and who have been at the institution, that they do not learn agriculture practically—that it is mere theoretical instruction which they receive.

1747. *The Chairman.*] Do you know the length of the course of study at the school?—No.

1748. What staff of teachers is there?—I believe there are a number of farmers as teachers, but I cannot say for certain, or how many.

1749. *Dr. Wallis.*] Is agricultural chemistry taught at the school?—Yes, I believe it is; I am not sure.

1750. *The Chairman.*] Is there a diploma, or a degree of any kind, conferred?—Yes, I believe there are degrees of some sort. I do not know about the diploma. I think there are scholarships.

1751. *Professor Ulrich.*] Do you know whether any arrangements are made by which, after a student has obtained his theoretical training and leaves the school, he can get practical training somewhere else?—I do not know, but I think not.

1752. *The Chairman.*] Do you think such a school would be useful, if established in New Zealand?—Yes; I think that, if worked and managed in a proper way, it would be: that is to say, if you were to begin teaching the young men what to do practically, and let them learn the theory afterwards.

1753. *Dr. Wallis.*] Set them on the farm as farm labourers?—Yes; I would make them do everything from the beginning.

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1754. *The Chairman.*] Are you aware that there is an agricultural school in Canterbury?—I heard that one was to be started there, but I did not know that it was in operation.

1755. Do you know whether the site selected is a suitable one?—I am not acquainted with it.

1756. I think you have stated that the students should be taught the outdoor branches of farming as well as the indoor?—I think they should learn everything, from the very beginning—that they should, personally, be able to do anything that may have to be done on a farm.

1757. Would you look at the Canterbury College Calendar for page 74, where the course of instruction for the School of Agriculture is prescribed, and say whether, in your opinion, such a course is a proper one?—Yes, it appears to be very good. It is easy to print these things, but it seems to me that the carrying of them out would be more difficult.

1758. *Professor Cook.*] Still, the school is only coming into existence; and you think, as far as agriculture is concerned, that that is right?—Yes, I think so.

1759. *Professor Shand.*] Do you think that part of the business of a school of agriculture should be to make experiments in farming—to find out what crops are suitable to certain soils, the effects of manure, what trees will grow, and so forth?—I think so, on a small scale. I do not think it would do to make the establishment an experimental farm.

1760. It ought not to be an experimental farm?—Not the whole of it; a small portion might be used for that purpose.

1761. *Dr. Wallis.*] Would this be your idea of an agricultural school: a farm, say, of 500 acres, with a learned professor appointed to be the chief farmer, and the students to do the work of labourers on the farm, and to be indentured after the third year; the professor to be acquainted with practical agriculture, as well as agricultural chemistry?—Yes. I do not know about the indentures, but I think the other part would be very good.

1762. *Professor Cook.*] What is your opinion of the rest of the course prescribed in the Calendar, besides practical agriculture?—I cannot say anything about chemistry.

1763. Do you think the other subjects mentioned should be taught as part of the agricultural-school course?—I think so, especially land-surveying.

1764. Is there anything you would suggest which might be added to the course?—No; I think the course, as laid down in this Calendar, appears to be a very good one.

1765. Then you approve of that as a complete course?—Yes.

1766. *Professor Ulrich.*] Your opinion, in a few words, is that you would have the students first learn the practice, and afterwards the theory?—Yes.

1767. *The Chairman.*] Do you think there ought to be more than one agricultural school in the colony?—I have no doubt it would be a very good thing if there could be one at each of the principal centres—Auckland, Wellington, Christchurch, and Dunedin; but I think that at present the colony could hardly afford to maintain so many, and that, in attempting to do so, the whole scheme might be spoiled. There might be one very good school, instead of three or four indifferent ones.

1768. Do you know how the Agricultural College in England is maintained?—No.

1769. Do you know whether it is supported solely by the fees, or receives Government aid?—I could not say without reference to some papers which I have on the subject, and which I shall be glad to let you see.

1770. *Professor Cook.*] Do you think that the circumstances of the North Island—the quality of the land, the presence of ferns, and so forth—are such as to render it desirable that there should be a school for the North Island, as well as one for the South?—No, I do not think so.

1771. *Professor Brown.*] Do you think the Canterbury School could be utilized for teaching purposes for the rest of New Zealand?—Yes. It would perhaps be a good thing if the students had to travel a little in other parts of New Zealand sometimes.

1772. Added to the course?—Yes. I think something of that sort might be beneficial.

1773. Travel under some practical instructor?—Yes.

1774. *Professor Ulrich.*] Instead of the system which you advocate, of practice first, and theory afterwards, do you not think it would be better that students should attend the school up to a certain age, and then, after an examination, be apprenticed out to qualified farmers, and learn demonstration, as well as the practical farming—a system, in fact, similar to that which obtains both in Germany and France, where agriculture is like a profession, and where the students first learn the theory, and afterwards the practice, and then become managers of large estates all through Europe?—Yes; I think if they were apprenticed in some binding way, it would be a good thing. But I should be in favour of teaching them the practice first, and letting them learn the theory afterwards; because I think the chances are that, if a man learns a lot of theory, he loses his taste for the practice.

1775. *Professor Brown.*] Do you not think the two could go on concurrently?—Very well, I think.

1776. *Professor Cook.*] For instance: During a considerable portion of the year there is not so very much active out-of-door work to be done on a farm, and could not that time be used for lecture purposes?—No; I think that on a farm there is very little time when one has not got plenty to do.

1777. *Professor Sale.*] You said that the Canterbury scheme looked well on paper, but seemed to be a little doubtful how it would turn out in practice. Is the difficulty, do you think, likely to arise from the fact that the students might probably be young men of some small means, and unwilling to undergo the drudgery of the details of a farm labourer's occupation?—Yes; I think that is one reason.

1778. Is that the reason you thought operated at Cirencester?—No. The reason for my thinking that it would be difficult to carry out is that it is a very difficult matter to get a professor who is a practical man as well as theoretical.

1779. And that is the difficulty you think existed at Cirencester?—No, not exactly, although to a certain extent. I did not think the institution was well managed in many ways.

1780. *Professor Shand.*] You could not give us any idea of the expense of conducting the school?—No.

1781. *Dr. Hector.*] In the course laid down for the Canterbury Agricultural College, is there any part of the chemistry that could be omitted?—I could not say.

1782. Is there anything special in the natural history that is needed for an agricultural college? I ask because it appears to me that what is jotted down under the head of agriculture is chiefly the practical part of the course, and that it does not require any theoretical or scientific knowledge.—I think all the subjects mentioned in natural history are very useful, although I do not think they are absolutely necessary.

1783. Could not all those preliminary scientific branches be taken quite as well at an establishment that would also serve for other purposes besides agriculture?—I think so—perfectly well.

1784. And leave the agricultural college to deal purely with agriculture?—No; I think there should be a certain amount of theoretical work—I mean chemical work.

1785. If it was found to be more economical, would there be any objection to have that taught at a chemical school, where other professions besides agriculture were in progress?—I think there would be if the teaching were given at a different period of the year. The students ought to be on the farm all the year.

1786. *Professor Brown.*] Would not one session of theory and another of practice do?—I think not.

1787. Or one session of practice followed by a session of theory?—No; I think the two ought to go on almost together, or else that all the practice should be finished first, and then the theory taken.

1788. That the students should have their practice on the farm, and then go into the college for their theory?—Yes.

1789. *Professor Cook.*] Do you not think that a man who teaches agricultural chemistry requires to devote his attention specially to that particular branch of chemistry? Do you think an analytical chemist would be competent to teach agricultural chemistry?—I do not know.

1790. *Dr. Hector.*] I wish to discover whether it would be necessary to establish a separate school for agriculture, if there were the means of acquiring a knowledge of chemistry and natural history at another place,—if it would not meet the requirements of the colony if the students were indentured to farmers who were able to give the practical information?—Yes; that might do very well.

1791. *Dr. Wallis.*] Referring to the question of Professor Ulrich, do you contemplate a profession of scientific farmers who would have students apprenticed to them, the same as a master carpenter has apprentices who learn the business?—That might do, but it is difficult to answer off-hand. It would be a very large scheme.

1792. *Rev. W. E. Mulgan.*] Is it absolutely necessary, in your opinion, that the students should learn the practice of farming in connection with the college, or should they learn only the theoretical part there—for instance, so much of agricultural chemistry as would enable them to find out the properties of soils?—I should consider it absolutely necessary for them to learn the practice first.

1793. *Professor Cook.*] What do you think is the most convenient and suitable area for a farm for the purposes of an agricultural school?—I should think that 500 or 600 acres of mixed soil ought to be quite sufficient. Of course you would have to be guided very much by the character of the land. You would want hills, flats, swamps, and every variety you could get—the more mixed the better.

1794. I think you said that the students at Cirencester did not learn practical agriculture sufficiently?—I think they did not.

1795. Was that owing to the character of the students themselves, or was it the fault of the institution?—I do not think it should be owing to the class of men, because there were students there of every class: in fact, I believe there are sons of peers there and sons of ploughmen.

1796. Do you think that the character of the students likely to be obtained in New Zealand would be a cause why the place should fail?—I do not think it should be.

1797. *Professor Ulrich.*] Do you know what becomes of the students at Cirencester after they leave the college? Do they go on farms and learn the practice of farming?—I do not think they are bound to do so. I think a good many of them get employment as stewards and bailiffs on gentlemen's farms and large estates. Some of them become farmers: in fact, one finds them in all lines of life after they leave Cirencester.

Mr. R. J. O'SULLIVAN was sworn and examined.

1798. *The Chairman.*] You are the Inspector of Schools for the Auckland Education District?—Yes.

1799. How long have you held that office—irrespective of changes that have taken place in the law?—Since the latter end of 1869 or beginning of 1870.

1800. Could you give the Commission any information with regard to the establishment of normal schools in this educational district?—The Board is about to establish a normal school in accordance with the wishes of the Central Department. At present there is no such school in Auckland. There are evening classes for teachers, and the teachers of course practise in the schools in their ordinary work, but we have not what is called a normal school here.

1801. You do not consider this class, which is conducted by Mr. Worthington, a normal school?—It does somewhat similar work, no doubt.

1802. Does that school get any aid from the Board of Education?—Yes; Mr. Worthington and his assistants are paid by the Board of Education.

1803. *Professor Shand.*] Does the Government make a special allowance for the purpose?—Yes; an annual grant, I think, of £2,000.

1804. *Dr. Wallis.*] Are there not two training classes—one at the Thames and one at Auckland?—There are classes at the Thames similar to those in Auckland.

1805. *Professor Cook.*] What is the nature of the instruction given at these classes? I mean, is it preparation for passing the examination for a certificate, or is it instruction in the art of teaching—lectures as to method?—It is almost entirely instruction in the subjects for examination; they only get the other teaching incidentally.

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1806. *The Chairman.*] By whom is the £2,000 you mentioned granted?—The grant is made by the Central Department in Wellington.

1807. It does not mean £2,000 for this district, I presume?—It is made for the purpose of carrying on normal schools in this district, and I believe a similar provision is made in other districts.

1808. *Professor Shand.*] What allowance is made to Mr. Worthington and his assistants for giving this instruction to teachers?—I am not quite sure as to the exact sum, but I think Mr. Worthington gets £150 a year, and his assistant £50.

1809. *Rev. W. J. Habens*] And that is in consideration of work done in the evenings and on Saturdays?—In consideration of that, and also for work which is done for country teachers who communicate by letter with Mr. Worthington, and work papers, which they send to him for correction.

1810. *Professor Shand.*] How is the rest of the vote of £2,000 expended?—I cannot say definitely, but a portion is supposed to go to the Girls' High School, which has a training class also. A large portion goes in allowances to probationers.

1811. *The Chairman.*] Can you say what portion of the money is expended on the Thames Normal School?—I think about £100 a year.

1812. *Rev. W. J. Habens*] Will you give the Commission a general description of the whole scheme for training teachers as it has hitherto been carried on in Auckland?—It has consisted of these classes for teachers which I have mentioned, and also a class for people whom we call probationers—persons whom the Board think likely to be useful as teachers from their attainments and character, but who possess no experience as teachers. We have had several of these who have been drafted from time to time into country schools. In addition to the expedients for training teachers which I have already explained, I have drawn up, at the desire of the Board of Education, minute instructions as to school organization and discipline, and as to methods of teaching. These instructions have been found useful, especially to inexperienced teachers.

1813. Then I understand that the Board has sought to raise up a class of trained teachers by applying a part of the Government vote to the payment of probationary teachers engaged in work at the various schools in town, in order that they may, by practice, acquire proficiency there?—Yes.

1814. And, so far as you know, the two principal directions in which the vote from the Education Department has gone have been these: first, to the payment of teachers in Auckland and at the Thames who hold evening and Saturday classes for communicating instruction to teachers; and, secondly, to the maintenance of probationers who are teachers in the various schools?—Yes.

1815. Those are the two principal items of expenditure out of the vote?—Yes.

1816. Do you think that the existing method of training teachers is a satisfactory or a sufficient one—I mean the method which has just been described?—I do not think it is at all a sufficient one. In a certain rough way it may be called satisfactory, as in the absence of a normal school it enables the Board to supply the wants of country districts and small schools, which otherwise it would not have been able to do so well. For instance, in this district the population is very scattered, and there are a great many places where the children are very few, but at the same time it would be a great hardship to leave these children without education. In such cases the salary is not sufficient to induce a trained teacher to take an appointment, and if we had not this system of probationers we should be obliged to take people without any training at all. The system was adopted in order to meet those pressing wants in a rough way.

1817. Then I understand that from the class of probationers you have been accustomed to draw a supply of teachers for these schools?—Yes.

1818. When the probation was finished?—Yes. Until lately, there were no means to provide anything like a normal school here.

1819. Will you describe the plan which it is now proposed to adopt for the training of teachers?—The plan is similar to that adopted in Christchurch and in Dunedin. It is proposed to build rooms for students, attached to a practising school, and the establishment is to be carried on in almost a similar manner to the mode adopted at the Christchurch and Dunedin schools. The Board may possibly be obliged to follow the Dunedin plan of making allowances.

1820. Has any arrangement been made for securing the services of a Principal for such an institution?—Nothing has been done yet; but the Board proposes to advertise. There has been some difficulty in obtaining land and getting a site, also in arranging matters generally, on account of the way in which the town was divided into school districts, each with a Committee. The Board did not see the necessity for building a practising school; they thought it would be better to enlarge one of the present schools and make use of it. It appeared rather hard to take the only school of any importance under their control from any one Committee. This difficulty has been got over by the amalgamation of the three city districts into one.

1821. *Dr. Wallis.*] Do you contemplate two sets of buildings, one for practising and the other for training, the two being distinct?—The sets of rooms will be distinct, but the building need not be detached.

1822. *Rev. W. J. Habens.*] I suppose what you speak of as a separate building for training would really be rooms for instruction to the students?—Exactly.

1823. It is not proposed to attach to that another school for children, but to use existing schools for children as the practising school of the normal school?—Yes.

1824. *Professor Shand.*] Where does the Board propose to get funds from for these additional buildings?—I think they propose to take the money out of the ordinary Building Fund. It is not contemplated that the building will be very expensive. Only the rooms for the classes will be required at first.

1825. What is the estimate of the cost?—The Board have not received any estimates, but I should imagine that a sum of £1,000 would do what is necessary at first.

1826. *Professor Cook.*] Are you aware whether the Board has considered the question as to the suitability of its school buildings at present existing in Auckland for the purpose of practising schools, having regard to the necessity of building such schools in accordance with modern ideas and

with all the recent improvements?—To a certain extent they have. The practising school is to a great extent like an ordinary district school, but in some respects of course it is different. I fancy it would require more class-rooms, for instance. Some of the rooms we have are perhaps too large, and would have to be divided.

1827. Then, in addition to the buildings described as training rooms just now, you think other alterations in the school would be necessary to make it thoroughly fit for the purpose?—Yes, I think some alterations would be required.

1828. Is that included in the estimate of £1,000?—No.

1829. *Professor Brown.*] Is this new building to be added to the school which has been chosen as the practising school, or is it to have a distinct site?—It is proposed to be added to the school—to get land adjacent to the present school, and erect the rooms there.

1830. *Dr. Wallis.*] Do you think the £2,000 which has been voted would be sufficient to carry on the institution?—It would be quite sufficient, I think, if the Canterbury system were adopted of not paying the students. I understand that in Dunedin, where they do pay, they do not find the funds sufficient, and have to supplement them out of their ordinary revenue. Whether the Board here would be able to do that, I am not quite sure.

1831. *Rev. W. E. Mulgan.*] Is this normal school for training teachers from the commencement, or is it, as in Ireland, for probationers, who as they exhibit good qualifications are drafted up, and who are maintained while they are there?—It is not intended to train teachers from the beginning; they would require to pass a certain examination before being admitted.

1832. I think you said that at Dunedin they are maintained while attending the school, but that at Christchurch they are not?—They pay some of them in Dunedin, not all.

1833. Do they pay them, or merely support them?—They make an allowance. I understand it is generally £1 a week.

1834. *Professor Shand.*] That sum is allowed for maintenance, I think?—Yes, I think so; in the same way as we make an allowance to probationers.

1835. *Rev. W. E. Mulgan.*] And do you think that would be required here?—I am inclined to think it would be, to a certain extent.

1836. In that case the money you mentioned would not be sufficient?—I doubt if it would be sufficient; but the Board might be able to carry on in the same way as they did in Otago.

1837. *Professor Shand.*] What is the attendance of pupils at the school proposed to be used as a practising school?—I think the number now on the roll is 600, and it is capable of accommodating 650. I may mention that the Board think of adding to that school.

1838. Then, if you take the capitation grant allowed by the Government for attendance at this school, would not that leave a considerable balance over the expenditure in teaching the school which might be applied to normal-school purposes?—Yes. Of course the larger the school the greater the balance. It is proposed to provide room for 1,000 with that view.

1839. In that way you could get a considerable amount of additional funds?—Yes.

1840. *Professor Cook.*] You said that this normal school is not intended to train teachers from the very beginning. I presume, then, you think there ought to be an entrance examination for this school?—Yes.

1841. What, in your opinion, should be the nature of this examination?—I am inclined to think it should be an examination such as is prescribed in Class E.

1842. Some such examination as that prescribed in the Sixth Standard under the present regulations?—Yes. I should think any one who could pass the Sixth Standard could pass the examination in Class E.

1843. Supposing a college were established in Auckland, with a staff of gentlemen to give lectures on various subjects, do you think it would be desirable, or possible, that a large part of the instruction which the teachers would receive at the normal school could be given at such college?—I think a good deal of direct instruction might be given in that way; but that is not the whole duty of a normal school—the master has to organize the practising of these teachers.

1844. But I am speaking of the instruction?—I do not see why the instruction might not be given in that way.

1845. Would not that largely lessen the expense of a normal school?—I should say it would somewhat lessen it. Still, I think you would require some one to organize the practising part.

1846. Yes; but he would act as headmaster of the district school as well, and so would fairly come under the £3 15s. arrangement?—Yes; that might be managed, I think. Possibly some difficulties might arise in practice, but I do not see any insuperable difficulty now.

1847. *Dr. Wallis.*] Do you think a good professor of the art of education would be a great advantage in Auckland?—Certainly. I ought perhaps to explain that the Board contemplated having a training class in connection with the Girls' High School. They thought that there they would not require to make any payment, and they would get a class of girls whom it would be desirable to have, and who would be well instructed and prepared.

1848. *Rev. W. J. Habens.*] The desirability of the appointment of a professor in the art of teaching being admitted, which do you think the preferable mode—to attach such a professor to the staff of an ordinary arts college, or to place him in charge of a training school, with its attached practising department?—I should imagine his instruction would be more concentrated if he were in charge of the training school.

1849. And, from your knowledge of candidates for appointment as school-teachers in the earlier stages, how do you think their usual course of study would compare with the proper course of study for undergraduates in a University college?—I should imagine the latter course would be very suitable for supplying the higher class of elementary teachers.

1850. Do you think there ought to be instruction given to persons intending to follow the profession of teaching—instruction in the normal school—of a more elementary character than such an arts college would provide?—I am inclined to think it would be necessary.

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1851. But that in some of the higher subjects, and for some of the more advanced pupils in such a training school, the University college might be useful?—Yes. We constantly find people with a great aptitude for teaching, who can never get any very high amount of scholarship.

1852. *Professor Cook.*] Supposing such a college were started with Class D or matriculation examination as a basis on which its lectures would proceed, do you think there would be many teachers in Auckland at the present time who would be competent and able to avail themselves of the lectures in the college?—A good many of the better teachers would; but I am afraid you would not get a very large number to start if you made Class D the preliminary. I am afraid that would limit the number of students very much indeed.

1853. *Dr. Hector.*] Would it be any advantage to the older teachers—would it lead to any higher employment, or be any pecuniary advantage to them, to attend such a college course?—Not under the present arrangements, or at any rate very little.

1854. *Rev. W. J. Habens.*] Do you mean under the present arrangement made by the Board, or by the Central Department?—I mean particularly by the Board, as regards payments.

1855. *Professor Shand.*] Would they not be more likely to get better schools if they were highly taught than if imperfectly taught?—Undoubtedly they would. There would be that advantage.

1856. *Rev. W. J. Habens.*] Do you think that such examinations as are prescribed by the University of New Zealand for the degree, and in progress towards a degree, can be fairly utilized for the purpose of the classification of teachers?—I think they could be utilized for a certain number of teachers, but there are many who could not avail themselves of them.

1857. *Professor Shand.*] Do you mean they could not attain to any grade under those regulations?—I think so. The inducements are not sufficiently great. We must always have a large number of teachers for small schools in the Province of Auckland, and the salaries in those cases must always be small. I do not know that there is sufficient inducement for them to undertake the amount of study and training that would be required for the examinations you mention.

1858. *Rev. W. J. Habens.*] Do you think that in the classification of teachers any value ought to be attached to the fact that a man has taken a degree, or holds a certificate of having made certain progress towards a degree?—I think that, where a man has a certificate as a teacher, the certificate ought to be a guide to those who wish to employ him, as to his teaching power; and if an indifferent teacher, because he has a University degree, is put in a high class, I should consider his certificate was deceptive.

1859. Could you give any idea of the proportion in which you would attach value to practical skill on the one hand and to accurate learning on the other?—I do not know that I could say off-hand; but I should give considerably more weight to the practical skill in teaching.

1860. Do you think that the practical skill in teaching is capable of being as accurately gauged and recorded as the amount of knowledge that a man possesses?—Certainly not.

1861. *Professor Brown.*] So that that part of the certificate would be apt to be deceptive too?—It might to a certain small extent. But skill in teaching can be gauged with sufficient accuracy for all practical purposes. The kind of deception I spoke of was that in which a man was taken as a superior teacher merely because of his having a degree.

1862. *Professor Shand.*] But would not his certificate, under the new regulations, show exactly the grounds on which he obtained his certificate—show the amount of his scholarship as well as his skill in teaching?—Of course the amount of his scholarship must have considerable weight.

1863. But would not his certificate on the face of it show the ground on which it was awarded?—That would depend, in general, upon the form of the certificate. I do not know that it is usually shown on the certificate.*

1864. *The Chairman.*] Does it come within the sphere of your duties, as Inspector of Schools, to inspect the Girls' High School?—No; I have never been asked to inspect the Girls' High School. The Board asked me to advise with the headmaster about various matters, and in that way I have some connection with the establishment. My duties in connection with the elementary schools are so much beyond me that I have had no time to do more than occasionally advise with the headmaster.

1865. Have you ever visited the school, and seen the work of instruction going on?—Yes.

1866. Can you inform the Commission how long it has been established?—About two years.

1867. What staff of teachers are attached to the school?—There are the headmaster, and, I think, five female assistants. The headmaster is Mr. Heath, who was taken from the Grammar School.

1868. Could you give the Commission any information with regard to the curriculum of study at the school?—I did go over it with the headmaster, but cannot describe it from memory.

1869. Do you know whether they train any persons specially for teachers at that school at present?—I cannot say that they do. There was a sort of training class attached to the school before Mr. Heath was appointed, but it was never recognized by the Board. It was before I was consulted about matters in connection with the school. There was an irregular class there, which, on my advice, the Board closed at the end of the year. Now they are awaiting the consent of the Central Department, before making this other arrangement to have a real training class.

1869A. At present the institution is only an ordinary girls' school, for teaching, except the training branch?—Yes.

1870. Have you any idea how many pupils attend the school?—I think there are nearly 200.

1871. What are the fees?—£1 10s. a quarter for the junior pupils, and £2 for the higher class. I believe the Board pays for stationery.

1872. Are any extras charged?—Yes; music, and so on. The Board supply the pianos for practice, but the pupils pay the fees.

* In the certificate under the new regulations the letter is supposed to show a man's attainments, and the number his ability to teach. If all degrees were of equal value, the letter, so far as degrees are concerned, would correctly indicate his attainments. The number is decided by length of service as well as ability to teach. Thus the number is often no certain guide as to a teacher's competency. As a rule, Committees, when consulted, would be influenced by the letter.—R. J. O'S.

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1873. *Rev. W. J. Habens.*] In what respect will the instruction to be given to the so-called training class differ from the instruction given to other classes in the school?—It is proposed that it should be of a higher kind—that none should be admitted into the class who cannot pass a certain examination. I do not know that it is proposed to exclude from the class all that do not intend to become teachers.

1874. Is it proposed to give any technical instruction in the art of teaching?—Yes; it is proposed that Mr. Heath should arrange to give some instruction in that way.

1875. What opportunity would girls in the training class have for practising the art of teaching?—It is proposed that they should come and practise in the same way as they would in any other training school, as they are directed, and also that they should sign the same agreement to continue teaching as is signed in other places.

1876. Then is it the intention of the Board to make the normal school a school for male students only?—No, that is not the intention. It is thought that a class will be obtained in the Girls' School who will not require an allowance for support, and who will be a desirable class to have. Of course there is nothing decided. It was simply proposed to the Central Department.

1877. Do you know if the Board has it in contemplation to facilitate the progress of girls from the primary schools to a secondary school, in some such way as boys are now advanced from the lower to the higher schools?—Yes; I believe it is their intention to throw open their scholarships to girls as well as boys.

1878. Would these scholarships then be held in the Girls' High School?—Yes.

1879. Do you think there are some districts around Auckland where a secondary school, in the strict sense of the term, cannot be founded, but where secondary instruction, to some degree, is required?—Yes, I think there are.

1880. Have you any opinion as to the best way of providing that secondary instruction in such districts?—I think it might be provided in the manner which the Education Act contemplates.

1881. That is, by the erection of certain district schools into district high schools?—Yes; they would be really district schools with higher classes.

1882. Can you suggest how this secondary instruction may be best imparted without interfering too much with the work of the primary department of the school?—I am inclined to think it could not best be done by the headmaster, as it would take him from his work of supervision, and that it would be better to give him a qualified assistant for the purpose. It would be undesirable, I think, to interfere with the supervision which the master ought to exercise.

1883. *Professor Shand.*] You would not have any part of the instruction given by the headmaster himself?—I do not know that I would preclude him altogether from giving the instruction; but I think it would be undesirable that he should do so as a regular part of his work.

1884. Would it not be objectionable, on the other hand, for the higher work in the school to be done by a subordinate master?—I am considering the primary instruction first.

1885. Would it not have a bad moral effect in the school if the headmaster did not take part in the highest instruction given in the school?—I do not contemplate that he should not take part. If he supervises it, looks after it, and examines it, he can hardly be said not to take a part in it. I think it would be undesirable that the assistant should be a better qualified man than the headmaster.

1886. *Rev. W. J. Habens.*] Having regard to the fact that primary education is not considered by all competent judges to be the best preparation for secondary education, do you conceive that any serious difficulty would arise in district high schools and other schools similarly constituted, on that account?—I think that in those schools it would be necessary that the pupils should not begin at an early age, but at a comparatively later period.

1887. Referring to the standards of inspection and examination in schools, could you indicate the points in that scheme at which the secondary instruction might be allowed to begin without detriment to the general work of the school?—I have not considered the question; but, looking at it off-hand, I should say, after completing the Fourth Standard. I say that, however, without much consideration.

1888. Then, in that case, do you think that, for the pupils receiving secondary instruction, there should be, say in the Fifth and Sixth Standards, some variation allowed, so that they should not be examined by the same standards?—Yes; I certainly think that would be requisite.

1889. And you are inclined to think that for district high schools some alteration might be made in perhaps the two highest standards?—Yes.

1890. Do you think that, instead of an alteration of the standards in that part of the school, it might suffice to allow two years' interval between the passing of the Fourth and Fifth, and two years between the passing of the Fifth and Sixth, in consideration of extra subjects being taken at the same time?—I think it might be done in that way.

1891. Either that, or new standards arranged for the secondary part of the school?—Yes, either one way or the other. I do not see why either plan might not be made to work.

1892. *Dr. Wallis.*] Does not the headmaster of a primary school at present always take classes, and teach them?—Yes, he always teaches classes at present. In the larger schools, we are reducing that kind of work as much as possible. It is intended, when the school grows to a good size, that the headmaster should not teach at all, directly.

1893. Is there any reason why the highest classes of the school should not be given to his special teaching?—If the headmaster devoted himself much to the higher part of the school his sympathies and attention would be very much diverted from the primary instruction.

1894. *Professor Shand.*] But is it not the object of a district high school to promote secondary, as well as primary, instruction? Is it not part of the duty of the headmaster to promote the one as well as the other?—Yes; but the secondary instruction should be given without injuring the primary instruction. I look upon these schools as simply a makeshift.

1894A. *The Chairman.*] Have you such a school as a district high school where the two classes of education, secondary and primary, are combined?—No.

1895. *Professor Shand.*] Are there any schools in your district in which secondary instruction is given by way of extra classes held out of school hours?—I think I may say there are not. I believe there are some small classes taught from time to time at Tauranga.

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1896. As a rule, that practice does not exist in the district?—No. The Board endeavoured to get it adopted at the Thames and one or two other places; but people did not seem to agree about it; they thought it would stand in the way of their getting a high school.

1897. Do you think that, if there was a master, in the country, competent to give instruction in some of the higher branches, such as Latin, French, and mathematics, it would be desirable to open extra classes for the more promising of his pupils?—I am inclined to think it is rather dangerous to take a master away from his duties in the primary school: it is apt to be injurious.

1898. I do not propose taking him away. I propose that this class should be outside of school hours?—I meant anything that would occupy his attention. At the same time, I would never think of preventing it at a place where there was a want to be supplied. I would not approve of it in a town, for instance, or in a place where there was no absolute necessity for it.

1899. I understand you to say you would rather it were not done in towns where secondary instruction could be obtained?—Yes.

1900. But in country districts, where there are no other means of supplying secondary instruction, do you think it should be encouraged by Education Boards?—Yes; but I think they ought to be careful to prevent its being done unless where there is a real necessity for it.

1901. *Professor Cook.*] What are the limits of age for the Auckland Board of Education scholarships?—Between twelve and sixteen.

1902. Having regard to the fact that a plain primary-school education is not, in all respects, the best preparation for a secondary school, do you not think that the limits of age should be lowered, and made, say, between ten and fourteen or ten and thirteen?—I have always been opposed to lowering the age. I do not think it would be desirable to do so. It would lead to cramming, and have an injurious effect on the children.

1903. *The Chairman.*] Are these scholarships competed for generally by the country schools?—There has always been a number of candidates from the country schools, some of whom have been successful. I will ascertain the exact number, and supply the Commission with the information.*

1904. *Professor Shand.*] Could you give us an idea of the standard of examination for the scholarships?—We have had two classes of scholarships, one confined to district schools, and the other called "open" scholarships. The examination for those from the district schools is in the ordinary English subjects, and similar to Class E, except that we specify particular periods of history, and we have also included some knowledge of Shakespeare, and one or two things of that kind. But, in a general way, the examination is very much the same as what might be expected from candidates in Class E. For the open scholarships, mathematics, Latin, French, and some branches of natural science are required. I do not think they have Greek.

1905. Are the candidates at liberty to take the whole of these subjects, or only a limited number?—They are obliged to take the whole of certain subjects; there are some others that are optional—optional so far that they may take two out of the number.

1906. They are not allowed to take more than two?—No.

1907. *The Chairman.*] Can the Auckland Grammar School pupils compete for these open scholarships?—Yes; they have been principally won by boys from the Grammar School: I think always, except in two instances, when there were no candidates from that school.

1908. *Rev. W. J. Habens.*] Do all the candidates being between the ages of twelve and sixteen compete on equal terms as to age?—Yes; it is so now. The Board departed from the practice once, so far as regards open scholarships, but it was not found advantageous to do so. I may say, as regards district schools, that the younger boys have the best of it—that here, at all events, the older boys are at a disadvantage, because for a long time the education system had lapsed in Auckland, and there was really very little provision for education of any kind. I find that the boys who have begun within the last few years have an advantage over the older ones. I do not consider this an argument for cramming very young children.

1909. Do you think that, as the education system becomes more firmly established, it will be advantageous to make a distinction between boys under fourteen and boys under sixteen?—I doubt it very much. If all boys were equal in intellect, and in maturity of intellect, and had the same surroundings and associations, a distinction might be made. As things must be, age is but one element.

1910. *Professor Cook.*] Who are the examiners for these scholarships?—The Board generally employ gentlemen in the town for the purpose. They have generally left the management of the matter to me.

1911. *Professor Shand.*] Do you know whether evening classes have ever been held in Auckland?—I do not mean in connection with the normal school?—I believe there was an attempt to hold evening classes in connection with the Grammar School, but that it failed because pupils would not attend. I do not state that from my own knowledge. I know generally that there is a difficulty in maintaining evening classes; the boys attend at first owing to the novelty, but almost invariably drop off.

1912. Do you know the object of those evening classes held under the auspices of the Grammar School?—I think they were only started in order to comply with the conditions of the trust deed, which provides that evening classes shall be opened.

1913. What sort of instruction were they instituted to give?—I cannot say of my own knowledge, but I imagine the object was to enable boys who might wish to prepare for the University, for the literary examinations for legal students, and the like, to make use of them.

1914. Do you think that if classes were opened with the object of giving ordinary instruction to lads in shops and working establishments they would be well attended?—I think it would be very desirable to try them, but I have considerable doubts as to their success. The Board did establish an evening class for some time, and had a special master for it. It was attended pretty well for a while,

* From 1873 to 1879 (both years included) 37 scholarships have been awarded, and of this number 10 were gained by pupils from country schools, 4 by pupils from suburban schools, 3 by pupils from the Thames, and 20 by pupils from Auckland City.—R. J. O'S.

but soon fell off. I scarcely think, however, that the system was given a fair trial. I think it is a very important point, and that the attempt ought to be made over and over again, and every means exhausted to see if it could not be made successful.

Mr. O'Sullivan.

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MR. FREDERICK L. PRIME was sworn and examined.

Mr. F. L. Prime.

1915. *The Chairman.*] I think you are one of the trustees of the Three Kings Wesleyan Estate? —Yes.

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1916. How long have you held that position?—A great number of years—something less than twenty.

1917. Are you conversant with the terms of the trust under which the grant was made to the Wesleyan body?—Not of my own knowledge.

1918. Having heard the terms of the trust read, can you say whether its objects are being carried out at present?—I believe so. Every penny derived from the endowment is spent for the benefit of the Three Kings institution, and at the present time the proceeds of these trusts are devoted to the support of Natives sent there from several mission stations.

1919. As far as you are aware, none of the funds arising from this estate are merged in the general funds for the maintenance of the Wesleyan clergy?—None at all.

1920. We had it in evidence that, to some extent, this trust deed may be overridden by what is called the "model trust deed" of the Wesleyan body. Do you know whether the model trust deed does in any way override the terms of this trust?—I could not say. I know there is what is called a model deed registered in the Supreme Court, in respect of a chapel at Parnell, under which all our deeds are registered; and in 1856 the Religious and Charitable Trusts Act was passed expressly to carry out this provision, some properties being named.

1921. Do you think this property was brought under the terms of the model trust deed by the legislation of 1856?—The Wesleyans have no property anywhere that is not brought under that deed. Every trustee holds his trust under that model deed; there is not a single exception.

1922. Do you know how the property at the Three Kings is being managed at the present time? Is it being utilized by being let?—It was let by public tender about three years ago. There were a great many tenders, and generally, if not in every case, the highest tender was accepted. It was let then for seven and ten years, and the rental derived is £299.

1923. *Rev. W. J. Habens.*] The original trust sets forth as the object of the grant the education of children of both races, and of other persons inhabitants of the islands in the Pacific Ocean?—That was carried out some years ago to the greatest possible extent. Before the war drove the scholars away a large number of Natives were maintained there, for whom the General Government paid £10 a year each. Subsequently the Provincial Government sent a number of children, city Arabs, for whom they paid money towards their maintenance; but the funds fell off and the children had to be sent home. Of course this sum of £299 could not keep many children and provide persons to look after them.

1924. I understand that, at present, no children are taught at the Three Kings?—The only pupils who are there now are some Native lads who are being trained as teachers for their own people. Several have been trained in that way, and have gone out amongst the Natives, and some are in course of training there now.

1924A. When you say trained as teachers, do you mean as teachers and pastors, or as schoolmasters?—As teachers and schoolmasters, whichever they may turn out to be.

1925. What, in the view of the trustees, is the justification of their present application of this trust to the purposes of the training of teachers, whereas the original terms of the trust stated that children were to be educated?—I think that under the terms of the trust it is held that the trustees should administer it under the direction of the Auckland District Meeting, which has decided that the Natives shall be instructed or trained at the institution, and the trustees of course carry out that object.

1926. Then do we understand that the trustees now take this view: that they are legally exonerated from the original terms of the trust as expressed in the Crown grant?—It is generally understood that the model deed and the Charitable Trust Act override everything.

1927. Is it on that ground the trustees are acting?—It is on that ground. The model deed empowers the trustees to appropriate these funds for any Methodist purpose whatever, but the trustees have taken up the ground that they would not appropriate one penny except to Native purposes. In consequence of the war some years ago, the Native children were all sent adrift, and it was years before pupils could be again obtained. It has been through no fault of the trustees that there have been so few Native inmates at the institution.

1928. Then I understand that not only do the trustees hold themselves exonerated from the strict terms of the trust by subsequent legislation, but that they also consider they are going as near to the original purpose as in the altered circumstances they can go to it?—That is their object—they want to go as near to the trust as possible.

1929. *Professor Sale.*] Is it intended that all the lads who are being trained at the institution should be licensed preachers?—No, not all.

1930. Some would be teachers and some preachers?—Yes; I do not know that they will be teachers. Some, supposed to be the best lads, the missionaries have under their care at the mission stations at Hokianga, Kaipara, and Raglan; and those boys are trained at the Three Kings, under Mr. Buddle, the Principal.

1931. Then, I suppose, the answer to the question would be that it is not definitely decided that they should pursue either?—That is so. At the last Conference it was urged that the missionaries should send the best lads—those from about twelve years of age. But it all depends on the amount of the available funds, as every boy costs something for his maintenance. No portion of these funds goes towards the tuition of the pupils; they are simply for maintenance.

- Mr. F. L. Prima.*
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1932. *Professor Cook.*] Do the trustees think they could legally apply these funds to any Wesleyan purpose whatever?—It has been so advanced, but the trustees do not take that view.
1933. I mean legally as distinct from morally?—The trustees have been advised that it was the opinion of Judge Richmond that they could do so; but whether they can or not, I am not able to say.
- Rev. J. Kinder.*
Feb. 14, 1879.
- The Rev. J. KINDER, D.D., was sworn and examined.
1934. *The Chairman.*] You are the master of St. John's College?—Yes.
1935. How long have you held that position?—Between seven and eight years.
1936. St. John's College, I believe, is affiliated to the University of New Zealand?—It is.
1937. What object had it in view in applying for affiliation?—I have a difficulty in answering the question. I do not know what advantage arises from affiliation; but I presume the reason was because, if students of the College wished to study for a degree, it was necessary that they should do so at some affiliated institution. I am not aware of any other advantage which was contemplated by the Board of Governors.
1938. Did the College receive any pecuniary aid from the University, such as was granted to the Auckland College and Grammar School?—None that I am aware of.
1939. What is the curriculum of education in the College?—The curriculum has to be regulated by the intentions of the parents of the young men, and of the young men themselves who come to the College. It is exceedingly wide: that is to say, it is intended to embrace the training of young men in the higher branches of education, a course of instruction in such subjects as are required for University scholarships, for the Civil Service, and preliminary legal examinations. That is as laid down in the usual advertisement inserted in the papers. Besides that, the curriculum is especially intended for preparing young men for holy orders.
1940. How many pupils are there at present at the College?—Seven.
1941. Are they all being prepared for holy orders?—They are all young men who are either themselves candidates for ordination, or whose parents are favourable to their becoming candidates at a sufficient age.
1942. Is there any limitation of age for the admission of students to the College?—I am not aware of any age having been fixed, but practically no students are admitted until they are sixteen or seventeen years of age.
1943. Has any endowment been received from the Government, in the shape of land, for the maintenance of the College?—None at all.
1944. *Dr. Wallis.*] What classical books do you read in the College?—At the present time I have one young man preparing for a degree who is reading Plato, Sophocles, Livy, and Virgil. He has also read with me portions of Horace and Terence, Herodotus, and Homer, besides practice in Greek and Latin prose composition.
1945. To what extent do you conduct the student in mathematics?—To any extent required by the University. That is our guide in the matter. The studies of the students who contemplate going into the University course are regulated by what the University requires. Any books therefore required by the University would be read at the College.
1946. Do you mean required by the University for the degree of B.A.?—Yes, the first degree.
1947. *The Chairman.*] Have you any assistance in conducting the College?—None.
1948. At the present moment have you any undergraduates of the New Zealand University attending your College?—I have one undergraduate.
1949. How many of the pupils of St. John's College have matriculated to the University since affiliation?—Only one, strictly speaking, from St. John's College. One has come to me who matriculated at the Auckland College. He was with me for a year and a half, and took his second degree examination from St. John's College.
1950. *Professor Brown.*] Did you send in no record of this change of the residence of the student to the Registrar of the University?—I did not. I refrained from doing so at the student's own request, and at the request (as I understood) of the headmaster of the Auckland College, but chiefly because I did not wish to seem to monopolize the credit of a young man passing his degree from the College, when he had already passed his first examination at the Auckland Grammar School. He had passed his first degree examination when he came to me: he came to me to prepare for the second examination, and took his degree from the College.
1951. *Professor Shand.*] Is he now a graduate?—Yes.
1952. What were the subjects of the first examination—the compulsory or the voluntary?—The subjects were Latin and mathematics.
1953. In what subjects did he prepare at your College for the second examination?—Greek, French, and physical science.
1954. Do you remember what branch of physical science?—Electricity and magnetism, I think. Those he did not read with me; but he had, I believe, some knowledge of them when he came, and perfected himself in them while he was at St. John's, from books.
1955. Have you apparatus at the College for teaching those branches of physical science—heat, electricity, and magnetism?—No.
1956. Do you know how the student acquired his knowledge? Was it simply from books?—I believe from books. He may have had some knowledge when he came. But he is a remarkable instance of a young man of extremely studious habits and considerable ability. I claim no credit whatever for preparing him for his examination in physical science. He came to me chiefly for his Greek, and I assisted him also in some slight degree with his French.
1957. And you cannot tell the Commission whether he obtained his previous knowledge of physical science from books alone, or whether he attended systematic instruction?—I cannot say positively; but I do not think he could have attended regular instruction elsewhere, because he hardly had time for doing so. It is not as if he could have gone backwards and forwards frequently for instruction from the masters at the Grammar School.

1958. *Professor Brown.*] Was he resident in the College?—Yes; and that is a considerable distance from the town: therefore, what assistance he got elsewhere must have been slight. He may have had some assistance in a casual way, but he could not, I think, have had any regular assistance.

1959. *The Chairman.*] Are your present pupils boarders or day scholars?—They are all boarders. All holding scholarships on the foundation are required to be boarders.

1960. Is there any population in the neighbourhood of St. John's that would be capable of supplying day scholars?—Hardly any.

1961. I understand that you have only one matriculated student?—Besides the general course for arts, there is the special subject of theology. Most of the subjects are prescribed by the Board of Theological Studies, appointed by the General Synod. The following is the curriculum of the Theological School: most of the older students are pursuing this course of study; others are not old enough to matriculate yet with advantage:—*Board of Theological Studies*—Grade I., 1879: 1. Book of Exodus; 2. Gospel according to St. Luke; 3. Whately's Evidences; 4. Church Catechism; 5. History of the Church, first three centuries; 6. Order of Morning and Evening Prayer, not including Holy Communion. Grade II.: 1. Kings of Judah and Israel, subsequent to Solomon; 2. The Acts of the Apostles, chapter xiii. to end; 3. Sermon on the Mount (English); 4. Paley's Evidences, Parts i. and ii.; 5. Articles of the Church, i. to vi., inclusive; 6. Ecclesiastical History, general, fourth, fifth, and sixth centuries; 7. Ecclesiastical History, English, prior to Reformation; 8. History of the Church of New Zealand, English and Maori; 9. Services for Baptism and Confirmation; 10. Supplementary: Juellii Apologia (Latin); 11. Sermon on the Mount (Greek). Grade III.: 1. Post-Captivity Prophets, with Ezra, Nehemiah, and Psalms cxx. to cxliv., inclusive; 2. Gospel of St. John (Greek and English); 3. 4. Epistle to Colossians (Greek and English); 5. Butler's Analogy, Part I.; 6. Hooker's Ecclesiastical Polity, Book i.; 7. Ecclesiastical History of Middle Ages—Hardwick; 8. Bedæ Historia Ecclesiastica, Books i. and ii.; 9. Hooker, Book i., v. to xlix.; 10. Order of Holy Communion in Book of Common Prayer, with Articles xxi., xxiii., xxv., xxvi., xxviii. to xxx. inclusive. Grade IV.: 1. Scripture—Numbers, Deuteronomy, Joshua, Judges; 2. Epistle to Romans (Greek and English); 3. Psalms i., ii., xxvii., cx., cxi., and Jonah, in Hebrew; 4. Sermon on any passage of Scripture selected by examiners; 5. Augustine, De Civitate Dei, Books i. to x., inclusive, also Book xxii.; 6. Butler's Analogy, Part ii.; 7. Pearson on the Creed, Articles iv., v., vi.; 8. Extracts from Eusebius, in *Analecta Christiana*; 9. Bishop Butler's Sermons, i., ii., iii., xi., xii., xv.; 10. History of Canon of Scripture—Westcott; 11. Reformation Period of Church History; 12. Row's Jesus of the Evangelists; 13. Constitution and usages of ancient Councils and Synods, as bearing on the present constitution of the Church of New Zealand; 14. Hooker's Ecclesiastical Polity, Book v., chapter l. to end.

1962. *Professor Shand.*] What proportion of the time of the students is given to the theological studies, and what proportion to general knowledge?—It varies altogether according to the different cases.

1963. Could you give us the limits of variation?—My plan is this: I give the junior students a class every morning for an hour before breakfast in the New Testament, English and Greek. That I believe to be about the amount of distinct theological teaching which the juniors receive, except from sermons in the College chapel, which all attend. The rest of their time is employed in getting up their general subjects—their classical knowledge, history, arithmetic, Euclid, algebra, &c. I am no advocate for their spending their time in the study of theology at present, to the neglect of their general education. With regard to others who are preparing to pass examinations in both branches, they must give a larger portion of their time to theology. I generally give the afternoon to it, taking the morning for the general subjects—classics and mathematics. With regard to the undergraduate I have mentioned he is not at present reading any theology, because he is preparing for his degree, and I do not like to interfere with his University studies by giving him other work to do; but he has previously passed with great credit the examinations for Grades I. and II. by the "Board of Theological Studies," the subjects of which are given in my last answer but one.

1964. Has he passed any of the examinations for the degree?—He has passed the first annual College examination, and with credit.

1965. *Professor Brown.*] Is it long since he matriculated?—In the course of last year. He went up for his first year's examination last Christmas.

1966. *Professor Cook.*] In the case of those students who are not candidates for degrees, what is the standard at which you aim in their general studies?—That depends entirely upon their own ability and their proficiency when they come to me. I try, of course, to get them as high as they can go.

1967. There is no definite standard to which they must attain—you simply get them on as far as you can?—Yes.

1968. *Dr. Wallis.*] Is it your opinion that any course of higher education is satisfactory which totally ignores all biblical and religious knowledge?—Certainly not.

1969. *The Chairman.*] Do you think the present New Zealand University system meets the requirements of the colony?—I have had so little occasion to consider that subject that I can hardly answer your question, having had only one undergraduate at the College, and another young man for a part of his time, who took his degree with me; but as far my impression goes the examination papers which are set are rather calculated to show the cleverness of the examiners than the knowledge of the pupils.

1970. *Professor Cook.*] Do you think, then, that the standard is too high?—I do not think it is too high. I think it embraces too great a variety of subjects.

1971. *Professor Shand.*] Do you mean that five subjects is too great a number to be examined on for the degree?—When those five subjects are broken up into different branches I do consider the number somewhat excessive.

1972. How many do you think would be right?—I cannot give an opinion. I only think that at present there are too many.

1973. *Professor Cook.*] In what way do you think the papers have been of a character calculated

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to show the cleverness of the examiners? You say the standard is not too high: where then does that peculiarity appear? Have catch questions been set?—I am merely giving my general impression. I have never had occasion to go into these papers minutely; but my impression, on looking at them and reading them, has been that, without going too high, they have been altogether of a very difficult character, and very often—I am not speaking with regard to the later ones; there may be some improvement in that respect; but with regard to the earlier ones—simply to involve a knowledge *de omnibus rebus et quibusdam aliis*—anything hooked in that could be regarded as bearing on the subject.

1974. *Professor Shand.*] Does your criticism apply to the examinations for the degree, or to the examinations for scholarships, or to both?—My observations are with regard to both.

1975. *The Chairman.*] Are the present buildings sufficient for the number of pupils attending the College?—Yes; we have got accommodation sufficient for the present, and there is a great deal more that might be made available if required.

1976. *Rev. W. J. Habens.*] Would you consider that any material increase in the number of students would require, at a very early date, the addition of other teachers?—A considerable increase in the number of pupils would undoubtedly necessitate additional teachers.

1977. Do you think that for the present number of pupils your own single exertions suffice, without undue labour on your part?—I do not wish to overvalue my own abilities or powers. I should certainly be very glad if I had some one to help me in some subjects. I do not mean on account of the labour; but, take physical science, for instance, which has just been mentioned—I do not profess to teach that subject at all. If, therefore, there were any funds for the purpose it would be very desirable that the trustees should appoint some one to teach physical science. It is not likely under any circumstances that he would have many scholars, and it would never pay: still, if there were only a single student studying the subject for his degree, it would in the abstract be desirable.

1978. Are you in a position to offer any opinion as to the best form for University institutions in New Zealand to take?—I do not see how, in the present state of things, any other system than the present can be well adopted. It seems to me that, upon the whole, the University acting as an examining body is calculated to have a beneficial effect upon all the various institutions for higher education throughout the colony.

1979. In what direction, in your opinion, is the extension of the present University system most urgently required?—I have not thought upon the subject sufficiently to give an opinion.

1980. *Professor Cook.*] You said just now that, under the present circumstances, you regard the existing form of the University as the most desirable one. Will you state what those present circumstances are? Do you refer to the peculiar circumstances of Auckland, or to the circumstances of the colony generally?—If the University became a teaching body it would then require to be fixed in some central position. Possibly that might be a great advantage to Wellington, or some central point in the colony, but I question whether it would be much of an advantage to the places at a distance. What is wanted is really good local institutions, and not one great central one.

1981. *Dr. Wallis.*] You are no doubt aware that there is a college with a staff of professors in Dunedin, and another college with a staff of professors in Christchurch. Do you not think it would be a great advantage to Auckland to have a similar college here also, with a staff of professors?—I am inclined to think it would be. If, however, you have professors in Auckland, Christchurch, and Dunedin, then it comes very much to simply multiplying the collegiate system.

1982. Might not all these colleges be united into one University, like the Queen's University in Ireland? Would you approve of that?—Yes; I see no objection to that.

1983. *Rev. W. J. Habens.*] You are aware that the present University Act provides for a Convocation, to be composed of the graduates, but that *ad eundem* graduates can only be admitted to that Convocation if elected by the other graduates. Do you think that distinction should be made between graduates who have passed their examinations in the University of New Zealand and *ad eundem* graduates?—I have not thought about it.

1984. *Professor Shand.*] Are you aware whether in other Universities the *ad eundem* graduates are admitted to a share in the government of the University?—I think not. I am not an *ad eundem* graduate of any University, and therefore cannot speak of my own knowledge; but I believe *ad eundem* graduates at Oxford and Cambridge have no voice in matters affecting the University—no vote, or anything of that kind.

1985. *Dr. Wallis.*] Considering the small number of New Zealand graduates, might it not be desirable as a provisional step to extend to *ad eundem* graduates the same privileges as are given to the New Zealand graduates?—There is always a risk of any provisional measure of that kind growing into a regular institution, otherwise I should be inclined to say Yes, under present circumstances.

1986. *Rev. W. J. Habens.*] Have you any opinion as to the authority by which the governing body of the University should be appointed?—No.

1987. *The Chairman.*] Could you give any further information with regard to the position and objects of St. John's College?—I might read to the Commission the following resolution passed at a meeting of the General Synod, held at Nelson in January, 1877: "That this Synod is of opinion that the main object of St. John's College, Auckland, is the preparation of candidates for holy orders. That the Trustees of St. John's College be requested to give effect as far as possible to the above resolution." I will add that St. John's College is under the authority of the General Synod.

1988. Is there any connection between St. John's College and the Church of England Grammar School, beyond their being under the same Board of Governors?—I am not aware that there is any other connection.

1989. Are there any scholarships tenable in the Parnell School that could be held at St. John's College?—No; they are not tied in that way. There are no scholarships at St. John's for students from the Parnell School. We often have students from that school, because, being under the same Board of Governors, and both being Church of England institutions, there is some connection in that way, but no definite connection.

1990. You were for a long period, I think, connected with the Parnell Grammar School?—I was headmaster for many years.

1991. Are there any scholarships granted in the Parnell School?—There are exhibitions. Being in town the scholarships are hardly required. Exhibitions covering the expense of tuition are more satisfactory to a school in that neighbourhood. *Rev. J. Kinder.*
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1992. Do they merely consist in free tuition at the school?—They cover the fees for tuition; but the fund for those exhibitions is not derived from St. John's College.

MONDAY, 17TH FEBRUARY, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Cook,
Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand,
Dr. Wallis.

Mr. H. H. Lusk was sworn and examined. *Mr. H. H. Lusk.*

1993. *The Chairman.*] You were recently the Chairman of the Auckland Board of Education?—
Yes. *Feb. 17, 1879.*

1994. In that capacity you were connected with the Auckland College and Grammar School?—
Yes. We were practically Governors of the Auckland College and Grammar School.

1995. The Bill dissociating the two Boards was introduced and conducted through the House of Representatives by yourself?—It was.

1996. You have been recently an examiner of the Auckland College and Grammar School?—
Yes.

1997. Did you find the standard of education laid down in that school up to the mark of grammar schools at Home, as far as you have had experience of them?—It was in some respects, and not in others.

1998. In what respect did there appear to you to be a deficiency?—In using the word "deficiency" I am speaking entirely having in view what I remember of the standard of schools in England, not as compared with what might be expected here. I think the standard stands well as compared with what might be expected; but as compared with English schools, and my knowledge of them, both from remembrance and from what I have heard of them since I left England, I should say that both the English department and the classical department were deficient. The mathematical department, I think, is quite up to the standard of anything I have known in grammar schools in England.

1999. *Professor Sale.*] Have you any particular English schools in view in saying that?—No; it is a long time since I was in England.

2000. I did not know whether you referred to the more classical schools?—That was no doubt in my mind when speaking of the classics, because those schools which I knew in England were mainly classical schools.

2001. *Rev. W. J. Habens.*] Have you formed any opinion as to the desirability or the possibility of successfully blending in one institution secondary education and the higher, or, more properly speaking University, education?—I have certainly thought of the matter, and my impression is that, while it may be possible, it would be very difficult indeed to accomplish it.

2002. *Professor Cook.*] Are you prepared to say you think it undesirable?—I do not know exactly, because its desirability would depend very much on whether anything better could be had. What I mean is, that if I saw that secondary education could be entirely divided from what might be called "collegiate" education, and that a fair opportunity would be given to the same students to have the collegiate education after the other, I should certainly say it would be desirable to have them divided; but I am not prepared to say how it is to be done.

2003. *Professor Sale.*] Do you think that the quality of the education given in the lower part of the Auckland Grammar School is such as ought to be given in a school professing to be a grammar school?—I think not: that is to say, I think there ought to be a higher grade to begin with. The effect of the present system is that there are a large number of boys who are doing very elementary work indeed, which would be quite as well done somewhere else, and which, if done somewhere else, would leave men free to do work which they are fit for of a higher class.

2004. Do you think that, with the present means at the command of the governing body, that change could be made?—The only way in which I can conceive of the change being successfully made would be by obliging all boys presenting themselves for admission to go through some examination, and the effect of that would be to throw elsewhere a large number of boys who now form the lower school. I do not know that the governors of the College and Grammar School could provide for them if they shut them out, as it were, or how they could even be called upon to provide for them.

2005. I suppose you would say that at present the lower school pays in a great measure for the upper school?—Certainly.

2006. Would not the removal of these younger pupils therefore impoverish the school?—It would, of course.

2007. Could you make the school a distinct grammar school, teaching only boys, say, from twelve years of age, without seriously interfering with its means?—No, of course not: that is to say, the total funds would be reduced considerably; but, in proportion to the number of scholars that would be taught at the school, I do not know that there would not be ample funds at their command still. I do not profess to know exactly what the funds amount to now, but my impression is that they could be made to do the work very well. That was the impression I had when I was intimately acquainted with the state of things. If you fixed a mere "age" limit, I should think that would be very undesirable, because some boys in the lower school are as old as many in the upper—backward boys from the country; and I am afraid that always will be the case in a place situated as this is. There are boys who are kept at home for one reason or another until they are thirteen or fourteen years of age.

- Mr. H. H. Lusk.* 2008. Do you think an entrance examination would be preferable to fixing a limit of age?—
I think so.
- Feb. 17, 1879. 2009. *Dr. Wallis.*] Apart from those examinations which you have conducted, have you had an extensive practical acquaintance with the actual work of teaching?—Certainly not.
2010. Supposing we had, in Auckland, a college similar to those established in Christchurch and Dunedin, do you not think that, with such a college along with one of our grammar schools, we should be in a much better condition with regard to education than we are in now?—Certainly.
2011. Do you think that the teaching of young men who are undergraduates of the University must necessarily interfere with the carrying out of the proper work of a grammar school?—As a matter of fact, I have no hesitation in saying I am sure it does. Supposing you have three or four or half a dozen young men who are undergraduates, perhaps in the second year: These pupils require the whole attention of at least one master; in fact, they have a large part of the attention of three masters, and they absorb an immense part of the teaching power of the school to themselves.
2012. *Professor Cook.*] Would you say that the efficiency of the Grammar School is really impaired by the presence of these undergraduates in the school?—My impression is this: that the highest tuition given in the Grammar School is not higher than the highest tuition given in the higher class of grammar schools at Home. I mean to say that the sixth form in one of our best schools at Home would have read more classics, and quite as much mathematics, as the boys in the upper class of the Grammar School, whether undergraduates or not.
2013. *Professor Shand.*] And I suppose you think that if the school were simply a grammar school, and had nothing to do with preparing students for degrees, it ought to carry its most advanced pupils quite as high as it does now?—I think so.
2014. *Rev. W. E. Mulgan.*] What subjects do they read in the Auckland College and Grammar School? How far in classics do they go?—There is no Greek taught in the school at all, and in Latin they take up all the ordinary books. In the highest division, of course, their work is laid down—they must take what is in the Calendar of the University; but, generally speaking, the higher classes read Horace, and it may be Lucretius, and one or two other authors. I think they were reading the Georgics and some other things of that kind, but not Greek. I do not know whether it is because nobody wants to learn Greek, or whether it is because they do not profess to teach it.
2015. *Dr. Wallis.*] Do you think that the boys and girls here are more precocious than those at Home?—My only experience of examinations at Home was as one being examined, so that I cannot speak with any degree of certainty about the comparative merits in that way; but I think that young persons here, more particularly girls, are precocious in their intellectual development.
2016. *Professor Cook.*] Supposing such a college as Dr Wallis has referred to were established here, what do you think would be its prospects of success? Can you give us any idea, roughly, of the number of students it might have within, say, four or five years?—I think it would succeed. Of course it would depend on the efficiency of the persons conducting it; but I think if it were conducted by suitable persons in whom the public had every confidence there would be no difficulty in getting from fifteen to twenty students in a very short time.
2017. Undergraduate members of the University?—Yes. When I say “in a short time,” I mean in the course of a couple of years or so. I know of many who would very much like to be put in a position to attend lectures in the proper sense of the word, who do not go to the Grammar School, and for one reason and another would not go, but who would like to be able to attend lectures.
2018. *Professor Shand.*] Do you think such a college would be largely attended by persons who did not wish to become graduates, but desired to attend special classes and study special subjects, simply for their own improvement?—Yes. I think it would be used in that way by a good many. Of course there are a number of young men who are preparing for professions, and who would be very glad to have an opportunity of studying special subjects—young men who at present have to get private tuition, being too old to go to school.
2019. *The Chairman.*] You are acquainted with the principles under which the University of New Zealand is established: do you think such a University meets the requirements of the colony?—I am acquainted with the principles on which it is established; but I am not clear that there is anything in those principles to shut out the colleges at each of the centres of population as a part of the University; and it seems to me that the University might perform all the functions required if there were colleges, properly so called—affiliated colleges—in the different centres of population, distinct from the grammar schools.
2020. *Professor Shand.*] Besides colleges for general education, would you be in favour of establishing special colleges for educating young men for professions, such as a law school or a school of mines?—My impression is that we are hardly advanced enough yet; our population would hardly justify the establishment of such colleges at present. No doubt it would be most advisable by-and-by; but, looking at it from the point of view of Auckland, I do not see where there is sufficient demand at present. There has been a good deal said about a school of mines, but I very much doubt whether it would be largely taken advantage of if it were established.
2021. *Dr. Wallis.*] Could you suggest any mode by which the education given to law students could be improved?—My own impression is that the education which best fits a man to be a lawyer is that liberal education which fits him best to take any other active part in life. I do not think he requires a special training from his earliest boyhood to become a lawyer, because I think the tendency of law studies is rather too much to narrow people down, and it is perhaps as well that there should be as little of the narrowing process done at an early age as possible. It would be better if a candidate for the law were obliged to pass an examination which would really test whether he had received a liberal education up to a certain point.
2022. Would you approve of every person studying for the law being a B.A., an M.A., or something of that kind?—I should very much like to see it. It might perhaps be a hardship in many cases, but, at the same time, if nobody were taken advantage of by the sudden change, I do not think it could be objected to at all. In many places in other parts of the world it is practically insisted upon. Of course, the profession in New Zealand being still undivided, the same rules do not apply in all respects as apply

in other countries where they are divided; but in the other colonies no one can be admitted as a barrister unless he has either a B.A. degree, or submits himself to an equivalent examination before going up. It appears to me there is no valid reason why a different rule should apply to a barrister from that which applies to a solicitor, because in these colonies, or at all events in New Zealand, the solicitor does all that the barrister does and *vice versa*, so that really there should be no objection to make them subject to the same rules.

2023. *Rev. W. E. Mulgan.*] Before a man can become a solicitor must he serve a certain number of years in a solicitor's office? Must he be bound?—He must be bound for at least three years.

2024. Supposing he took a degree at a University, could the time be abridged?—I think it might be abridged.

2025. *Professor Shand.*] Can you tell us how students are prepared for their examination in law?—They prepare themselves as far as they are prepared. They get no assistance unless they happen to be in the office of some person who takes an interest in them.

2026. Do you not think it would be desirable that there should be some means of giving assistance to such students?—Very desirable indeed; it would be a great advantage. To that extent, of course, I would say at once that a school of law would be most desirable. When I spoke before I was thinking of a regular department of a University or college established here, and of course young men who are working in lawyers' offices could not be regular attendants, except at evening lectures or something of that kind.

2027. *Professor Cook.*] Do you not think it desirable that in any college, such as Dr. Wallis referred to just now, there should be not only lectures on technical law, such as the law of property, the law of procedure, and so on, but also lectures in what could be described as the more philosophical department of law, such as Roman law and general jurisprudence?—I certainly think so. I think the great defect of the legal education obtained by young men generally who enter the profession, is that it consists of nothing more than the technical branches; they have never been taught anything of the underlying principles of law.

2028. *Professor Shand.*] In the case of a young man who attended a systematic course of lectures on such subjects, would it not be safe to reduce the time of his apprenticeship, so as to give him time to attend such lectures?—Yes, I think it would be very safe. The only question is how the lawyers would look at it, whether they would be willing to take articled clerks if they did not have their services for the full time. In New Zealand, or at all events in Auckland, people do not care to pay large premiums for their sons, as is done at Home, and the work of the young men is taken by the lawyers as payment for the advantage obtained by being indentured; and if you were to attempt to cut away the advantage from the solicitors, and give the advantage to the students, the former might put an obstacle in the way. I do not think they would in all cases, but of course it would make some difference.

2029. *Professor Sale.*] You said you would be in favour of insisting upon the qualification of a B.A. degree for candidates for the legal profession, but that in some cases it might be a hardship?—I mean that there are young men who have already begun the ordinary course of becoming indentured for five years. Their rights I think should be respected; they have come in under a certain arrangement, and should not be placed in a false position through any subsequent legislation.

2030. You mean we should respect existing rights?—Yes; and I suppose it may safely be trusted that the Legislature would never pass an Act to do away with the rights of these young men.

2031. I was thinking rather of future cases,—whether it might not in some instances be a hardship to compel a young man to attend courses of lectures during the day?—I was not looking upon that as a hardship, because it appears to me that if a young man proposes to enter a learned profession it is no hardship to insist upon his being learned.

2032. Then you think that to insist upon candidates for the legal profession going through a regular University course of studies would not be a hardship?—Not at all.

2033. *Rev. W. E. Mulgan.*] In both departments?—Yes. I should certainly say it would be a great mistake to exempt one department.

2034. *Rev. W. J. Habens.*] How would that act in parts of the country where there would be no opportunities of attending lectures? The students would in that case have to get their legal education in the centres of population?—But is not that precisely the case with other things? If a man wants to be a doctor he must get his education somewhere where there is a hospital.

2035. *The Chairman.*] Do I quite understand you that every candidate for admission as a solicitor should be compelled to acquire a degree from the University of New Zealand or some other University?—I think that, respecting all existing rights of persons who have already entered upon the existing course, there would be no hardship in that, but that there would be a great advantage to the profession.

2036. *Professor Shand.*] Would it in your opinion be an advantage to the community as well as to the profession?—A very great advantage.

2037. *Professor Sale.*] You mean by raising the tone of the profession?—Yes.

2038. *The Chairman.*] Would it not impose a great deal of extra expense upon candidates for admission to be obliged to go through the University course?—Only in those supposed cases of the outlying districts, where a young man might otherwise qualify, but could not do so living there, owing to the want of a college. It would not impose any considerable extra expense upon such a student if he were living in town. There would be no expense beyond the University fees, which I presume would be made as light as possible.

2039. I think I understood from a previous answer that you were of opinion that passing the examination would be sufficient without attendance on lectures?—I do not consider that to pass an examination somehow is equivalent to the advantage of having the training which a regular attendance at lectures might give. At the same time, until everything was done to enable people fairly to attend those lectures, I think every advantage should be given to those who merely produce the necessary knowledge. If lectureships were established, it would not make any difference, if every one were obliged to take a degree, whether they attended those particular lectures or other lectures. I

Mr. H. H. Lusk. mean, there could be no reason why they should not attend those lectures, and there would be every reason why they should, if it were in the way of their profession, so that I do not see why there should be any hardship.

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2040. You are aware that at present the New Zealand University provides no lecturers whatever?—I am quite aware of that: that is, as a University; the University is not a teaching body at present. But I was rather supposing, from the tenor of the questions, that the idea was that in some way, either directly or indirectly, it should become a teaching power—that that was in the mind of the questioner; and it was only viewing it in that light that I gave the answers which I did. Of course I know they could not do it as at present constituted.

2041. I understand, then, that your opinion is that, if there was a college with a staff of professors established at Auckland, law students should be required to attend the lectures and pass the examinations of such college, supposing it to be subordinate to the New Zealand University?—Certainly; that is my meaning.

2042. *Professor Shand.*] Do you know of any sources from which such a college could be maintained in Auckland?—There is an endowment to the extent of 30,000 acres of land in this province which is really, and, I suppose, solely, applicable to such purpose—10,000 acres in the Waikato, and 20,000 acres at two different points on the East Coast, all of which I believe to be very excellent property. Some time ago a letter was written to me, under the impression that I was Chairman of the Board of Education, or some other Board, asking whether I could not get a lease of one of these blocks for a man who wanted to rent it—one of the blocks on the East Coast. I made some inquiries, and I ascertained that the man has been using the land for years, running his sheep upon it, and paying nothing, no one seeming to have any power to do anything with it. He absolutely offered a yearly rental of 9d. an acre for the whole block of 10,000 acres, and he is still using the land and paying nothing.

2043. You think, then, that an immediate revenue could be obtained from these reserves?—I am certain it could. I do not know exactly how much, but I am quite sure that sufficient to form the nucleus of a fund could be got almost at once.

2044. *Professor Sale.*] Do you know anything of the other two reserves?—I know the Taupiri reserve. I have been on it and seen the land. Some of the land is good, and some of it is not. I should say on the whole it was a valuable endowment.

2045. Do you think the land at Taupiri might shortly be made available?—I feel sure it might.

2046. *The Chairman.*] From your knowledge of what is being done with regard to giving University education in Otago and Canterbury, are you of opinion that this portion of the colony is ripe for receiving similar instruction in University education?—My knowledge of what is being done in Otago and Canterbury is very limited. I know of course in a general way that these colleges have been established with professorships and lectureships and so on, and that there have been some students, but how many I have no idea, nor what would be considered a sufficient number of students to render it desirable to have a college established here. But I believe that if from fifteen to twenty regular students, besides those law students who might by any Act of the Legislature be compelled to come in, would be considered sufficient for the establishment of a college similar to either the Otago or Canterbury one, that number could be secured here within a very short time. I believe I am speaking quite within the mark.

Rev. S. Edger.

The Rev. SAMUEL EDGER made an affirmation and was examined.

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2047. *The Chairman.*] The Commission wish to ascertain your views as to the present working of the New Zealand University?—I am not sure that I can give an opinion on that point. I have my opinion on the question of education in all its branches, but I have not had much practical acquaintance with Universities since I took my degree, thirty years ago.

2048. Do you think that the New Zealand University has tended to advance education in the colony?—Yes, I have no doubt on that point at all. I think that the admission of my daughter to University honours has given an immense impetus to female education. My own prejudice—perhaps it is a prejudice—has always been very much in favour of home or family education as a basis. I have always seen strong objections to gathering together a very large number of boys without any union with girls, or a very large number of girls without any intercourse with boys. I have always been a strong advocate of mixed education—training the boys and girls together; because my views, thought out carefully through life, have induced me to give greater prominence to the moral part of education than is ever given to it. I think that the intellectual education cannot be properly conducted without considerable attention being given to the moral education of the child. That is one strong reason why I have always advocated home education. My own children have all been educated at home, almost exclusively.

2049. *Dr. Wallis.*] Do you not think that the moral education can be given sufficiently well in public schools?—Yes, I think it could, but I think it would require a very superior class of teachers. I am afraid we have not the teachers who are disposed to attach sufficient importance to the moral aspects of education; otherwise, I do not see why they should not be able to do it, although I still think that the boys would need the softening and elevating influence of the girls, and the girls would need the strengthening influence of the boys.

2050. I suppose you discriminate strictly between moral education and religious education?—By moral education I certainly do not mean denominational education. I am as strong an opponent of denominational education as I am an advocate of moral education. By moral education I mean teaching children to exercise their finest feelings, and to act from a sense of honour, which I am perfectly convinced can be done with regard to both the boys and the girls.

2051. *The Chairman.*] Could you tell us whether in the United Kingdom the system has prevailed up to the present of teaching boys and girls in the same secondary schools, or even in the Universities?—I do not think it has been tested in England; it has been in Scotland, where, I believe, it has proved eminently successful. I believe the same may be said of Switzerland, where universally, I think, boys

and girls are taught together; and I think the results produced in Switzerland are as high and as satisfactory as in any country in the world.

2052. *Dr. Wallis.*] In the primary schools in Scotland boys and girls are taught together; but are you aware whether that is also the case in the secondary and higher schools?—I cannot say I know how far it prevails.

2053. *Rev. W. E. Mulgan.*] In taking boys and girls together in these schools, is it done intentionally or is it a matter of necessity?—I believe in Switzerland it is done intentionally—it is part of their system.

2054. *Rev. W. J. Habens.*] Have you been able to form any opinion as to the comparative powers of boys and girls in regard to mathematical subjects?—I believe that the girls are fully as capable as the boys. I do not consider that my own children have any unusual powers at all, but that their success is attributable to careful education at the first and throughout. It is in mathematics I think especially that they have excelled. If I were asked to give my opinion as to what is necessary to forward what might be called University education, I should say these two things: First of all, a guarantee to the public, throughout all our secondary schools, of efficiency in the teachers—thorough competency to impart an efficient education—either in the shape of being able to take a degree or to take a high-class certificate. I think that is greatly wanting, especially in our girls' schools. The schools should also be subjected to inspection and examination. And it appears to me that what are greatly wanted in a place like Auckland are special classes, just for the few—for there are a few, and always will be—who are capable of entering upon a University course,—special classes adapted for all who could be gathered together from the different secondary schools in Auckland, and who perhaps altogether might constitute a score. If provision could be made for the finishing off of their education before they became connected with the University, a want would be supplied.

2055. *Dr. Wallis.*] In other words, you believe that there is a great need in Auckland for a college, such as exists in Dunedin and in Christchurch, with a staff of professors, which should be open to both sexes?—Yes; only I am not sure that we should need a separate collegiate institution. For instance, I would take the Grammar School here: The teachers there are perfectly competent to give what it seems to me is necessary, and they are very much wasting their powers over a number of boys who are not capable of appreciating them. If their energies could be directed, say, to the twenty or thirty more forward of the scholars in Auckland who are capable of taking a high standard, both boys and girls, I think that would answer all the requirements of the place, without going to the expense of setting up a fresh educational establishment.

2056. *Rev. W. J. Habens.*] Do you think that such an institution as you have now referred to would be sufficient for the whole of an undergraduate course?—I do.

2057. Including preparation for honours as well as for degrees?—Yes. I may put it in this way: Of course I know most about my own children, and what they have wanted has been a kind of finishing to the groundwork of higher education they have received at home. It stands to reason that if they are to enter upon a University course they require something more than they can possibly get at home—something which they might get at special classes instituted for such a purpose; and I think that the forward scholars from the different schools are in just the same position.

2058. *Dr. Wallis.*] Considering the extent of the population of Auckland—upwards of 30,000—do you think one grammar school would be sufficient, or should we require several grammar schools?—I think one would be quite sufficient, if it were confined to its legitimate purpose of preparing for the University the more forward scholars.

2059. I am speaking of an institution that aims solely at preparing students for the University. Would you approve of such an institution?—Yes; only I should wish to avoid running into any unnecessary expense. A great many scholars entering upon the University course would not be content with just matriculating: they would say, "I should like to take a scholarship." Now it requires very nearly as much preparation to take a junior scholarship as it does to pass the B.A. degree; in some respects the junior scholarship examination is more difficult than that for the B.A. degree. I am sure it was more difficult than the B.A. degree examinations in the English Universities.

2060. *Professor Shand.*] Are you aware of the extent of the requirements for honours in the University of New Zealand?—Yes; I know they are very extensive indeed.

2061. Do you consider the present institution would be quite sufficient to train undergraduates for honours?—As far as I know, I think the masters of the Auckland College and Grammar School could train them for honours.

2062. *Rev. W. J. Habens.*] In saying that the examination for the junior scholarship was as severe as the examination for the degree of B.A., did you refer to the old standard for the B.A., which the University has abandoned, or to its recent standard?—I presume it would be the old standard, as I have not much acquaintance with its recent proceedings.

2063. *The Chairman.*] Did you say that, in your opinion, there was rather too much of elementary education given in the Grammar School as compared with grammar-school education?—No; I did not mean to convey that impression. What I meant was that the capability of teaching in the College and Grammar School here is beyond the capacity of the scholars, taking the bulk of them; so that a good deal of the teaching power is really wasted by not being applied to its very best purpose.

2064. But does that not arise from some of the teachers being obliged to devote their powers to elementary education?—Yes, I presume it would.

2065. On the whole, do you think that University education, as we understand it, can be combined with the teaching in the present Grammar School, or ought there to be two distinct institutions—one for secondary education and one for higher or University education?—I certainly think it would be for the advantage of every one that they should not be combined.

2066. *Professor Sale.*] Then what I understand you to mean is, that you think the present staff of masters are quite capable of conducting a college giving a University education, and you would wish to see them giving up their grammar-school work, and turning the upper part of the Grammar School into such a college?—That certainly would be my feeling.

2067. Then what would become of the Grammar School properly so called?—I hardly know.

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2068. It is clear the masters would not have time for both?—No, they would not. I think they are even now taxed beyond what is proper. What I want to convey is, that I see a need of special instruction for the advanced scholars.

2069. *Dr. Wallis.*] Considering the circumstances of the colony, would you prefer that the University should remain as it is, a purely examining body, or that there should be two, three, or four collegiate institutions, each with a staff of professors, which, associated together, should form the University of New Zealand?—My preference always has been in favour of its being an examining body, supposing that all the large centres of population could be supplied with special instruction for advanced scholars. I think what we mainly want is to give a guarantee to the public that the education shall be thoroughly up to the mark, and we have that guarantee in an examining body.

2070. *Professor Sale.*] Do you see any advantage in the teaching institutions being affiliated to the University?—No, I cannot say that I do, especially as I am so strong an advocate of home education. The plan I have indicated would answer all the ends, for, if special provision were made for higher instruction, such as I have mentioned, it would of course be compulsory on all entering the University that they should pass through that education.

2071. I asked you whether you saw any advantage in affiliation. By affiliation it is implied that, as a rule, the course is to be gone through; but, if there is no such thing as affiliation, then the student gets his education wherever he can—it may be at home or anywhere else?—If that affiliation merely means passing through a certain course of study, my opinion would be in favour of it; but I do not see that that implies affiliation in the more ordinary sense, in connection with a certain institution.

2072. By the rules of the University, affiliation means that certain institutions are recognized by the University as supplying the necessary instruction, and, except in exceptional cases, where the student obtains permission from the Chancellor, he has to attend the course and to pass the annual examination. If a student were allowed to present himself for examination without going through any such course, affiliation would be no longer necessary—it would disappear?—The question is a very difficult one. I have two feelings, in opposite directions, you may say. For instance, a number of institutions are affiliated with the University which I cannot feel at all guarantee the sort of education that I think any one should have received who becomes a graduate of the University. On the other hand, it appears to me that it is not enough that a scholar should be able to pass a certain examination. He should also be able to guarantee that he has really gone through a certain course of education; because it is one thing to pass an examination, and a very different thing to be really a scholar. I can see that there are great difficulties in carrying it out satisfactorily.

2073. *Dr. Wallis.*] If there was such a college in Auckland for higher teaching, do you think there would be found twenty or thirty young men to attend it?—I do not think there would at present. I think there would in the course of say four or five years. There is a great impulse now in that direction.

2074. Your opinion is that few opportunities have hitherto been given to the people of Auckland of studying the more advanced parts of education?—Very few; none whatever for the girls.

2075. *Professor Cook.*] Would you prefer as a University for New Zealand such an institution as the London University, the graduates of which, as you are aware, get their education as best they can, and merely pass examinations; or a system of affiliated colleges, one in each of the large centres of population, such colleges, as in the case of the Queen's University, Ireland, composing the University?—I think the great want is to have a body of examiners, to secure to the public by the examinations a really high-class education. But I can see, on the other hand, that we do want these opportunities of more advanced study of which I have spoken. As to the practical method of carrying that out, I am hardly prepared to speak.

2076. Do I understand that you do not think yourself qualified to give a definite answer to the question I put, because under either system it might be possible to provide a very competent body of examiners?—If it is put in that bald way, as to coming to a decision between those two systems, I should hardly like to give a fixed opinion.

2077. *Rev. W. J. Habens.*] I believe you are a graduate of the University of London?—Yes.

2078. You are aware that at the time when you graduated it was necessary that a man should be an *alumnus* of an affiliated college?—Yes.

2079. You are also aware that that practice has since been done away with?—Yes.

2080. Do you think that the former practice of the University of London, or its later practice, is to be preferred?—I have really had no experience of its later practice, as I have been out here all the time; but I should hardly like to give an opinion. I think I have pointed out clearly what my feeling is: that there is a want—an unquestionable want—for high-class education for the advanced scholars, to be provided in some way or other. I should not care whether it was provided through the University, or separate from that institution. Supposing the Government undertook the whole business, and said, "We will constitute a University purely on the examination principle, and confine it strictly to that; and then, altogether apart from the University, we shall secure this other end of finding higher education for the advanced scholars," I might be disposed to say I would prefer that, and keep the one quite distinct from the other; but I am quite sure the two are needed.

Mr. D. Murdoch.
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Mr. D. L. MURDOCH was in attendance, and examined.

2081. *The Chairman.*] You are one of the governors of the Auckland College and Grammar School?—Yes.

2082. Is it your opinion that the education given in that institution, which is the highest given in Auckland, is sufficient for the requirements of this portion of the colony?—I do not feel quite competent to answer that question.

2083. You are aware that in Otago and Canterbury there are establishments for education above grammar-school education: do you think that if such an institution were established here it would be patronized?—I should think it would, largely.

2084. In your capacity as Inspector of the Bank of New Zealand you are in the habit of getting *Mr. D. Murdoch*. youths from the Auckland College and Grammar School?—Yes.

2085. Do you find them fairly educated in arithmetic, such as you require in the Bank?—Yes; Feb. 17, 1879.

2086. Would you state whether you think the present buildings at the disposal of the Grammar School are adequate for the purposes of the school?—I have not seen the actual rooms that are being occupied by the school, two of which I have never been inside of, but I have a general knowledge of the buildings, and I think the present arrangement is most inconvenient and inadequate. There is one very great drawback, which is uniformly noticed by all having children at the school whom I have spoken to, and that is the want of a playground. The boys are obliged to play in the public street. This is a want which it strikes me will be equally felt when the new school is built. There is no room at the proposed site, and no playground for the senior boys, unless they go on to the common ground in the Barrack Square, which is open to other schools as well.

2087. As one of the governors of the Grammar School, you are aware that it is proposed shortly to have a better building erected for the school?—Yes.

2088. And you think that even then there will not be a sufficient playground?—Certainly not.

2089. *Professor Shand.*] You said there was sufficient space in the Barrack Square: is that near the site of the new building?—It is within one hundred yards of it.

2090. And would form a commodious playground?—Yes; but open to any one who chose to occupy it. There would be constant collisions between the schools for occupation of it; it is not sufficiently large to accommodate all.

2091. Are there any other schools in the neighbourhood?—Yes; there is a very large public school, and another large school at the Choral Hall.

2092. What you wish to express is this: that you think a grammar school, such as is about to be erected, ought to have a playground exclusively for the pupils of the school, and that that cannot be provided for on the present site?—Certainly. I may say that there has been an intention on the part of the governors to make an application to the Government for a grant of a part of the Domain, immediately below the intended school, which would be very well adapted for a playground. It is within three minutes' walk from the school, and is a piece of land to which not much value can be attached by the Domain Board. It is level, and very well suited for the purpose. I do not think any application has yet been made.

2093. *Dr. Wallis.*] Is the piece of land you refer to a portion of the present Bowling Green?—No, a distinct piece of ground.

2094. *Professor Shand.*] Would it be competent for the Domain Board to set aside part of the Domain as a playground for a school?—Under authority from the Government I think it would be.

2095. It would not require an Act of the Assembly?—There was apparently no difficulty in the way when the matter was talked of, and we have only been waiting to see whether the site in question is to be the site for the school before making application.

2096. *Professor Cook.*] Supposing no such piece were set aside, it would still, I presume, be open to the boys in the school to use that as a playground?—I should think it could not be exclusively used by the boys of the school.

2097. Still they could use it as forming part of the Public Domain; they could use that portion of the Domain as a playground now?—No, they could not do so now, because it is otherwise used.

2098. *Rev. W. J. Habens.*] Would there be any serious difficulty in the way of securing a larger site for the building?—A very great difficulty, in a convenient position. Every available site that could be thought of was examined before it was determined to adopt this site.

2099. Do you think the attendance at the school would be seriously affected by its removal to a district in which a sufficiently large site could be obtained?—I am not aware of any site sufficiently large that would be at all central; to obtain one you would require to cut off one end of the town or the other, and there would be a serious objection to depriving either part of the town of the advantages of the school.

2100. *Dr. Wallis.*] Contiguous to the site I notice there is a paddock of about three acres, upon which no building stands?—That is private property. It would cost a very much larger sum of money than we are in a position to expend.

2101. *Professor Shand.*] Has the Board of Governors any fund available for purchasing land?—None. In fact they are at their wits' end now for money to go on with the new building, and without the aid of the Government it would be impossible to go on under the present plan.

2102. I understand that a certain amount of money had been set aside—£5,000?—Yes.

2103. And the interest on that is part of the present revenue of the school?—No. There are about £7,000 of invested funds which the school has, but the expenditure and the income are just about evenly balanced at present. Then we applied to the Government for a grant in aid of the building, and they granted us £5,000. That sum we now find will be quite insufficient. According to the plans we have received, the building is estimated to cost considerably over £10,000—£11,500, I think, with an allowance for extras—and, although the school has £7,000 of invested funds, if we took those invested funds to pay for the building we should be deprived of so much of the ordinary income, and should be on our beam-ends for money.

2104. Is it the intention of the Board to use any part of these funds for building?—Had the amount beyond the £5,000 been inconsiderable, we should not have made another appeal to the Government if it had been within £2,000; but it is so much in excess of that that we should be quite incompetent to proceed with the building unless we obtained further assistance.

2105. *Rev. W. J. Habens.*] Could you state what proportion of the sum you have named as the probable cost of the building is to be applicable to the school, and what proportion to the boarding-house?—The original plan did not provide for a boarding-house, and the estimated cost of that was £5,500; but, according to the tenders we got for the subsequent plan, the cost of that original plan would have been about £7,500, the architect having apparently been quite out in his estimate, in consequence of an increase in the price of material. Then we instructed him to draw a plan providing for

Mr. D. Murdoch. boarding accommodation, and his estimate for that was £7,800. The lowest tender we have received for that building is a little over £10,000.

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2106. *Dr. Wallis.*] Are you speaking of the school and boarding-house as being made with brick?—*Wood.* The brick would cost about £1,600 in addition.

2107. *Professor Cook.*] This £5,500 was not a tender, but an architect's estimate?—*Yes.* I may say that the plans have been drawn with strict regard to economy—economy both of money and space; but, if there is to be a boarding-house attached to the school, it cannot be done with less accommodation than is provided in the plans—accommodation for about forty boarders.

2108. *Dr. Wallis.*] When this sum was asked from the Government, was any hint given that a boarding-house was going to be established? Did the Government have any idea that there was to be a boarding-house?—I rather think it was in consequence of hints from members of the Government that the idea was made a practical one.

2109. *The Chairman.*] As a matter of fact, are you of opinion that a necessity exists for a boarding establishment in connection with the Auckland College and Grammar School?—I am aware that a great many of the scholars attend the school from a very inconvenient distance, and I have heard that a good many would take advantage of the boarding school if it were in existence.

2110. *Professor Cook.*] Do you not think that difficulty might be overcome by merely allowing the headmaster, or the headmaster and second master, to take boarders, finding their own house accommodation, if they thought it worth their while to enter into this boarding arrangement?—I am not aware of any place that they could secure in Auckland which would enable them to keep a number of boarders likely to prove remunerative.

2111. But they might build, surely?—That is another question. I do not know how it is in the South, but I do not think our masters are in a position to put up such houses.

2112. *Dr. Wallis.*] Are you aware that there are any boarding establishments in connection with the grammar schools in the South?—I understand so—in Nelson, Wellington, and, I think, in Christchurch.

2113. If it were decided to establish in Auckland a college similar to those in Dunedin and Christchurch, with a staff of professors, and that the present Auckland College and Grammar School should continue to perform grammar-school work, would it be necessary to have this expensive institution consisting of a grammar school and a boarding-house?—If the school was to be looked upon as the most efficient—and the prevailing idea is that it ought to be—I think the same necessity which exists now for a boarding establishment would exist in the event of a college being established.

2114. But would you not prefer two institutions—one a collegiate institution with a staff of professors, and the other a grammar school—to an institution combining the two together?—*Yes.* Still, as a parent living in the country, and at a distance which would make it inconvenient to send my boys to the Grammar School, I think while they were at that school I should like to have the opportunity of fixing them by board. I think the same necessity for a boarding-school will exist even in the event of a college being established.

2115. *Professor Shand.*] If the Government were to give you funds for erecting a boarding establishment, would the Board, in your opinion, be willing to give a guarantee to the Government that only reasonable terms should be charged for the board?—I should think so.

2116. Have you any idea of the amount?—*Well,* it has only been talked of so far. I think the suggestion was that the charge should be £50 per annum for each boy—assimilating the charge, I think, as nearly as we could ascertain, to the charges in the South. There has been no resolution or definite terms named.

2117. *Rev. W. E. Mulgan.*] You said, I think, that a portion of the Domain could be procured as a playground?—I apprehend it could. I am not aware of any difficulty.

2118. Is it near the present site of the school?—It is within three minutes' walk of the site.

2119. If a place for a playground could be procured there, could not an additional portion be obtained, so as to have the new grammar school and boarding-house built on the Domain ground?—That, I believe, was Sir George Grey's idea—that the school ought to be there; but it is a most unhealthy site, being exceedingly low and badly drained, and the foul smells there sometimes are enough to breed a pestilence.

2120. And that could not be remedied?—I do not think so. It would be very expensive.

2121. Would it make a good playground then? The boys would only be there for an hour or so during the day?—I do not think it would interfere much with their play; but, as a place to live in, it would be most objectionable. The present site is on the height.

2122. *Professor Sale.*] You know that within the last year the College has endeavoured to supply both University and school education. Do you think it desirable that it should do that? Do you think it can do it without interfering with its work as a grammar school?—I have really had so little time to devote to the work of the school that I am not qualified to express an opinion.

2123. As being connected with the Bank of New Zealand you employ a good many young men?—*Yes; a great many.*

2124. Do you find in candidates for employment any deficiency which is more common than others? What defect do you generally find?—*Nothing but what may be attributed to the boys leaving school too early.* I think it is a common failing in the colony—that parents and children are both anxious that the boys should quit school too soon.

2125. Then you think that usually their general education all round has not been carried far enough when they come to you?—*Not usually.* I notice particularly that the lower branches of education have apparently not been so well attended to as the others. I very rarely meet with a good writer, for instance; spelling is fair, usually; but the handwriting is generally very defective.

2126. This is in boys of fourteen and upwards?—*Sixteen and seventeen.*

2127. *Professor Shand.*] Does the Bank give any preference to applicants who have passed some public examination, such as the Civil Service examination?—*Not a preference; but, all other things being equal, a preference would be shown to such a lad.* But really the demand for boys has been so

great that we have not been able to lay down any special rules for their admission to the service of the Bank. We are only too glad to get eligible lads in whatever shape they are—whether they pass an examination or not—if they have received a fair education. Mr. D. Murdoch.
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2128. *Rev. W. J. Habens.*] Does your experience here afford you any opportunity of instituting a comparison between boys admitted here and those admitted at Home?—I think the colonial boys will compare fairly with the average of boys coming from Home. We have not many boys coming from Home about whom my observation would enable me to express an opinion. It is usually men of more advanced years who come seeking employment; but the few lads I have seen from Home, with whom I could compare the colonial youth, I do not think are much in advance of the boys here.

Mr. F. A. WHITAKER, M.H.R., was sworn and examined.

Mr. F. Whitaker.

2129. *The Chairman.*] I think you have been connected with the profession of the law in New Zealand from the foundation of the colony?—Yes. Feb. 14, 1879.

2130. And you have held for several years the position of Attorney-General?—Yes.

2131. Have you given any consideration to the question whether the University of New Zealand should be made use of in any way as an examining body for admission to the practice of the law?—I have not.

2132. It has been stated to us in evidence that candidates for admission to the Bar should be compelled to undergo an examination by the University up to the B.A. degree. Are you of opinion that they should be compelled to take the degree of B.A. in the University of New Zealand?—I think the time has now arrived when persons before being called to the Bar in New Zealand should pass an examination—whether by the University or any other body—equal to a B.A. degree, as usually granted by the Universities. As to the details, the best mode of conducting the examination in order to suit the convenience of all the parties—that I have never considered.

2133. I understand you to mean that the examination should be in general knowledge, distinct from legal knowledge?—Yes,—that there should be an examination in general knowledge and also in law.

2134. *Professor Shand.*] And the standard for the examination in general knowledge would be equal to that usually required for the B.A. degree?—I think so.

2135. *The Chairman.*] You think that should be made applicable to all candidates for admission to the position of solicitor?—No, I think not. At present every solicitor has a right to be a barrister, and every barrister to be a solicitor. The Act now on the Statute Book was drawn by me when I was Attorney-General in 1861, upon my own responsibility. I think it was all that could be done then, but the time has arrived when an alteration should be made; and it appears to me that it would be desirable that those who wish to be called to the Bar should be subject to this examination; that there should be a lighter and easier examination for those who are solicitors, but that every barrister should pass the higher examination, and be able to act also as solicitor.

2136. *Dr. Wallis.*] A complete separation between the two branches?—No; I would allow every man who passed the higher examination for a barrister to act, if he pleased, as a solicitor, but a man who passed only a solicitor's examination should not be permitted to act as a barrister.

2137. *Professor Shand.*] Would you make that proposal in the interests of the profession, or in the interests of the community?—In the interests of both—of the profession and the community. The community, I think, would be interested even more than the profession, but the change I propose would be an advantage to both. Of course proper notice should be given, so as not to take people by surprise who are now looking forward to be called to the Bar as solicitors under the present regulations. The matter now rests entirely with the Judges, and I imagine that the examination in one part of the country may be of a very different character from that in another part. I think it should be uniform throughout the colony, and I think the same examiners should examine all the candidates in law.

2138. *The Chairman.*] Are the examinations now conducted solely by the Judges?—I believe so.

2139. *Rev. W. J. Habens.*] Do you think that, in places where colleges connected with the University are established, it is desirable that special instruction for law students should be provided?—I think it would be desirable.

2140. And do you think that, in connection with that, there should be a faculty of law in the University—a course in law instituted?—Yes, I think that would be desirable.

2141. *Rev. W. E. Mulgan.*] Do you think that solicitors should undergo an examination in general and legal knowledge as well as barristers?—Yes, only in a milder form.

2142. *Professor Cook.*] Supposing a student wanted to qualify only as a solicitor, and did not propose to take the higher examination in law, and supposing, as a preliminary, he were to graduate as a B.A., do you think it would be desirable to lessen the term of his articles? In England the apprenticeship is reduced from five to three years under these circumstances.—Yes; I think some encouragement might be given in that way.

2143. *Rev. W. J. Habens.*] Do you think that, in such a case, a solicitor would require a larger premium?—I do not think solicitors get premiums in New Zealand—not to any extent: at all events, I can answer for this part of the colony. As a rule, I think that is one of the great objections to the present system. Clerks are taken because they are useful, and they get their articles in consideration for their services. That has been carried to an extent which has been very mischievous, and it is still going on.

2144. *Professor Cook.*] You think too much of their time is given to clerical services, and not enough attention paid to the study of their profession?—That is very much the case. For instance, a solicitor finds that a clerk is very convenient; he finds, also, that he can reduce the expenses by giving him his articles instead of a salary, and, at all events, if he does not withdraw the whole salary, he pays him a smaller one; and that practice, I think, has been carried to an excess.

2145. *Rev. W. J. Habens.*] What is the principal objection to such a system as that?—A man who has had no education whatever can be articulated, and at the end of the time can be admitted to practice, subject to a very light examination. Previously to the institution of an examination, of course he

Mr. F. Whitaker. could get admitted without having any education of any kind, beyond being able to write a good hand. That, however, is not the case now.

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2146. The objection, then, as I understand it, is that usually the man who obtains his articles in this way is a less educated man?—Not, I think, sufficiently educated for the purpose of practising the profession.

2147. *The Chairman.*] As a citizen of Auckland, the Commission would like to hear your opinion as to whether the present system of education as regards University education is sufficient for this portion of the colony, as compared with the education being given in Dunedin through their University, or in Christchurch through their College?—I can hardly answer the question satisfactorily, because I have never gone into the matter in reference to the Otago University or the Canterbury College; but my own impression at present is that it is very inferior here, and that it ought not to be so. I think that these things should, as far as possible, be uniform throughout the colony.

2148. You are aware that at present an attempt is being made to combine University education with grammar-school education in the Auckland College and Grammar School. Do you think that combination is a satisfactory one, or should the two systems be dissociated?—I was not aware that it was being done, and I have never given it any consideration.

2149. If a college—by which I mean a superior educational establishment to the Grammar School—were established in Auckland, do you think it would be freely patronized?—Well, I can hardly say; I do not know any reason why it should not be.

2150. *Dr. Wallis.*] Supposing there are twenty undergraduates attending each of the colleges in the Middle Island, do you think about twenty would attend a college in Auckland?—I could hardly express an opinion on that point.

2151. *Professor Shand.*] Supposing the degree of LL.B. of the University were made a requisite to entering the law as a barrister, how many law students do you think this part of the country would furnish?—Very few, I should think. It would depend upon the regulations of the University—whether the students would be compelled to live in a college or be allowed to be taught at an outside school. Because, if you mean that you are going to establish a college on the system of Oxford and Cambridge, and compel people to reside in that college, I do not think you would have many students; the expense would be too great.

2152. It was in the light of the Chairman's last question. Of course I do not contemplate that they would reside in the college, but that they would attend lectures at the college, the whole expense varying from £10 to £15 a year?—I think then you would. But if you put it that residence would be required, as at Oxford and Cambridge, the expense would be not less than £200 or £250 a year, and I do not think there would be.

2153. *Rev. W. E. Mulgan.*] You said that the system of giving articles instead of salary was not a good one, because it brought into the profession a less educated class of men. Could not an examination be insisted upon before the articles are signed?—I think it would not be a bad plan to have a moderate examination then.

TUESDAY, 18TH FEBRUARY, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Rev. W. J. Habens (Secretary),
Dr. Hector,
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand,
Professor Ulrich,
Dr. Wallis.

Mr. Neil Heath.

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Mr. NEIL HEATH was sworn and examined.

2154. *The Chairman.*] You are the headmaster of the Auckland Girls' School?—I am.

2155. How long have you held that office?—Since April last.

2156. Had you had experience before in conducting a girls' school?—Not purely a girls' school; I had conducted a mixed school.

2157. Is the system of placing girls' schools under masters instead of mistresses prevailing now at Home to any large extent?—I think they are disposed to have masters for the senior girls.

2158. Did you bring a copy of the prospectus of the school with you?—Yes.

2159. Does it show the curriculum of study?—Yes.

2160. What number of pupils have you at present?—We had 206 this morning.

2161. Are any of these boarders?—Seventeen are boarders.

2162. What is the fee for boarders?—£50 a year for the quarterly boarders. Then we have boarders who are called weekly boarders, who go home on Friday night, and the charge for them is £8 10s. per quarter.

2163. Is £50 found to be sufficient to pay for the maintenance of a boarder?—It is barely sufficient, and leaves very little remuneration for the increased labour and the trouble and anxiety.

2164. I observe that Mrs. Heath superintends the boarding department?—Yes.

2165. Does she receive any salary?—No.

2166. What is your own salary?—£500.

2167. I think, previously to your taking charge of this school, you were one of the masters in the Auckland College and Grammar School?—Yes.

2168. How long were you there?—I was there about five months.

2169. How many assistants have you in conducting the Girls' School?—I have six assistants who are on the staff, who teach the various subjects mentioned in the curriculum peculiar to the lower school, but only two of these who can assist me in some of the subjects in the upper school. Then I have a lady who assists me with the French for ten hours a week, and gives me six hours a week with German.

2170. *Professor Cook.*] How many assistants have you in the lower school?—Four.

2171. And only one in the upper school?—Two in the upper school. The fourth form is the lowest form in the upper school. I have a lady partly engaged in that, and partly engaged in the lower school, and the lady who assists me in the fifth form takes the Latin in the fourth form. The lady who takes the English in the fourth form is unable to take the Latin; consequently I have to get those in the institution who are capable of doing it. She takes them four days in the week, and I take them the fifth.

2172. *Professor Shand.*] Does the number you have mentioned include the teachers in the extra branches?—No. I have only two teachers in the extra branches—not including the piano. I take the singing myself, so that we have no singing-master. The lady who takes the German is now assisting in the French. Mr. Watkins gives four hours a week drawing.

2173. *The Chairman.*] What special duties do you discharge? Do you teach the highest class?—Perhaps the better way would be for me to read the time-table so far as my own work is concerned. I take the sixth form, which is divided into two, in English for the first hour every morning. On Wednesday we have a lecture on health. On Friday, composition: that is done in the school. The subject is given out at the beginning of the week; the girls are allowed to read up, and the writing is to be done on Friday, in my presence, leaving me Saturday to correct it. Errors in composition are only indicated. The pupils correct with myself, and do so one by one. Then I put the fifth form along with the sixth, because I feel that the children require to be more under my hand than they were last quarter. So that I really take the first hour with seventy children, reading Shakespeare's "Tempest," and going through Morris's Historical Grammar, and the first hour during the five days in the week I have got the two forms—the sixth and fifth—combined, numbering about seventy on an average. I cannot get satisfactory assistance, and therefore have to take them all myself. Then I do the same with the Latin. We have got sixty-eight girls in these two forms who do Latin. The lady who assists me takes the fourth form, who are commencing Latin, and number forty-four.

2174. Was there any Latin taught in the school before you took charge?—No; I commenced the Latin. There is a bifurcation in the time-table at the fourth form. The girls must, unless in very exceptional circumstances, take the Latin up to the end of the verbs. Those who do not wish to go on with Latin can take up the German, and encouragement is given to them to persevere with study. Those who wish to continue Latin do so with me. Then we have French. I take the French grammar and composition in the sixth form on Monday and Wednesday, and on Tuesday and Thursday I take French grammar and composition in the fifth form. Then on Friday I take them altogether—a general revision in French grammar and composition. So that I have an hour of French every day in the week. Then in the afternoon I take the sixth form through arithmetic, and they have an hour in arithmetic three times a week—Monday, Wednesday, and Friday;—and for an hour in the afternoon I take the Euclid and algebra of the fifth and sixth forms, numbering seventy. They began algebra when I went there in April. On the Tuesday afternoon the drawing-master comes, and the children do nothing but drawing for the two hours in the afternoon. On the Friday afternoon, immediately after dinner, at half-past one o'clock, I take all the girls in the upper school, numbering 107, in singing. On the Tuesday afternoon at the same hour, while the upper school are getting their drawing, I go to the lower school and take them in singing. The second hour of the afternoon is the only hour I have really free to examine into the condition of the other classes. I have not a moment to spare from the beginning of the week to the end, and there are never less than eighty-six scholars in the upper school, and they are nearly all over the age of fourteen. I have about seventy girls over the age of fourteen.

2175. What is the limit of age for admission to the school?—There does not seem to be any limit of age so far as I am aware. If they can read intelligently a leader in the newspaper or a paragraph, I admit them. Generally the age is about eight or nine.

2176. *Professor Cook.*] Do I understand you to say that you have six assistants, and are obliged to do so much class teaching yourself?—Yes. The lowest form consists of thirteen children. One of my assistants has charge of that form entirely, with the exception of the French, when the lady who assists me in French takes that form one hour a week. During the remaining hours of the week the French is taught by the lady who is specially appointed for the class. The second form numbers twenty-seven, and I find it a very hard matter to get a lady who can manage these twenty-seven children. I come now to the third form, which is so large that I have to divide it into two: the upper division consists of thirty-five girls, and the lower division of twenty-four, so that I require really two assistants to do the work that was done last quarter by the lady who helped me, thus making four assistants. Then I come to the fourth form, with another assistant, and the fifth form, with another, making six in all. I may say, with regard to the time occupied by those assistants in teaching, that we have five hours' teaching a day, and I have tried to make an arrangement by which each lady would have four hours' teaching, one hour to be left over for the correction of exercises in the presence of the children: that would leave four hours' good hard teaching.

2177. *The Chairman.*] What salaries do your assistants get?—I have two assistants getting £150 a year each; two who are getting at the rate of £80 a year each; and two who have been appointed just now, and whose salaries have not yet been settled by the Board—who are there, as it were, on probation.

2178. Do you think these salaries are reasonable?—I think they are for the work I get.

2179. *Professor Cook.*] You said just now you had some difficulty in getting a lady who could manage twenty-seven children?—Yes—to my satisfaction.

2180. But if you were in a position to pay a higher salary, do you not think you could get a lady who could easily manage twenty-seven?—I believe I could.

2181. *Professor Shand.*] Are these salaries higher or lower than the mistresses at primary schools get?—I am not in a position to answer that question. I cannot state it as a fact, but I think that the lady who came to me and now gets £150, got £150 at a primary school.

2182. Do you know if any of the primary school mistresses are paid as low as £80?—I believe some of them are paid less than that sum.

Mr. Neil Heath.

Feb. 18, 1879.

Mr. Neil Heath.
Feb. 18, 1879.

2183. *The Chairman.*] Would you inform the Commission what has been done with regard to the school being conducted as a training school?—Very little has been done beyond discussion. Perhaps it would be well that I should tell you what I found when I went to the school. When I went there I found that the then lady-principal had been authorized by the Board to introduce into what she called a training class any girl she thought worthy. I think I am right in saying the lady-principal lectured to all these girls on some subject connected with education once or twice a week, but the girls never taught. There were only two of them who I thought would make teachers. The others were incapable mentally, and did not seem to me to have any of the teaching power that is requisite. So I first wrote to the Board stating I thought it would be wise to review the conditions on which this training class existed, and suggested that whoever were appointed to the training class should receive their appointment through the Board and not through me—that they should first apply to the Board of Education; that the Board should then send them to me, or to any other person, to be examined; and that on the result of that examination, and the general work of the girl, the Board should determine whether or not she should join the training class. That is the condition of matters at present. The Board have, in addition to that, made arrangements for the girls in this training class being employed in the practice of teaching in one or other of the district schools. Up to the present moment no girl has been sent to a district school, and my training class only consists really of one girl, who is coming up for examination in March, and who has been teaching in the school before.

2184. I believe that up to the present the Girls' School has been maintained solely by the Board of Education?—I think so.

2185. As far as you are aware they had no endowments during the last twelve months to assist them?—As far as I am aware they had not.

2186. *Rev. W. J. Habens.*] Do I understand that the Board of Education has recently made arrangements for pupils in the training class to go and practise as teachers in the primary schools?—They have intimated their desire to do so. They have made arrangements, but those arrangements are not being executed.

2187. What is the distinction in regard to the work done as between the sixth form and the training class?—They are doing exactly the work of the sixth form at present. The girl who is going up for examination happens to live in the house with me, and is doing extra work with me in the evening, with a view to her passing the examination.

2188. Can you tell us how the work of the first form compares with any part of the primary-school work that you could easily define?—I think about the Second Standard.

2189. Is there any examination to pass in order to rise from the lower school to the upper?—They are all examined, and they must satisfy me that they are capable of being promoted.

2190. But you do not design to make any broader distinction between the third and fourth forms than between any other consecutive forms?—I do not.

2191. *Dr. Wallis.*] Do you find that females are as efficient teachers as males?—No.

2192. Would that in your opinion justify the payment of smaller salaries to females than to males?—To a certain extent it would. Of course I am assuming that the salaries paid to those ladies or gentlemen are given to them in proportion to their value to the institution.

2193. Then, if a gentleman receives £300 a year and a lady £150 a year, you would say that the gentleman is twice as efficient as the lady as a teacher?—He ought to be, in my opinion.

2194. Do you find that girls are as capable as boys of learning classics and Euclid and algebra?—I think more so.

2195. More so in classics?—Yes.

2196. In algebra and Euclid?—Not so much in those.

2197. Does their study of algebra, Euclid, and these initial branches in any way impair their health, so far as you are aware?—Not to the slightest extent, as far as I am aware.

2198. Their health stands the strain of study as well as that of the boys, in your experience?—Yes. The main difficulty is to prevent their enthusiasm making them overwork themselves; but if they simply confine themselves to the work I give them they remain strong and healthy.

2199. It is your opinion, then, that girls are as capable of making progress in all departments of study as boys are?—That is my opinion.

2200. Do you approve of the complete separation of the sexes in education?—I think it better.

2201. If they are equally capable of making progress in study, on what ground would you separate the sexes?—The *morale* is different. On the ground of the *morale*. Not because the one cannot do the same amount of work as the other—the girls can do as well, perhaps better; but I think as a general rule I would prefer to have the young people separate—especially with colonial girls and boys. I can scarcely answer the question very definitely on the spur of the moment; but I have a very strong conviction that, unless under very judicious management, it is wise to keep the two separate.

2202. Especially the higher classes?—Well, I should not so much condemn it in the lower classes or in the higher classes. In the middle classes, in the case of girls whose ages would vary from eleven to sixteen, I should certainly keep the sexes separate.

2203. Do you think the *morale* can be best cultivated when the two are apart?—Yes, I think so—until the boys and the girls arrive at years of discretion and are under very judicious management.

2204. Do you think males or females are the best and most successful teachers?—I think that females are the best teachers of young girls, and that males are the best teachers of the older girls; and I should define the older girls to be those from fourteen or from thirteen upwards.

2205. Are you preparing any girls for matriculation?—I believe some of them intend to matriculate.

2206. What sources of revenue has the school?—The fees.

2207. Do you not get any capitation allowance from the Education Board?—I do not know of any. We must get funds of some sort, because our revenue is not equal to our expenditure; but I am not aware of the particulars.

2208. Have you a treasurer—one who looks after the accounts of the school?—I collect the fees and send them to the Board of Education.

2209. *Dr. Hector.*] How would you propose that these girls should matriculate if they succeed? In connection with what institution would they matriculate?—I presume in connection with the Auckland Grammar School, as Miss Edger did.

2210. *Rev. W. E. Mulgan.*] You said that ladies were not as efficient teachers of the older girls as men: does that arise from their being incapable of becoming as efficient teachers, or from the education and training they have received previously?—I think it arises to a large extent from the absence in the female of persistent powers of discipline.

2211. That deficiency is inherent in the female?—Yes; I think it is in most cases.

2212. But they are as capable of acquiring knowledge as males?—I think so.

2213. But not as capable of enforcing discipline?—I do not think they are.

2214. *Professor Cook.*] Supposing you had an entrance examination to your school equal to the Third Standard, which consists of reading, spelling, writing, and arithmetic—the first four rules simple and compound, excluding long division of money—with a corresponding knowledge of geography and history, what effect would it have on the attendance? If you applied such a test as that as an entrance examination, how many would it exclude?—I think if it had been in force it would have excluded all those in the first and second forms. I have had seventy-seven new scholars this quarter, and I think you might say it would exclude about fifty-three or fifty-four.

2215. What effect would that have had on the efficiency of the remaining school? Would the absence of these fifty have so reduced the funds of the school that the upper part would have been rendered less efficient, or would the funds still at the disposal of the school have been sufficient to make the upper part of the school more efficient than it is?—If I had not had these children I should not have had the teachers in the lower school, and I should not have had the fees. I think we should have been very much in the same position as far as the revenue goes. I require the same teachers in the upper school that I have, because I have the same or nearly the same numbers in the upper school.

2216. You think that, on the whole, cutting off the fifty girls from the lower school might somewhat have impaired the efficiency of the upper school?—It would certainly have impaired the efficiency of the school if these fifty had joined later, because then much would require to be undone. That is the only sense in which it would have impaired the efficiency of the school. Of course, I naturally look to the lower forms for my future school, and take more interest in them, if possible, than in the other divisions.

2217. *Rev. W. J. Habens.*] Regarding the work of the lower forms as preparatory for the higher ones, do you think that the school gains in efficiency by keeping this work of preparation in its own hands?—Yes, very much so; I hold a very strong opinion on that point.

2218. Do you think that, if the preparation were made outside, the principal defect in it would be want of thoroughness up to the point required, or want of symmetry?—Want of both. If I get the children from public schools I feel comfortable; but if I get them from private schools it is very hard uphill work.

2219. *The Chairman.*] Where do you get the bulk of your pupils from?—From private schools.

2220. Could you state roughly what proportion of your pupils come from the primary Government schools?—I could not say. I should say that I have about ninety or so from the primary schools.

2221. Do you know if it is the intention of the Board to give you further assistance by appointing a male teacher in lieu of some of the female teachers?—I believe they would give me a male teacher if they could get a good one.

2222. Have you applied for such assistance?—I have written twice to the Board.

2223. *Professor Cook.*] Are the Board of Education scholarships tenable at the Girls' School?—They are to be so in future.

2224. What do you think of the limit of age prescribed by the Board of Education for the scholarships?—I am not aware of the limit of age, and know very little about the scholarships.

2225. *Dr. Hector.*] Do you know the different standards in the primary schools?—Yes.

2226. At what period of their education would you be prepared to take scholars from the primary schools?—The Third Standard.

2227. That is not the highest standard?—No; as low down as possible.

2228. Would you state your reasons?—Their previous education suffers from want of symmetry and thoroughness, and in some cases it is half a year before you undo what has been done. I am speaking of those who come from private schools.

2229. I am talking of primary schools?—I cannot say, because I have never noticed any of the girls from primary schools who joined the fourth form—they were generally young children capable of entering the third form, and I have been very favourably impressed with them. But the other girls who have joined me from the private schools have principally been girls between fourteen and eighteen years of age. I have had to put them in the fourth form, and it has caused me a great deal of anxiety and trouble to get them on.

2230. If your school could compete for scholarships the same as primary schools, at what stage do you think you could do most good with them, and how could that best be effected—by a limit of age, or by confining the competition for the scholarship to a certain standard of instruction?—I should say a certain standard, and that Standard No. 3.

2231. *Rev. W. J. Habens.*] What is the average age of the girls in your fourth form?—I should say about thirteen.

2232. Is that higher than it ought to be? Do you expect to work to a better state of things in that respect?—Certainly. I shall be perfectly satisfied if I get girls of thirteen and fourteen in the fourth form, girls of fifteen and sixteen in the fifth form, and girls over that age working for the University scholarships, or wishing to matriculate in the sixth.

2233. Over what number of years on the average do you think the course, as shown in the syllabus, should extend, from the first form to the sixth?—For a fairly intelligent child, I should say about eight years.

2234. And your idea would be that it should be from about ten to eighteen?—From about nine to seventeen.

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2235. *The Chairman.*] Have you any knowledge, as a professional teacher, of what is being done at present in England with regard to giving girls a thorough University education?—I have.

2236. Would you state what you know on that subject—I mean a University education as distinct from a secondary education?—No University education is given at the ladies' colleges that I know of, with the exception of Girton College and Nuneham.

2237. What class of education is given at Girton College?—Very much the same as that given at the various colleges at Cambridge: there does not seem to be much difference.

2238. I believe, as a matter of fact, the examinations are conducted simultaneously, and by the same professors?—I believe so.

2239. When you took charge of the Girls' High School, had the pupils received any previous instruction in Latin?—No; none whatever.

2240. And what is the most advanced class now learning in Latin? Are they still in the grammar?—They are doing Cæsar and Abbott's Latin Composition.

2241. What are they doing in mathematics?—The advanced class did yesterday the third proposition of the Third Book of Euclid, and they use Todhunter's smaller Algebra. Both subjects occupy four hours a week.

2242. Were these branches taught previous to your taking charge of the school?—No.

2243. What amount of fees did you receive last year?—I could not say.

2244. Is the building you occupy a suitable one?—Far from it.

2245. Is it too small, or is it not in a proper position as regards the convenience of the pupils?—It is in a very delightful situation, fairly central, and in a very healthy situation indeed; but the roof of the main schoolroom, and of all the rooms, is very low—8 feet, 7½ feet, and 9 feet. I have got seventy-seven children in a room which ought not to contain more than forty-five.

2246. I think the Board are about to do something to give you better accommodation?—They are going to build a school outside, 70 feet long by 20 feet, which will accommodate all my upper school. Then I shall have the brick building set apart for the younger children.

2247. Have you sufficient accommodation for boarders?—I have had to convert my bedrooms into schoolrooms. I cannot take any more boarders than I have.

2248. Is there any system of inspection carried out in regard to the school by the Board of Education?—The Inspector, Mr. O'Sullivan, went once with Mr. Habens; and the school was examined by two gentlemen selected by the Board at the end of last quarter—Mr. Lusk and Mr. Runciman.

2249. Did the examiners make a written report?—I think they did.

2250. Were there any prizes awarded?—Yes; two prizes to each form, and three to the third form.

2251. *Dr. Wallis.*] Did the Education Board pay for the prizes?—Yes.

2252. Are the examiners paid for examining the school?—I do not know.

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MR. FARQUHAR MACRAE WAS FURTHER EXAMINED.

2253. *The Chairman.*] Has the connection existing between your Grammar School and the University been a satisfactory connection up to the present time? I mean, has it tended to advance the class of education in your school in any way?—Most certainly.

2254. I presume you allude to the scholarships acting as a stimulus to the higher class of education?—Partly to that fact, and partly to this other consideration: that the temptation which most young people feel in this colony to give up direct instruction early was counterbalanced in a number of instances by the encouragement offered to protracted study by the hope of getting a University degree.

2255. Have you any suggestion to make with regard to the future as to the connection which should exist between the affiliated institutions and the University?—I have always had one opinion on that matter—that there should have been no affiliated institutions at all.

2256. Do I understand that, whilst you disapprove of affiliation, you are in favour of the scholarships being continued to be held out to secondary schools?—Certainly. Or rather, put it in another way: I am in favour of scholarships being given to students who win them at examinations without reference to the place of their education.

2257. Do you think the mode of appointing the members of the Senate of the University and the Chancellor is a satisfactory mode?—That is a question which, if I give an opinion at all, I should like to answer in writing. It appears to me that the important matter is not the mode of electing the members of the Senate, but the getting of proper men on the Senate.

2258. You are aware that a body called the Convocation is about to be called into existence when there are a sufficient number of graduates?—I am.

2259. And I presume you are aware that under the present law it is proposed to exclude *ad eundem* graduates from that body?—Under the present law I am aware that *ad eundem* graduates are not admitted members of the Convocation.

2260. Do you think that is a satisfactory arrangement?—A perfectly satisfactory arrangement, I think.

2261. You approve of the present law, excluding *ad eundem* graduates?—Yes.

2262. Do you know whether any inconvenience has arisen from the meetings of the Senate of the University of New Zealand being held in different places from time to time?—That is part of a very general question which I can hardly answer except in considerable detail. If you asked, Would it be better that the annual meetings of the University Senate should be held in one place rather than in many places? I would answer at once, Yes, if such meetings suited the conformation of the country. To put it in another way: The Senate of the University of Melbourne naturally meets in Melbourne.

2263. Of course you are aware that the Melbourne University is a very different University from that existing in New Zealand. It is a teaching body with its staff of professors, and with lectures going on in the University?—Or more correctly, Mr. Chairman, it is a teaching body with a staff of professors,

and also a *quasi*-examining body. That is to say, it fulfils the functions of a teaching University, but has also taken to it the functions of an examining body, such as the University of London.

2264. Are you aware on what model the Melbourne University is formed?—I am not acquainted with the history of the growth of the Melbourne University, but I think I know the working of it during the last few years. It was established, I believe, as a teaching body. It developed, I am not prepared to say at what date, into what I would call a *quasi*-examining body. The University of Melbourne, as I am informed, examines students who do not attend lectures, but who, on passing certain examinations, receive their degree just as if they had been students attending lectures in the University. I call it at the same time a *quasi*-examining body, because, to my mind, the immense benefit which might be derived by admitting those to examinations who study anywhere is, to a very large extent, neutralized in the University of Melbourne by this unfortunate fact: that the professors of the University are the examiners not only of the students attending the University, but also of outsiders, and outsiders in this way are put to a considerable disadvantage as compared with students attending lectures. That is one reason why it appears to me that the number of students who graduate and do not attend lectures in Melbourne is comparatively small. Another reason is this: that until lately, and, I presume, up to the present time, students not attending lectures had to pay fees just as if they did attend. The very fact of having so to do, I presume, must have been a serious objection to going up for examination on the part of poor private students.

2265. Do you think such a University as that existing in Melbourne would be better suited to the requirements of New Zealand than the existing University of New Zealand?—I am of the same opinion as that which I expressed in 1867, and which is recorded in a letter to the Chairman of a Committee of the House of Representatives which sat in that year—namely, that the one University suited to our circumstances is a purely examining body; and the added experience of these years has simply confirmed me in that opinion.

2266. In your opinion, is the present mode of matriculation a satisfactory method of examination?—It appears to me that all the arrangements consequent on the affiliation of institutions to the University are unsatisfactory—that is to say, not simply the holding of matriculation examinations, but the annual examinations of affiliated institutions.

2267. *Professor Shand.*] By whom do you think these examinations should be conducted for the University?—All examinations, from the first to the last, by the University. It is a fact that young men have been able to write themselves down matriculated students of the University of New Zealand who have completed one year, two years—who have completed three years in the University of New Zealand, and have never passed a New Zealand University examination, and probably never will pass one.

2268. *The Chairman.*] Do you think that the value of the University scholarships is sufficient at present?—I think so.

2269. Do you think the present course prescribed for junior scholarships is sufficient or insufficient?—Accepting the mere schedule, I do not think there is any great fault to find with the programme for junior scholarships; but, in practice, everything would depend on the manner in which this programme was interpreted by the examiners.

2270. *Professor Cook.*] Did you say “accepting” the schedule?—I accept the programme as satisfactory; but the character of the examination under this programme depends entirely, at least in a new University, on the examiners.

2271. *Dr. Hector.*] Would not that be the case with any programme?—The traditions of older Universities compel them to follow in a particular fashion. Even the Melbourne University is already to a considerable extent bound by its practice of twenty different years.

2272. *Professor Shand.*] Have the examinations as actually conducted under this programme been, in your opinion, satisfactory?—The last examination papers I have not yet had an opportunity of seeing. I would prefer, if the Commission wish it, to give in writing my opinion of the character of the previous examinations.

2273. *The Chairman.*] How many of your pupils have obtained junior scholarships in the University of New Zealand?—One. There have been two examinations, and one of our pupils has obtained a scholarship.

2274. Has that pupil proceeded to take a degree?—She has completed her first year.

2275. *Professor Cook.*] Was she a pupil of the Grammar School at the time she took the scholarship? Did she get the scholarship from your school?—She did; she was a pupil there.

2276. *Professor Brown.*] For how long?—I should not like to say absolutely. Certainly for the year previous to going up for the scholarship.

2277. *The Chairman.*] Mr. Edger has told us that his daughter received all her education at home before going up for examination for the junior scholarship. Can you explain the discrepancy between his evidence and yours with regard to her attendance at the Auckland College and Grammar School?—I reply that either Mr. Edger or myself is committing a blunder unintentionally in the evidence given, and that I shall take the earliest opportunity of putting official information of the matter before you, which I shall furnish in writing.

2278. How many of your pupils have matriculated?—I believe sixteen.

2279. *Professor Shand.*] Were they all pupils of the College previous to matriculation?—All of them;—I speak subject to correction. There may have been more than sixteen. There may have been outside students, whom I may have forgotten to enter, though I do not think it probable. I may say that, of the sixteen, all except one have been at least one year with us. I am still subject to correction about the younger Miss Edger in saying so.

2280. *Professor Brown.*] How many students matriculated in 1878?—None.

2281. How many candidates for junior scholarships have you at present?—Five or six.

2282. And last year?—I speak of the year 1878.

2283. But this present year, 1879?—Those who entered for December, 1878—five or six.

2284. How many for December, 1877?—Probably one or two more—six or seven.

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2285. *Dr. Wallis.*] How many of your pupils in all, since the beginning of the University, have become graduates of the University of New Zealand?—Three. Three have taken the degree of Bachelor of Arts, one under the old regulations and two under the new regulations.

2286. Do you know what proportion this number bears to all who have graduated in the University of New Zealand?—I speak with reference to the examinations of 1877. For reasons which I hope the Committee of this Commission who are to inquire into the working of the College and Grammar School will learn, last year was quite an exceptional year with us. Practically, little University work was done. But, speaking up to that time, I think that, of all the College students—in whom I am most interested—of all students belonging to affiliated institutions, four have obtained the degree of B.A. in the University of New Zealand by passing examinations of the University of New Zealand, and, out of the four, three belonged to the Auckland College and Grammar School.

2287. Do you mean to say that all the graduates of the University of New Zealand up to the end of 1877 amounted to four, and that three of them were produced by one institution?—I speak of those who have come up from colleges. Three at the examination of 1877—three private students, I believe—obtained the degree of B.A.; and I speak here on the authority of the University Calendar.

2288. *Professor Brown.*] Can you account for the paucity of graduates from the rest of the affiliated institutions?—With all deference, I think that is a question which should be asked of the other institutions.

2289. *Rev. W. J. Habens.*] Have the peculiar circumstances to which you referred as existing in 1878 interrupted intending graduates in their career, as well as interfered with the work of your school?—Not only interrupted intending graduates in their career, but prevented me from encouraging young men to matriculate.

2290. But the question I want to get at is this: But for the disadvantageous circumstances to which you referred, what number of your students do you think would have graduated last year?—One, I am certain, would have gone up for his degree and would have won it; and two others, I believe, would have gone up again for their compulsory section.

2291. *Professor Brown.*] Were they prepared for this work? Were they prepared sufficiently at the end of the first year that with one year's study they would have gone up, the one for the final examination and two for the compulsory?—The one—if we had been able to attend to our University students as we had attended to them in former years. I believe that the young man who in 1876 passed his first section for the B.A. degree would in this last year have passed his second section for the B.A. degree.

2292. *Professor Shand.*] Referring to your answer to Dr. Wallis's question, I find by the Calendar that two Bachelors of Arts were admitted in 1876—Peter Seton Hay and Alexander Watt Williamson; and that two were admitted in 1877—Kate Milligan Edger and Saul Solomon. These were all that were admitted up to the end of 1877: which of them belonged to the Auckland College?—The examination of 1877 was the last to which I referred. The actual admission of course did not take place until 1878.

2293. There were two Bachelors of Arts admitted in 1876, two in 1877, and in 1878 there were Fitchett, Hill, Newton, Rattray, and Tisdall. You said there were only four altogether: how do you explain that?—I will endeavour to be plain. I spoke of students belonging to the colleges who obtained the degree of B.A. by passing the examination of the University of New Zealand.

2294. And you say that some of those I have mentioned did not do so?—As far as I am aware, one did so in Otago, and three did so in Auckland. I am aware of no others. I speak of course subject to correction: so I read the University information at all events.

2295. *The Chairman.*] Do you wish to make any statement with regard to the reply you made to Dr. Wallis's last question, and the line of examination that has taken place since?—I see no occasion at present to make any statement. I was simply desirous to answer the question of the Commission in the form in which it was put by Professor Shand.

2296. *Dr. Hector.*] As the Calendar does not publish the information, would you name the graduates who have obtained their education at the Auckland College and Grammar School?—Kate M. Edger, Robert Henry Rattray, and William St. C. T. Tisdall.

2297. *Professor Brown.*] I think Dr. Kinder said, with regard to Mr. Tisdall, that during the last year of his course he studied at St. John's College, that he really took his degree from St. John's College, but that, by your advice, he did not change the name from the books of the one institution to the books of the other. Can you explain the discrepancy between that statement, and your statement that the three persons just mentioned were trained in the Auckland College and Grammar School?—If it is not out of place to make a suggestion to the Commission, I should ask that Mr. Tisdall be called to give evidence on this matter. I do not wish to appear to differ in any way from the master of St. John's College.

2298. *The Chairman.*] I think you might inform the Commission whether you know as a fact that Mr. Tisdall received portion of his education at St. John's College?—If you will allow me, not wishing to enter into any matter of personal controversy with Dr. Kinder, I would suggest that you call Mr. Tisdall for this one matter only, and I am certain his answer will be explicit.

2299. *Professor Shand.*] Did Mr. Tisdall attend the College and Grammar School in the last year of his undergraduateship?—Under arrangements made by me, Mr. Tisdall came up regularly at certain intervals, which can be ascertained by reference to my books. I have so many things to think of that I cannot tell you just now—but he came to us regularly at certain intervals, all during the year, in the three subjects in which he intended to go up for his degree.

2300. What were those three subjects?—Greek, French, and two branches of physical science.

2301. *Professor Brown.*] All the connection Mr. Tisdall had with the Grammar School, then, was by examination?—He was constantly working under the supervision and direct instruction of the masters who had previously taught him and myself.

2302. Attending the College and Grammar School?—Yes.

2303. *Professor Cook.*] And you think his attendance was such as would satisfy the requirements

of the University on the subject of attendance at an affiliated institution? The regulation is to this effect: "provided that, in the case of students who shall claim exemption from attendance upon lectures in an affiliated institution, it shall be shown to the satisfaction of the Chancellor of the University that circumstances preclude them from such attendance." Did Mr. Tisdall give such attendance at the Auckland College as in your opinion would satisfy the requirements of that regulation?—I would answer in this way: that Mr. Tisdall gave such attendance upon our masters as made me confident that he would pass his B.A. examination at the end of the year; that to the best of my recollection this particular clause of the University regulation was not in my mind; that I am not aware whether Mr. Tisdall got or did not get exemption from full attendance at lectures, under this clause, from the Chancellor.

2304. I do not think you have quite answered my question. It is clear from that regulation that, although the University at present does not insist upon attendance at lectures, yet it regards non-attendance as an exceptional circumstance, in which special exemption is to be claimed, and given by the Chancellor if he thinks it is necessary. Do you think Mr. Tisdall gave such attendance at the Auckland College and Grammar School as would bring him within the requirements of that Statute?—Certainly such attendance as I believed would be found necessary to enable him to take the degree.

2305. *The Chairman.*] I think what we require to know is, whether it was such attendance as would conform with this regulation?—The amount of attendance given at the different affiliated institutions varies so much; no definite amount of attendance has been prescribed by the University; and, as I have already repeated, I cannot recollect that this particular clause of Section II. entered my mind. It is quite possible it was done, but I do not recollect.

2306. *Professor Cook.*] You said Mr. Tisdall came up from time to time: what do you mean by that?—I shall be able to tell you exactly at what times he came up, and will furnish the information.

2307. *The Chairman.*] Is the course prescribed for the matriculation examination in your opinion a sufficient course?—It depends entirely upon the manner in which it is interpreted by the affiliated institutions.

2308. By whom are these matriculation examinations conducted?—The names of those who conduct them with us are given in the University Calendar—practically the masters for the time being in the upper school and myself.

2309. Is there any percentage of marks fixed for the answers?—The percentage of marks is purely arbitrary.

2310. Do you think there should be a minimum age for the matriculation?—I think that fifteen years should be the minimum.

2311. *Professor Cook.*] Would you prefer sixteen or seventeen?—I certainly would not make the minimum sixteen.

2312. Would you keep it at fifteen, as it is now?—I would not raise it. I am not prepared to say it ought to be reduced.

2313. *The Chairman.*] What is your opinion of the present regulations and standard required for the B.A. degree?—It will be observed that in page 65 of the Calendar, where the list of subjects for the final examination is given at length, there is, in the first four sections—Greek language, Latin language, English language, and modern languages—no means of ascertaining anything like the amount of work in the respective languages which is required to be done by students.

2314. *Professor Cook.*] Is it not stated at page 82?—That prescribes for the current year. I am not so intimate, for reasons already referred to, with the University work of last year. I speak of the examinations with which I became familiar. I say nothing of the last examination; but, with regard to the previous ones, the amount of work required of candidates for degrees in the University of New Zealand was far in excess of the amount of work required of candidates in any University of which I have been able to obtain information, except the University of London. I speak, of course, of the cases in which it is possible to compare the work of this University with the work of other Universities.

2315. Have you taken account of the fact that Greek is not compulsory here, while it is so in nearly every other University?—I am aware of the fact that Greek is not compulsory here, and I am aware of the fact that it is not compulsory in the University of Sydney, and that there is a tendency to make it not compulsory in other Universities. I believe that it is practically not compulsory even in the University of Oxford: that is to say, there is a preliminary examination in which a moderate amount of Greek is required.

2316. *Rev. W. J. Habens.*] Do you think the arrangements by way of standard and schedule for the B.A. degree are satisfactory in view of the circumstances of New Zealand?—I should take it for granted that there ought to be good reason indeed shown for making the degrees of the University of New Zealand—the degrees in Arts—much more difficult of attainment than those of other Universities.

2317. *Professor Sale.*] Would you point out what part of the examination scheme for the B.A. degree you consider of unusual difficulty to a student?—It appears to me that the amount of difficulty in the attainment of a degree in the University of New Zealand is to be ascertained not by going to the general regulations in the Calendar, but by a careful study of the questions that have been actually set at previous examinations, and a comparison of those questions with questions set at examinations for degrees at other Universities.

2318. It is not in the scheme, then, but in the way in which the scheme has been carried out that you think the difficulty has arisen?—The general regulations laid down would be determined by the particulars under them. "Selected portions of the works of one prose and one verse author" in one University, and portions which might be selected under this head in another, might be very different; the work in one case being perhaps three or four times greater than in the other.

2319. Do you think the selected portions of Greek or Latin verse hitherto prescribed have been excessive in quantity?—I speak not of this year, but of former years with which I am familiar—I have not even seen the papers for this year: excessive—very much in excess of those in other Universities.

2320. *Professor Cook.*] In giving that answer do you take account of the fact that there is only

Mr. F. Macrae. one University examination in Latin here, whereas at Oxford a man would have two, or, if he chose classics, he would have three examinations? Do you say that the amount of Latin exacted here is more than would be exacted during the entire course at Oxford and Cambridge?—It is more than passmen are ever examined in at Oxford and Cambridge.

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2321. Right through their whole course?—Holding an examination all at once is quite another matter from spreading it over a period of years.

2322. I would like an answer to this question: Do you think that the whole amount of Latin exacted from an undergraduate for his degree in the University of New Zealand is more than the whole amount of Latin exacted from an undergraduate at Oxford or Cambridge during the whole of his course?—I am not in a position to answer that question: that is to say, I do not know the amount of Latin which is required of students at Oxford and Cambridge during their whole course, nor do I know the amount of Latin wise teachers would require of the students of the University of New Zealand in their whole course.

2323. The amount required by the University in each case?—I am not aware of the amount required by the University of Cambridge.

2324. Do you think that the difficulty of the Latin here is inordinately great owing to the fact of its being exacted all at once?—That adds to the difficulty. But if the standard of other Universities be accepted there is a difficulty in the mere quantity.

2325. *Professor Sale.*] Is it in the undue amount of prescribed work of selected portions of authors that the excessive difficulty of the examinations consists, in your opinion?—That is a portion of it. The character of the questions set for the ordinary degree, and the length of the examination, are other elements of difficulty as compared with other Universities.

2326. *Professor Cook.*] With regard to the amount of mathematics required, are you aware whether it is more or less than is usually required?—I would answer generally, in the first place, that I have not had occasion to consult for nearly eighteen months the calendars of other Universities, and therefore I should as much as possible be unwilling to answer questions as to the amount of work in other Universities without going to my authorities again.

2327. But you made a particular statement just now that, on comparing the work with that of other Universities, you found it was more difficult?—I almost think this would serve your purpose: Take the examinations of the University for the degree of Arts, with which I am acquainted: I have found these examinations, in the subjects in which they can be compared with those of other Universities, much more difficult. Now it appears to me that the value of that answer can be tested simply by a comparison. I give the answer from a careful comparison made by myself and a number of others.

2328. *Rev. W. J. Habens.*] Do you think that a University which is simply an examining body ought to be more exacting in its examinations than a University which is responsible also for the training and general culture of the students? I mean by an examining body such a body as we have here in New Zealand, or as the University of London is. In your opinion, has a University like that a right to be more exacting in its examinations just because it has not the opportunity of knowing what its students are doing, and has not the oversight of their general culture?—Every University, it appears to me, has a right to fix its own standard for examinations, subject to the Queen's Charter. It cannot fix the standard below that indicated in the charter. A University which is only an examining body might profitably establish a somewhat higher standard of examination than ordinary teaching Universities; but this would not justify the extreme severity of the New Zealand University examinations, as they existed formerly.

2329. *Professor Brown.*] What is the particular force of your saying "as they existed formerly"?—Because I have not seen them for the last year.

2330. You referred to the new regulations?—Yes,—to those of 1876 and part of 1877, with which I am familiar.

2331. *The Chairman.*] Have you formed any opinion as to the propriety of the New Zealand University appointing its examiners outside of the colony rather than from persons resident in the colony?—After the experience of two years ago it appears to me that there was nothing for it but that the Senate should go outside the colony for examiners.

2332. Have students been allowed to keep terms by merely passing annual examinations in the Auckland College?—I speak subject to a reference to documents. Three students, I think, passed the annual examination with us who were not regularly attending the College.

2333. What is your opinion of such a practice?—I am so anxious to see young men encouraged to pursue a higher education, that I should offer every facility for their obtaining a recognition of knowledge acquired, without reference to the place of instruction.

2334. *Professor Brown.*] Did the students you referred to obtain the necessary permission from the Chancellor to remain away from the lectures?—On this matter I have to answer as before. I am not prepared to say that I have not, in the multitude of things to attend to, omitted to do this, which was simply of course a formal matter.

2335. *Dr. Wallis.*] Is the Auckland College and Grammar School the only institution affording higher education in Auckland?—The Auckland College and Grammar School is the only publicly established institution for secondary and higher education north of Wellington.

2336. Is provision for higher education in the North Island anything like adequate?—It is to my mind utterly inadequate; and I anticipate that the main benefit from what I hope will be the minute inquiry into the working of the College and Grammar School by the Commission will be the pronouncing of the provision made here in Auckland as utterly inadequate.

2337. To what extent is your school at present subject to inspection and examination?—It is nominally open to inspection by any one who chooses to enter it while at work. It has been examined almost every year since I joined it, by examiners appointed by the Board.

2338. What would be the best method of examining your institution, say annually, at certain times?—The only inspection and examination of a public educational institution which, in my opinion, is of any value is an examination by experts. If Dr. Wallis means what inspection and examination

of the Auckland College and Grammar School by a Committee of this Commission would be of value, then I should say that examination, and that only, which would enable the Committee to report to the Commission on the actual work done during the several years in which it has been in existence as an affiliated institution, to know the numbers who attended it, the standard of knowledge of those who entered it, the length of time they were under instruction, the work which was actually done, the means of testing that work, and the results of it. In other words, to know the work of the Auckland College and Grammar School the Committee would have to make an inquiry, not such as could be done by walking down into the buildings now and seeing them as they are at present, but such an inquiry as would satisfy them as to what work had actually been done during the several years that the institution has been working as an affiliated college.

2339. *Professor Shand.*] How could a Committee obtain such information?—A very large amount of material for such examination is ready at hand in my possession—such material as would enable any competent person to form an approximately accurate conception of the work which has been done in the institution.

2340. What sort of material?—The examination papers, and the examination working of past years: that is, ordinary examination papers, which were never intended for public inspection—the examinations, for example, which I, as headmaster, felt bound regularly to make of the several classes in the school which are capable of being examined on paper. These papers, and the results of them, have been kept for some considerable time.

Mr. VINCENT E. RICE was sworn and examined.

Mr. F. Macrae.

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2341. *The Chairman.*] You are at present Secretary to the Auckland Board of Education?—Yes.

2342. How long have you held that office?—Two years.

2343. Previous to that you were a public servant under the Provincial Government for a considerable number of years?—Yes; ten years.

2344. The Commission would like to ascertain from you, as Secretary to the Board of Education, what you know about the establishment of the Girls' High School. When was it established?—The school was established by the old Auckland Education Board under the authority of a Provincial Act passed in 1874. It was not until the end of 1876, however, that everything was arranged, and the school organized, and it opened in 1877. It continued until the passing of the Education Act in 1877. That Act left the school, as I understand, nowhere—made no provision for it—and therefore in 1878 the Auckland Girls' High School Act was passed by the Assembly, and the school now continues under the authority of that Act.

2345. When was the school established in the Wesley College, Upper Queen Street?—In January, 1877.

2346. And it has now been two years in existence?—Yes.

2347. And the establishment of the school there was under a Provincial Act?—Yes, under the 23rd clause of "The Auckland Provincial Education Act, 1874," which says, "It shall be lawful for the Board to establish and maintain in any populous part of the province a school for the higher education of girls, under a lady-principal, and such number of duly-qualified masters, governesses, and assistants as the Board may consider necessary, and the said High School for girls shall be entirely under the superintendence and control of the Board, and shall be maintained and supported, and all salaries and expenses connected therewith paid, out of school fees as fixed from time to time by the Board, from voluntary contributions, and from any funds voted for that specific purpose by the Provincial Council."

2348. Then under the authority of that Act the Education Board rent the present premises in Upper Queen Street?—Yes; and it was under the authority of that Act that negotiations were made. Of course, before the school was actually opened, the Abolition Act came into force.

2349. Was there, as far as you know, a want felt for a higher—I mean a secondary—class of education for girls in Auckland and its neighbourhood?—A very great want had been expressed for many years previously.

2350. Do you think the present establishment has, within reasonable limits, supplied the want that was felt?—I think so.

2351. How is the school maintained at present?—By fees, and out of the ordinary revenue of the Board.

2352. What contribution out of the ordinary funds devoted to education in the Education District of Auckland does the Board make to the Girls' School? Does it treat it as a primary school in regard to granting it capitation allowance?—The Government have hitherto paid the capitation allowance of £3 15s.

2353. For all pupils?—On the average attendance.

2354. *Rev. W. J. Habens.*] Has it been represented to the Government that the attendance there, for which the capitation allowance is claimed by the Board, is not attendance at a public school within the meaning of "The Education Act, 1877"?—I am not sure. I believe something of the kind was represented recently during Mr. O'Sullivan's visit. I may state that the Board were under a misapprehension about the school. They thought it was what is called a high school under the Education Act, but the Central Department explained that that was not the case, and steps were then taken to get the Act of last session passed.

2355. *Professor Cook.*] Does the Act of last session alter the position of the school or the Government in any way?—The only way in which it would alter the position of the school appears to be by deciding that it is not entitled to any capitation allowance under the Act of 1877. That affects the school very much.

2356. *Professor Shand.*] Did the Board get any authority under the Act of 1878 to expend its ordinary revenue in maintaining the school?—No such authority has been specially given to the Board.

Mr. V. E. Rice.

Feb. 18, 1879.

Mr. V. E. Rice.
Feb. 18, 1879.

2357. Has the contribution of the Board towards the expenses of the school been greater or less than the sum they received from the Government as capitation allowance?—During the two years it has been greater.

2358. Do you say that the Board have expended more money than they have received from the Government?—I ought perhaps to explain that during the year 1877 the Board received from the Government whatever it asked for—whatever it estimated it would require. That was before the present Education Act came into force. The total receipts for the year 1878 amounted to £1,314 5s., and in 1877 £501 5s. was received for fees.

2359. What was expended out of the education grant that year?—The whole expenditure of the school during 1877 was £1,229 7s. 4d. In 1878 the fees were £791 10s., and the expenditure £1,767 3s. 4d. Then for 1878 I calculated the capitation allowance at £522 15s., which, of course, should be added to the fees as really being paid in respect of the school. The actual amount which the Board has expended during the two years in excess of capitation allowance and fees has been £1,181 0s. 8d.

2360. *The Chairman.*] According to what you state I understand that the school could not be supported by fees alone?—No.

2361. I presume you have read the Act of last session. What assistance in a pecuniary way do you receive under that Act?—The endowments have not yet been made available. The Act of last session gives an endowment of £5,000 worth of land. I believe the Waste Lands Board have had the matter under their consideration, but they have done nothing definite yet.

2362. Is that endowment to come out of general country land, irrespective of any endowments for educational purposes?—No; it is to be taken out of the reserves for education.

2363. But have not these reserves for educational purposes been already allotted to primary and secondary education under the Act of 1877?—All the reserves that were gazetted up to the end of 1877 have been so dealt with, but now 5 per cent. of all lands are reserved before the lands are dealt with for education; so that there is a supply of reserves continually accruing.

2364. And it is from that source that you expect this £5,000 worth of land is to come?—Yes, I believe so.

2365. Have you any idea whether that source would at present yield the £5,000 worth of land dedicated to the Girls' High School?—I should imagine not.

2366. As a matter of opinion, when do you expect to see something provided under the Act of last session for assisting the Girls' High School?—I should think within six months' time. Within that time I think the endowments could be put into the hands of the Board, so that they might let them, as they have power to do for twenty-one years. Of course this answer and the one I gave previously are only matters of opinion.

2367. Is it part of your official duty to visit the school in any way?—No.

2368. *Rev. W. J. Habens.*] Do you know whether any one has the authority of the Board to visit the school for the purpose of inspection?—The school is under the inspection of the Public School Inspector.

2369. How long has that been so?—For nearly twelve months, I think.

2370. *The Chairman.*] But, of course, Mr. O'Sullivan had no authority to go and inspect under the Act until a few months ago?—No, not until the Act was passed. I believe, however, that "The Education Act, 1877," contains a clause empowering the Inspector to act.

2371. *Professor Cook.*] Do you know how much money is available for secondary education, as held by the School Commissioners?—I believe that at the end of December a sum not exceeding £200 was available.

2372. Will that be £200 a year?—It will be more for the year, but I cannot say how much without reference to the books.

2373. Would not the Girls' School be entitled to a share of that?—Yes.

2374. *Rev. W. J. Habens.*] Can you form any opinion as to the probable annual income from the reserves which by the Auckland Girls' High School are to be set apart?—It would be impossible until it was known where the reserves are.

2375. But there should be some relation between £5,000 value in money of land, and the income in the shape of rental. Are you at all in a position to form an opinion as to what might be returned in Auckland from such a source?—No, I am not; but it would be very little, judging from experience of these lands. Lands which are said to be valued at £1 or £2 an acre are frequently of no present value, and cannot be utilized. The Board, in dealing with reserves, had in some cases to let them for fourteen years without any rental, on condition that the tenant would improve the land; and that occurred after public competition.

2376. Do you think that you could depend on an income of £100 a year from such a source as that?—I should think so.

2377. *Professor Shand.*] Supposing the capitation allowance were withdrawn, which I suppose would be the case if the school had any endowments, what amount of revenue from endowments alone, in addition to the fees, would be required to keep the school going efficiently?—There has been a large increase in the number of scholars, and I fancy the fees this year would be about £1,300. The expenditure last year was £1,757; I do not think this year it will be less than £2,000.

2378. Then you think you want £600 or £700 as permanent revenue?—I am sure that would be required this year.

2379. And probably in the future?—It is impossible to say, because the accommodation is so limited that if the numbers increase there is no place to put the scholars.

2380. If the fees were raised, could you not do with a smaller permanent revenue?—If the fees were raised a revenue of something like £1,500 might be relied upon.

2381. *Professor Cook.*] You are aware that the fees charged here are decidedly less than those charged elsewhere?—Yes, I am aware of that.

2382. If the fees were raised to an average, say, of £10 a year, and you had two hundred girls, that would give £2,000—would that be a judicious or injudicious step?—I think that would be too large an increase at present.

2383. *Rev. W. J. Habens.*] What do you think would be the immediate effect of imposing fees at that rate?—I think that certainly more than thirty scholars would be withdrawn. *Mr. V. E. Rice.*

2384. *Professor Cook.*] But would the school be rendered self-supporting at the same time?—I hardly think it would. *Feb. 18, 1879.*

2385. The withdrawal of thirty scholars would leave 170 remaining, who, at an average of £10, would return an income of £1,700, which is about the amount you want this year?—I should explain that in the expenditure for 1878 there is only the headmaster's salary for a portion of the year, the lady-principal's salary at half the amount being charged for the other portion. That, of course, makes a difference.

2386. *Rev. W. J. Habens.*] It has been stated to the Commission that the Board intends to make an addition to the building. Can you state what is the estimated cost of that addition?—£300.

2387. And from what source does the Board propose to defray that cost?—I am not aware of any special fund applicable to the purpose.

2388. *The Chairman.*] Have tenders been invited for supplying the extra accommodation?—Yes; but no tender has been accepted yet.

2389. *Rev. W. J. Habens.*] For how many pupils is it proposed to make accommodation in this additional building?—I do not recollect.

2390. It was stated in evidence this morning that the proposed building is to be 70 feet by 20 feet: does that agree with your recollection?—Yes.

2391. And the cost you say will be about £300?—That is the estimate.

2392. Can you say how this estimate for a building of that size compares with the Board's outlay on other buildings of similar dimensions, say, for primary-school purposes?—It is about half the usual cost.

2393. *The Chairman.*] Is the same architect being employed for this addition to the Girls' School who is usually employed for the primary-school buildings?—The same architect who is employed for the city primary schools designed this temporary building.

2394. *Rev. W. J. Habens.*] In what way do you account for the disproportionately low cost of this building as estimated?—I believe there is to be no lining, and I think there are no fireplaces. Then, of course, it is only an estimate.

2395. *The Chairman.*] As Secretary to the Board of Education, could you inform the Commission whether any attempt was made to establish evening classes in connection with the Auckland Grammar School?—Not within my experience. I believe an attempt was made some five or more years ago, but that was before my connection with the Board.

2396. But up to about twelve months ago you were aware of course that the Grammar School was under the Board of Education just as the primary schools are?—Yes.

2397. And you were Secretary to the Board for twelve months at least during that time?—Yes.

2398. And during that time you are not aware of any attempt having been made to establish evening classes in connection with the school?—No.

2399. *Rev. W. J. Habens.*] Do you think it advisable to endeavour to make use of University examinations for the purpose of distinguishing between teachers of different degrees of usefulness in primary schools?—I think so.

2400. *Dr. Wallis.*] Have you had any practical experience in education yourself?—Not to any considerable extent.

2401. *The Chairman.*] While you were Secretary to the Board of Education when it had the management of the Grammar School, had you any personal knowledge of the style of education administered in the school?—No; it was no part of my official duties to visit the school.

2402. *Rev. W. J. Habens.*] Have you given any consideration to the question of the desirability of establishing some college for higher education in Auckland—above grammar-school education?—No, I cannot say that I have given the matter any great consideration.

Mr. T. M. PHILSON, M.D., was sworn and examined.

Mr. T. M. Philson.

2403. *The Chairman.*] You have been a long time engaged in this portion of the colony in the practice of medicine?—Yes. *Feb. 18, 1879.*

2404. You have held the office of Provincial Surgeon for how many years?—Nearly twenty.

2405. There has been an idea afloat for some time that a medical school or schools might be established in the colony, and the Commission would like to know whether you have given the matter any thought, or arrived at any opinion on the subject?—The question has arisen so suddenly that I have not given much attention to it.

2406. Do you think a medical school could be established in Auckland in connection with the hospital?—Yes.

2407. I mean one that would give full education in the general medical system?—The best medical schools are always in connection with hospitals. The hospital would be as it were the nucleus or centre; but in addition to that there would have to be teachers in the various branches—the hospital alone would not be sufficient.

2408. I mean as regards having subjects for anatomy?—The hospital would answer for anatomy, I should think.

2409. *Professor Brown.*] Would there be a sufficient supply of patients and of subjects?—Last year there were 100 deaths, say two a week. A great many, of course, would be claimed by their friends. Still, there is a considerable surplus that nobody is interested in.

2410. *Rev. W. E. Mulgan.*] There would be no difficulty in procuring subjects?—I do not think there would.

2411. *Professor Cook.*] Is there a sufficient number of patients in the hospital to enable a student to acquire his clinical education there?—I think so. Our average number throughout the year is between eighty and ninety, all the beds being filled.

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2412. *Professor Shand.*] Can you tell us how many lectureships would require to be established to give efficient medical instruction?—You would require anatomy, surgery, *materia medica*, chemistry, the practice of medicine, midwifery, &c.

2413. Would you require pathology?—I fancy that would be comprehended in the practice of medicine.

2414. *Dr. Wallis.*] Is not the supply of medical practitioners quite sufficient for the wants of the province?—I think so; scarcely in the country districts, perhaps. There is a great lack of medical men in the outlying districts. The towns are well supplied, but the outlying districts are sadly deficient.

2415. *Rev. W. E. Mulgan.*] Could the different Chairs you mentioned be combined?—Frequently they are.

2416. *Professor Cook.*] But does not the general course of medical education in England require that there should be a definite number of teachers or lecturers—some ten, I think—before they will recognize a school?—That may perhaps be so in England; but such a school would be a very extensive one.

2417. Then you think it would be desirable to establish a school here on such a basis that its qualification would be such a one as the general course of medical education in England would recognize?—I think you could scarcely found a medical school on a hospital of eighty beds. It would be a very paltry affair, compared with the Home schools.

2417A. I thought I understood you just now to say that eighty beds would afford ample opportunity for a student to acquire his clinical education?—As in the provincial towns in England, you might have a system of education, but not to the full extent. More is required than clinical instruction.

2418. Then I suppose you think it would not be possible to establish in Auckland, in connection with the hospital, a medical school that would give a full course?—I doubt it. I think as far as anatomy and surgery go you might.

2419. *Professor Shand.*] Do you contemplate that the teachers in anatomy, surgery, and the other branches should be general practitioners, or that they should devote their whole time to the instruction of the students?—I think they might be general practitioners.

2420. Would not general practice interfere with the time at their disposal?—No; all the professors in the Colleges at Home have private practice.

2421. *The Chairman.*] As far as you know, has there been any demand on the part of young men in this portion of the colony to get an opportunity of studying the medical profession?—Yes; several young men have expressed to me a wish that they could get instruction here in anatomy and surgery.

2422. Do you know whether any young persons have been obliged to go Home in order to get a medical education?—Yes, several.

2423. *Professor Shand.*] Would it be sufficient, in the meantime, if one complete medical school were established at any centre in the colony; or would you like to see several?—I think perhaps one for each Island would be sufficient.

2424. And supposing there were not funds enough to provide two fully-equipped schools, would one be useful in either the one Island or the other?—I think it would certainly be better than having to send students Home.

2425. *Professor Cook.*] But, if you could not give them a complete medical course, how would you propose to supplement the instruction they would receive here? They would have to go Home for the more practical part of their profession?—I think that they might learn, within the bounds of the colony, almost everything that requires to be learnt for colonial practice.

2426. *Dr. Wallis.*] You see as great a variety of diseases at this hospital as medical men see in hospitals perhaps five times as large?—Yes; we get patients from all parts of the province.

2427. Is there any medical association in Auckland for professional purposes?—No; there have been several attempts to form such an association, but they have all collapsed.

2428. *Professor Shand.*] If you had very ample means of instruction in the way of professors and lecturers, would that mitigate to some extent the difficulty of not having a sufficiently extensive hospital?—If funds were available, and persons could be engaged for these various branches, a medical school might be established; but I should imagine it would be a very expensive thing, *i.e.*, on the Home model.

2429. Could you give us any idea of the cost of an efficient medical school for New Zealand?—No, I could not.

2430. Would it cost as much as £5,000 a year?—I cannot say.

2431. *The Chairman.*] Do you know anything about the attempt that is being made to establish a medical school in Dunedin?—I have heard of it, but have no precise knowledge of the matter.

2432. *Dr. Wallis.*] Might not medical practitioners here take students and educate them in the profession to a certain extent, after which they might go Home for a short time? Would that tend to promote the interests of the medical profession in this country?—I think so.

2433. It has never been done here, I think?—No; there has never been any attempt so far as I know to study anatomy or surgery in Auckland.

2434. In reference to higher education, do you not think that Auckland should be treated just as well as the other parts of New Zealand, and that we ought to have a college here, with a staff of professors, as is the case in Christchurch and Dunedin?—Yes.

2435. It would be advantageous to Auckland to have a college similar to those in Christchurch and Dunedin, separate from the Grammar School?—Yes.

2436. I am speaking of a school of arts, and regular education in that department?—Yes.

2437. *Rev. W. E. Mulgan.*] At present the supply of medical men for the colony comes from Home?—Altogether from Home.

2438. Is the supply at all equal to the demand?—I do not think it is—not in the country districts at least.

2439. If a medical school were established in some place in New Zealand, would not the students, looking forward to the employment they would get throughout the colony, be able to afford considerable revenue in the way of fees?—I do not know about that. But I always thought it a great pity that, while lawyers can be manufactured here wholesale, we cannot turn out a doctor.

Mr. T. M. Philson.

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2440. *Rev. W. J. Habens.*] What proportion of the complete course of medical study do you think could be accomplished here?—I should think that, as matters stand now, anatomy, surgery, the practice of medicine, and pathology, could be very well taught.

2441. Do you think it would be necessary to supplement that by further study in one of the older countries?—No; I think that pharmacy, botany, and midwifery might all be learnt here, if there were a botanic garden and a lying-in hospital.

2442. And you think we might be able to rear in the colony a supply of medical men for ourselves?—I really think there is nothing impracticable in it.

2443. *Professor Cook.*] You are aware, perhaps, that at Christchurch and Dunedin there are collegiate institutions, in a moderate way, with a Faculty of Arts, in each case tolerably well equipped: do you think it would be a good thing if a similar institution could be established in Auckland?—Certainly.

2444. Can you tell us, from your general knowledge of the place, what number of students might reasonably be looked for in the course of three, four, or five years?—I could not give a definite answer to that question.

2445. *Dr. Wallis.*] You could suppose that Auckland, with its large population, would be able to supply twenty young men who would matriculate at the University with the intention of devoting three years to the course?—Yes; I think there ought to be that number.

FRIDAY, 21ST FEBRUARY, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Cook,

Rev. W. J. Habens (Secretary),

Rev. W. E. Mulgan,

Professor Sale,

Professor Ulrich,

Dr. Wallis.

Mr. W. ST. C. T. TISDALL, B.A., was sworn and examined.

Mr. W. Tisdall.

2446. *The Chairman.*] You are a graduate of the University of New Zealand?—I am.

2447. Would you inform the Commission where you received your University education?—The principal part, I might almost say the whole, was received at the Auckland College.

2448. What portion of your University education did you not receive there?—I think I shall have to answer that question a little fully. I passed the examination for the University in two sections, compulsory and optional. Taking two subjects in the compulsory portion, Latin and mathematics, I passed them before I left the Auckland College. In the optional section, consisting of three subjects, of which I took Greek, French, and physical science, I depended altogether upon help received at the Auckland College for two of the three, namely, French and physical science. In the third I had four Greek plays and four books of Greek prose to prepare, and in that subject I received help—very little help—in one book of prose and three plays, from Dr. Kinder; but the amount of help I received from him was not sufficient to carry me through in that subject.

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2449. Would you inform the Commission what attendance you gave at the Auckland College and Grammar School during the last year?—I could not say exactly how many times I either saw the masters or wrote to them; but during the last four months of the year I attended or wrote twenty-seven times, and not less in proportion during the other months of the year.

2450. What do you mean by saying you wrote?—When I had not time to come in from St. John's College, I wrote to some of the masters and asked their advice or help, or got examination papers from them.

2451. Do I understand that you were residing at St. John's College during this period?—I was, except of course during vacation.

2452. As a student of the College?—Yes.

2453. *Dr. Wallis.*] What were the four books of Greek prose?—The first four books of Herodotus.

2454. *Professor Cook.*] Under whose direction did you prepare yourself for Latin and Greek prose? That would form part of the examination, I think?—In Greek prose I was helped by Dr. Kinder, and also by Mr. Anderson, classical master at the Grammar School, who set me some papers in it.

2455. Did you not get any help from Dr. Kinder in French?—Not the least in the world, except that Dr. Kinder lent me some books in French, which were of use to me.

2456. Although you were a resident student at St. John's College, the only instruction you received from Dr. Kinder was a partial preparation in Greek?—I received, of course, instruction in other subjects, for instance in Latin, but not for the B.A. degree, having passed in Latin before going to St. John's College; and I received help in theology. But for the B.A. degree the only subject in which I received any assistance from Dr. Kinder was Greek, and that very slight.

2457. *The Chairman.*] Did you hold an exhibition at St. John's?—Yes; I held a scholarship of £60 a year.

2458. Where was that acquired?—The governors have several scholarships in their gift—and they gave me one—theological scholarships.

2459. How many years did it last?—I held it for one year and two quarters.

2460. Was it granted to you while you were a student at the College and Grammar School?—Yes; they gave it me at the vacation at the end of 1876.

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2461. *Rev. W. E. Mulgan.*] Had you to pass any examination?—No; the scholarships are purely in the gift of the governors, especially for the benefit of those who wish to become theological students.

2462. *The Chairman.*] And holding that scholarship, were you required to be resident at St. John's?—Yes, it was necessary; in fact, the scholarship is simply residence and tuition at St. John's, nominally valued at £60 a year.

2463. *Rev. W. J. Habens.*] What was the last annual college examination you passed at Auckland College?—At the end of 1877, before going up for my final examination for the B.A. degree.

2464. *Professor Sale.*] In the classical subjects in which you were examined for your degree, did you find the amount of book-work excessive?—Well, I did not find it excessive for myself, but I thought it was rather too much. I could do it, and did succeed in doing it.

2465. I mean in comparison with the rest of the work? Did you find that the proportion of the selected portions of authors engrossed an undue portion of your time?—I think it did.

2466. Have you looked at any of the papers that have been set since that time?—I could not accurately state what the work for this and succeeding years is to be; but I think that for the coming year the work is not so hard, although perhaps of the same quantity as previously. What I mean is that they have appointed four books of the Iliad, instead of four plays of Sophocles.

2467. Would it, in your opinion, be an improvement in the examination if the quantity of selected portions of authors were reduced?—I think it certainly would.

2468. And do you think that would have the effect of giving more importance to the general study of the language?—I think it would; students would be able to devote themselves more to the study of antiquities, ancient history, philology, and kindred subjects.

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The Rev. S. EDGER was re-examined.

2469. *The Chairman.*] You recollect telling us on the last day you were here that your second daughter received her education wholly at home?—Yes.

2470. Do you recollect the University Calendar being shown to you, in which she was set down as having come from the Auckland College and Grammar School?—Yes.

2471. And do you recollect the remark you made?—Yes.

2472. It was to what effect?—That it was incorrect. Moreover, I might have added that, although I never felt inclined to notice the mistake myself, my eldest daughter at Christchurch pointed it out to Mr. Maskell, the Registrar, and he promised that it should be altered in the next Calendar.

2473. If there is anything you would wish to say in reference to this matter, of course the Commission would hear you.—I should like to say a few words, because it has become a public question as to whether my daughter Lilian was really educated privately or through the Grammar School, and of course Mr Macrae is interested in it. Now, Mr. Macrae has made a mistake in allowing her name to appear in the Calendar as a student of the Grammar School, but it came about very naturally, and without the slightest suspicion of there being any mistake. The fact is, both of the masters of the Grammar School had for some time taken a very great interest in my daughter's education. Lilian passed two examinations before there was any thought of her competing for University honours. She passed the district examination under the Provincial Board in 1874.

2474. *Rev. W. J. Habens.*] For a scholarship?—No; simply for a certificate of proficiency. She passed also the open scholarship examination in 1876, very considerably ahead of all the boys in the province. Being a girl, she did not obtain the scholarship. It was that which led us and Mr. Macrae to think she might as well follow in the steps of her sister; and from that date—Christmas, 1876—she was in frequent communication with Mr. Macrae, acting under his advice. He forwarded her name to the Chancellor as a candidate for the junior scholarship, and it is from that he got the impression that she was really a scholar connected with the Auckland College and Grammar School—I am sure without the slightest intention of making any mistake in the matter. On the other hand, I stated it rather too absolutely when I said that she received no help at all extraneous from home. For eighteen months previous to her eldest sister Kate going to Christchurch, she had conducted her mathematical and classical education, the rest being conducted by a lady who has been with us for a great many years, and myself. When Kate went to Christchurch we felt it desirable, if possible, to get a little extra help, and we obtained the consent of Mr. Anderson for her to prepare Latin composition exercises for the space of about three months. This fact had entirely escaped my memory when I was here before; I only found it out yesterday from questioning Lilian very precisely as to the different circumstances of her education. With that exception, and the fact that we obtained examination papers from all quarters where we could obtain them, amongst which were about half a dozen papers which Mr. Macrae gave to his boys, and which she answered at home, that is the whole of the extraneous help she received.

2475. I understand that, as a matter of fact, she was never on the roll of pupils attending the Auckland College and Grammar School?—No.

2476. The services which Mr. Anderson rendered with regard to Latin prose composition, did he give as a private friend?—Yes.

2477. And with regard to the examination papers from the Auckland College Grammar School which your daughter worked at, were these corrected by the authorities at the Auckland College Grammar School, or simply used by you as a test of her proficiency?—Sometimes Mr. Macrae corrected them, sometimes he did not,—sometimes he was too busy; but he was acting as a private friend.

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Mr. FARQUHAR MACRAE was further examined.

2478. *The Chairman.*] Do you think the mode of appointing the members of the Senate and the Chancellor of the University of New Zealand is a satisfactory mode?—1. Holding the opinion that the essential qualification to be looked for in members of the governing body of the University is

proved zeal for the interests of higher education, and that all parts of the colony should be fairly represented on the Senate, I do not regard as satisfactory a mode of appointment which has resulted in a small attendance at the annual meetings, the frequent recurrence of vacancies from failure to attend for two consecutive sessions, and the inadequate representation of the North. 2. I am of opinion that the Chancellor should, as at present, be elected by the Senate.

2479. Have the examinations, as actually conducted under the programme for junior scholarships, been in your opinion satisfactory?—I am of opinion that, if the matriculation examination were conducted only by the University, and in, say, five or six compulsory subjects, and the junior scholarships were awarded to the best candidates who passed that examination with honours, the effect on secondary education would be much more satisfactory than that of the present system, and the cost of the scholarship examinations would be greatly reduced.

2480. What do you mean by saying that Mr. Tisdall came up "from time to time"?—Mr. Tisdall, I believe, has answered that question for me. After comparing notes with Mr. Tisdall on the matter, I am certain that during the last year of his undergraduate course he must have been in communication with our staff over sixty times.

2481. Do you mean communication by letter?—Much more frequently oral communication.

2482. Is that your complete answer?—The substance of the answer is, sixty times during the year.

2483. Is that the ordinary course pursued by persons attending their terms in the College and Grammar School?—No.

2484. How long was Miss M. F. L. Edger at the Auckland College and Grammar School before she was examined for a junior scholarship?—I inadvertently committed an error in my previous evidence on this matter. I said that Miss Edger had been with us, I thought, a year. I was reminded ten minutes after I left this room by the other masters that she had come up to us simply for papers in Latin and mathematics the year before her examination. But I had met Miss Edger so frequently during the year, that after the lapse of so many months I had forgotten that she had not been in attendance at our classes.

2485. *Professor Cook.*] By "papers" you mean examination papers?—Yes, examination papers given her.

2486. *Professor Sale.*] What do you mean by "the year"?—I find, on inquiring of Miss Edger this morning, that her impression is that she came up for the last three months of the year. The impression of the classical master is that she came up about four months.

2487. *Professor Cook.*] How often did Miss Edger come up to your school for examination papers during the last three or four months before she went in for the examination for a junior scholarship?—On an average, I should say, once a week, for Latin and for mathematics.

2488. Did she come in pursuance of an arrangement with you or with your masters?—An arrangement with me.

2489. And will you kindly state in what subjects she was examined or otherwise assisted by means of papers?—Latin and mathematics.

2490. Were these papers always corrected and returned to her for her guidance?—The papers of the classical master, to the best of my knowledge and belief, invariably corrected; mine, from want of time, not always.

2491. *The Chairman.*] What examination papers were these you used to supply to Miss Edger? Were they your own examination papers which were submitted to pupils of your College?—To the best of my recollection they were the papers ordinarily given to our first class. I speak of the mathematical papers.

2492. You do not allude to the annual examination papers, I presume?—I do not allude to the annual papers, but to papers given in the course of our ordinary work.

2493. Are these submitted to your pupils weekly, monthly, or quarterly?—At stated periods examinations are held on different subjects all through the year.

2494. *Rev. W. J. Habens.*] Would you have any objection to state how frequent those periods are?—Taking the average of the last three years examinations have been held at least once in six weeks in all subjects of study in the upper school.

2495. *Rev. W. E. Mulgan.*] Do I understand you to state that Miss Edger came up and received from you papers in Latin and mathematics, that she took these back with her, answered them, returned them to you and Mr. Anderson, and that they were corrected by you and Mr. Anderson?—The papers on mathematics were given by me. The Latin work was done with Mr. Anderson. The papers in Latin, to the best of my recollection, were the exercises from one of the ordinary Latin exercise-books.

2496. Done by her at home?—Done by her: the Latin papers I believe invariably corrected by Mr. Anderson; the mathematical work corrected, and gone over with Miss Edger herself in my own room, as long as I had time to carry out the arrangement.

2497. *Rev. W. J. Habens.*] Did you understand that you and Mr. Anderson were in this matter acting in a private capacity, or as representing the institution to which you belonged?—Acting, as we have always endeavoured to act, in helping in education those to whom we could give help.

2498. Do you object to answer to answer the question as I put it? Did you understand that you and Mr. Anderson were acting in this matter in a private capacity, or as representing the institution to which you both belong?—I did not consider the question whether the headmaster or Mr. Macrae was helping Miss Edger.

2499. *The Chairman.*] If she was receiving the assistance you state from your school, ought she to have been liable to pay the usual fees?—No.

2500. Why not? Does not every one attending the school pay fees?—She was not on our books. She came to us once a week for certain help, but she was not entered as a pupil of the Auckland College and Grammar School.

2501. And you were aware of that at the time she was getting this assistance?—Certainly.

2502. The next question is, do you think that the University, as it now exists, has assumed the

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Mr. F. Macrae. form best suited to the circumstances of the colony? If so, will you furnish the reasons for your opinion?—The University is, by Act of Parliament, declared to be established “not for the purpose of teaching,” but as a purely examining body. I am of opinion that this is the form of University best suited to the circumstances of the colony. The time for the establishment of a teaching University has not, it appears to me, yet come; and for the following reasons: 1. Students would not offer in sufficient numbers; and without large numbers the special advantages of a teaching University cannot be obtained. 2. The great cost of such a University would be more profitably incurred in aiding the development of existing secondary schools and colleges, by providing additional men for advanced work as they may be required, and by increasing the remuneration of those who have proved, or may prove, themselves zealous and successful teachers. 3. There is no centre for such a University; and, therefore, if it were established in any of the large towns, students of limited means would be unable to attend its classes.

2503. Will you also suggest what direction any further development of the University should take, or what improvement in its organization you think desirable?—I would respectfully suggest as improvements in the University organization and working: 1. The abolition of the affiliation of schools and colleges to the University, and, consequently, the holding of all examinations by the University examiners only. 2. That students who win scholarships be allowed to hold them although they may be unable to attend the classes of any educational institution. 3. Such conduct of the work of the Senate as would make annual sessions unnecessary, and changes in the rules and regulations and in the prescriptions of the subjects of study of rare occurrence. 4. That the University examiners should hold office for at least three years. 5. That the Registrar, as chief executive officer of the University, and directly responsible to the Senate, should be charged with duties similar to those performed by the Registrar of the University of London.

2504. Have you any statement to make or any opinion to offer affecting any part of the subject-matter of the inquiry with which the Commission is charged?—I respectfully express the opinion that, in the interest of higher education, it is exceedingly desirable that steps should be taken to obtain a report from a British Commission, to be selected from men who may have acted as examiners in Arts in, say, London, Cambridge, and Edinburgh Universities during the last few years, on the following: 1. The regulations specifying terms to be kept and examinations to be passed for the B.A. degree. 2. The regulations specifying conditions to be fulfilled and examinations to be passed for obtaining honours. 3. The recommendations and announcements made under authority of the above regulations since 1875. 4. The character of the examination papers set since the beginning of 1876 for degrees in Arts, junior and senior scholarships, and honours.

2505. *The Chairman.*] I think you expressed a wish to be re-examined on a certain portion of the evidence you gave on a former occasion: would you state what portion of the evidence it is?—The portion referring to the propriety of establishing colleges such as those of Canterbury and Otago in Auckland and other places.

2506. I understand that you desire to make some addition to the evidence you gave as to the question of establishing a separate institution for higher education in Auckland. To what part of your evidence do you desire to make such addition, and what is the statement you would like to make?—I have for years objected to the establishment of colleges such as those of Otago and Canterbury on the following grounds among others: That the annual cost would be great—out of proportion to the results; and that students would not offer in sufficient numbers. First, in support of the statement that students would not offer in sufficient numbers, I should like to give the Commission the numbers attending lectures in Arts at the University of Melbourne from 1864 to 1874, both inclusive. They are as follows: 27, 35, 36, 43, 45, 39, 80, 51, 45, 47, 71. The B.A. degrees conferred during the same period were as follows: Before 1864, 19; and in the other years, 8, 1, 6, 6, 5, 7, 11, 6, 5, 12. And I would remind the Commission that the University of Melbourne is situated in a populous city in the heart of Victoria. In the University of Sydney, between 1857 and 1874, both inclusive, 96 students took the degree of Bachelor of Arts; and the average attendance of students at the University of Sydney has not been, I believe, over 30. The following is a summary of the attendance at the Otago University during the period from 1871 to 1877:—

	1871.	1872.	1873.	1874.	1875.	1876.	1877.
English literature ...	21	7	4	3	3	4	11
Latin ...	32	23	20	12	19	17	18
Greek ...	18	9	8	2	7	0	0
Mathematics ...	31	30	24	21	26	24	36
Mental and moral philosophy ...	19	9	12	11	9	9	13
Chemistry ...	0	33	29	16	15	10	11
Geology ...	0	0	0	13	3	4	4
Law ...	0	0	18	5	12	10	10
Anatomy ...	0	0	0	0	4	1	0
French ...	0	0	0	0	6	7	0
Italian ...	0	0	0	0	1	0	0
German ...	0	0	0	0	13	8	7
Botany ...	0	0	0	0	0	0	1
Total of pupils ...	81	70	70	50	69	55	76
Of whom matriculated students	0	7	12	5	6	8	9

The falling off in the total attendance of pupils in the second year would have been greater, but for the fact that in that year a new class—that of chemistry—opened with thirty-three pupils. In 1873 a new class—that of law—was opened with eighteen pupils, and yet the total attendance remained the same—seventy. In 1874 a new class—that of geology—was opened, and yet the total attendance had diminished from seventy to fifty. So far in confirmation of the statement that students would not offer in sufficient numbers. The next ground of my objection is that the annual cost would be great. The annual expense in the University of Melbourne from 1864 to

874 was £12,500. In the University of Sydney the expense for 1872—the only year for which I have a return—was £7,265 10s. The annual expense of the Otago University can be easily obtained from the official reports, but it is some thousands a year. The annual cost would be out of proportion to the results. I am of opinion that a much better return could be got for the money spent in the Universities of Melbourne and Sydney, and in the Otago University, by another kind of expenditure—a much better return than that of the small number of graduates produced. I forgot to add to the statement of students not offering in sufficient numbers, the number of graduates produced by the University of Otago—that is, who have passed the examinations of the University of New Zealand. Taking the whole statement—the number of students at these teaching colleges, the annual cost, the small number who complete their undergraduate course—I am of opinion that the money of the country would be much more profitably employed in less pretentious work. It appears to me that these colleges should grow, and not be started into existence with large staffs; that, considering the limited amount of money at the disposal of the country for the purposes of higher education, it cannot, while the provision for even secondary education in the North Island is utterly inadequate, afford to pay professors in such colleges for doing the small amount of work which the experience of Melbourne, Sydney, and Otago show they would have to do.

2507. *Professor Ulrich.*] You stated that the annual expense of the University of Melbourne was about £12,000. Are you aware that in that sum is included the cost of a Chair in engineering, a number of lectures in anatomy and surgery—in fact, that there is a perfect medical degree given by the Melbourne University—that it includes also the cost of a great number of lectures in law, and that the students of the University altogether number close upon 300, instead of the limited number you have stated?—I was not aware that the expense of all these faculties was included in the £12,500, but I am glad to be assured of it on the statement of Professor Ulrich. I do not think it will affect my argument in the least.

2508. *Professor Cook.*] In your statement you said there were nine matriculated students attending the Otago University in 1877?—Yes.

2509. Is that the total number of matriculated students who were attending in 1877, or is it the number who joined the University in that year?—So far as I am aware, and as I read the official accounts, the number in actual attendance.

2510. Referring to the question of Professor Ulrich, can you tell us how many students pass their annual examinations at the present time in the University of Melbourne in all subjects?—I cannot.

2511. Have you a similar return with respect to Canterbury College?—No; I endeavoured to find one, but could not.

2512. *Rev. W. J. Habens.*] Are you acquainted with the provisions of the Civil Service examinations?—Generally, I am.

2513. Have the requirements of those examinations at any time affected your curriculum? I mean, have you at any time made the requirements of that examination a guide for any class in the school?—To the best of my recollection, to this extent only: that the reading of a class in Latin may have been directed to one book rather than another for a short time, when, but for the requirements of the Civil Service examination, it would have been a matter of indifference what selection of book was made.

Mr. THEOPHILUS KISSLING was sworn and examined.

2514. *The Chairman.*] You are a member of the legal profession, and hold the position of Registrar of Deeds?—Yes.

2515. You are acquainted with the fact that certain reserves were granted to the Wesleyan body for religious and educational purposes at Three Kings?—I am aware that there were certain reserves granted at the Three Kings for the Wesleyan Mission. There were four grants dated respectively the 1st April, 1845, 15th October, 1850, 31st August, 1850, and 19th June, 1852.

2516. We do not ask you for a legal opinion, but can you say whether, according to your books as Registrar, the terms of the trust are the same now as when the grants were originally made?—My answer to that would be simply to state what there is in the register—namely, a Crown grant, a conveyance from the Superintendent of the Mission to the trustees appointed under the model deed, and a subsequent appointment of fresh trustees.

2517. Under what authority of law did the model deed come in as a secondary element in dealing with the estate?—Under "The Religious and Charitable Trusts Act, 1856." But I may state that this is under the deeds registration system, and that system simply secures priority of title by registration. The fact of those documents being registered would not change the trust. If the party had no power to alter the trust, the original trust would still remain; the registration would not alter it.

2518. I think you said the model trust deed was registered under the Act of 1856?—Yes. It was not registered against the properties at the Three Kings, although the appointment of trustees was made under it.

2519. Are you aware whether any opinions on the efficacy of that deed are among the records of the Land Registry Office?—There are none to my knowledge.

2520. By reference to the Registry Book I suppose you could tell us what variation with regard to the trusteeship arises from the registration of the model deed?—There is a conveyance dated 7th October, 1857, from the Rev. Walter Lawry to John Williamson, Captain James Stone, Henry White, Thomas Russell, and others, whereby Mr. Lawry conveys to the persons named all those pieces of land included in the grants "upon such and the same trusts, and to and for such and the same ends, intents, and purposes, and with, under, and subject to such and the same powers, provisoes, declarations, and agreements, as are expressed, contained, and declared or referred to in and by a certain deed of conveyance bearing date on or about the thirty-first day of October, in the year one thousand eight hundred and fifty-six, and made or expressed to be made between Henry Matson, therein described, of the first part, the Reverend John Eggleston, also therein described, of the second part, and Edward Bull, George Lovett, Robert Lovett, Captain James Stone, Henry Ellis, James Heron, Richard Matthews, Alfred

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Boon, Henry White, and Archibald Somerville, therein respectively described, of the third part, and enrolled in Her Majesty's Supreme Court of New Zealand, at Auckland aforesaid, on the fourth day of November, one thousand eight hundred and fifty-six; being a deed made for the settlement of a piece or parcel of land and chapel or place of religious worship, with the appurtenances, situate at Parnell, in the suburbs of Auckland, Parish of Waitemata, and County of Eden, in New Zealand aforesaid, for the use of the people called Methodists, in the Australasian Connexion, and to, for, and upon no other use, trust, intent, and purposes whatsoever."

2521. Does that refer to all the endowments?—It refers to Lots 86 to 93, 119 and 124 of Section 10, 14 of Section 13, and 87, at Titirangi.

2522. Are you quoting from the model deed?—No; from a conveyance made, as I presume, under the authority of the model deed.

2523. What is the habendum under the model trust deed?—It is as follows: [Habendum read.]

2523A. According to your books, in whom does the legal estate vest at present?—This is a memorandum of appointment under the hand of Mr. Buller, who, I think, was Chairman of the Wesleyan Conference: "Captain James Stone, merchant; Thomas Russell, solicitor; James Heron, timber-merchant; Frederick Lambert Prime, sharebroker; John Edson, chemist; William Griffith, accountant; Edward Allen, farmer; Joseph Liston Wilson, printer; John McEffer Shera, merchant; and Richard Hobbs, draper."

2524. *Rev. W. J. Habens.*] Is the office of Registry of Deeds responsible to see that any deed of conveyance to new trustees is so drawn as to secure due respect to old trusts?—No.

2525. Has the deed of conveyance to the new trustees, which has now been referred to, been brought under the Land Transfer Act, or is it simply in the Registry of Deeds?—It is still in the Registry of Deeds.

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Mr. THOMAS PEACOCK was sworn and examined.

2526. *The Chairman.*] You are the Mayor of the City of Auckland, and a member of the Board of Governors of the Auckland College and Grammar School?—Yes.

2527. As a long resident in the City of Auckland you may probably have formed some opinion with regard to the state of secondary and superior education in the city?—I have, of course, devoted a little attention to the subject as Chairman of the Committee of some of the district schools, but, unless the Commissioners are desirous of obtaining my opinion on any one point, I do not know that I have any special remark to offer. I may say, however, that the establishment of district schools in the suburbs of Auckland has had the effect of interfering with private secondary schools. There is now some difficulty in having secondary schools taught by private individuals on account of the attractions of ordinary primary schools drawing off the children. What I am referring to is this: Of course there are many people who do not desire to take advantage of the free education given in the primary schools, and who prefer to avail themselves of schools conducted by private individuals, until their children have reached such an age as would enable them to be admitted into the principal grammar school. Such private schools are in some measure becoming a failure on account of the paucity of attendance, and it will become a question as to whether residents in suburban districts will not be compelled to take advantage of the free education until their children can be admitted into the Grammar School. I have instances in my mind in which the parents find that the attractions of the common schools, which are now being so very liberally attended to by the Board of Education, are such as to deprive the private schools of the support of even those who are willing to pay for the education of their children.

2528. *Dr. Wallis.*] It is your opinion that primary education being free has exercised an injurious effect upon secondary education in this district?—In the way I have described it has had that effect upon private secondary schools.

2529. Would that effect be diminished if the education given in primary schools were to cease, and people had to pay?—Of course, there is a feeling among many that it is an advantage to have free education, but they are willing to pay for the education of their children, and are deprived of the opportunity of doing so by the fact that the number of pupils attending the private schools is so small that it would not pay to carry them on. The result will be that in the suburban districts there will really be no schools in which the children can be taught prior to their admission into the Grammar School, which can only take place when they have reached a certain age.

2530. Is it your opinion that Auckland has been unfairly treated in comparison with other districts of the colony in regard to secondary education?—I am not capable of forming a judgment with regard to the other parts of the colony. As far as the Grammar School in Auckland is concerned, we are all aware of the very insufficient accommodation, and the great necessity that exists for greater assistance in the Grammar School.

2531. At present, and for some time past, the Grammar School has done partly grammar-school work and partly college work: do you not think it would be desirable to have a grammar school doing grammar-school work, and a college, with a staff of professors, doing college work?—Yes; I am of that opinion. If I understand the proposition right, it is this: that the Grammar School should be confined in a great measure to teaching the higher branches of education, and be made to occupy an intermediate position—that it ought not to be a part of the duty of the higher grammar school to give so much of rudimentary education, but rather to follow up the education imparted in other schools.

2532. Is it your opinion, as a long resident here, that the Auckland College and Grammar School has been satisfactorily conducted?—I cannot say. From what I have heard from others, who perhaps have a personal knowledge of the matter, I confess there seems to be a feeling of dissatisfaction. Personally I am not in a position to give an opinion.

2533. You could not state the points on which the dissatisfaction has arisen?—Of course, anything I have heard has been in regard to the management. I have heard remarks made, which I am not prepared to verify, to the effect that the management of the Grammar School might be improved, and that there has been a want of cordial co-operation amongst the teachers.

2534. Do you refer to the tuition, or to the management by the Board of Governors?—I refer to the management by the teachers—the general control of the school. *Mr. T. Peacock.*

2535. Is the present mode of appointing the Governors one of which you approve? Three are appointed by the Auckland members of Parliament, three by the Board of Education, and the Mayor is a member *ex officio*: would that form a good body for the management of a school?—I am not prepared to give an opinion, not having given the matter sufficient attention, and until I could suggest a better system I should not be prepared to say the present is not a good one. I believe myself that it is a good thing to have representatives appointed by the Board of Education, because those gentlemen would be able to bring some experience to bear upon the deliberations of the Board of Governors. *Feb. 21, 1879.*

2536. The members of Parliament being so scattered, do you think they are proper persons to have anything to do with the Grammar School?—Speaking just for the moment I cannot say exactly that the members of Parliament, merely from their being connected with the Legislature, would necessarily form the best governors. I have, however, not given sufficient consideration to the matter to feel justified in giving a decided opinion. I apprehend that the appointment of the Mayor as an *ex officio* member of the Board is beneficial, inasmuch as there are other questions besides those relating to mere education, which he would be able to give an opinion upon.

2537. If we had a college here analogous to what they have in Christchurch and Dunedin, do you think a sufficient number of young men and women would offer themselves as students?—I feel quite sure on that point.

2538. I understand that there are about twenty undergraduates in Christchurch, and about the same number in Dunedin: would Auckland produce as many?—I feel quite sure of that, if a college were established.

2539. *Professor Cook.*] Supposing such a college as Dr. Wallis referred to were established in Auckland, ought it, in your opinion, to be absolutely independent of any school already existing here?—I think it ought to be a distinct department altogether.

2540. But do you think it ought to be a distinct institution, entirely independent of any of the schools already existing here, having no connection with them, excepting so far as it formed a higher institution to which they would all work up?—I think it ought to be distinct in that sense. It ought not to be considered as specially belonging to any one school.

2541. In the early part of your examination you spoke about parents being willing to pay for the education of their children at private schools, and said that those schools were not able to keep open owing to the primary schools being liberally provided for in different parts of the country?—Yes.

2542. If children are taken away from these private schools in any large numbers to go to the district schools established by the Government, would not those private schools be rather in the nature of private primary schools than private secondary schools?—It is usually the case that these private schools aim at giving a higher education than the primary schools. There is another reason why parents would prefer an efficient private school, and that is, that the number of pupils would not be so large, and therefore greater attention would be devoted to the boys individually than would be the case at a large primary school.

2543. *The Chairman.*] Have you any knowledge of the University or collegiate education given in Otago and Canterbury?—I have not. But I have a general knowledge of the existence of those institutions, and the character of the education they are supposed to give.

2544. As far as you know of the City and the Province of Auckland, do you think they are ripe for such institutions for giving collegiate education as exist in Dunedin and Christchurch?—I think Auckland is quite ripe, and that such an institution as you refer to should decidedly be established.

2545. *Dr. Wallis.*] Is there not a great need in Auckland of the opportunities of acquiring technical education?—Yes; although I confess my own opinion is that there is sometimes too much attention given in primary schools to subjects of that character, which are much better deferred until the pupils are more advanced. I have sometimes seen a considerable amount of injury done by endeavouring to impart too much scientific knowledge to pupils at a time when they would be better employed in being thoroughly grounded in the essential elements of a general education.

2546. I mean that at present there are no opportunities in Auckland for the study of optics, for instance?—None, except occasional popular lectures. I am aware that in the Auckland Grammar School there is a chemistry class; but of course the facilities for acquiring a thorough knowledge of scientific subjects are not to be found in Auckland. They are very much greater in some other colonial cities.

2547. *The Chairman.*] From your long residence in Auckland, you could perhaps express an opinion as to the difficulties the Auckland College and Grammar School has had to contend with owing to the want of suitable buildings?—Yes; it is a matter of general knowledge. Every one is aware of the discomfort and inconvenience to which the pupils have been subjected; and I suppose there are few places where the facilities for imparting a good sound education have been less than in Auckland. There is no doubt that a first-class building, with all the necessary accessories, is very much wanted.

2548. You might state, in a few words, how the Grammar School is at present housed?—The different classes are apportioned off to various buildings. I am aware that last year there were great complaints from the parents. It was said that some of the boys had fainted; and there was generally a feeling of apprehension that the health of the pupils would suffer if they were continued to be packed together as they then were. I myself visited one of the classes, and thought that the number of boys that were crowded into the small schoolroom was very much too large—that there was not anything like sufficient air-space; and that, altogether, the state of things would have a prejudicial effect on the progress of higher education.

2549. Are the buildings at present occupied by the Grammar School inferior or superior to the schools provided for primary education in the City of Auckland?—Very far inferior.

2550. *Dr. Wallis.*] Is the sum of £5,000 sufficient or insufficient for a grammar school in such a town as Auckland?—I think, looking to the wants of the district, that £5,000 is not sufficient, and that the Government might fairly be asked to increase that amount by at least 50 per cent.

Mr. T. Peacock.
Feb. 21, 1879.

2551. *Professor Ulrich.*] You stated, in answer to Dr. Wallis, that you thought there was too much technical education given in the primary schools, and that it ought to be left to the grammar schools. Is it, then, your opinion that in the grammar-school course there should be more scientific education—that there should be more physics, chemistry, and so on?—I do not know that I would say that. In referring to schools in which, in my opinion, too much prominence was given to technical education, I had one school in my mind in particular. As to the teaching of science in the grammar school, I think it would be more suitable there, and it would be still more properly taught in such a college as has been spoken of, if one were established here. It seems to me that these subjects are of a kind that would more fitly come after the general education has been pretty well perfected.

2552. *Rev. W. E. Mulgan.*] You mentioned that £5,000 was not sufficient for the Grammar School, and that it ought to be increased at least 50 per cent. Do you mean that it should be expended on school buildings, class-rooms, &c.?—Yes. That is the great want Auckland has suffered from—want of proper school accommodation, and I think it should take precedence of all other things. As to whether it would not be advisable to have a grant for more efficiently carrying on the education after the buildings are erected, of course that is another question. But in the meantime the great want in Auckland is for a thoroughly good building for the Grammar School; and I think, on that ground, the Government ought to assist, and make a larger vote than has been promised.

2553. *The Chairman.*] As far as your knowledge of the Grammar School goes, has it been fairly open to all classes and all denominations irrespective of rank or religion?—Yes.

Rev. C. M. Nelson.
Feb. 21, 1879.

The Rev. C. M. NELSON, M.A., was sworn and examined.

2554. *The Chairman.*] You are the clergyman of St. Paul's, in the City of Auckland?—Yes.

2555. And you are a graduate of Cambridge University?—Yes.

2556. How long have you resided in Auckland?—For nearly nine years.

2557. During that time you have probably given some attention to the subject of education as it has come under your knowledge from time to time?—I have constantly done so.

2558. I think that, in conjunction with Mr. Lusk, you have recently examined the Auckland College and Grammar School?—I have.

2559. What opinion did you form of the style of education given in that institution as compared with that given in grammar schools at Home?—I can hardly answer that question in one piece, because I examined in certain subjects and Mr. Lusk in certain other subjects, and I hold a very divided opinion with reference to the results attained in the two subjects in which I examined. As to one branch I feel very well satisfied, and as to the other I do not think that the standard has been attained which should have been attained.

2560. With what branch were you satisfied?—Classics.

2561. How was the work of examination apportioned between you and your co-examiner?—We had classics and mathematics, history and French, and I gave Mr. Lusk his choice of subjects, he being senior to myself and having examined before, and he preferred taking the mathematical examination throughout the school, which he accordingly did. I took the classics and likewise the history and the French, although, as you will hear afterwards, there was no examination made in the latter; and, as a set-off, considering the different number of subjects in mathematics which Mr. Lusk had to take in the lower division of the school, I took the geography. So that my portion of the examination was the classics of the whole school, the history of the whole school, and the geography of the lower division of the school; I also prepared papers in French which were distributed, but there was no examination in that subject.

2562. Where did the deficiency in the education to which you have alluded occur?—Principally in the subject of history.

2563. What histories did you examine in—Grecian, Roman, and English?—In the first division the subjects set were—Roman history for the first class (I cannot say, speaking from memory, whether it was the whole or a portion of the history); Grecian history for the second class; and periods of British history for the other. For the lower division the subject was elementary British history.

2564. *Rev. W. J. Habens.*] In expressing satisfaction with the classical work of the school, do you refer to the quality of the teaching, or to the range of the course of study, or to both?—I think that for boys of the age the range was sufficiently extended for the colonies. I do not know whether it would be more extended in England than here—hardly, I should think; but the work was throughout fairly well done. There were no great gaps. All the different classes seemed to be well up one after the other; and in some instances the work was exceedingly well done.

2565. What was the highest kind of work done in classics when you examined?—I suppose the highest test—there the pupils failed most, as I was prepared to think they would—would be composition, putting easy English into Latin. At that they made the least show, but I was not at all surprised to find that that was the case. I believe the subject of composition is only of recent introduction into any of the schools in Auckland. But in the matter of translation I was very much pleased; in most instances there was an amount of accuracy displayed that I was hardly prepared to hope for.

2566. *The Chairman.*] Was your examination conducted solely by papers, or was it *vivâ voce*?—Entirely by papers.

2567. *Dr. Wallis.*] There is in Auckland at present a Grammar School which unites also college work. Do you think that that combination should continue—that our Grammar School should do both grammar-school work and college work—or is it your opinion that the two branches ought to be separate, and that there should be a grammar school doing grammar-school work and a college doing college work?—I think there can be no two opinions about that, and I have no divided opinion on the point. I think, personally, that it is decidedly injurious to the work of a college as a college that there should be grammar-school work going on at the same time; and I think it would be fairer to the examiners that there should be different examiners for both departments.

2568. It would be desirable, then, in your opinion, that there should be a college established in Auckland, such as exists in Dunedin and in Christchurch, with a staff of professors?—I do not know anything of those institutions in the South except what I have read of them; but if one may take what is written of them, I should think it would be decidedly advisable to establish such a college here for higher education. *Rev. C. M. Nelson.*

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2569. On an average there are about twenty undergraduates at Canterbury College, and twenty or thereabouts at the Otago University. Do you think that the Province of Auckland would supply an equal number of undergraduates in the course of a few years?—I think there would be no difficulty in doing that, always presuming that they would remain longer at such an institution than they are likely to remain at the Grammar School at present.

2570. What is your idea of the form of University most suited to New Zealand? Should it be based on the London University, the Queen's University in Ireland, or any combination of these?—I feel that I have hardly sufficient knowledge of the subject to give an opinion that would be worth much. I should think, however, from what I know of it, that the London University would be more likely to meet the present wants of New Zealand.

2571. I understand that in the colony at present there are at least two lines of thought on this subject. Some people are in favour of having a University at Otago, another at Christchurch, another at Wellington, and another at Auckland. Do you not think that one University, embracing the whole colony, and being an examining body, would be preferable to such a large number of Universities?—Most decidedly. Still, one might favour the idea which at present exists, or is supposed to exist, of affiliated colleges.

2572. *Professor Cook.*] That is not the London University model?—No; but, as Dr. Wallis said, a combination.

2573. I do not know whether you are aware of the constitution of the Queen's University in Ireland as distinct from that of the London University. The London University is an examining body, pure and simple. It says to its undergraduates, "Get your education where you can, and if you pass our examination we will give you a degree." The Queen's University in Ireland is an institution composed of three colleges—one at Cork, one at Belfast, and one at Galway. Each has its teaching staff, the same as the colleges at Cambridge have; and these three colleges together form the University. Now, supposing a collegiate institution were established at Auckland and one at Wellington, similar to the two already existing in the Southern Island, do you think the London University model or the Queen's University model would be preferable?—My former answer I gave in partial ignorance; but I think, if that be the idea, and if it were feasible here, it would meet my views more than anything else—I mean the Queen's University in Ireland.

2574. You think that would be the preferable model?—Yes, provided there were such collegiate institutions. My first answer was given with the idea that there were no such institutions, because, though they nominally exist, they do not exist really—not in the North. Of course I know nothing about the South Island at all, and my first answer, that the London University model would be better, was having regard to the present condition of the North.

2575. With reference to the classical part of the examination at the Auckland College and Grammar School, in your opinion is the standard attained in Latin equal to that attained at English grammar schools?—No; I doubt whether it is quite equal.

2576. You qualified one of your answers by saying what you had been "led to expect." I did not know whether you referred to anything you had heard about the school, or to anything the masters had told you?—I was fortunately in a position to give an unbiassed opinion, for I knew nothing about the school, and had had no conversation with the masters whatever. What I was led to expect was simply from newspaper reports. But I do not look for the same standard in Latin as I should expect from English boys. I had long given up that idea.

2577. *Rev. W. E. Mulgan.*] You prepared examination papers in French, and were led to believe there was a French class?—I believed so. I prepared two papers—one a higher test, and the other an elementary test.

2578. Do you know how it happened that there was no examination?—As far as I was given to understand, it was in this way: The examination of the school extended over a long period; the subjects were many, and they were taken to suit the convenience of the examiners and the masters. My paper in French had been prepared a long time, and it was printed and sent to the authorities. But other papers intervened, and they came on the days on which the French paper should have been done, until it was driven into the second week—Monday, and on that day there was some other examination coming on, either for the Civil Service or for something else of that kind, and the headmaster of the College and Grammar School said that several of his best French pupils would be occupied with that examination, and he took upon himself to say that the examination in French should not take place. I have his letter to that effect. The papers were prepared, printed, and in the hands of the school authorities, and I was ready to do the work.

2579. And, so far as you know, it was merely because other examinations interfered with the examination in French?—Yes.

2580. *Dr. Wallis.*] You have said that you were disappointed with the historical knowledge displayed by the scholars. In what respects was it defective?—There were eight boys in the first class. I examined their papers in Roman history, and I returned one boy as having done an exceedingly good paper, and as to the rest I noted that they had little knowledge of the subject at all; and that was my opinion.

2581. Were they deficient in facts, dates, or principles?—With the exception of one boy, they were deficient in all.

2582. *Professor Cook.*] You have had some experience as an examiner of schools?—Yes; I have had constant experience here, and in the Old Country before I left.

2583. What is your opinion as to the value of history as a school subject at all?—My opinion is that it would depend entirely upon the capacity and ability of the teachers.

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2584. *The Chairman.*] Did you form any opinion as to the suitability or otherwise of the buildings in which the Grammar School is being held?—There is very little doubt that the buildings are utterly unsuitable.

2585. I think you have been examiner for the Parnell Grammar School for some years?—Yes, three years out of four.

2586. What is your opinion as to the proficiency in that school, say, in regard to classics—not in comparison with any other school?—The work at the school is very uneven indeed. Some few of the pupils do their Latin very well, but, with the exception of a few, I should regard Latin as rather a weak subject in the school.

2587. Did you examine that school in mathematics?—Yes. I would say, with reference to the Latin, that there was an improvement this year as compared with previous years: still the Latin was a weak subject. In mathematics the results were reasonably fair. I had the advantage this time of being allowed, through the kind permission of Mr. Lusk, to see the papers which he set for the Auckland College and Grammar School, and which, with two exceptions, were used simultaneously for the other school.

2588. Have you any general opinion as to the sufficiency of the staff of the Parnell School—I do not mean the efficiency of the masters—for instructing the number of pupils?—I think that, to do justice to the school, they should have another assistant. I as much as intimated that in the report which I presented to the Board recently. The school is divided into three divisions—an upper division, a second division, and a lower division—and the bulk of the pupils are in the second division, which I think, for the efficient teaching of the school, ought to be subdivided, and have two teachers.

2589. Is it a fact that that school is dependent entirely upon the fees from the pupils?—I believe it is.

2590. *Rev. W. E. Mulgan.*] How many masters are there?—At present there is a vacancy, but the staff when complete comprises three masters—the headmaster and two assistants—and there is a visiting master who teaches drawing, and another who instructs in botany.

2591. How many pupils are there?—About eighty, I think.

2592. *Rev. W. J. Habens.*] On what grounds have you come to the conclusion that we must not expect as good work in Latin from boys in the colonies as from boys at Home?—Experience; hitherto I have found it so. I do not mean to say that we ought not to hope to get the standard as high as we find it in England, but eight years' experience in Auckland has taught me that boys here of the same age do not know so much Latin as they do in the Old Country; and, when we know they do not, it is useless to expect the standard to be as high.

2593. *Dr. Wallis.*] Have you any experience of the knowledge possessed by girls in Auckland of Latin and mathematics?—None whatever, with the exception of the singular instance of Miss Edger, who replied to my papers in Latin at the Auckland College and Grammar School, and whom I had no hesitation in placing first.

2594. Which Miss Edger?—Miss Lilian Edger. She did better than the best boy, who did very well. Her papers were really a pleasure to read.

2595. *Professor Cook.*] The examination she underwent, I presume, would count for her annual examination to satisfy the requirements of the University?—I am not aware. The papers were simply sent to me; I suppose they were something special. The list of pupils was sent, and there was a line drawn, and Miss Edger's name was put underneath; but the standard was the same.

2596. Have you formed any opinion as to the desirableness of a general system of inspection and examination for the whole of the secondary schools in the colony?—I have not thought on the subject; I have not dreamt of the possibility of it even.

2597. You are possibly aware that some time back it was the fashion for schools in England to get their examiners from the Universities in a haphazard sort of way, but that within the last three or four years a joint Board from Oxford and Cambridge has been formed, which, on application being made from schools, appoints the necessary number of examiners for them. Do you think we might gradually work up to some such plan as that, with the view of examining the whole of the secondary schools in the colony systematically?—I think it very possible indeed. If we had the men of the same standard it would be advisable; and I should think there would be plenty of good men found for the work in New Zealand.

2598. *The Chairman.*] I think you are an *ad eundem* graduate of the New Zealand University?—Yes.

2599. Are you aware that under the present law it is proposed to exclude *ad eundem* graduates from the Convocation which is to be established?—I was not aware of the fact. I should think they might do better than exclude some of those who have taken *ad eundem* degrees.

2600. As far as your knowledge extends, has the University of New Zealand conferred upon the colony those advantages which might be expected from a University?—I am afraid not.

SATURDAY, 22ND FEBRUARY, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Cook,
Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,

Professor Sale,
Professor Ulrich.

Mr. J. F. Sloman.
Feb. 22, 1879.

Mr. J. F. SLOMAN, B.A., was sworn and examined.

2601. *The Chairman.*] You are one of the masters in the Auckland College and Grammar School?—Yes.

2602. How long have you held the office of master in that school?—For seven years.

2603. What position do you occupy in the school?—At present I hold the position of mathematical *Mr. J. F. Sloman.*
master. Feb. 22, 1879.

2604. Previous to joining the school what was your experience as a teacher?—Immediately previous to joining the school I attended the University of Sydney. Before that I had been connected with the Ipswich Grammar School in Queensland, and prior to that I had passed my apprenticeship as a pupil-teacher in the national primary schools of New South Wales.

2605. You graduated at the Sydney University?—Yes.

2606. What was the course you had to pursue as an undergraduate of the University? Had you to be in attendance on lectures?—Yes; we attended lectures at the University in classics, mathematics, and physics, chemistry or geology, according to the subjects we took.

2607. How many years had you?—Three years.

2608. And how many terms each year?—Three terms.

2609. As a resident in New Zealand have you formed any opinion as to the efficacy of the present University of New Zealand as an educational institution?—I think it likely to do good work; it has not been in existence long enough yet to show much work.

2610. Has it, in your opinion, had a beneficial effect on the Auckland Grammar School?—Yes.

2611. In what way?—It has acted as an incentive towards higher education.

2612. From your knowledge of Auckland do you think there would be scope for establishing a separate collegiate institution for higher education distinct from the grammar-school or secondary education? You are aware that in Canterbury and Otago they have distinct collegiate institutions: in your opinion, would Auckland supply a sufficient number of students to warrant the establishment of a college distinct from the Grammar School?—At present I think the number of students would not justify that.

2613. I understand you, then, to say that, in your opinion, Auckland is not ripe for having University education bestowed upon it as distinct from grammar-school education?—I did not intend to say that exactly; but I think it is not ripe for an institution of its own devoted simply to University work as distinct from grammar-school work.

2614. *Professor Cook.*] You think Auckland ought not to be deprived of some share in the advantages of the University?—Certainly not.

2615. How do you propose that the University education should be given?—In the same way that it has been given; we have given University education hitherto.

2616. Do you think that has been a satisfactory method in all its bearings? To make the question more definite, do you not think the presence of students in the Auckland Grammar School, who are trying to do University work, has overtaxed the powers of the masters?—Certainly it has been hard work for the masters.

2617. And you think that that state of things should be allowed to continue?—No, not to continue; but University work would gradually be developed from the grammar-school work, and the institution would grow.

2618. In what way would it grow? In what possible way could it grow?—As a demand was shown for University work, men could be put apart for that work.

2619. But do you know of any instance in any part of the world where a University has grown out of a school in that way?—I cannot say I remember any instance.

2620. Does it not appear to you, as a University man, that the kind of work to be done is so essentially different in character that it could not possibly grow out of a school? For instance, the lectures you were accustomed to attend at Sydney were, I should think, of such a kind that they could not possibly grow out of school work?—I think to some extent the Sydney University grew out of school work, because I know that the mathematical professor in the early days taught vulgar fractions, decimal fractions, and so on.

2621. Yes, but the University was not, I think, developed out of a school? I want to know how it is possible for the one to grow out of the other?—The University students at the Grammar School form a class by themselves. They are not taken with the boys who are merely following grammar-school work; they form the highest class in the school, and consequently their lessons or lectures are given to them apart from the others. I am speaking here of what took place in 1876.

2622. But we have had it in evidence from Mr. Macrae that the University undergraduates merely received their instruction in the sixth form with others who are not undergraduates. We have also had it in evidence from Mr. Nelson that no special examination was held, at any rate last year, for the undergraduates—that there was the ordinary school examination?—There was a distinct examination for the undergraduates, for I set a paper myself; but Mr. Nelson certainly only examined the school. I think he had a paper from one of the undergraduates, but not as an undergraduate of the University.

2623. But is it not a fact that undergraduates are taught, and always have been taught, as part of the upper form?—They do form part of the sixth form with certain pupils who are fit to work with them, but who do not wish to go into the University course.

2624. *Rev. W. E. Mulgan.*] How many are there attending what you call the University class, and receiving University education at the present moment?—There are two undergraduates at present connected with the school who have not yet returned this year, and there are five others, not undergraduates, who will have their education along with them.

2625. Do these additional five intend to go up for a degree?—Yes. I cannot answer for every one of them, but some of them do.

2626. *Professor Sale.*] The only distinction between the five and the two is that the five have not yet matriculated?—Yes.

2627. Are they fit to matriculate?—Yes.

2628. And do you expect they will matriculate on the next occasion?—Yes.

2629. Then your idea is that the sixth form should gradually cease to be a sixth form, and become a class devoted solely to University education?—Yes.

Mr. J. F. Sloman.
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2630. Can there be anything gradual in such a process as that?—I think so, inasmuch as all education is gradual.

2631. Yes; but I mean in the step of converting a sixth form into a set of students receiving University education, and in converting part of a school into a college, can there be anything gradual? Must it not be a complete step?—Certainly it is a complete step, but I do not think an abrupt step.

2632. *Rev. W. J. Habens.*] Is the form you are speaking of that which, under Mr. Tisdall's guidance, was reading Virgil when I visited the school with the other Commissioners the other day?—A part of that form consisted of those lads, but there was another class with them on that occasion—a lower class.

2633. So that the class of which you expect the members soon to become undergraduates were reading then with the class below them?—On that occasion.

2634. Is that an ordinary arrangement?—No.

2635. Do you know of any special circumstances on that day which led to that arrangement?—I think I may quote two circumstances: First, our staff of masters was incomplete, from the absence of an English master; and, secondly, our time-table for the year was not then made up.

2636. *The Chairman.*] Is it customary to have a time-table such as was made up recently? Had you such a time-table in the previous year?—Yes.

2637. Was it simply that the time-table was not prepared this year?—Yes; the classes take some little time at the beginning of the year to classify, and the time-table is drawn up then to meet the exigencies of the classes which may be formed.

2638. But I understand you to say that during previous years you have always had a time-table?—Yes.

2639. *Rev. W. J. Habens.*] What, in your opinion, are the principal difficulties with which secondary education has to contend in Auckland? I mean grammar-school education in general?—I cannot say that we have any special difficulties in Auckland—none have struck me.

2640. Do you find that as a rule boys stay at school long enough to avail themselves to the fullest extent that is desirable of a grammar-school course?—As a rule they do not; but that is not a difficulty peculiar to Auckland.

2641. *The Chairman.*] Do I understand you to state, Mr. Sloman, before this Commission, that the present system of giving University education in Auckland is satisfactory?—It has difficulties to contend with. Do you mean, Mr. Chairman, the nature of the education given?

2642. I mean the opportunity rather of giving University education?—It certainly requires a staff of lecturers, or professors, or teachers to carry it out.

2643. As a University graduate, and as a teacher, do you think the opportunities of receiving a University education in Auckland are satisfactory or unsatisfactory?—I should say that on the whole they are satisfactory—that is, so far as those who have received the education are concerned.

2644. And as a natural consequence you approve of the present system of blending grammar-school education with University education?—Yes, as we at present carry it out; but the results have been attained with too great an expenditure of labour.

2645. *Rev. W. E. Mulgan.*] You spoke of difficulties—what difficulties?—One of the difficulties we have to contend with at present is want of accommodation. We have had to devise plans to keep the University pupils by themselves. We have suffered chiefly from want of accommodation.

2646. *Professor Sale.*] Have there not been difficulties in finding time to take the undergraduates separately?—We have had difficulties which have been met by certain masters of classes meeting outside of what we call the usual school hours.

2647. At what hours in the day?—A class was held from half-past 8 until half-past 9 in the morning on particular days. I am not quite sure on that point; but I think almost every day in the week at one time.

2648. Any in the evening?—None in the evening.

2649. Any in the ordinary hours of recreation?—Not in the midday recess.

2650. At any other time of the day?—That was the only time.

2651. Is it possible in one hour a day to prepare a student for all the work he has to do in preparing himself for a University degree?—I do not wish you to understand that the class was only held at that hour, but that was one hour at which it was held. It was held also during the three hours of the morning, of which this was one, the other two being in the ordinary school hours.

2652. Exactly. Then at the other hours it was not a distinct University class? I understood from you that this class was taken from half-past 8 to half-past 9 as an extra hour—taken for the University undergraduates only. At what other time of the day were the University undergraduates taught by themselves?—They continued there from half-past 8 until half-past 11.

2653. But I understood you to say “along with others”?—By themselves. This was an arrangement made in the year 1876. Last year other lads, who were fit to do so, worked with the undergraduates.

2653A. Working by themselves without assistance?—No, with a master.

2654. Then is the time-table arranged so that one master can be devoted solely to University work for four hours every day?—So that one master of course might; but one has the Latin, another mathematics, another the chemistry, and so on.

2655. Were there four masters?—Three masters in the upper school and a chemistry master.

2656. Then every day each of these four masters devoted one hour to special University work?—Some time to special University work; I am not sure how long.

2657. And took the University students by themselves?—Yes.

2658. Do you think it is satisfactory that the ordinary school work should be interfered with to this extent?—The classes of the school would not be interfered with under such an arrangement as that. The master who had that form had to attend an hour earlier, and he was allowed that time at some other part of the day. He had his five hours' work during the day—the ordinary course of the school, so that if he attended an hour earlier in the morning it meant an hour off at some other part of the day. The work of the school was not interfered with.

2659. Then it simply entailed one hour's additional work on each of these masters?—Hardly one hour additional; really one hour out of the usual time. Mr. J. F. Stoman.

2660. That is in addition, is it not?—Not if the hour is taken off afterwards—for instance, if the master left at 3 o'clock instead of at 4 o'clock. Feb. 22, 1879.

2661. Then, if he leaves at 3 o'clock instead of 4 o'clock, does not the school suffer to that extent?—I think it possible that the time-table could be arranged so as to prevent any loss to the school.

2662. *The Chairman.*] What is the prescribed time for opening the school?—The usual hour is half-past 9 o'clock.

2663. Then do I understand that for the purpose of conducting the tuition of the University students the school opens at half-past 8?—Not at present. That was a means which we took to meet the University students.

2664. And how many masters would attend at half-past 8?—One.

2665. Who would that master be—the headmaster or the second master?—I think I took the class one day in the week, and the classical master took it the remaining four days.

2666. Was there any special remuneration given to the masters for doing this voluntary work?—None.

2667. *Rev. W. J. Habens.*] I understand that each master was released from one hour's ordinary school work during the day as a kind of compensation for the extra hour?—Yes.

2668. *Professor Cook.*] I am not quite clear what happens to the undergraduates after half-past 9—they stay on for another two hours under the direction of a master?—Yes.

2669. By themselves, or mixed with another class?—By themselves. I am speaking here of what took place in 1876.

2670. They never work with the ordinary sixth form then: I mean, in a general way, do they work with the sixth form?—They had five forms below them. Of course a form being divided into two parts for different work does not interfere with the five forms below. They formed what you would call the sixth form.

2671. Then your ordinary school consisted of only five forms?—At first of six forms, but the sixth form gradually grew into the University class.

2672. But you never had in it at any one time any very great number of undergraduates, I think? What was the greatest number, speaking roughly?—I think we have had five there at a time.

2673. And do you think it was a satisfactory arrangement that a school consisting of something like 200 scholars should only be divided into five forms—a school as distinct from the undergraduates?—I cannot say that the school suffered under that arrangement.

2674. *Rev. W. E. Mulgan.*] You seemed to convey the meaning that one hour might be given to the undergraduate class, but at the same time the masters would only have to teach five hours. That would in my mind imply that one hour was to be taken off every five, and that four hours only were to be devoted to school purposes?—The man who had the extra hour had four hours in the school, but the ordinary five hours' work of the school was conducted by the other masters.

2675. *Professor Sale.*] Was that done by putting two classes together?—In some cases, yes.

Mr. C. A. ROBERTSON was sworn and examined.

Mr. C. Robertson.

2676. *The Chairman.*] You are one of the masters at the Auckland College and Grammar School?—Yes. Feb. 22, 1879.

2677. How long have you held that office?—Five years and six months.

2678. I think that previous to that you were also engaged in educational matters?—I have been a trained schoolmaster for eighteen years.

2679. What position as a schoolmaster did you hold before coming to the Grammar School?—Previous to my appointment here I was headmaster of the Thames District School.

2680. How many pupils did you number there?—540.

2681. And what position in the Auckland College and Grammar School were you appointed to, on taking office under the Board?—Junior master.

2682. Are you still in that position?—Yes.

2683. You have received no promotion?—I have not.

2684. Neither in the way of an advanced class nor additional salary?—No change of status whatever, either in respect of salary or work.

2685. Have you formed any opinion as to the bearing the New Zealand University has had upon the Auckland College and Grammar School?—I think the taking of University work in a grammar school such as ours has been a serious drawback to the effective educational work performed by the Grammar School before.

2686. Have you ever been called upon to administer University education to any of the pupils?—No. Of course I simply express my opinion in regard to that from what I have seen.

2687. How many boys are there in your present class?—Thirty-seven this quarter.

2688. Have they to pass any preliminary examination before being admitted to the school?—There is a standard of some sort; it is difficult to define. Indeed the test for admission depends very largely on myself—in this way: The sources from which we chiefly obtain these pupils are a number of private schools, in which to a large extent the education is irregular or not uniform; and in some cases I may get boys who are pretty well up in arithmetic but very deficient in spelling, and others who are very fair spellers, but know nothing about arithmetic, &c.; and I have to measure their capacity, to judge whether it would be profitable for them to join the class. I am not able to make any standard. It has always been understood that they should be able to do the simple rules of arithmetic; but in many cases I have taken pupils who could not do the simple rules of arithmetic, because they showed sufficient capacity otherwise, and that they would very soon learn.

2689. They have always been able to read and write before being taken at the Grammar School?—Read, to a certain extent; in some cases not able to write. I may say that the lowest qualification in reading has been to read monosyllables.*

* For "monosyllables" the witness desires to substitute "easy narrative."—SEC. R. COM.

Mr. C. Robertson.

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2690. *Professor Ulrich.*] What are the drawbacks which you say you have observed as resulting from the combination of University education with school-work?—To illustrate my meaning I will take the English department. For the most part, in our school, the work is such as a well-drilled or a fairly trained schoolmaster could do effectually and well; the classes are large, and the work is such that it requires a good teacher. Now, in order to secure an English master, it is necessary that he should be able to do the higher work in literature—he should know the structure and so on of the English language, as it is laid down and required by the University; and I think that the general teaching of that department has suffered, from the fact that it has been necessary to select young men who had little or no experience in teaching, but who, nevertheless, gave evidence that they had gone through a curriculum of higher work. That, I think, is very detrimental to the general teaching. On the whole, there are not more than eight or ten boys out of a hundred who require this higher literary work.

2691. *Rev. W. E. Mulgan.*] How many pupils have you in the lower school?—This year, as nearly as possible, 120 in what is termed the lower school. There are two classes in which there is nothing more than the elementary work taught, and no Latin. In the fourth class elementary Latin is taught. And this class, that is, the fourth class, is included in the lower school. There are two classes with eighty-five or eighty-seven boys. There are about eighty boys who are simply learning the elementary work—reading, writing, spelling, geography, and history of an elementary kind.

2692. Did I understand you to say that there was a standard to which boys must attain before being admitted into the lower department?—I can, of course, only speak as to what is done in my own class. I have already said that there is a standard prescribed, but that it is of a very general character, and, as it is not possible to follow it, it is not applied strictly. The standard, so far as it is prescribed, is simply that they should be able to do the four first rules of arithmetic.

2693. Does that enable you to receive pupils in the Grammar School who otherwise would belong to a primary school?—They are to all intents and purposes primary-school boys, and you cannot call them anything else.

2694. So that, strictly speaking, they could scarcely be admitted into a grammar school properly so called?—They are not fit to begin higher work—not fit for anything more than elementary work.

2695. *Professor Cook.*] I think you said that sometimes you admitted boys whose qualification in reading was that they could only read monosyllables?—I said that in reference to another remark I made, that I have to judge of the general capacity of the boy to learn.

2696. Then I suppose those boys who could only read monosyllables knew nothing of arithmetic?—In some cases they did.

2697. Could they do long division?—No, not always.

2698. Can you remember, in the instances in which you have admitted boys to the school who could only read monosyllables, what they could do in arithmetic?—Probably they knew the multiplication table, and could do multiplication.

2699. And in writing?—Very poor writers. Sometimes they can write well and cannot spell.

2700. But I want to confine your attention to those boys who could only read monosyllables. I want to know what their other qualifications were. You say that in arithmetic they probably knew the multiplication-table, and might do multiplication. Now, what would be the qualification of these same boys in writing?—I think very poor—any of those I can bring to memory at present.

2701. Then you admitted boys to the school whose qualifications were that they could write monosyllables, knew the multiplication-table, and could do multiplication, and whose writing was that of mere beginners?—Yes.

2702. And they would probably know nothing of geography or grammar?—Nothing whatever.

2703. *The Chairman.*] What are the hours for opening and closing the school?—It opens at half-past 9 in the morning, closes at half-past 12, opens again at 2, and closes at 4.

2704. Has it ever been the practice, as far as you have been concerned, to open at an earlier hour than half-past 9 for any special purpose?—Not for my class. Some year or two ago some classes of the higher school opened at 9, but I cannot speak positively on the point.

2705. Is your tuition confined exclusively to the one set of boys throughout the whole of the day?—Yes, entirely to one class.

2706. *Rev. W. J. Habens.*] Do you think it desirable that a grammar school should take charge of boys at the very early stage of their education which you have described?—I do not think so myself. I think that the grammar-school work ought to be limited to higher work. That is my opinion generally as a teacher, and from my experience here. But I think, on the other hand, that, if a grammar school took elementary work at all, it ought to begin at the beginning, and take the very youngest, and not commence at an unknown stage, and thus render the junior work very unprofitable.

2707. *The Chairman.*] If you would wish to make any general remarks on education as it exists in Auckland, the Commission would be glad to hear those remarks.—Since receiving notice to attend I wrote a short memorandum, containing some points which I conceive to be of general interest. The notes I have made are as follows: I have been eighteen years a trained teacher, and eight years in secondary schools. I should recommend a modification of elementary system, so as to allow of higher work being carried on alongside of the more elementary in the same school (required more especially for schools in thinly-peopled districts). Schools established for secondary education only should be limited to higher work, and ought, as a rule, to be self-supporting. Scholarships should be established on some general system, and not as relating to particular schools (successful competitors to select school they wish to attend). All endowments out of the public estate for secondary education ought to be thrown into a common fund, and some plan of general distribution established. All secondary schools ought to form a coherent part of a general State system, and be subject to periodical inspection under the authority of Minister. Appointments to secondary schools ought to be approved of by Minister; dismissal on same basis. Masters in secondary schools ought to be graded according to some general principle. The University, to be effective, ought to combine functions of examining body and teaching body; one

important function of teaching body should be the education of those who are to become teachers, whether of secondary or elementary schools. All teachers ought to know elementary physiology, and psychology, and moral science. Elementary science ought to be systematically taught, being better adapted to evolve and build up the natural powers of the mind at an earlier stage than literary subjects. History, as usually taught, is not a profitable subject for young pupils—as an educating means suitable for advanced pupils in higher classes only, in the form of lectures. In geography, as a rule, there is a great deal too much topography insisted on—crammed, to be forgotten. Elementary physical geography can be taught successfully and profitably to comparatively young pupils (developing intelligence). Grammar should form a part of reading lesson, and is not a suitable subject for systematic teaching to any but advanced pupils. (Should be imparted incidentally, or empirically, to young pupils.) Cost of higher education about £24 per annum in highest classes. The system of secondary education ought to be so regulated as not to exclude voluntary schools (on the general ground of liberty). None should be permitted to take charge of a school without a license or other authority from Minister (as in the case of surgeons, physicians, and lawyers). Some provision ought to be made for evening classes for secondary education as a part of system. Classes should never exceed thirty.

2708. *Rev. W. J. Habens.*] Do you think that the district high schools proposed by “The Education Act, 1877,” would blend primary and secondary education in the way you desire?—No.

2709. Wherein does the scheme under the Act differ from a scheme of which you would approve?—In this way: that it would hardly be workable in a very large number of districts, and there would be a large number of children in those districts to whom it would fail to secure secondary education.

2710. Then I understand you would recommend the addition of some elements of secondary education to every primary-school course in country districts?—Yes.

2711. In fact, you would recommend an approximation to the Scottish parish school system?—Something of that sort.

2712. When you say you think that the holders of Government scholarships should be allowed to select their own school, do you think that any supervision would be necessary—any measure of guidance or control in assisting them in the selection?—I do not think so. I base my opinion on this idea: that parents on the whole are pretty good judges of the schools in which they think their boys would get on best; and they might not wish always to send them to the one school. My remark on this point refers as much to the Board scholarships as to any others which may be given, either by the University or under any system which may be established. I think that scholarships should not be given so that the pupil who obtains the scholarship should be compelled to attend a particular school—that it should be optional with him what school in the colony he should attend.

2713. *Professor Cook.*] Unless, of course, the scholarship is given by that particular school?—Yes.

2714. *Rev. W. J. Habens.*] To what source would you look for a supply of teachers for evening classes?—I am not quite certain about that—whether it would not be better to leave it to a voluntary source, such teachers coming either from the common schools or from the secondary schools; any teachers who chose to volunteer.

2715. Do you think the expenditure of energy by a teacher over an evening class would subtract from his efficiency in the ordinary work of his day school?—I am compelled to admit that it must.

2716. *Professor Ulrich.*] You said that you were in favour of substituting elementary science for literary subjects in schools. Would you be in favour of extending that system a little more in grammar schools, and of having in the highest class two divisions—the one going in for more technical education, and the other, perhaps, for arts?—Yes; I am quite in favour of that in a secondary school. In training for a schoolmaster, I had, myself, to pass in chemistry; and I have since experienced the advantage of having gone through that course. I have been able to give elementary lessons in science, and I have always found it a profitable subject to teach, as being better adapted than literary subjects for developing the mental powers, even with very young pupils.

Mr. GEORGE NEWELL PHILLIPS was sworn and examined.

Mr. G. N. Phillips.

2717. *The Chairman.*] Do you hold any public position in educational matters at the Thames?—I am the headmaster of the Kauaeranga Boys' School.

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2718. How many pupils attend that school?—We have 430 on the roll.

2719. How long have you held the position of head teacher?—Two years.

2720. Has anything been done yet at the Thames with the view of establishing a high school under the Act of last session?—The Board of Governors, I believe, have held one meeting.

2721. You think there would be sufficient pupils to warrant the establishment of the school?—I think so. It is understood that it is to be for both sexes, and we have about 1,100 children on the rolls of the Government schools. There is also in existence a private school, called St. George's Grammar School, which was, I believe, two or three years ago very numerous; but the numbers have declined since owing to the erection of my new school in the vicinity, and the consequent transfer of a great many of the scholars from it. But I believe there are about thirty pupils now attending the St. George's School. Then there is what is called a superior school attached to the convent, which has been largely taken advantage of by girls not belonging to the Catholic Church.

2722. *Rev. W. J. Habens.*] Do you think that, from the population resident at the Thames, any considerable number of students for a collegiate institution, as distinct from a grammar school, would at any time be sent to Auckland?—I think there would be, eventually. The place is in an exceptionally depressed condition now, but I think, if we look a little ahead, there can be no doubt of it. There will be a considerable population, it is to be hoped, in the Thames Valley, in a very few years.

2723. *The Chairman.*] Has anything been done under the Act of last year?—I understood from the Chairman of the School Board that he had received a communication from the Government to the effect that the endowment could not be handed over at present, or for some time to come. I suppose it is part of the lands that have only just come under the control of the Government, or perhaps not yet completely so, in the Thames Valley.

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2724. And, as far as you know, there is not an immediate prospect of establishing the school?—There is no immediate prospect whatever, I understand. They have no funds. I might mention, perhaps, that there was so strong a feeling, about three years back, among the inhabitants of the Thames, in reference to getting the means of a more advanced education, especially for girls—for, although a great many people avail themselves of the Convent School, yet there will always be a large number who will object to send their children to a strictly denominational school—that a subscription was raised, and a plan formed for setting a school on foot. The movement did not come to anything, but there was about £100 subscribed for the purpose, which is still in the bank; and there have been some communications between the Board of Governors and the managers of this fund, as to whether the latter would be willing to hand it over for the purposes of the proposed high school; but nothing has yet been decided.

2725. *Rev. W. J. Habens.*] Do you think that any advantage would arise from the temporary establishment, in your neighbourhood, of a district high school under the Act?—Yes, I think so. If such an institution were opened, I think a considerable number of people would send their children there at once. One of the district schools could be temporarily erected into a district high school, under the Act. That is only my own opinion. Perhaps I might say that ever since I have been at the Thames I have been holding classes by permission of the Auckland Board of Education and the local committee. They grant me the use of the school, and I hold classes for elementary Latin, French, Euclid, and algebra, out of the ordinary school hours. But I need hardly say that the time given is very short, and therefore the teaching is very elementary: still, the classes have been in operation for two years. I have about twenty-five pupils, and have no doubt all those lads would attend a high school. I believe they would be sent; and that, if the high school were started, it would close the school I spoke of as St. George's, and there would be a large proportion of girls from the Convent School.

2726. *Professor Sale.*] The memorial which you have presented to the Commission states that the inhabitants of the Thames District are in favour of the establishment of a college in Auckland devoted to giving higher or University education. We have had several witnesses before us who propose that such an institution should really form part of, or perhaps eventually grow out of, the present Auckland College and Grammar School. Are you in favour of such an institution as that?—No; my instructions are not to speak in favour of that.

2727. You wish for a separate institution, to which scholars from all sorts of grammar schools could be removed for higher instruction?—Yes; in which a complete course of instruction could be given, such as would enable them to obtain the degrees of the University of New Zealand. A college with a staff of professors, similar to Canterbury College, is what the Thames people are thinking of—unattached to any grammar school.

2728. *Professor Cook.*] And such a college as the pupils of the Auckland Grammar School would leave their school to attend?—Exactly.

2729. If one of the schools at the Thames were temporarily converted into a district high school, as suggested, do you not think the effect might be to impede the establishment of the Thames Girls' and Boys' High School, as provided for by the Act of last session?—I hardly think so, if care were taken to make it thoroughly well known that it was a temporary expedient, and that no permanent appointments would be made.

2730. And you think the inhabitants of the Thames would be satisfied that such an expedient should be resorted to? You think they would not feel that it would have the effect of injuring the prospects of establishing a permanent school?—As far as I can judge, if it were made clear to the public, and they thoroughly understood that, owing to the difficulty about the endowment, the new high school could not be immediately built, a staff appointed, and everything set going, I think they would be very glad to accept some such expedient as that.

2731. *The Chairman.*] Are you, as one engaged in scholastic matters, in favour of the attempt to blend grammar-school and University education in the one establishment?—No, I am not.

2732. Are you aware that that attempt has been made in the Grammar School in Auckland?—I have understood so.

2733. *Professor Ulrich.*] The Commission understood that there were normal classes established at the Thames: do you know anything about them?—There is one which has been in operation, I think, for about three years. I should tell you that the regulations under the Auckland Board are not yet published, and therefore I cannot speak with certainty on this point; but I understand that this class is to come to an end in March, the close of the present quarter; and that teachers at the Thames, at any rate, are to be answerable for the passing of their own pupil-teachers, as used to be the case in Canterbury.

2734. *Rev. W. J. Habens.*] Do you know whether the so-called training classes at the Thames were anything more than classes for the instruction of younger teachers in the ordinary subjects of their education?—Only for that, I think.

2735. There was no technical instruction in the art of teaching?—None whatever. We are supposed to give that as far as we can, but from various causes it has been impossible to keep the staff of our school up to such a point as would enable us to give much of such teaching. For a time, personally, I had a sufficient staff to relieve me from being obliged to take charge of the senior class, but that is not the case now.

2736. *Professor Ulrich.*] I understood you to say that besides early morning classes you had occasional evening classes?—I have an evening class of about thirty.

2737. What do you teach there? Is the education more of a technical or scientific character, and of a character to be useful to the miners?—It is rather a composite arrangement. I have a few lads who have passed the Civil Service examination and so on, taking algebra, mensuration, and Latin, and three in elementary Greek; and then I have nine candidates for the pupil-teachers' examination in March, who are just preparing in Standard 5 of the primary-school course. Then I have others who are just following behind—working themselves up in arithmetic and so on. The great difficulty about the school is that there are so many stages—it takes up so much time. Myself and the second master conduct it between us.

2738. *Rev. W. J. Habens.*] I understand that your expression of opinion in favour of a district high school, as a temporary expedient, is to be regarded simply as your personal view?—Yes. *Mr. G. N. Phillips.*

2739. Supposing such a district high school to be established, which do you think would be the best building for the purpose?—The school, called the Thames School, which is now being erected to replace an old school. It will be capable of accommodating five hundred children, and is being built very much on the model of Mr. Worthington's school in Wellesley Street. It would be much more suitable than either my school or the Tararu school, which consists of one long room.

2740. *The Chairman.*] I understand your opinion is, that it is only as a temporary expedient that the grammar-school and primary-school education should be given under the one roof?—Certainly, and that it should be clearly made known that such is the case. If I thought it would interfere in any way with the establishment of the high school I should be very sorry to advocate it; but it is only because it is the best that can be done under the circumstances.

Archdeacon MAUNSELL, LL.D., was sworn and examined.

*Archdeacon
Maunsell.*

2741. *The Chairman.*] I think you are a graduate of Trinity College, Dublin?—Yes.

2742. And you have been settled in New Zealand for a great number of years?—For forty-four years. Feb. 22, 1879.

2743. The Commission would be glad of your opinion upon the point as to whether students of the University of New Zealand should be allowed to pass the prescribed examination without attending lectures at the colleges?—I am inclined to be in favour of the system which obtains at Trinity College, Dublin, where the student is not required to attend lectures at the college.

2744. Have you formed any general opinion as to whether the present system of University education in New Zealand is sufficient?—No, I have not. I have not studied the question of University education in New Zealand at all; but, from the little experience I have had in examining some of the students, I have felt that it would be desirable that the examination should be conducted by the University and not by the college.

2745. *Professor Cook.*] What examinations do you refer to?—Those of the undergraduates who are examined by the college once a year.

2746. Do you think the annual college examination and matriculation examination should be in the hands of the University?—I think so.

2747. *The Chairman.*] You are probably aware that at present there is an attempt to combine University education and grammar-school education in the one establishment in this city?—Yes; I suppose you refer to the Auckland College and Grammar School.

2748. Do you think it is a satisfactory system to combine those two branches of education in the one building and under the one staff of masters?—Yes, I think so.

2749. What I want to lead up to is, whether there ought not to be established in the City of Auckland a college superior to the Grammar School, and giving the same education as is given in Canterbury College and the University of Otago?—Yes; that is a point I feel very strongly upon, and I have thought a good deal over the question. I think the present system in Auckland is bad. They sweep into the institution little children without any previous examination or qualification, and it can be shown that these children absorb a large portion of the funds of the College. That is what I object to—their absorbing a large portion of the funds of the College, which takes them at too cheap a rate, and thus becomes a rival to the other schools in the neighbourhood, and extinguishes those schools and keeps them down.

2750. Are you of opinion, as far as you can judge, that elementary education is given to too great an extent in the Auckland College and Grammar School—that too much attention is devoted to that branch?—Yes; I think that, being an institution supported by public funds and endowments, it ought not to bestow so much attention upon mere elementary education.

2751. I think you have stated that, as a matter of fact, the Auckland College and Grammar School swamps private schools on account of the low rate of the fees charged?—Yes; the whole course they have pursued has been unworthy of them. They first of all establish an institution; they take a gentleman—a man who distinguished himself as a scholar and a thinker, and who had a flourishing school—they take him into the school first of all as Principal, and then make him become a second master; then, after they have got him in and extinguished his school, they turn him out. They do the same with the master of another flourishing school in Hobson Street; they get him into their college, extinguish his school, and then turn him out. Since that time there has been no revival of the school system here, and the system now in operation I consider to be a depressing power upon education generally.

2752. Did any school survive the depressing effect you speak of?—Our grammar school at Parnell has survived and prospered. It is a Church school, and is assisted in other ways. But a private school, now, has very little chance of rising and prospering as long as this grammar school exists to keep it down. They are now establishing a monopoly of education, and are keeping down education in Auckland by means of this grammar school.

2753. *Professor Sale.*] I understand, then, that you think, if it were not for the great proportion of elementary education given at the Auckland Grammar School, the combination of University work and school work in the same institution would not be objectionable?—Not at all.

2754. You are aware that, in the University scheme, students have to prepare themselves, or may prepare themselves, for honour examinations and for the degree of M.A.: do you think that that work could be done in a school whose main object was to give grammar-school education?—I do not see why it should not.

2755. Do you think it could be done in other grammar schools besides the Auckland College and Grammar School?—If they had money to appoint masters, of course it could.

2756. We had it in evidence this morning that the people of the Thames District are anxious to have a high school established. Do you think it likely that they will be able to give a University

*Archdeacon
Maunsell.*

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education in their high school, if they have one?—It all depends upon the endowments—whether they are wealthy or not.

2757. Looking at the probable case, do you think it is likely they will ever be able to train candidates for all the University examinations?—The Thames seems to be going down, and the population not to be increasing, so that they may not be able to maintain an institution of sufficient power to do so.

2758. Well, being unable, do you think they would be willing to transfer their more promising students who wish to get University training to other schools which were able?—The students themselves would not ask their consent; they would come.

2759. And the people generally in the Thames District would not object to that?—No; I think they would go wherever they would get the best supply.

2760. *Rev. W. E. Mulgan.*] Supposing an institution were established in Auckland for the purpose of giving University education, how many do you think would avail themselves of it?—I think that is a very important question. First of all, I may say that what I contemplate with regard to a collegiate institution here is, that there should be a head establishment—a kind of head and friend, over all the educational establishments in the province; not rivalling them or crushing them, but helping and fostering them. Two difficulties will then arise with regard to the establishment—first, will you get scholars sufficient? and, second, will you find sufficient employment for men who are paid large salaries? Those are the two great difficulties in the case. In Sydney, for many years, it has been found that they cannot get a proper number of young men to go to the University. Even at the present time I am informed they have only got sixty students at the University. At any rate, as long as you make the main object of the institution to be preparation for degrees, I do not think you will get many here. If you want to get scholars, and to have your institution properly suited to the students you want to teach, you must consider the condition, prospects, and future employments of the young men; the various works they will be engaged in—mining, engineering, navigation, and so on—and you should largely devote your institution to these subjects. Of University men you will not get any number at present.

2761. By University men you mean simply students who are going through the Arts course?—Yes, going to the University. I may say that, talking to my friend Mr. Mulgan about these matters the other night, and under the impression that I was not going to be examined, I thought it better to put down my ideas in writing, and, if you will allow me, I will read the letter which embodies the ideas I have given expression to, and perhaps puts them in a clearer form. It is as follows:—

“Parnell, 21st February, 1879.

“MY DEAR MULGAN,—In reference to our conversation, I beg leave to submit in writing to you my views as to the position which a high school, maintained by the Government, should occupy amongst us. I wrote to Sir George Grey some time ago on the subject, and he replied that your Commission would sit in course of time, and that my evidence would be taken before it. I could not, as you are aware, wait to be examined, and this *litera scripta* is, I consider, better than a statement in words. In establishing that institution you should, I consider, bear in mind the future employments of our young men. If you meet their wants you will solve one great difficulty that we considered—namely, is there any chance of getting a sufficient number of students? Very few go to the learned professions. The lawyer is satisfied with a small amount of Latin and less Greek. The wants of candidates for the ministry will be supplied at the theological college.

“In this new and rising colony the knowledge most desiderated is geology, engineering, hydrostatics, surveying, mechanics, agriculture, book-keeping. Few, perhaps, will go deep into the the ultimate principles of these branches, but these are the baits by which you will draw our young men. You propose lectures on law and medicine. I add, on history, and also what is called technical training, navigation, astronomy, chemistry, logic, rhetoric, English composition. Your building, therefore, should be so arranged as to meet those requirements—lecture-rooms, with a library, and other rooms supplied with the apparatus necessary for the subject of the lecture.

“All these cannot be done at once, but the plan should be so laid as to admit of additions as the need may arise.

“The Government, I submit, should consider which branches are likely to be most popular, and begin with them. For a long time the medical department was the main department in the London University.

“2. The College should promote and help the work of education in the province by supplying examiners, giving prizes to schools, and, particularly, scholarships.

“At present it is a rival, seeking to extinguish; sweeping children of all ages and all degrees of knowledge into its net; ‘underselling’ the other schools, and seeking to establish a Government monopoly of education.

“3. It should prepare for the University, and should only admit as students scholars of a certain age, and who have passed a certain examination.

“4. It should prepare for Civil Service examinations.

“I would beg most earnestly to protest against the way in which the Grammar School Board propose spending the Government grant. They propose, I believe, to build a boarding-school. You can imagine the number of *et-ceteras* that this will involve. The men do not seem able to rise above the level of a common grammar school. It is not so much a grammar school we want, or a boarding-school, as a school which will befriend and help the various schools in the province. It is not a boarding-school we need, but rather those lecture-rooms and all those appliances that are needful for a higher education.

“The £2,000 which, I believe, they get annually from endowments would, with the fees, go far to meet the wants of the institution in the way of salaries, prizes, and contingencies.

“I am very anxious to see a helping hand stretched forth to the other schools of this province.

“I have, &c.,

“R. MAUNSELL,

“Objections to proposed boarding-school: 1. These not the proper work of the Government in the matter of education, and are better done by individuals or Churches (*e.g.*, Sydney). 2. Will absorb funds that ought to be employed in fostering education in the province.”

Archdeacon
Maunsell.

Feb. 22, 1879.

2762. *The Chairman.*] Having expressed so strongly your objection to a boarding-school, would you state what provision ought to be made for the children of parents residing in remote parts of the country, the parents being desirous of giving them a grammar-school education?—There would be two courses to adopt. One would be—as they have done in Sydney—for the Churches themselves to establish boarding-schools, and receive their young men into their own institutions; and the other—as I believe they do in Eton—to have certain boarding-houses recognized and kept under the control of the master of the institution.

2763. *Professor Cook.*] Then you think the masters ought to provide their own boarding-houses?—Yes.

2764. *The Chairman.*] What opportunity have country settlers of availing themselves of the present grammar school in Auckland?—They send their children in and they board at private houses; a large number of them board in Parnell.

2765. And do you approve of their being boarded in private houses, scattered all over the place, rather than having them together under the control of the master?—I would much rather that there were establishments for them under some kind of control and inspection, which would afford a guarantee to the parents of the character of the boarding-houses. But we have never heard any complaint at Parnell about the young men who are boarding in private houses, and who are in twos and threes in different places.

2766. *Professor Ulrich.*] With reference to your ideas with regard to technical education, do you think technical education should only take the shape of a kind of rudimentary science in connection with the grammar school; or are you in favour of the establishment of faculties—such as the School of Mines—as they exist in Germany?—My ideas have not assumed any definite shape in these matters. I think you should begin simply, and work up to a higher elevation. My idea is that the Government can only use largely such teachers as are found on the spot. Of course, these men cannot be equal to the professors at Home. The Government might give them a certain small allowance for lecturing in the building which would be erected. For example, the Government now have a teacher of navigation here. I do not see why that teacher of navigation should not become part of this college, and lecture there upon navigation. Then there is another eminent man here—an engineer; I think the Government might employ that gentleman, at a small salary, to give lectures in engineering. All these subjects should be taught in the institution.

2767. I suppose you have read Matthew Arnold's report on the institutions in Germany, France, and Italy?—I have read large extracts from it, and read reports of Mr. Pattison about it.

2768. You have probably read there that, in what in Germany are called the *gymnasien*, which corresponds with our Grammar School, the highest secondary school here, there is a division of the upper branches into the *humaniora*, or Faculty of Arts, and the *realia*, the technical faculties. Is it your opinion that a similar division would be applicable here, by which more science would be taught?—At present we are very unformed here, and must walk before we attempt to run. I would strongly recommend very cautious proceedings in the beginning—we should be simple and unpretentious. The German system and the English system are of course very good for those highly advanced nations; but I am not quite sure that you could have such systems here, particularly in this part of the colony.

2769. But would not the system I have referred to, of having a division of the upper branches, with teachers of drawing, physical science, chemistry, and so on, be much cheaper than regular schools of mines, agricultural colleges, &c., which would require a staff of professors? Would that be your opinion?—Yes. That the school should teach in its higher forms the various subjects required by the young men.

2770. *Professor Sale.*] And you would select the Auckland College and Grammar School as a suitable institution for these purposes, because it is now in existence and has a sufficient endowment?—Yes. The Government are bound to do something; they are bound to stand at the head of education and help in this work. It is more their duty to do that than to establish boarding-schools.

2771. But the institution which you propose is something totally different from the Grammar School as it now exists?—Yes.

2772. And, excepting for the matter of endowments, it might be a totally separate institution from the Grammar School?—Nearly so. Some of the branches would be retained; the Greek, Latin, and mathematics, I suppose, would be retained.

2773. Then, if you made use of the Auckland College endowments, and turned the Auckland College into such an institution, your first step would be to do away with all elementary education in the school?—Yes.

2774. To do away in fact with the lower half of the school?—Yes; more than the lower half. They have 130 in the lower class; I would do away with all that.

2775. And even more than that?—All the others would have to pass a certain examination before admission to the school.

2776. Would you look at what is prescribed in the University Calendar for the matriculation examination? The students make a selection. Three of the subjects—namely, Latin, English and mathematics—are compulsory, and there are three others which they can choose. Would such an examination as that be the sort of entrance examination which you would propose for this institution?—I think so.

2777. Then, in reality, this institution would be converted into an institution providing the higher grammar-school education, University education, and technical training in various subjects?—Yes.

2778. *Rev. W. E. Mulgan.*] In reference to the residence of young men during their attendance at college, would you approve of the system adopted in connection with the Queen's College, Belfast? There there are licensed houses for the purpose: certain persons in the town apply to the authorities of the College, stating that they are willing to receive as boarders young men attending the College.

*Archdeacon
Maunsell.*
Feb. 22, 1879.

These persons are examined into, and, if approved of as persons who would exercise a sufficient supervision, in the opinion of the heads of the College, their houses are licensed and the students live in them; and a member of the Board is appointed, who occasionally visits the different houses. Do you think that system would work here?—I think it would work very well. I think that as soon as you establish a head institution of this kind all these subordinate appliances will grow up as a matter of course.

2779. Do you think that young people being sent up from the country, and residing in these licensed houses, would be equivalent to residence in a boarding-house, under the direct superintendence of a master?—I do, as far as my experience goes.

2780. *Professor Cook.*] Supposing the lower department, and, perhaps, a portion of the upper department, of the Auckland Grammar School were done away with, do you think its endowments would be sufficient to enable it to carry out the work of an institution such as you propose? Would it be able to pay the class of men who would be necessary for carrying on successfully the work of tuition?—The endowments, so far as I can make out from the newspaper statements—I have not seen the reports—amount to a little above £2,000 a year, exclusive of fees, which amount to £1,000, I think, and of course the endowments will improve in value as time goes on. Besides, my plan would not contemplate getting out a number of professors; but I would suggest that there should be appointed, say for Greek, Latin, and mathematics, two distinct professors.

2781. Where would these come from?—Wherever it is thought best—I suppose from England.

2782. You would get two men—one for classics, and one for mathematics—from England?—Yes. Then I was thinking that, for the other branches I was speaking of, we might get gentlemen who would be living in Auckland, or who might be induced to come to Auckland and reside, with the prospect of getting their labours here supplemented by the Government: for example, you might have the Government Analyst here, who would teach chemistry, and so on.

2783. I do not see wherein that differs very much from the arrangement at the Sydney University?—I think you must have one or two professors as a nucleus; the other teachers you can bring in from outside.

2784. In fact, you want a small number of highly-trained men, such as you would not be likely to get in the colony, as a nucleus, and you would supplement their teaching by lecturers, who would be procured in the colony?—Exactly. These men would be of great service here. For instance, an analyst would be of great service in the town, and he might get £100 a year for lecturing; and so with regard to other branches.

2785. Are you acquainted with the constitution of the Otago University and the Canterbury College?—No.

Rev. R. Kidd.

The Rev. R. KIDD, LL.D., was sworn and examined.

Feb. 22, 1879.

2786. *The Chairman.*] You are a graduate, I think, of Trinity College, Dublin?—Yes.

2787. And you have had experience in education in this province?—Yes, and at Home.

2788. Would you state briefly what your experience as a teacher has been?—In Dublin I assisted students in preparing for University examinations. I was for some years classical master of the senior classes in Mr. Homan's school, near Dublin. Afterwards, I was partner in what was called the Collegiate School, Belfast. In this colony, I have been taking pupils for a great many years. I had a school of my own for some years, which I discontinued on the establishment of the Auckland Grammar School. I was for a time headmaster of the Auckland Grammar School, in its early stage, and subsequently classical master in the present College and Grammar School. Since that time I have been taking pupils privately, and am also connected with the Wesley College, Three Kings.

2789. From your scholastic knowledge are you of opinion that the present system of secondary and University education in this part of the colony is satisfactory?—I cannot say that I am.

2790. Are you satisfied with the present system, whereby it is attempted to blend grammar-school education and University education in the one building, and under one staff of teachers?—I must say, decidedly, "No," to that question.

2791. Has it ever occurred to you what ought to be done to give a proper University education in this part of the colony, as distinct from grammar-school education?—I have formed the opinion that it would be expedient to use the funds of the Auckland College and Grammar School endowment for a real University college, having high-class professors; taking in, of course, the old branches, classics, mathematics, &c., and adding modern science—say, four high-class professors. I am of opinion that after a time this would be of great service to this part of the colony; and I consider, as to the school education, that for this purpose a much less subvention of endowment funds would suffice.

2791A. Do I understand that you would go to the length of abolishing the Grammar School as an institution supported by public endowments?—No; but I think that a good grammar school might be almost self-supporting. Before the opening of the provincial Grammar School there were good schools here which were altogether self-supporting. While I was headmaster of the Auckland Grammar School—only a year or so—it was self-supporting, or very nearly so, although the building in which the school was conducted was unsuitable. There was no fire in the schoolrooms, and they were not weather-tight.

2792. *Rev. W. E. Mulgan.*] What boys were admitted into the school in your time? What degree of proficiency had they to attain before being admitted?—I am not aware of any change having been made in the rule. I think the minimum age was nine years, and some rudimentary knowledge in arithmetic was required, as well as reading and writing.

2792A. There was no particular standard?—There was no defined standard, further than I have mentioned.

2793. You said the school in your time was self-supporting: had it two departments?—There was no distinction then. It was not called a College and Grammar School; it was called the Auckland Grammar School.

2794. Was there a great preponderance of those who had just entered, as it were—those in the lower classes?—No, not a preponderance.

2795. Merely a fair proportion?—In fact the private school of which I had been owner was a much larger school, and the pupils of the Grammar School were composed chiefly of young people coming from that school.

2796. *Professor Cook.*] Then, if a college were established here, such as the one to which you have referred, you think a considerable portion of the present endowment of the Auckland College and Grammar School might be applicable to that purpose?—That is my impression—that that would be, or would have been, a more desirable appropriation of the funds. I judge so partly from these circumstances: that there are young men engaged during the day who would be glad to get higher education; that there is an opening here for University classes, and that the plan has never had a fair trial. I reside three miles from town, and eight young men come to me for evening lessons. That seems to me an indication that, if well-organized classes were established in town, young men would avail themselves of it. I know several who would come to me but for the distance being too great.

2797. *Rev. W. E. Mulgan.*] Are these young men preparing for the University?—Three have matriculated, but there are others who are preparing—who are reading with a view to entrance upon a University course. One or two others have discontinued because the distance was too great.

2798. Have these pupils come to you from a distance of three miles?—I live three miles from town, and they come from different parts of the town, or its neighbourhood. Two of them come from Parnell, and they are the nearest.

2799. And you think a great many more would attend such classes as yours for preparing young men for University education if there were facilities given to them to attend in town?—It seems to me only reasonable to infer that such would be the case. I do not advertise in any way.

2800. *The Chairman.*] Does the present Grammar School afford proper facilities for country settlers getting their children educated at the school?—I am not aware that there is at present any boarding establishment connected with the Grammar School.

2801. Do you think it would be advisable to have a boarding establishment so as to enable country settlers to send their children to the school?—I should think so. When I closed my school I had twenty boarders, and every week fresh applications were coming in. At present I am not personally acquainted with what is done, but I suppose the boys from the country are at lodgings in the city and neighbourhood.

2802. Do you not think that these boys ought to be under the control of the master, rather than be scattered about in different parts of the town in private lodgings?—I am decidedly of that opinion.

2803. Have you formed any opinion as to whether the present University of New Zealand meets the requirements of the colony as a University?—I should not like to give an opinion upon a question so wide as that. I am firmly of opinion that its establishment and its operations have been and are very useful; but as to whether anything better could be substituted I would rather not take upon myself to pronounce a judgment.

2804. Have you any knowledge of the Queen's University in Ireland?—Yes.

2805. And its different colleges?—Yes; I was offered many years ago a professorship in one of them, which I was obliged to decline on the score of health, and at that time I made myself well acquainted with them.

2806. Have you ever reflected whether such a system might be beneficially introduced into this colony—namely, a University with colleges in the large centres of population?—I should be disposed to consider that the present system is a sort of representative of that—the University having its affiliated teaching institutions and a central Senate. The Otago University, the Canterbury College, the Auckland College, and the others are colleges of the New Zealand University.

2807. But, as far as you know, is the Auckland College and Grammar School conferring that class of education which a collegiate institution affiliated to the University should be giving?—I am compelled to say that, in my opinion, it certainly is not. The Queen's Colleges with their professors do real University work, and the Convocation and the coming together of the students do in some measure realize the advantages of a large University.

2808. Quite distinct from mere grammar-school work?—Oh, yes.

2809. *Rev. W. J. Habens.*] Do you think the University of New Zealand has acted wisely in affiliating institutions which cannot do work above grammar-school work?—No; if they affiliate institutions that cannot go above grammar-school work I should say that is not wise. I am under the impression that the institutions affiliated profess or are considered to be capable of going beyond grammar-school work.

2810. *The Chairman.*] Are there any general remarks you would like to make?—I was asked about the University. This is a very small matter, but I think it is a mistake for the University to make Greek altogether an optional subject. I am of opinion that in the compulsory subjects should be included a portion of Greek—not that it should be necessary to read Greek plays, and get up that kind of work; but so that a man could use his Greek dictionary, and also know the etymology of the English language more thoroughly. I am also inclined to think that the Civil Service examinations and the preliminary law examinations ought to be connected with the University. I think it would be advantageous for the matriculation examination to be conducted by the University, and not by the local institutions; and so it might probably take the place of the Civil Service examination.

2811. Are you conversant with the present matriculation examination?—I am acquainted with the regulations on the subject.

2812. Do you think it is sufficient or insufficient?—The matriculation examinations throughout the colony are not uniform, and they furnish no public certificate of a certain grade of attainment. In fact, my impression has been that the only practical restriction on the local bodies is that, if matriculated students are not likely to persevere and succeed in the University examinations, the results would be likely to bring discredit on the bodies admitting them.

MONDAY, 24TH FEBRUARY, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Cook,
 Rev. W. J. Habens (Secretary),
 Rev. W. E. Mulgan,

Professor Sale,
 Professor Ulrich,
 Dr. Wallis.

Mr. W. Aitken.

Feb. 24, 1879.

MR. WILLIAM AITKEN WAS SWORN AND EXAMINED.

2813. *The Chairman.*] You are a land agent?—Yes, and I have followed that pursuit for twenty-three years.

2814. Under instructions given you by the Commission you have made a valuation of certain properties?—Yes.

2815. *Professor Cook.*] Supposing these properties were put into the market at the present time, what would they be worth?—In my report I have given the present selling value. In fact, I do not take into account the prospective value at all.

2816. How much do you think ought fairly to be realized from these reserves—how much per cent.—let as they are now? They are let principally for agricultural purposes?—I have taken both into consideration; the properties, being in close contiguity to the city, have two values.

2817. But I am speaking of the annual rental which, they might be made to yield?—The annual rental will not return an amount equivalent to the interest on the value I have estimated them at. The properties in the list are of three descriptions. The St. Stephen's property, for instance, is solely and purely a property deriving a rental for building purposes. The property at the Three Kings would be partly adapted for agricultural purposes and partly for building purposes—sites for suburban residences. The suburbs of the city are rapidly extending in the direction of the Three Kings: in fact, there are houses on the way to that property at intervals, the longest interval I should say not being more than a third of a mile; and within the last year a very large number of houses have been erected within two miles of the institution. Another thing which gives that property an increased value, beyond its marketable value for farming purposes, is the fact that the Mount Albert railway station will be within one and a quarter miles of the most inferior description of the land. Otherwise, the larger portion of the property would not have been worth within 50 per cent. of the valuation I have attached to it. But, believing that what the Commission wanted to get was not a report of what might be, or what has been, but of what is at the present time, I have given you, as fairly as I could represent it, the value which I conscientiously believe that property would realize if placed in the market to-morrow.

2818. Having regard to these institutions as educational institutions, do you think it would be a good thing to put these properties into the market and sell them, and invest the money with the view of getting a greater income? or do you think the prospects of Auckland are such that, in the interests of the institutions, it would be better to hold on to these estates, even although they return a comparatively small rental now?—As the question involves a matter of opinion, I will give you a reason why I hold the opinion I do. If you have had an opportunity of judging of the district of Auckland, and of observing its situation, you must have come to this conclusion: that it is a mere handful of land, a very narrow isthmus extending across from one sea to the other. The progress which the place has made within the last five or six years has been of such a character as to warrant me in saying that the whole of the lands situated between the Manukau harbour and the Auckland harbour must within a very few years be utilized for purposes other than those for which they are used at present. That is to say, you will find that people who are residing in the town at present will want to get a little further out, that they may keep a cow, enjoy the advantage of purer air and exercise, or something of that kind; and they will go out and take four, five, or six acres of land, and build upon it. Well, land of that character, instead of yielding a rental of 10s. or £1 an acre, will bring some £3, £4, or £5 an acre, according to the situation and quality. So that I anticipate that in a very few years the whole of these lands will be very much increased in value, from the circumstances which I have mentioned. I have been a land agent here for twenty-three years, and have been in the province about twenty-five years altogether, and I know that the progress of these lands has been exceedingly slow until within the last few years: so that, in answer to the question, I have, with the explanation I have made, to say it would be an unfortunate circumstance to dispose of these estates and sell the freehold at the present time. I would wish to remark further, in reference to the property at the North Shore, that the value which I have attached to that estate might be considered more than it is in reality worth at the present time; but the same remarks which I have made in relation to the Three Kings apply also to that property. Lands within a very short distance of the property, held by the Roman Catholic Mission, have been selling as low as £1 an acre; but, at the same time, I only think it right to tell you that as this property possesses a considerable extent of water frontage, and that, as land at Stoke's Point, inland of the sea-board, has been lately selling at from £15 to £30 per acre,—rather more accessible land with regard to the back country,—I think I was justified in attaching some importance to the fact that it would be sooner or later required for building purposes; and on that account I valued it at more than it is really worth for agricultural purposes at the present time.

2819. *Rev. W. J. Habens.*] The present rental of these 376 acres, forming the St. Mary's estate at the North Shore, is about £40 a year: do you think that is a fair return?—No; it is not. In my experience, I have not found property in the possession of either private individuals or public bodies that has been worse looked after than that property has. I will not use too strong language, but it is not as it ought to be.

2820. *Professor Cook.*] Is there stone on the North Shore property that might be used for building purposes, and which would add value to the land?—It might be utilized; but, when you take into consideration that Shoal Bay is a shallow harbour, and only navigable at high tides, I question whether the quarry could be utilized to advantage. There is similar stone all round Auckland.

2821. What rental do you think the piece of land of 227 acres, facing the Manukau Harbour, and being part of the Three Kings estate, ought to fetch if the tenant undertook to fence it?—I should say it was worth from £10 to £20 year.

2822. *The Chairman.*] If that particular block were put up for sale, what do you think it would realize per acre at the present moment?—The land is very broken in character, and would only be suitable for being cut up into small sections. If you were going to utilize it, and make it return the largest amount of money, the value I should attach to it would be from £3 to £4 per acre.

Mr. W. Aitken.
Feb. 24, 1879.

The Rev. R. KIDD, LL.D., was re-examined.

Rev. R. Kidd.
Feb. 24, 1879.

2823. *The Chairman.*] I understand that you wish to explain some evidence given by you when previously under examination. If you would state the question and the modification you wish to make, your remarks will be recorded.—The question I forget, but the answer was that a middle-class school in Auckland, under efficient superintendence, ought to be nearly self-supporting. That answer did not, perhaps, express with sufficient distinctness the meaning that I wished to convey. The work of education in general may be distinguished into three portions: First, the education of the poorest sections of society; secondly, the primary and intermediate education of other sections; and, thirdly, University education. Of these three portions, the first and third appear to be practically dependent on State aid or on endowment—the first, because of the poverty of the recipients; the other, both because there may be desirable students not in circumstances of affluence, and also because, in any case, the number of University students is comparatively small, while the teaching and examining staff suitable for this grade of education is necessarily of such a kind as to require a larger amount of expenditure than the aggregate of such students can be reasonably expected to defray. As to schools of secondary education, on the other hand, the case is different, and the support of such schools is found to be tolerably well provided for by the operation of private demand and supply where other resources are absent. If, indeed, after due provision being made for the education of the poor, and also for University education, there are, moreover, means available for subvention to secondary schools, such grants, being well administered, will probably be, on the whole, beneficial, notwithstanding the drawback that the competition of private enterprise is apt to be thereby extinguished. But if a given endowment for education other than primary be inadequate, both to supply University instruction of the best kind, and also to support education of the middle grade, in such a case I consider that the first requisite is to provide adequately for the high-class education. I have assumed in these remarks that the institution of *bonâ fide* University education is an object of public importance to the whole community, so that it is right and expedient that public funds or endowments should be appropriated to the securing of that object. This assumption, I suppose, would be disputed by few; and, at all events, it is not necessary for me here to specify the grounds on which it is based. It was with reference to these considerations that I expressed the opinion, in answer to a question, that in certain circumstances a middle-grade school ought to be nearly self-supporting. I did not answer quite to my own satisfaction on another subject—namely, the reasons for anticipating that there would be an increase in the number of University students in Auckland. I merely wish to say that I think the recent regulations with reference to teachers of Government primary schools, which I admire very highly, tend to bring an increase to the number of University students. I find that the best portion of the teachers, especially the younger ones, have begun to study with reference to the University since these regulations were promulgated. I may mention that, of the young men who come to me for private instruction, half the number are teachers in Government schools.

Mr. D. A. TOLE further examined.

Mr. D. A. Tole.
Feb. 24, 1879.

2824. *The Chairman.*] Will you be so good as to look again at the plan of the Three Kings estate, and say if it is correct?—I see that one part which the draughtsman ought to have tinted is left plain. I will have it altered.

NELSON, MONDAY, 31ST MARCH, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand.

The Right Rev. A. B. SUTER, D.D., Bishop of Nelson, was sworn and examined.

Bishop of Nelson.
March 31, 1879.

2825. *The Chairman.*] You are the Bishop of the Nelson Diocese?—Yes.

2826. How long have you held that position?—Since 1866.

2827. What estates which have originated in Government grants, directly or indirectly, are held by the Church of England in this province?—I think that the Whakarewa estate, situated at Motueka, is the only one which is, strictly speaking, of that character.

2828. What is the area of that estate?—It would perhaps save trouble if I were to refer the Commission to the report of the Commission on Religious, Charitable, and Educational Reserves, published as an Appendix to the Journals of the House of Representatives for 1869—A.—3. At page 30 there is a full description of the holdings, which gives, practically, a correct statement of the acreage. No doubt the Crown grants would be found to include rather more land; but there are river-beds and other waste portions, which will make up the balance.

2829. In whose custody is the Crown grant of this property?—In mine.

2830. In your opinion, is the estate being utilized in terms of the trust?—Certainly, within the last few years. There was a time when it was in abeyance; but within the last few years the terms of the trust have been carried out.

2831. What is the rental of the estate?—In the last annual report on this institution which I submitted to the Diocesan Synod I state, on this point, "Taking the rental of 1877, the gross amount is £334 18s. This will be a little augmented as new leases are granted, but not to such an extent as expected, on account of the lamentable destruction and depreciation of the value of property by last

Bishop of Nelson.
 March 31, 1879.

year's floods." In the report of 1869, before alluded to, the rent was then stated at £346 14s. ; and it was estimated that the probable value to let in 1881 would be £761 8s. 6d. Now, a great change has taken place in the property since that estimate was made, and I hold in my hand a report from the bailiff, giving an account of the various properties, and the destruction caused by the floods. The first property mentioned in the list, which was let at £50, has been re-let at £52, instead of the estimated rent of £100 ; and the Commission will not be surprised at this fact when they hear the following :—

"The holdings that have sustained the greatest injury are Atkin's, Croucher's, and Holyoak's. On Atkin's holding of 100 acres, about five acres of the low land at the west end has been covered so deeply with sand and shingle as to ruin it ; and over the greater part of the remainder there is a deposit of soil and sand varying from a few inches to about three feet in depth, the greater part of which is fertile, though it is inferior to the soil it has covered ; but there are strips of clean sand, where the current was strongest, covering five or six acres, which are sterile. I consider this holding worth £20 a year less than before the flood, but believe it is still worth the rent he pays—viz., £50 per annum."

That has been increased to £52 a year, according to the estimate of the Road Board, and a special valuation I had made ; and in five years' time it will be £55—a very great difference from the £100 estimated to be its probable value to let in 1881. This is the worst case, but there are others. One small holding, in the occupation of a tenant named Taylor, has increased from £5 to £10 ; and, of course, there are others away from the locality of the floods ; but, unfortunately, several of the larger holdings are situated in exposed positions.

2832. *Rev. W. J. Habens.*] What means are employed to secure that the properties are let at the highest possible rent ? Are they exposed to auction ?—No. They are coming in by degrees. A few of the leases have been renewed by myself on the recommendation of the solicitor, Mr. Adams, and the bailiff, Mr. Greenwood ; and, after taking into consideration the special valuation made by my direction, and the valuation of the Road Board, and also taking into consideration the improvement of the property, I did not think it was right that those who had improved their holdings should not have the advantage of such improvement. Some of the tenants have built very excellent houses, and I think it would not be at all encouraging to them for the next few years if we did not give them some advantage on that account. So that I did not estimate anything more than the improvement in the land, but certainly not the houses that were put upon it.

2833. *Professor Sale.*] At what date were most of these leases granted ?—The first were granted in 1857, and nine of them expired last year ; the leases were for twenty-one years.

2834. *Rev. W. J. Habens.*] Did the original leases contain any covenant about renewal or compensation ?—Yes ; some of the tenants were entitled to renewal.

2835. *Professor Sale.*] Not at the same rent, I presume ?—I believe they were to be decided by arbitration, provided for in the leases.

2836. Can you say whether, in the case of any of the more important holdings, the present occupants are the original lessees or not ?—A great many of the leases have been transferred. I have very frequently had to agree to transfers recommended by the solicitor.

2837. *Rev. W. J. Habens.*] Do you know whether the transfers were frequently for valuable consideration ?—In several cases it was simply a transfer of property because the man was insolvent. Scarcely in any case that I can remember was the transfer effected for the purpose, as it were, of getting money, but simply because it was necessary, in connection with other property, or on account of the persons leaving the district.

2838. *Professor Sale.*] Are you always acquainted with the circumstances of the transfer of leases ?—Yes ; I always make particular inquiries from the solicitor to the trust.

2839. So that money could not be paid for a lease without your being aware of it ?—Not openly ; no.

2840. Not openly ?—For instance, I know that leases have been transferred as security for money lent.

2841. That comes to the same thing, I think ?—Well, it does not appear on the face of the transaction. That is only, however, with reference to small holdings.

2842. *Professor Shand.*] I think you stated that the leases were renewable at the expiry of the twenty-one years : are they renewable indefinitely, or is any period mentioned ?—I should prefer to send to the solicitor for copies of the old and new leases. I believe I refused to grant new leases for a period longer than fourteen years, and I observe among the papers a note to the effect that a payment has first to be made in advance, and another after seven years. My opinion was that it would be undesirable to renew for a longer term than fourteen years.

2843. *The Chairman.*] How is the revenue which is derived from these holdings expended ?—On the maintenance of a boarding and day school, the salary of master, and expenses of boarding and clothing as many as the funds will allow, giving industrial training to the girls and boys so far as is possible. I refer to the statement laid by me before the Nelson Diocesan Synod last year, to which I am responsible as trustee. [See Appendix IX.—I.]

2844. I understand that all the revenue arising from the estate is expended on the school you have just alluded to ?—Yes, for teachers' salaries, repairs to some of the properties, and the boarding.

2845. How many pupils are at the school ?—Five girls, who are boarded, and there is a fluctuating day school, consisting of children of both sexes.

2846. *Professor Sale.*] Are they all Maoris ?—Yes. Mr. Baker, in his last report on the school, refers to the condition of the Maoris, and to the fact that their Hauhau prophet had been amongst them and disturbed their minds, setting them against the school and education for the time being. Mr. Baker says, "Some of the Maoris are very anxious that we should receive more boarders, but I have to tell them plainly that we cannot. They see their children cannot derive the same advantages as day scholars that they would as boarders ; when living at home they are under the influence of innumerable relatives. For the sake of the children themselves I should like to be in a position to board as many as would come, for I am fully convinced that is the only way of reclaiming them. A

Maori prophet here has tried to induce one of our girls to go and place herself under his teaching." *Bishop of Nelson.*
I am happy to say they are dissatisfied with him now, and are gradually drawing away from him.

2847. *Professor Shand.*] Could you tell us the average number of day scholars?—The attendance varies very much indeed. In fact, I do not attach so much importance to the day school, it is so very irregular, but I rely more upon the boarding. We are able to do something with those who board at the institution, but very little, comparatively speaking, with the others. There are very few Maoris now at Motueka.

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2848. *Rev. W. J. Habens.*] Was the account for 1878 a similar one to the account for 1877?—Yes, exactly the same. I may mention that five new rooms are being added to the house now occupied, which is a private house. The school used to be held at a place called "The College," three miles away from the town, but the Maoris had an objection to sending their children there, and it was moved into the village, since when it has been much more successful, being nearer to the Maoris than formerly.

2849. *Professor Sale.*] And is this house you now occupy rented for the purpose?—Yes, the rent appears in the accounts—"Rent of building, £20."

2850. *Professor Shand.*] Is the school conducted as an ordinary primary school, in regard to the subjects taught?—It is more like a boarding-house. The girls are all together in the same house; they have their lessons regularly—just the simple subjects, and they are taught needlework and have industrial training in the house. It is almost impossible to get them to do anything beyond a little house-work. I may mention that one of the girls trained at this institution was recently married to Mr. Parkes, and she affords a good illustration of what can be done with Maori children when they are taken in hand thoroughly. The wife of the teacher, Mr. Baker, who comes from the North, is a very valuable person, and both she and her husband are thorough Maori scholars. Maori is spoken throughout the house, but the girls have their lessons in English from Mr. Baker.

2851. They are just taught reading, writing, and arithmetic?—Yes; they are examined once a year, either by myself or the Rev. J. S. Grace, jun., who speaks Maori very well; and the Rev. S. Poole visits the school occasionally.

2852. *Rev. W. J. Habens.*] What is approximately the average length of time during which the pupils remain in the boarding-school?—I could not answer that.

2853. *Rev. W. E. Mulgan.*] Is there any age at which children are admitted?—We are so anxious to get pupils that we take them at almost any age—very young; but we have declined to take one or two because they were too old.

2854. *Professor Sale.*] Practically, then, there is no limit so far as youth is concerned?—No.

2855. But you have occasionally objected to candidates for admission on account of age?—Yes.

2856. *Rev. W. E. Mulgan.*] You mentioned, I think, that one girl was married from the school?—Yes.

2857. *Professor Sale.*] To what age do you keep them at the school, as a rule?—As long as we possibly can.

2858. Until they are grown-up women?—Yes; we keep them as long as we can. Of course we have not had the chance yet of keeping them for such a long period as you mention.

2859. How long has the school been in good working condition?—About five years in its present state, but it has been doing good work at intervals for eighteen years. A good many of the pupils have been taken away to the North Island, and they are constantly moving, so that it is difficult for me to answer directly without a register of the names of those who have come in and gone out.

2860. *Rev. W. J. Habens.*] I suppose you have not accommodation for teaching boys as well as girls, except little boys?—No. We made our choice between the two, years ago. The school used to be chiefly composed of boys. I have met boys at Pelorus who were educated there. I married a young man at Pelorus who was educated at the school under Mr. Tudor, when he was head of the institution fifteen years ago. I should like to mention with regard to this institution that, in my opinion, it is a case deserving of assistance from the Maori funds. It has proved to be efficient in the training of girls with the existing staff and under present circumstances, and at a cost of £20 each. If the numbers were greater we could wholly maintain, clothe, and educate these Maori girls, even at a less cost than the sum I have mentioned.

2861. *The Chairman.*] Do I understand that you get no aid at all from the Government?—No aid at all. I applied to the late Sir Donald McLean, who made a kind of verbal promise that something would be done, but we have received no assistance whatever from the Government.

2862. *Rev. W. J. Habens.*] Do you think that if there were a larger income there would be a greater demand for the kind of education which the institution supplies?—Decidedly; I am sure of that.

2863. *Professor Sale.*] Then the Maoris themselves are not dissatisfied with the institution?—Some, not all of them, are a little dissatisfied with the original grants, but they are not dissatisfied with the institution, except that some of them say just now it is bewitched. They are very much attached to Mr. and Mrs. Baker.

2864. What did you mean by saying they were dissatisfied with the original grants? Did you mean that they were dissatisfied that the land should have passed away from them for this purpose?—Some of them are; but that is controverted. Mr. Tudor, if he were here, would be able to show that it was not the case; because the persons who really made over the land in question are still living. That was merely a little matter of prejudice, and has blown over now.

2865. *The Chairman.*] Do I understand that the Maoris were the donors of the estate?—Of certain portions.

2866. *Professor Shand.*] You mentioned, I think, that you had some difficulty in obtaining pupils: is that on account of the small number of the Maori population?—Yes; for we have taken pupils who were staying with their friends on this side of the Bay, but who really belonged to the North Island; and we have also two from Collingwood.

2867. If the income were increased to enable you to maintain more pupils, would not that

Bishop of Nelson. difficulty be increased as well? If you have a difficulty now in filling up the school would it not be still more difficult to get a larger number?—We have no difficulty in filling up the institution with boarders. It was when we only had day scholars that the difficulty was experienced.

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2868. *Professor Sale.*] How long has the school been a boarding school?—Ever since Mr. Baker went there, when we began to take boarders at once—five years ago.

2869. *The Chairman.*] I would like to know, my Lord, in what way you are connected with the Nelson College?—In no way whatever.

2870. It did not form part of the educational endowment granted to the Church of England?—No.

2871. Under what conditions is the Bishopdale Theological College held?—In answer to that I may be allowed to hand in a paper which I have prepared for the information of the Commission, and which will show exactly what the position of Bishopdale College is. It will show that while the institution benefits by trust funds, it is not a trust itself.

Paper put in and read. [See Appendix VI.—C. Bishopdale Theological College, p. 31.]

2872. *Professor Sale.*] You state that a sum of £3,000 is invested: how was that obtained?—It was given by Bishop Hobhouse under the title of the “Clergymen’s Replenishment Fund,” and it may be applied in any way the Bishop thinks right for the replenishment of the clergy, by education or otherwise. It might be applied, for instance, in sending clergymen to England to be educated. The money was given by Bishop Hobhouse. Not one penny of it need necessarily be applied to the purposes of this institution. It might be devoted, at the discretion of the Bishop, for instance, to paying the passages of clergymen from one part of the world to another. It gives, nevertheless, an element of fixity to the College by securing its continuance.

2873. *Professor Shand.*] Not necessarily if the funds can be applied in any other way?—At all events it is a proved possibility of the permanence of the institution.

2874. *Professor Sale.*] Is there any part of the revenue of the Bishopdale College which is derived from public sources?—None whatever. I suppose the link of connection between the Commissioners and myself, in reference to the College, is merely the question of affiliation to the New Zealand University; and, of course, I must show that there is a reasonable probability of the institution being carried on.

2875. You mention that there are three undergraduates at present in residence?—Yes, two in actual, and one in occasional residence.

2876. Have any of these gone up for the University examinations?—No.

2877. Did they matriculate at the College?—They were examined by the Board approved of by the Chancellor.

2878. By the Matriculation Board attached to the College?—Yes. Consisting of the gentlemen mentioned in the paper just read.

2879. *Professor Sale.*] Then two of these students have passed annual examinations in accordance with the University regulations?—Yes.

2880. *Rev. W. J. Habens.*]—Are these undergraduates already in orders?—Yes; one in deacon’s orders and the other in priest’s orders.

2881. And when you say one of them is engaged in teaching elementary work, do you mean in instructing the other students who are coming on—that, being, in fact, comparatively a senior student himself, he is helping the juniors?—Yes.

2882. What is the connection between the Bishopdale Theological College and the Bishop’s School?—None, necessarily.

2883. I ask the question because I observe that the Bishop’s School department is represented in the University Calendar as being part of the institution of Bishopdale Theological College?—There is no organic connection.

2884. *Professor Sale.*] Is Bishop’s School affiliated to the University separately?—No.

2885. Then it is not an affiliated institution?—No, not separately.

2886. It should not appear in the Calendar?—I do not know.

2887. *Professor Shand.*] Is the headmaster of Bishop’s School the Latin tutor at Bishopdale College?—Not the present master. Mr. Chepmell has just left the Bishop’s School. Last January he was appointed to one of the town schools—the first town school—but still continues to lecture on Latin at Bishopdale. It was hoped by the founders of the Bishop’s School that it might be an institution the elder scholars of which might become students of theology; but that is not the case yet, or likely to be at present.

2888. Could you tell us the number of hours per week during which the Latin tutor gives instruction in the College?—I have just arranged for him to come for two afternoons in the week—that is to say, for about two hours and a half in the afternoon, and one hour on another afternoon—about three and a half hours a week altogether.

2889. Then, with respect to the lecturer on botany and physiology, how many hours’ instruction does he give per week?—One hour and a half.

2890. *Rev. W. J. Habens.*] I notice that your Lordship is put down as teacher in classics: is the instruction you have just spoken of all the instruction in classics which is given in the institution?—By no means; I myself teach between 9 and 1 every day. In fact Mr. Chepmell only comes, as it were, for Latin composition; I hear all the Latin and Greek.

2891. *Professor Shand.*] And you take also the mathematics and general literature?—Yes.

2892. Then you are occupied from 9 to 1 every day?—Yes; I give my whole time to it as far as I possibly can, believing it to be important.

2893. And Dr. Boor attends for an hour and a half?—Yes; generally two hours.

2894. For how many hours in the week is Herr Harling employed?—Mr. Grace has been his only student, and has been teaching the others, who have only just been doing the preliminary parts.

2895. He does not visit the College?—No, except for examinations. I shall very likely send them to him this quarter, but it is uncertain.

2896. *Rev. W. J. Habens.*] Do you regard Bishop's School as strictly speaking a grammar school, or is it rather a combination of the primary school and the grammar school?—I may say that it is in a very unsatisfactory state at the present time. A great many of the elder boys left last year to go to the College, and we had a change of masters, which is always a great drawback, and Mr. Chepmell was removed to the school in town. He teaches Latin, and, of course, on that account would draw off some boys. Consequently, the school just now has to be begun all over again. Hitherto it has been a superior grammar school, and objection was made on the Central Board to the establishment of a high school, on the ground that the Bishop's School supplied what was wanted—the Bishop's School and the College between them.

2897. *Professor Sale.*] Where is the institution?—In the town, in a building near the Church Hill. It only consists of one large room and a small playground; it was the first school in the place.

2898. *Rev. W. J. Habens.*] How many masters are there now?—Only one, Mr. Harkness, who was a scholar of the New Zealand University.

2899. Does he receive a larger emolument than when in his former position of assistant?—He simply receives what the school produces. This is not a Government grant. The property is diocesan property, and it is put at the disposal of the Bishop for the purposes of a school so long as he can maintain a school.

2900. *Professor Sale.*] What class of boys do you get at the Bishop's School—I mean socially? Are they mixed?—They are rather superior; they have included sons of ministers, lawyers, bankers, and people of that class, and the better sort of tradespeople. Some of the boys come five or six miles to attend the school, and others from the country.

2901. I suppose it is open to all who choose to attend. Is there any restriction?—The headmaster and the Bishop have the absolute right of declining to receive any boy, and that right has been exercised, but, of course, for sufficient reasons.

2902. *The Chairman.*] The Commission would like to know whether, in your opinion, the present University of New Zealand is giving that degree of University education which is commensurate with the demands of the colony?—My view has always been that it would be desirable for the present that it should follow in the steps of the London University, and not be a teaching body at all, but only an examining and testing body. And, the better to carry that out, I should be glad to see the matriculation examination common to the whole of New Zealand, instead of being in the hands of the various institutions. I should like to see free trade in teaching; that any institution which, owing either to personal influence or pecuniary or other advantages, could give a better education, should have its influence only in virtue of what it offered, and should be open to all. But I should be sorry to see any restrictions upon persons offering themselves for degrees who came from isolated institutions, or without any University training whatever. I think it would be rather hard upon certain individuals, who might have opportunities of training their sons, if they could not get degrees for them without sending them away from home. It seems to me that the University degree should be open to all who attained a certain standard, and presented themselves at a certain place at a certain time. I have been thinking of the matter for the last few years and have come to that conclusion with reference to it. That would not at all interfere with the very high development of any college in any particular spot, either North or South. All that I should hope would be that there would be no exclusive privilege, and the University need not trouble itself with scholarships, only degrees.

2903. *Professor Shand.*] Is your opinion based upon the present circumstances of New Zealand; or do you hold that persons in all countries should get degrees simply on examination without necessarily having gone through a University training?—My opinion is based very much upon the state of things in England, where they have the local Universities, and there is also a demand for the degree alone; and so I think there would be here—there would be a demand for the local University, and the degree through the help of the local University or college, and there would be also a demand for the other. That would be the case, I think, for some time to come, perhaps always. I can conceive that the circumstances of many people would be such as would require that arrangement. But I should like it to be distinctly understood that my feeling is that it would not at all interfere with the very high development as collegiate institutions of any number of such institutions.

2904. The only improvement you would be inclined to suggest in the working of the University then, would be the institution of a general matriculation examination, conducted, I presume, by the University?—Yes; that is one special improvement, and the opening of degrees to all comers eligible for them.

2905. *Rev. W. J. Habens.*] With regard to the appointment of members of the Senate, do you think that the present mode of appointment is satisfactory; or have you any suggestions to make as to the manner in which members of the Senate should be appointed?—I have not looked into that matter.

2906. *The Chairman.*] What is your opinion as to the standard for the B.A. degree, and the working of the examinations hitherto?—Of course a great deal would depend upon what the idea of the authorities of the University was, as to what the standard should be. But it appears to me that for an ordinary degree the number of subjects, and the amount necessary to be read, is very much larger than, at all events, my remembrance of what was required in the University of Cambridge.

2907. Do you mean that the subjects are more numerous?—The subjects are more numerous, and the books required to be studied for an ordinary degree seem to me to be much more voluminous.

2908. *Professor Sale.*] You are speaking now simply of the details of examinations that have taken place?—Yes.

2909. That the amount, for instance, of Latin has been unusually large?—Yes; the number of books, both in Latin and Greek—Homer, Virgil, and so on.

2910. You are complaining, then, rather of the examinations that have taken place, than of the regulations with respect to examinations?—I am rather complaining of the excessive quantity that has been prescribed under the subjects of examination than of the regulations respecting examinations.

Bishop of Nelson. At the same time I think that, for an ordinary degree, there ought to be some means of giving a degree in four subjects.

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2911. *Professor Shand.*] Your opinion, I presume, is, then, that the standard for the examination has been too high?—A little too high, but not much, both in quantity and quality for an ordinary degree.

2912. *Professor Sale.*] Do you approve of Latin and mathematics being compulsory?—Yes; it is a very salutary provision.

2913. *Professor Shand.*] Would you have any other subject made compulsory?—No.

2914. *Professor Sale.*] You stated that you are in favour of the New Zealand University following in the steps of the London University, by granting degrees solely upon examination. Would it also be desirable, do you think, to do away with affiliated institutions altogether, and leave them entirely independent of the University?—I should like to see some plan devised by which the University could, to a certain extent, encourage attendance at a collegiate institution, and yet not exclusively so.

2915. For instance, you know that one important function of the University at present is granting scholarships: would you make the institutions at which scholars pursue their studies in any way dependent upon, or liable to supervision from, the University?—Yes, certainly.

2916. In what way?—That they should be able, according to the conditions of affiliation, to show that there was a probability of their being able to carry the students who have obtained scholarships further on. But that would not apply, of course, to candidates for ordinary degrees.

2917. Then your remark with regard to free trade in education would apply solely to the obtaining of degrees?—I think that a scholarship might be offered, and if obtained the individual might choose where he would take advantage of it; but it should be under such circumstances as would give a probability of his being able to make further progress—that is to say, I should not contemplate giving a scholarship to a person residing at home. But the best way would be to let the colleges give scholarships, and the University leave them alone.

2918. *Rev. W. E. Mulgan.*] He must pursue his studies in some affiliated institution?—Yes, I think so, if the University continues to give scholarships.

2919. *Professor Sale.*] Therefore you think it desirable that the existence of affiliated institutions as at present should continue?—Yes, as at present. I do not go further than that—that the privileges under affiliation should be continued; the privilege, I mean, with regard to the degree, not necessarily the privilege with regard to scholarships. There is a privilege under the degree, and I should not like to include both. I should certainly like to see the affiliation continued with reference to the possibility of persons getting degrees at institutions in which they can at present. I should not like to see the privileges at present existing removed, so as to compel persons to go to any particular college for the purpose of getting a degree.

2920. You mean that the present institutions which are affiliated you would like to see remain affiliated?—Yes.

2921. You know that in the list of affiliated institutions several are included which are simply grammar schools?—Yes.

2922. Would you like to see them still remain as affiliated institutions?—It is a difficult question to answer, because you cannot exactly draw the line between many of these grammar schools and colleges—you cannot say they are grammar schools exactly. For instance, Nelson College is a grammar school, but at the same time it is perfectly able to carry on boys to a degree.

2923. *Professor Shand.*] Do you approve, then, of secondary education and higher education being combined in one institution?—No, perhaps not, if you are establishing it for the first time; but I think that if an institution has grown up to a certain condition, owing to the circumstances of its foundation, and so forth, it would be rather arbitrary to alter it.

2924. *Professor Sale.*] But none of these institutions, surely, have grown up as affiliated institutions?—But I allude to Nelson College. That has grown from a superior primary school, as it were, into a secondary school, and there has been no link missing between its former state and its present. Owing to the increase of population, and to the increase of its funds and success of its teaching, it has been gradually developed from a superior primary school into being a primary and secondary school. If you were founding Nelson, or any other place, I should certainly say establish distinct primary schools, and distinct secondary schools.

2925. And you think the same institution should also, if it is capable of doing so, grow into a college providing University education as well? that, in fact, it might be all three—a primary school, a secondary school, and an institution providing University education, all in one?—I think some means should be provided whereby that could be allowed, when it had arisen out of the circumstances. Logically it is not right, but I think that practically it would work well.

2926. *Rev. W. E. Mulgan.*] Was Nelson College ever a primary school?—No; but it was doing that work pretty much when it first started, and, in fact, at the present time in its lower classes it is giving primary education. There are, indeed, boys in our State schools who are in advance of some of the pupils in the lower classes at the College. I rather hesitated in my answer to Professor Sale's question in reference to the desirability of continuing the existing affiliated institutions, because I did not wish to shut the door against anything like real *bonâ fide* collegiate training.

2927. *Professor Shand.*] In fact, if the circumstances admitted of a separation between secondary education and higher or University education, you would approve of its being done?—Theoretically I should, but it might be expedient not to do so; in the process of doing it you might injure valuable institutions. That is my difficulty—theoretically I certainly think so, but practically it might be inexpedient to do so; you might, for some years at all events, lose more than you would gain.

2928. And by saying that you approve of the principle theoretically, I presume you mean that both secondary education and higher education would be improved by the separation, if it is to be accepted generally?—Yes, undoubtedly they would be improved by separate institutions.

Mr. OSWALD CURTIS, M.H.R., was sworn and examined.

Mr. O. Curtis.

2929. *The Chairman.*] You were for a great many years Superintendent of the Province of Nelson? —Yes. March 31, 1879.

2930. For how many years?—Ten.

2931. Could you tell us what endowments were made in this province for educational purposes, exclusive of those made for primary education under "The Education Reserves Act, 1877"?—No endowments were made that I am aware of, leaving out those of the New Zealand Company.

2932. How was the Motueka endowment granted?—That I consider to have been for primary education. The institution was called a college; but it was chiefly for the education of Maori children, and children from other islands in the South Seas.

2933. *Professor Shand.*] We wish to hear even about endowments for primary education, except those under the Act of 1877?—I know of no endowments which I should class as endowments for secondary education in this province—none whatever. Of course, there may be a question with regard to the Motueka estate, as it was called a reserve for a college; but, practically, I think it was simply intended for primary education, and it has been so applied.

2934. We have got to inquire into such endowments, even though they be for primary education?—Then we had a certain endowment for primary education, being 5 per cent. of the proceeds of all sales of land—"one-twentieth," I think, were the words of the Act.

2935. That is, the Act of 1877?—No; I am speaking of an old Land Act relating to the Province of Nelson—an Act passed in 1863, which provided that one-twentieth of all land surveyed for sale should be reserved for the purpose. Practically, we devoted the money received from the sales to the purposes of primary education.

2936. What has become of these funds?—They were expended annually in the support of the schools.

2937. None of these funds accumulated, and there were no reserves purchased?—There were a number of reserves in the different townships which were chiefly intended to provide sites for schools.

2938. *The Chairman.*] Were there no landed estates granted to religious denominations here in the olden times, as was the case in Auckland?—No; there was a certain amount of money from the funds of the New Zealand Company; but no land granted, that I recollect.

2939. *Professor Shand.*] Was that money invested for the purposes of education?—It was divided amongst the different religious bodies, and vested in trustees. It was not for the purposes of education, in a secular sense, but for theological purposes—for the support of their Churches.

2940. Was it not for educational purposes, as well as for religious purposes?—I am speaking from memory only, but, as far as I recollect, it was simply money for the religious bodies as such, to be devoted to the support of their Churches.

2941. At all events, so far as you are aware, none of these funds are devoted to educational purposes?—Not specifically.

2942. Do you recollect whether the amount of these funds was considerable?—No, it was not very large; I cannot recollect what it was—perhaps £10,000.

2943. Could you tell us who the trustees are?—They are the governing bodies of each Church; they are different in the case of the different Churches.

2944. And these endowments are still held by the respective Churches, I suppose?—I know nothing of what has been done with the money, beyond the fact that it was distributed amongst these different bodies. The money was vested originally in a Board of Trustees; those trustees divided the money amongst the different religious bodies, and wound up the trust.

2945. Have any endowments been made for secondary education?—No; none whatever.

2946. *The Chairman.*] How is the Nelson College maintained? Has it any endowments, or is it dependent on the school fees?—There was an endowment made by the New Zealand Company out of the proceeds of the sales of land. A certain proportion of the receipts from the sales of land which were made in England was paid into a separate account by the New Zealand Company, and vested in certain trustees. Ultimately, when the affairs of the New Zealand Company were wound up, and the Imperial Government assumed their liabilities, the money was paid over to a Board of Trustees in the colony.

2947. What sum was so paid over?—I think it was about £25,000 for secondary education.

2948. And that sum was invested in the purchase of the present endowments of the College, I presume?—It was appropriated for building the College, and the balance of the money was invested, generally speaking, in mortgages upon real property, the proceeds of which go to the support of the College.

2949. *Professor Sale.*] Then does the College possess no landed estate?—They have made some exchanges of lands. They do hold a certain amount of land in the Amuri and at Riwaka, but without reference to books I could not tell you the quantity, nor exactly how it was obtained, but it was part of the proceeds of the funds I have mentioned.

2950. It was not a Government grant, but it was purchased or exchanged?—Yes. There were one or two small blocks of land set aside by the New Zealand Company for the same purpose, in addition to the money, but the Secretary to the College would be able to give you the details of all these matters.

2951. *Professor Shand.*] Was the College founded under any provincial Ordinance?—No; the Constitution Act expressly precluded either the General Assembly or Provincial Councils from dealing with this question.

2952. Then how were the purposes of the College defined?—Power was afterwards taken to define them by an Act called "The Nelson College Act, 1858."

2953. Was the school established before that Act was passed?—It was in operation before that to a certain extent; but I had nothing to do with the College in those days, and am speaking entirely from memory, and without any official connection with the matter.

Mr. O. Curtis.
March 31, 1879.

2954. You are one of the Board of Governors of the College, I think?—Yes; I have only been so for a few years.

2955. Have you found the funds sufficient for the support of the school?—Of course the funds being small has limited our operations a good deal. We could have done much better if we had had a larger amount of funds—we could have enlarged our institution considerably.

2956. In what respect?—We are now making an addition to the building to accommodate sixteen more boarders, and building a large new class-room, but we are doing so out of the savings of our last year's operations.

2957. If you had had funds available, you could have done that sooner, and would have done so, probably?—Yes.

2958. *Rev. W. J. Habens.*] I notice that the Commissioner of Crown Lands, in making a return of reserves in this district, states that there are reserves belonging to the Nelson College—vested in the governors of that institution—of which I have a list. Can you say how these were acquired?—As far as my knowledge goes, they were all acquired long before I had any connection with the College, and, with the exception of a few acres in the town, they were acquired from the funds of the New Zealand Company.

2959. *Professor Sale.*] They were purchased, then?—Some were purchased, and some exchanged. I am hardly able to say.

2960. *Professor Shand.*] I think there are some scholarships in connection with the College: how were these established?—Some by private donation, and some by votes of the Provincial Council, which are now continued by the colony.

2961. *Rev. W. J. Habens.*] Do you know in what way the colony now contributes to the support of these scholarships? Is there a direct vote taken from year to year for the Nelson College?—I do not recollect. It is a very small sum—I think about £160 a year—which was given by the Provincial Council, and which, I believe, is continued by the General Assembly in some shape.

2962. *Professor Shand.*] Is there any capital fund in connection with these scholarships?—There is no special capital fund; there is merely the capital fund of the College.

2963. I understand that the scholarships are not paid out of the capital fund of the College—that they were the gift of private individuals or came from the Government: in the case of those coming from private individuals are they contributed year by year?—No; the individuals paid a certain sum of money, which was invested as part of the funds of the College, and the scholarships are provided for from the interest.

2964. There are scholarships provided by the Education Board; these are tenable at the College, of course?—I cannot say, unless you refer to those I have already spoken of as originally instituted by the Provincial Government.

2965. *Rev. W. J. Habens.*] Do you know anything of a society called the Nelson School Society?—Yes.

2966. Can you give any information as to its original purpose?—I think it was established to provide primary education simply. There was at the time no provision by the Legislature in any way, and this society merely made some temporary provision for primary education. Then, after provision was made by the Provincial Council of Nelson, their schools were taken over—so far as their use for day schools was concerned—by the Provincial Government, and some, or all of them, were retained as Sunday schools by the Nelson School Society.

2967. So far as you know is the Nelson School Society, in holding these properties as Sunday schools, fulfilling any part of its original purpose?—I am not able to answer that question.

2968. *Professor Sale.*] You are one of the governors of Nelson College?—Yes.

2969. What do you consider is the main object of that institution?—I presume it was founded for the purpose of carrying out the usual functions of a college, in the general understanding of the word. That is what we are aiming at.

2970. By a college do you mean a grammar school, or do you mean a University institution?—Well, we aim at the University institution, and arrive as near to that point as we can.

2971. Combining the two?—Yes, combining the two, in fact.

2972. And do you also include primary education?—No.

2973. Is it the case that the lower forms in the school are really receiving what would be called primary education?—Yes, I think that must be the case.

2974. Is any limit fixed as to the age at which boys are admitted to the College?—Nine years is the age.

2975. And is there any entrance examination?—I do not think there is any very formal examination; there is a certain examination, I know, but what the nature of it is I am unable to say.

2976. What objects had the governors of the College in seeking affiliation with the University of New Zealand?—To obtain for the students the advantages which a University is generally supposed to confer upon a college. They got certain funds at first, but, apart from that, they obtain a certain amount of supervision—that is to say, it is necessary in order to comply with the rules of the University to give certain instruction, which, perhaps, they might not otherwise have given.

2977. You mean that affiliation would force the College to put forth more efforts in the way of instruction?—Exactly.

2978. And has that been the case?—I think so, decidedly.

2979. Have more funds been expended in paying instructors since affiliation?—No; we have not had more funds, except those which at one time were provided by the University itself.

2980. *Professor Shand.*] Can you tell us on what particular object the funds provided by the University were expended?—I am unable to say; I do not think I was governor of the College at the time. I have only been a governor for a few years.

Mr. J. Barnicoat.
March 31, 1879.

MR. J. W. BARNICOAT was sworn and examined.

2981. *The Chairman.*] You are one of the governors of the Nelson College?—Yes.

2982. How long have you occupied that position?—From the beginning. I have been a governor ever since governors were appointed; I was going to say ever since the College was established, but it was established before the governors were appointed. *Mr. J. Barnicoat.*

March 31, 1879.

2983. How long has the system of governors been in existence?—Since 1858. The deed of trust which provided for the election of governors is dated 1858.

2984. Was the College established long before that time?—Some few years before.

2985. When the school was established was it as a primary school or as a grammar school?—It was called a College, and not a grammar school, and it was what we should now call a secondary school.

2986. It was not established as a mere elementary school?—No; although the deed of foundation allows of pupils being admitted at the age of nine years, and with a low qualification—that of being able to write with facility from dictation, and of knowing the first four rules of arithmetic. I think those were the exact terms of the Act of 1858.

2987. *Professor Shand.*] The school was in existence before that date: how was it conducted before that, and who formed the governing body?—The Trustees of the Nelson Trust Funds.

2988. They were appointed in 1854, I think?—The first body of trustees existed in 1854; but the trustees who founded the College were an elective body.

2989. Then the foundation of the school goes further back than 1854?—It may be said to have been founded, perhaps, by the New Zealand Company in 1841, who accumulated funds from the beginning for the purpose of erecting a college.

2990. I should like to know when it was first brought into operation as a school?—I cannot recollect exactly—a few years before 1858; but the preamble of the deed of trust gives the exact dates, as it contains a long and precise history of the College.

2991. *The Chairman.*] How was the land on which the present College building stands acquired?—When the New Zealand Company offered the lands in the settlement of Nelson for sale, they sold at a uniform price of 30s. an acre, and set aside from the beginning a certain portion of that 30s. for one purpose and another. Five shillings an acre was set aside for collegiate, among other purposes; sometime the term “college” is used, and sometimes the more general term of “educational purposes.” They seem to have been treated as synonymous terms; but there was 5s. out of the purchase-money of every acre set aside for collegiate and other purposes, and by-and-by it amounted to as much as £30,000 or £40,000.

2992. *Rev. W. J. Habens.*] £25,000 I think the deed says?—There was also a Steam Navigation Fund, and a Religious Fund, included in the sum I have named. The Religious Fund was exhausted. The other funds by-and-by were in common, and the trustees did not administer these separately, but were allowed to spend any portion of the gross funds for any purpose for which they were trustees. The Religious Fund was exhausted by being divided among the religious bodies. The other funds were at first administered separately by the trustees, and by-and-by became a joint fund; and then the College portion, or such portion as the trustees chose to treat as the College portion, was handed over, on the terms of the deed of trust, to the College governors. These then became two bodies—the body of trustees and the College governors; by-and-by the trusteeship was abolished, and the College governors remained.

2993. *The Chairman.*] Do I understand that the 5s. deducted from the price of each acre was to be devoted to a collegiate institution, irrespective of primary education throughout the province?—Yes; this was before the establishment of provincial institutions.

2994. *Professor Shand.*] And was there no provision made by the New Zealand Company for primary education?—No, there was not, unless this fund might be treated as a fund for general education. It is rather doubtful, being sometimes termed an educational fund and sometimes a college fund.

2995. Can you tell us the term used in the original deeds?—I am referring now to the terms of settlement, the terms which the New Zealand Company published, as it were, as the foundation of the settlement of Nelson.

2996. And in those deeds it is sometimes referred to by the one name and sometimes by the other?—It is very many years since I saw the original terms and conditions. I do not know whether they are to be found, but I think I could lay my hands upon them.

2997. You mentioned a fund for religious purposes: can you tell us whether that fund was for religious purposes only, or for educational and religious purposes?—For religious purposes only. It was divided, and given to the religious bodies, in proportion to their numbers.

2998. *The Chairman.*] In whose custody is the grant of the College grounds?—I presume in that of Mr. Adams, the solicitor to the governors.

2999. Do I understand that this ground was purchased by the governors?—Yes; the ground on which the College now stands.

3000. *Professor Shand.*] Can you tell us what sum was handed over to the Board of Governors constituted under the Act of 1858?—I think it was £20,000; but it is fully set forth in the deed of foundation, 1858.

3001. Was that in addition to any buildings that existed on the site of the school?—I cannot tax my memory. There were buildings handed over. The then College buildings were not those which are now used. They were in a different part of the town, but they were handed over to the College governors, who bought another site—that on which the College now stands—and erected the present buildings.

3002. *Rev. W. J. Habens.*] Do you know the block of land, indicated by the letter E, consisting of 331 acres, at Motueka?—Yes.

3003. Do you know if that is the property of the trustees of the College?—Yes.

3004. And can you tell me how that stands related to a section of land which, in other returns, I find described as “Riwaka, 325 acres”?—They are the same; we have only one block of land at Motueka of about that area.

3005. *The Chairman.*] Is the block being utilized?—Yes; we receive a rent from it. It is leased to several tenants.

- Mr. J. Barnicoat.* 3006. *Professor Sale.*] How was that block acquired?—It is a reserve set apart by the New Zealand Company.
- March 31, 1879. 3007. *Professor Shand.*] When were the present buildings erected?—About nineteen years ago.
3008. Do you remember the amount that was expended on the buildings?—£8,000 was the limit allowed by the deed of foundation, and that limit was at first adhered to; but, subsequently, other funds accrued, from which the governors added to the building fund. There has been more than £8,000 spent on the buildings, but the original limit was at first adhered to.
3009. Was the cost of the site included in the £8,000?—I think it was. The site was purchased, at all events, by the Governors.
3010. *The Chairman.*] What revenue has the College at present, independent of school fees?—There is a very large sum lent on mortgage, and we have some land in the Amuri and elsewhere.
3011. How was the land in the Amuri acquired? Was it by purchase, or by gift from the Crown?—It was acquired in exchange for an acre of land in Trafalgar Square, granted by Sir George Grey, and land at Motupipi. The acre in Trafalgar Square was found to be very inconveniently situated as regards the public, as it encroached on the common recreation-ground, and the Provincial Government gave the College governors in exchange for it a block of land in the Amuri.
3012. What is the extent of the Amuri block?—2,780 acres.
3013. How are the members of the governing body now appointed?—They are appointed by the Governor of the colony.
3014. What is their term of office?—Nine years; there are nine governors, three of whom retire triennially.
3015. What are the powers of the headmaster of the College with regard to the appointment or dismissal of the other masters?—The governors reserve the power of appointing the second master, but the headmaster has the appointment of the masters below the second master. The headmaster has no power of dismissal.
3016. *Professor Shand.*] That, I presume, is not under the Act, but is a concession made to the headmaster by the governors?—Yes; by a by-law. I have rather overstated the power of the headmaster; it is not that of appointing, but of recommending. Virtually it is the power of appointing, but not technically.
3017. *Rev. W. J. Habens.*] By whom is the curriculum of study drawn up?—By the governors, with the advice of the Principal and of the second master.
3018. And who arranges the time-table?—The classical and mathematical masters.
3019. With regard to the enforcement of discipline, is the headmaster supreme?—Yes.
3020. Do you think that the present curriculum of study is well adapted for the education of the greater number of the pupils who actually attend the school?—Very well indeed, as far as I can judge.
3021. And is it found that all classes of the community avail themselves of the school?—I think the only objection is the pecuniary one.
3022. You do not find any difficulty on sectarian grounds?—None whatever.
3023. *The Chairman.*] Are the masters paid by fixed salaries, or do they in any way participate in the fees?—The first and second masters are paid by fixed salaries, and the headmaster also receives £2 for every boy educated in the institution, and the second master £1 for every boy.
3024. Does that include payment for the daily scholars as well as for the boarders?—Yes; all who are educated at the College, except those who have won provincial scholarships, in regard to whom the headmaster and second master forego their capitation money.
3025. Are periodical examinations held at the school?—Yes; the examination for prizes is held annually at midsummer.
3026. By whom are the examiners appointed?—By the governors.
3027. *Professor Sale.*] Have you had any difficulty in getting examiners?—It is not an easy matter to get examiners. We have gone to the same gentleman year after year—the Rev. Mr. Poolc, of Motueka.
3028. He has acted as examiner for a number of years?—Yes.
3029. *The Chairman.*] Does he examine in all the branches of study?—He has done so generally.
- 3029A. Does he receive any remuneration for his services?—He has received a fee. Last year, I think, it must have been twenty guineas, and before that ten guineas—a fee which is intended to cover his expenses.
3030. Have you formed any opinion as to whether there ought to be a system of inspection for such schools as Nelson College?—My attention has never been directed to the question; but I cannot think that there is any necessity for an inspection.
3031. Has the Inspector of the primary schools anything whatever to do in the way of inspecting the College?—Under the Education Act the governors are required to submit the College to the inspection of the Inspector of Schools, to enable them to receive scholars who have been awarded scholarships under that Act.
3032. Do you believe that the parents of the pupils are generally satisfied with the class of education that is being given at the College?—Generally, I think, they are. I think it would satisfy the idea of many better if the education were what is termed more of a “commercial” kind; but I think it is excellently adapted to the wants of the community.
3033. *Professor Shand.*] The boarding establishment is under the charge of the second master, I understand?—At present.
3034. Does he receive the boarding fees, or are they paid to the governors?—They are paid to the governors, who are responsible for them. The master has no trouble in collecting them; they are handed over to him in full.
3035. Does he receive a salary as master of the school in addition?—Yes; £335.
3036. *Rev. W. J. Habens.*] I notice in the report of last year an abstract of receipts and expenditure, in which the receipts from boarding fees are set down at £2,442, and the boarding expenses at

£2,001, thus making it appear as if the governors received more for boarding fees than they handed over to the second master?—There is an extra charge of £10 for those who board from outside the limits of this province and that of Marlborough, which was a part of this province at the time of the foundation of the College. We treat it as a provincial establishment, and those who take advantage of it from other parts of the colony are charged £10 more than our own children are; or, rather, as we put it, the boarding charge is £50, and there is a remission of £10 in favour of our own settlers.

Mr. J. Barnicoat.
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3037. The result being that the Board receives £10, in the case of such outside pupils, which does not go to the second master?—Yes.

3038. It is an addition to the funds of the College, in fact?—Yes; except that the College sustains all the losses from non-payment, the second master having nothing whatever to do with collecting the boarding charges.

3039. *Professor Shand.*] In fact, the governors pay the master of the boarding establishment £40 for every pupil?—Yes.

3040. Irrespective of whether they receive the money themselves or not?—Yes.

Mr. ROBERT POLLOCK was sworn and examined.

Mr. R. Pollock.
March 31, 1879.

3041. *The Chairman.*] You are Secretary to the Board of Governors of Nelson College?—I am.

3042. How long have you held that office?—For twelve or thirteen years.

3043. How many masters are there at the College?—There are four masters on the staff besides the foreign language master, who attends a certain number of days in the week; there are five altogether.

3044. Four resident masters?—Three resident masters, the Principal being provided with a certain allowance for rent.

3045. Could you tell us what salaries the masters receive, commencing with the Principal?—The Principal's emoluments consist of salary, allowance for rent, and a capitation fee of £2 per head per annum, amounting altogether to about £775 a year. Of course the amount varies, inasmuch as the capitation money will increase with the numbers.

3046. What is the fixed salary?—£500.

3047. And the allowance for rent?—£84, I think.

3048. The rest is made up of capitation fees?—There are about 107 boys on the roll now.

3049. How is the secondmaster paid?—He has a fixed salary of £325 a year, but he is also resident master and has charge of the boarding establishment, having the use of the College and furniture, and he is allowed £40 each for the boarders, which is the sum the Governors charge, in fact, and he receives £50 a year each for boarding the two junior masters. What benefit he derives from the boarding I am unable to state, as of course I have no means of knowing what profit he may make.

3050. *Rev. W. J. Habens.*] Is there a capitation allowance to the second master?—No; there was before he became master of the boarding establishment—he used to receive half the allowance which the Principal now receives.

3051. *The Chairman.*] What remuneration does the next master receive?—He has £160 a year, and board and residence at the College. The fourth master receives £100 a year and board and residence in the College. The teacher of French and German has £100 a year for two hours' instruction on four days a week, but this sum is about to be increased,—he finds it is too low: however, that is the present salary.

3052. Are there any scholarships in connection with the school?—Yes; you will find them stated in the printed report. There are four scholarships from the public schools, and there are four endowed scholarships—the Richmond, Newcome, Stafford, and Fell scholarships.

3053. *Professor Shand.*] Do you remember the capital sum in each case?—Yes, I can tell that from the interest. The Newcome and the Richmond scholarships were £300 each; the Stafford and the Fell scholarships were each £200.

3054. These sums are invested on mortgage?—Yes. We tried to keep them separate for a considerable time, but found it was impossible to keep them out of the general fund, and therefore the general fund furnishes the interest, and the money is let out as best we can.

3055. Besides these endowed scholarships, there are some others?—Yes, the foundation scholarships—that is, founded by the governors out of the College endowment. There are the first classical, the second classical, and the third classical, the amounts being respectively £20, £10, and £5. Then there are three mathematical scholarships on the same footing, and of the same amounts, for the different grades in the school.

3056. These scholarships are not open to public competition, I presume?—They are not open to any out of the College.

3057. For how many years are they tenable?—The foundation scholarships are tenable for one year only. The Newcome is tenable for three years, the Richmond for two years, the Stafford for three years, and the Fell for three years.

3058. And the competition for these latter scholarships is confined also to the pupils of the College?—Yes.

3059. Do you know the limit of age?—It is set forth in the deeds of endowment. I think the age is over fifteen, with the exception of one case. The foundation scholarships are open without reference to age, excepting the two small ones of £5 each—classical and mathematical—which are confined to the lower class.

3060. *Professor Shand.*] What are the conditions of tenure? I suppose the scholars must attend the College?—Yes. The scholarships are paid quarterly, and upon the Principal and resident masters' certificate of attention, and so forth.

3061. Is it necessary for a scholar to become a boarder?—No.

3062. *The Chairman.*] How are the scholarships awarded? Is there a special examination for them?—Yes.

Mr. E. Pollock.
March 31, 1879.

3063. *Professor Shand.*] Are these examinations conducted by the staff of the school, or by outside examiners?—Outside examiners. Mr. Poole examines. According to the Act, the governors are allowed a guinea or £1 for each attendance, which, instead of receiving, they have for a number of years put aside in a suspense fund, and they have set apart £800 of that fund to endow certain scholarships, called the "Governors' Fees Scholarships," consisting of two for modern languages of £12 10s. a year each, and two for English literature of the same amount, all being tenable from year to year. Then there is the Simmons prize of £100, half of which was subscribed by the old pupils of the late Mr. Simmons, who had left the College, and the other half by the governors, out of their accumulated fees.

3064. And, besides all these scholarships, I suppose the scholarships instituted by the Education Board are tenable at the school?—Yes. There are two provincial scholarships each year, and they are for two years each, so that there are four scholars always in the College. These, of course, do not board. Then there are, also, two each year for the country schools, making four each year always resident in the College. The governors give the tuition fees of £12 10s. a year, and the local Government originally provided the boarding.

3065. Are these scholarships tenable at any other school than the Nelson College?—No, they are confined to the College. The governors remit the tuition fees, and the local Governments—formerly the Marlborough and Nelson Governments—provided the board, to the amount of £40 a year each scholar.

3066. *Rev. W. J. Habens.*] Do you know by whom this £40 a year is provided now?—The Central Board of Education appears to me to have to do with it now; I suppose they must have a grant from the Government.

3067. So far as you know, it is the Education Board that supplies the money now?—Yes; it does not come through me at all, or through the College books. Then we have one scholarship for Marlborough. There are always two on the books of the college who are also resident.

3068. The governors grant the fees?—Yes; and I suppose the Education Board of Marlborough pays the board.

3069. *Professor Shand.*] And they make it a condition that their scholars shall go to Nelson College?—Yes.

3070. A condition of holding the scholarship?—Yes; it is a scholarship in the Nelson College. The only thing is that, living at a distance, somebody must find their board, and that, I suppose, is defrayed at the present time by the General Government. I do not know of any other source, but formerly the money was found by the Provincial Government.

3071. I suppose you do not know the conditions of competition for the Education Board scholarships?—No, I do not know much about that.

3072. Do you know the limit of age fixed?—I think the scholars must be under fourteen.

3073. I think you mentioned that the scholarships were tenable for two years?—Yes. The Simmons prize, as I have already told you, is the produce of £100. That money is at present deposited in the bank at 6½ per cent. Last year the rate of interest was 6 per cent., and that is why it is put down at £6 for the year. It was to purchase "one or more prizes for English literature."

3074. *Rev. W. J. Habens.*] Can you state what is the average number of pupils attending the College?—It has been increasing from year to year. The number was 105 at the conclusion of last year, and the College opened with 107 this year.

3075. I mean the average number of boys in daily attendance?—That may be almost taken at the number on the roll, because more than half are resident in the College, and the rest live in the neighbourhood, so that the attendance is regular.

3076. Do you know whether the school roll is marked daily?—I cannot say; I know nothing of the internal management of the school.

3077. With regard to the reserves, do you know Block A in the City of Nelson, consisting of seven acres?—No, I do not; it does not belong to the College.

3078. There was a block described as "A, 7 acres," granted under the authority of the New Zealand Company in 1853 to the trustees of the College. I find it stated that this has been subsequently exchanged, and added to "12 account," whatever that may mean. Can you tell us anything about the transaction of exchange?—I do not think I can. I know that land was exchanged, and I have some data in my office taken from the original grant, including these lands, but they have not been in the hands of the College since I have been connected with it.

3079. And so far as you know, "Block A, 7 acres, City of Nelson," does not now belong to the College?—I am quite sure it does not.

3080. How was the College ground, consisting of about twelve acres, acquired?—Partly by exchange—that land might have been some of the land exchanged—but chiefly by purchase.

3081. *Professor Shand.*] Do you know what sum was paid for the site?—It was bought from several persons. I could not tell you the exact amount without reference to the deeds; but I see from old minutes that considerable sums were paid for some of those acres, and some were exchanged. They were exchanged through the Superintendent of the province at the time: they were conveyed to him, and he conveyed other lands to the then trustees. I notice from some of the old minutes that three or four acres were bought of a person named Ridings, who was then living in Nelson, and that some were exchanged by Mr. Fell.

3082. *Rev. W. J. Habens.*] Do you know a block of land described in a return of 1876 as "Motueka Block E"?—No; we have no land in Motueka; none has belonged to the College since I have known it but Riwaka, which is across the river.

3083. I find that, in a return headed "Nelson Reserves, 1876," there is a block described as "Motueka Block III., 331 acres, reserved for a college by authority of the New Zealand Company in 1853, and vested in the trustees of the college." Do you think it at all possible that the reserve which your return acknowledges at Riwaka, consisting of 325 acres, might be the same reserve?—I cannot imagine why they should ever have called it Motueka, because it is across the river. It is another district—the district of Riwaka.

3084. Is it far from Motueka?—No; the river Motueka divides them.

3085. Of the 325 acres at Riwaka, how much is let?—The whole of it.

3086. The Commissioner of Crown Lands, Nelson, in a return of reserves sent to the Commission, includes Block F, at Opawa, of 800 acres, as a reserve for a College. The Commissioner of Crown Lands at Blenheim includes, in a similar return which he has sent, 800 acres at Opawa. Do you know whether the College has two reserves of 800 acres each, described as Opawa?—No, we have only the one. But I can explain that: It was a grant to us, and it was on our plans here in Nelson before the separation from Marlborough took place, and, after the separation, all the plans relating to Marlborough property were sent to the Marlborough Registration Office, and therefore you have got the return twice over.

3087. Block B, in the City of Nelson, is returned by the Commissioner of Crown Lands as 17 acres, while your return sets it down as $17\frac{1}{2}$ acres?—My return is correct; it is taken from the grant.

3088. Then, besides these lands, I understand that the Board of Governors of the Nelson College has a considerable estate in money?—Yes.

3089. Can you state to the Commission how that estate was created?—I am not conversant with this matter from the beginning; but, to the best of my knowledge, a certain sum was paid over by the Crown to the Nelson Trust Fund, and they set apart £20,000 for a college. Part of this money went in erecting the College, and the other part formed the endowment which is now let out. In fact, they did not hand over the whole in cash; they handed over certain mortgages, upon which they had lent money, making up the whole sum of £20,000.

3090. *The Chairman.*] Amongst the properties belonging to the College, there are some leasehold properties?—Yes.

3091. Would you state where they are?—The whole of the Riwaka sections are leased; I think I have stated in my letter what they were let at.

3092. *Rev. W. J. Habens.*] In the granting of leases what means does the Board of Governors adopt to secure the best rental—a rental at market rates?—By advertising the land for tender in most cases. These Riwaka leases have not fallen in yet, and the plan has not been tried with them. But the Amuri land, for instance, was let last time at more than double the previous rent, in consequence of its being put up for tender, and the same with the Opawa property. The town acres were let on building leases. They were let at a very low rent, the land being very inferior, and for a term of ten years. There are two of those acres unimproved and unoccupied; they have been advertised, and every effort has been made to let them, but without success.

3093. Are these lands let on long leases?—From ten to fourteen years—fourteen years generally.

3094. Do you think a longer lease of something like forty-two years would be likely to produce an offer?—I think that twenty-one years would be a fair period in a young colony, though I think a long lease would be of advantage to the College. I was of that opinion with regard to the Amuri land, which is let on a short lease.

3095. And, I suppose, you would hold that that would apply more decidedly to town lands than to rural lands?—I am not quite sure of that. Town lands vary so much, according to circumstances, that I do not think it would be such a great advantage in the case of those town lands; there are only six acres.

3096. But town lands would be usually leased for building purposes?—Yes.

3097. And it would not be worth any one's while to take them on a short lease?—I think most of them are leased for fourteen years. We shall not get any more rent for them when the leases fall in.

3098. I observe that, in your letter, you say that for some time to come you do not anticipate any material increase in the aggregate amount of rents?—No, I do not.

3099. Is that because the leases will not fall in for a long time, or because you think that the maximum value for some time to come has been obtained?—Because of the latter reason, which applies particularly to the Riwaka Swamp. It is subject to floods: in fact, for one of the sections we shall not receive any rent until the end of the term, which has now very nearly expired, and the present tenant has been promised that if he complies with certain conditions he shall have a renewal of the lease on the same terms. But it would not do to give him a very long lease at that. The fifty acres were almost submerged in silt and timber, and damaged by perhaps the most disastrous flood that has ever occurred there since it was a settled country.

3100. I observe, by a comparison of the balance-sheets, for the last three years, that the value of the estate has improved by about £1,500. Does that, so far as you know, indicate that the governors have a larger income than is absolutely required by the work they have in hand?—I do not think the governors have a larger income than will be required. For instance, at the present time the College requires enlarging; being a wooden building it is constantly requiring repairs, and the increased accommodation now in course of construction will cost fully £600; and there are all the extras. The building will require a considerable expenditure upon it before many years.

3101. So that you would regard this apparent accumulation as being in the form of an assurance or a contingency fund?—Yes. You will notice that there is no sum set apart for a building fund. I have always urged that there should be a sum set apart annually, because in the course of so many years the College itself will want renewing, or very nearly so, if not altogether. It is a wooden building and is perishing continually; it has now been erected for nearly twenty years. I think whatever accumulation there is will be required for the building itself for some time to come.

Mr. E. Pollock,

March 31, 1879.

TUESDAY, 1ST APRIL, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,Professor Sale,
Professor Shand.

Rev. J. C. Andrew.

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The Rev. J. C. ANDREW, M.A., was sworn and examined.

3102. *The Chairman.*] You are Principal of the Nelson College?—Yes.

3103. How long have you held that position?—Something over two years.

3104. What was your educational experience before you received your present appointment?—I have had at different times a good deal of educational experience. To begin with, I was at a good school myself, and I was undergraduate at a good college of a good University—University College, Oxford. I was for some little time at its commencement one of the assistant masters at the northern Church of England School at Rossall, in Lancashire, which is now one of the great schools of England, and which began to be one of the great schools when I was one of the masters there. After that, on being elected Fellow of Lincoln College, for some time I was a “coach,” and took private pupils, some of whom distinguished themselves in the University of Oxford. After that I was Greek lecturer—an office held by John Wesley in former years—in Lincoln College, Oxford. I was then appointed mathematical lecturer, and was afterwards tutor at Lincoln College, Oxford, for a good many years; several of my pupils took the highest honours, both in classics and mathematics. I was never public examiner in the University of Oxford, but I had the offer of being put in nomination as mathematical examiner, just when I had made up my mind to come out to New Zealand, and I declined the offer in consequence of being about to emigrate. But, of course, that does not imply that I should have been appointed examiner, because the appointment has to be confirmed by Convocation: still, I never heard of a man being nominated and not being appointed. I may also mention, while referring to my educational experience, that I was on one or two occasions examiner for the University of New Zealand scholarships, and that I once went on behalf of the University on a tour of inspection, to see in what state the affiliated institutions were, shortly after the University commenced.

3105. Have any important changes taken place in the organization, curriculum, staff, or objects of the College since you became Principal?—No. Matters of detail have been slightly altered, but there has been no change of importance.

3106. What are the duties of the Principal of the College?—His duties are to take the general superintendence of all the work that goes on in the College, to take the upper classes himself, and to see that the under-masters do their duty by occasionally examining and taking the lower classes.

3107. What are the relations of the Principal to the governing body?—The Principal is appointed by the governing body to hold office during good behaviour, and he gives a bond to the amount, I think, of £200, which will be recovered in case he absents himself or leaves the place without giving due notice. In the same way the governors, if they dismiss the Principal suddenly, would give him £200 instead of the formal notice. In saying £200, I am not certain that I am giving the correct amount.

3108. *Professor Shand.*] What is the length of notice required on either side?—I think it is three months.

3109. *The Chairman.*] What are the relations existing between the Principal and the other teachers?—As a matter of law I believe the other teachers are appointed by the governors, but, as a matter of fact, the governors always attend to the recommendation of the Principal in regard to the appointment or dismissal of any of the other masters. Practically the Principal has the appointment and dismissal of any of the other masters, subject, of course, to the approval of the governors.

3110. According to your experience have these relations between the Principal and the other masters worked well in practice?—Exceedingly well.

3111. Is there a minimum age fixed for admission to the College?—Yes; the minimum age at present is, I believe, nine years; but I understand that the governors are about to increase it, although that is a matter which is not yet settled.

3112. Is there any entrance examination, and, if so, what is its nature?—There is an entrance examination—that is, the boys are brought to the Principal to see that they are capable of reading and of writing English from dictation, and have a knowledge of elementary arithmetic.

3113. Is there a division of the school into an upper and a lower department?—There is no formal division of the school into such departments, although practically there exists one. As a matter of fact those classes which go to the Principal are looked upon as the upper school; but there is no formal rule about it.

3114. *Professor Shand.*] What forms are those?—The higher classics, the higher English, and the higher history.

3115. I mean how many forms would that cover?—Two forms, really; but the classes are a little intermixed, from the fact that some of the boys are much farther advanced in mathematics than in classics, and some boys are alternately in an upper and lower division—it arises from the nature of things in the colony. It is unfortunate that it is so, but it cannot be helped as things are.

3116. There is no formal division, then, between the lower and upper?—No; at the same time there is a division recognized in practice.

3117. *The Chairman.*] How many different subjects does a pupil study as a general rule?—That is a somewhat difficult question to answer, because the number varies a good deal with the general character of the pupils from one year to another; but I think you will find the subjects taught in the prospectus, which the Secretary will be able to furnish you with. Lessons are given occasionally—when there are students who follow those subjects—in botany and physics, but it is only occasionally.

3118. How many hours in the week does a student attend the school?—Twenty-six hours.

3119. Is Saturday a holiday?—There is a half-holiday on Saturday and on Wednesday. There are four full days of five hours, and two half-days of three hours.

3120. Do you know whether many of your pupils receive assistance out of school in the preparation of their work?—Those who board in the establishment have with them, during the preparation of their lessons, one of the junior masters, who is supposed now and again to give them some assistance; and about half the school board in the establishment. *Rev. J. C. Andrew.*
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3121. Do you approve of this assistance being given to the students?—I see no harm in it, but every possible good. Of course it depends on the assistance being given with judgment; but assistance given with judgment is no doubt a very good thing.

3122. I presume there are fixed hours for study as regards your boarders?—The hours in the evening are fixed—there are hours for preparation in the evening.

3123. What arrangements have been made for the teaching of science in the school?—We have a certain amount of chemical apparatus belonging to the institution, and now and again lecturers have been engaged by the governors to give a course of lectures to the pupils in physics, with experiments.

3124. Is drawing taught as part of the school course?—Drawing is taught in the school; it is a voluntary subject, and is taught beyond the hours already mentioned.

3125. *Professor Shand.*] How many hours per week?—I am not certain, off-hand, whether it is two or four; but the drawing-master is a painstaking man, and he does not grudge his time to the pupils.

3126. *Professor Sale.*] It is taken out of the play hours?—Yes.

3127. *The Chairman.*] Is there a library connected with the school?—There are a certain number of books, perhaps hardly worth calling a library, but still a very considerable number of volumes—works of reference for the boys, and also some lighter works of instruction and entertainment for them to read and amuse themselves with when they are ill, or on a rainy day. The light reading chiefly consists of modern reviews, and a few of the newspapers, such as the *Spectator*, and *Saturday Review*, and *Punch*.

3127A. Are there any special conditions under which this library is accessible to the students?—The library is under the charge of the resident master, and of course there are restrictions; the boys are not allowed to take the books as they like, but must apply to the resident master for the loan of them.

3128. Is there a gymnasium attached to the school?—Yes.

3129. *Rev. W. J. Habens.*] Is the use of the library confined to the boys who are boarded in the establishment?—Not necessarily, but practically it is.

3130. *Professor Shand.*] Is there a master employed to teach the boys gymnastics?—Two of the junior masters constantly amuse themselves by sharing in the gymnastic exercises of the boys, but they are not paid for it or professionally employed.

3131. *The Chairman.*] It is not a compulsory part of the school course?—No; but drill is a compulsory part of the curriculum. Drill is not included in the twenty-six hours' work which I mentioned.

3132. Has the curriculum of the school been planned with the object of bringing it into relation with the University course?—Yes, of the upper school; and of the lower school indirectly, as bringing it into relation with the upper school—of the upper school directly, and of the lower school indirectly.

3133. Has the curriculum been in any way affected by the affiliation of the College to the University?—To a certain extent it has.

3134. Perhaps you could say to what extent, and in what direction?—Affiliation to the University has given the Principal a much better standing, in insisting on Latin and philology being thoroughly taught; also Greek.

3135. *Professor Sale.*] Do you find that parents, since affiliation, are more willing that their sons should be carried further in those subjects?—Not having been connected with the institution before it was affiliated, as Principal, I am not able to give an answer to that question; but I have my own impression, which is that the curriculum has been affected to a certain extent, and that the standard has been raised.

3136. *The Chairman.*] Are there any respects in which the course of study has been arranged rather in deference to the wishes of the parents than in accordance with your own views?—As far as Greek is concerned, decidedly so. If parents object to their boys learning Greek it is not insisted upon. The same applies also to French and German—it is optional with the parents whether their boys learn French or German. The same is the case with reference to a certain amount of instruction which, in accordance with the foundation of the institution, is given in *pietate*, which, I presume, is religion; Roman Catholics and Jews are not required necessarily to be present at the prayers with which the College opens, or to attend the lecture on the Greek Testament. As a matter of fact they do not object; but it would not be insisted upon if they did object.

3137. Are boys of all religious denominations permitted to attend the College?—Yes.

3138. Would you favour the Commission with your views regarding the necessity, or desirability, of maintaining separate secondary schools for girls and boys?—I certainly think it highly desirable that the sexes should be kept distinct at an adolescent age; perhaps at a very early age they need not be kept distinct.

3139. What is the number of teachers employed in the College?—The Principal and three other masters and a modern-master permanently on the staff, and a drawing-master, who attends in extra hours—five, you may say.

3140. I think you said there was a drill-master?—Yes; there is a drill-master as well.

3141. How often in the week does he attend?—Two or three times a week.

3142. Do you consider the staff sufficient for the present number of pupils?—The staff is sufficient, but barely sufficient; it was quite adequate until recently. It will be more sufficient in the course of a few weeks, when the building at present in progress is completed, than it has been for the last few weeks; because, owing to the increase in the number of pupils, the place is cramped for room. With ample appliances and room a less number of teachers will do than when boys are crowded together too much.

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3143. Are any of the staff, exclusive of yourself, University graduates?—Mr. Mackay, the resident master, is a Master of Arts of Aberdeen, and an *ad eundem* Master of Arts of the University of New Zealand. Mr. Barnicoat, and Mr. Firth, the two junior masters, were both scholars of the University of New Zealand, but they are not graduates; I hope, some day, they will proceed to their degree.

3144. What is the number of pupils now on the roll of the school?—About 120, speaking off-hand.

3145. *Rev. W. J. Habens.*] Is there a daily register of attendance kept?—A register is not formally kept daily; but all boys who are absent have to account for their absence or are punished.

3146. Is there any record of the absences?—There is no permanent record; the record perishes each week.

3147. So that the school authorities are not able to make a return of the average attendance as distinct from the numbers on the roll?—Yes; they are able to make approximately, and within a very small percentage, a return of the average attendance. The average attendance, of course, varies considerably with the weather. As one-half of the school, or thereabouts, live in the town, and some in the country, as much as eighteen or twenty miles away, the attendance is very much affected by the weather. The attendance on the whole is quite as good as could be expected.

3148. *The Chairman.*] You have stated the number of pupils at 120—has any considerable variation taken place in the number since you became Principal?—The number of pupils has increased steadily since I have been Principal of the College.

3149. What might have been the number upon your accession to office?—About eighty.

3150. Could you give an approximate statement of the number of pupils drawn from the professional, trading, and operative classes respectively?—In New Zealand, in fact in most new countries, the various occupations and means of livelihood are not so clearly specialized as in older and fully developed communities. I find some difficulty in drawing a clear line of distinction between the professional, trading, and operative classes. As a matter, however, of approximate and general conclusion, I think that about two-thirds of the names on the College books come from the professional classes and those liable to land-tax.

3151. What are the arrangements of the College with regard to terms and vacations, and occasional holidays?—The year is divided into four quarters, beginning the 1st January, the 1st April, the 1st July, and the 1st October. Theoretically, the holidays during the year are limited to ten weeks, of which, some six or seven are in the summer, a fortnight in the winter, and a week or so at the other quarters or near the other quarters.

3152. And about occasional holidays?—Occasional holidays, practically, are at the discretion of the Principal, but theoretically they are not. Theoretically they ought to be included in the ten weeks prescribed in the statutory regulations for holidays.

3153. *Professor Shand.*] Are many such holidays given during the year?—Now and again there are occasional holidays given. It is a little difficult to give a precise answer to that question, because many of the occasional holidays are only partial holidays. Once a month a holiday—if you like to call it so—is given, not to the whole school, but to all the boys who have obtained during that month above a certain number of marks. Now, that is not a school holiday; all the boys who do not get up to a certain number of marks attend as usual.

3154. *The Chairman.*] I presume you found these holidays and vacations established when you took charge?—Exactly so.

3155. Are they satisfactory to you, as Principal?—Yes; on the whole, they are so.

3156. Does the College building afford sufficient accommodation?—At present, No; the week after next it will; the carpenters are at work there at present.

3157. Is there a sufficient allowance made by the authorities for procuring maps, models, diagrams, scientific apparatus, and appliances, &c.?—Yes.

3158. Are there any arrangements for the periodical examination of the school?—Yes; the school is examined by an outside examiner once a year—in December.

3159. Are there prizes given then?—Yes; the governors are exceedingly liberal in giving prizes, and most of the masters, as well, give prizes for particular subjects.

3160. *Professor Shand.*] How are these prizes awarded?—They are generally awarded on the report of the outside examiner; but, at the same time, good conduct and general proficiency are, to a certain extent, taken into account. For instance, if the examiner reports two boys very nearly equal, and one is a bad lad and the other is good, the good lad will get the prize. *Ceteris paribus*, some allowance is made for the general behaviour.

3161. That is decided by the Principal?—The Principal is always consulted.

3162. *The Chairman.*] Have you formed any opinion as to the desirability of a general system of inspection and examination of secondary schools, and as to the character and extent of such inspection and examination?—That is a very wide question. On the whole, I am inclined to think it is desirable that there should be some schools in New Zealand independent of any general Government system of inspection. A general system of inspection is apt to produce too great a uniformity and rigidity in our method, and to bring all schools exactly to the same type, which type becomes stereotyped. A certain amount of emulation and competition is better kept up by retaining some schools absolutely independent of Government inspection.

3163. *Rev. W. J. Habens.*] Do you think the same objection would apply to a system of inspection conducted by the University?—I think, if the system of inspection conducted by the University were an absolute necessity, it would. But if the different institutions voluntarily submitted themselves to the inspection, it would alter the case. I think that, to a certain extent, the independence, at any rate, of some educational institutions is a very good thing.

3164. *The Chairman.*] What punishments are in use in the College, and by whom are they inflicted?—Well, as a rule, any punishment may be inflicted in the school. As a matter of fact, corporeal punishment used to be very common in the school, but since I have been there it has been almost unknown.

I have not said it shall not be inflicted—it is a good thing, like hanging, to keep *in terrorem*—but I have never struck a boy myself, and whenever one is touched—which is the rarest thing in the world—by any of the other masters, the circumstance is reported to me. Impositions, and the loss of half-holidays, are the common punishments, and keeping within bounds for the boarders.

3165. Do any impediments of a special character exist in the way of the efficiency of the school?—I am not aware of any.

3166. What are the arrangements made for the boarding of pupils from a distance?—The resident master receives boarders into the school establishment. The boarding is part of the school establishment. As long as there is room for them, any boys who are capable of entering the school are received as boarders.

3167. Where there is a boarding establishment in connection with a school, such as yours, do you think it ought to be placed under the charge of the headmaster, or of one of the other masters, or of some one unconnected with the school?—It seems to me that it is a matter about which different opinions might be held; but the present system adopted in the case of the Nelson College, by which it is under the direct charge not of the Principal, but of the resident master, works very well.

3168. Are any of the pupils attending your College boarded with private families?—That is a question I cannot very well answer off-hand. There are several pupils, I believe, who come from a distance, and who live with friends and connections, but on what footing they live—whether their boarding is paid for—I do not know.

3169. Do many pupils come up to your school from the public primary schools?—A certain number of scholarships are awarded by the governors every year to the best pupils from the public primary schools. These come up, and also some others.

3170. Could you give us a general idea of what proportion of your pupils come from the primary schools?—The provincial scholars, *i.e.*, those lads who gain the scholarships offered by the governors for competition to the primary public schools, of course come from those schools, and, as a rule, do them credit. Excluding these, by far the greater part of the pupils at Nelson College, say some 75 per cent., are drawn from other sources.

3171. As a rule, do the boys from the primary schools come up well prepared?—They do; very well prepared, in the subjects which are taught in the primary schools.

3172. Is there any difficulty in assigning to these boys their place in the school?—There is some little difficulty, from the fact that the dead and modern languages are not taught in the primary schools, and they are taught in the institution of which I am Principal. I may say that, to some extent, the same difficulty exists with regard to mathematics; they generally come up from the primary schools without a knowledge of algebra or Euclid.

3173. Does it appear to you that the primary-school course is the best preparation for entering a secondary school?—No.

3174. I think you have already told us that there are scholarships at the College?—Yes; and the boys from the primary schools who get the scholarships do very well, but they are the pick of the primary schools.

3175. Are there any scholarships from the primary schools which may be held at your College?—The governors of Nelson College award a certain number of scholarships every year to scholars from the primary schools, and those scholars generally turn out well.

3176. *Professor Shand.*] There are Education Board scholarships in addition to these, I think?—I do not know; the Secretary will be able to give that information.

3177. *The Chairman.*] Could you inform the Commission how many pupils from Nelson College have taken University junior scholarships?—There were two pupils from Nelson College who took University junior scholarships at the late examination. Out of three University junior scholarships obtained in New Zealand, two of the pupils who gained them—and none of the failures—came from Nelson College, and one of them, Fleming, was a provincial scholar from a primary school, and two and a half years ago knew no Latin whatever; and I am under the impression that the other, Harkness, was a provincial scholar too, but I do not like to speak with certainty on that point.

3178. Do you think that the number of junior scholarships offered by the University yearly is sufficient?—Yes, for the present; for this reason, that there appear to be more scholarships offered than are gained.

3179. Do you think that the examination now prescribed by the University of New Zealand is a suitable one?—Yes, on the whole.

3180. Have you any opinion to offer as to the relations which ought to subsist between secondary schools and the University?—I do not know that I have any opinion to offer on that point at present that would be of much value. Of course, every one has a different opinion about the business of a University. My own opinion of a University in a country like New Zealand is that abstractedly it is best as an examining body with no necessary connection with any subordinate institution, but that, as a matter of practice, the connection between the affiliated institutions and the University does do a great deal of good; that, theoretically, the University of New Zealand, being an examining body, ought to confine itself to examinations, but that, practically, a certain connection between the affiliated institutions and the University produces an amount of emulation, and a feeling that the upper boys may disgrace the University if they do not read well and study, and so does good.

3181. *Rev. W. J. Habens.*] As an affiliated institution, does the Nelson College maintain a staff of teachers specially devoted to instruction designed to prepare for the University?—The Nelson College maintains a staff of teachers perfectly capable to give instruction to all the members of the University who are on its books.

3182. There are no special members of the staff who are told off?—There would be if there were pupils requiring it. As it happens, there are no pupils requiring any special instruction. The staff are quite sufficient to give instruction to all the members of the University who are on the books; but if there were any member of the University who required special instruction in chemistry, botany, or any subject of that kind, a special teacher would be appointed at once for him—lectures would be provided for him.

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3183. What is the number of undergraduates on the books?—I really cannot say, off-hand, but you will see by the University Calendar; it is not very many.

3184. I mean, how many students now in attendance at the College are undergraduates?—That question, again, is not very easy to answer. Those two junior scholars who were appointed the other day, I suppose, would not be included in theory—although they would in practice—because they have not yet taken the formal declaration of matriculation.

3185. *Professor Shand.*] I think you might reasonably include them?—Still they are not included theoretically, because they are not really members of the University until they have taken the formal declaration of matriculation.

3186. That is a mere formal matter. If you told us the number, including those two, I think it would be the correct answer?—There are three members of the University at present actual resident students at Nelson College, and there are two other members of the University who are masters in the College, and who, in the course of time, will proceed to their degrees as well.

3187. *Rev. W. J. Habens.*] Besides those there are two junior scholars?—No, I am including the two junior scholars.

3188. *Professor Sale.*] Would you wish to include the masters?—They are supposed to be preparing as far as they can, and intend to go on to their degree.

3189. *Professor Shand.*] In a private way?—Yes, in a private way. There are three, then, actually under instruction at present.

3190. *Rev. W. J. Habens.*] Does the presence of these undergraduates among the pupils require any division into higher and secondary work in the school?—To some extent it does. They have a standing by themselves, but some of the better boys are put with them.

3191. Do you think that the attendance of undergraduates at the College is at all limited by the small number of the staff?—No.

3192. Supposing there were women who desired to study for a University degree in Nelson, does your college offer them any facility for study?—Not that I am aware of—not as a College, not formally and officially. There are one or two ladies in Nelson who talk of studying for a University degree, and the Principal of the College and the other masters are always ready to help them; but that is not part of their formal duties.

3193. Is the expense of tuition and of board at the College the same for undergraduates as it is for ordinary schoolboys?—Yes.

3194. And are they under the same discipline?—Yes. To a certain extent that answer must be taken with some modification, because, of course, young men in the position of undergraduates of the University have a certain amount of liberty allowed them which would not be accorded to the small boys.

3195. Is the income of the College sufficient for the maintaining of a proper supply of University instruction?—I must refer you to the Secretary for an answer to that question.

3196. It is rather a matter of opinion. The question is not, simply, Has the College sufficient income? but, Has the College, in your judgment, a sufficient income to enable it to supply University instruction to a sufficient degree?—Yes, for the number of University students who are likely to be found at present; it has not, of course, to an unlimited degree.

3197. *Professor Sale.*] Practically, I suppose, for your University undergraduates along with a few others, forming the highest class in classics and the highest class in mathematics?—Yes, and the highest class in English literature, the highest class in history, ancient and modern, and the most advanced class in modern languages, and—although just now they do not do so, from the change that takes place in the pupils of a school—they would form, and have formed at other times, the highest class in botany and physics. As might be expected, the undergraduates of the University, as scholars of the University, are higher than the rest of the school in all subjects.

3198. I mean to say, they are simply the same as ordinary classes, only they are the highest class?—They are not quite the same as the other classes; they stand on a more intimate and friendly footing with the teachers than the boys in the lower school do. They stand on the footing of pupil and lecturer far more than that of boy and master.

3199. *The Chairman.*] Returning to the subject of the University of New Zealand, do you think the mode of appointing the members of the Senate and the Chancellor is a satisfactory one?—I think it would be a very good thing if the University had acquired the number of undergraduates which would entitle it to itself elect a certain proportion of the members of the Senate. And, of course, how far the present mode is satisfactory or not depends upon how far you agree with the Government who happen to be in power.

3200. Then I understand you to mean that, until there is a sufficient number of graduates, the appointments should remain with the Government of the colony?—I do not see very well how, until there is a sufficient number of graduates, it could be changed; but I do think it would be an advantage if the *ad eundem* graduates were allowed to be on the Convocation, as if they were actual graduates of the University of New Zealand.

3201. *Rev. W. J. Habens.*] Do you think it would be an advantage if affiliated institutions of a certain defined standard had some representation on the Senate?—As a matter of fact, they have very considerable representation on the Senate. Most of the affiliated institutions have members of their own staff upon the Senate.

3202. You would not wish to see that made a part of the constitution of the University, rather than an accident?—Rather an accident; leave it to adjust itself naturally, as it almost certainly will.

3203. *The Chairman.*] Do you know whether any practical inconvenience has arisen from the meetings of the Senate having been held in different parts of the colony?—There is a certain amount of practical inconvenience, from the length of time required in members from one part of the colony getting to the most remote extremity from their own places of residence. As a matter of practice, no doubt it would be more convenient if the meetings of the Senate were held in some central position.

3204. *The Chairman.*] Have you formed any opinion as to what body ought to conduct the matricu-

lation examination for the University?—In my mind, it is pretty nearly an open question; but, at the same time, if the matriculation examination for the University could be made identical with and equivalent to the senior Civil Service examination, I think it would be much better that it should be conducted by the University, and be general. The question of matriculation examination is a difficult one. It has for a great many years divided the old Universities of Oxford and Cambridge. I dare say Professor Sale could tell you that he was matriculated by private examination; whereas Oxford always has a public matriculation examination.

3205. Have any holders of junior scholarships at your College proceeded to their degree up to the present time?—Up to the present time they have not.

3206. *Rev. W. J. Habens.*] Are you sufficiently acquainted with the history of the junior scholars of past years to say what has become of them?—Possibly not all of them, but of one or two I think I am. Barnicoat is at present assistant master in Nelson College; Barnett is a surveyor in the service of the Government; Roy is a surveyor in private practice; Severne died of overwork; Harkness is the master of Bishop's School in Nelson; and Bullard, I believe, is in the Government service.

3207. *Professor Sale.*] Can you explain why so few have gone on for their examinations for the University degree,—that none, in fact, have gone on?—There are two whom I have mentioned who, you may say, will go on for their degree. The reason, I suppose, why so few go on is want of means, and being obliged to earn their livelihood; and of course the occupations by which they have been earning their livelihood have taken up so much time that they have not been able to pursue their studies so as to pass with certainty.

3208. *Rev. W. J. Habens.*] Do you think an increase of the amount of each scholarship would obviate the difficulties which have stood in the way of these men?—To a certain extent, no doubt, it would. If the scholarships were considerably increased in value no doubt more would go on. I am speaking of junior scholarships. But, at the same time, the system of senior scholarships has made a change, and I do not know that it would be necessary to increase the junior scholarships at present, because a lad who does well will, in all probability, get a senior scholarship which will help him. The system of senior scholarships instituted by the University will meet that objection now. It is a very important practical question, and the University has adopted the solution of awarding senior scholarships. The University has apparently felt the evil, which is evident, and provided a remedy.

3209. *Professor Sale.*] Have any students matriculated from the Nelson College besides those who took junior scholarships?—Yes.

3210. *Rev. W. J. Habens.*] What is the average age of students who matriculate?—The number is so small that an average would hardly be worth anything—between seventeen and nineteen.

3211. Have you formed any opinion as to the minimum age at which matriculation might be allowed?—The University of New Zealand itself—and I do not see any reason to differ from its opinion—has come to the conclusion that it ought to be fifteen; its junior scholarships cannot be gained by lads under fifteen.

3212. *The Chairman.*] What is your opinion of the present University regulations, and the standard prescribed for the B.A. degree?—That the standard is sufficiently high, and not too high; that the University degree is a really substantial thing.

3213. *Rev. W. J. Habens.*] And do you think that the degree of M.A. should be conferred without examination, or that it is desirable to require a further examination?—The minutes of the proceedings of the Senate of the University of New Zealand will very shortly be in your hands, when you will see that that question came before the Senate, and that it was determined that there should be a certain examination for the M.A. degree.

3214. The question was asked rather to elicit an opinion from one well qualified to judge?—Well, I am inclined to think there should be an examination of some sort for the M.A. degree, and so thought the University Senate.

3215. *The Chairman.*] Have you formed any opinion as to the propriety of having the examiners for the University appointed from residents in New Zealand?—It seems to me that it would be much better, if it could be done without exciting local jealousies. But, at the same time, while our population is so small, and the persons capable of acting as examiners are so few, and those few, or most of them, connected with different educational bodies in the colony, practically we have not the men to do it without causing jealousy; but that difficulty will gradually diminish. There is considerable inconvenience, no doubt, caused by having to go outside the colony for examiners; but that inconvenience has, perhaps, a less practical importance than the jealousy which would be excited by having examiners connected with educational institutions in the colony appointed. But, as time goes on, and we have more men of letters and men of leisure in the colony, there will be no need to go outside for examiners.

3216. *Rev. W. J. Habens.*] Do you think that all candidates for degrees should be required to keep terms, and actually attend lectures during their whole undergraduate course, or be admitted simply on examination?—My opinion is that they might very fairly be admitted simply on examination. But, at the same time, I can very well understand other persons holding the opinion that it would be better that they should attend a certain course. It is a doubtful question.

3217. *Professor Sale.*] Would it not be almost a necessary step, if that course were adopted, to do away with affiliated institutions altogether?—To do away with the affiliation, but at the same time—and again I am speaking partly from imperfect information—I fancy the University of London has institutions affiliated to it, and gives degrees on examination, and requires certain attendance on terms, and yet is only an examining body, as the University of New Zealand is. The affiliation may be nominal, but still it exists; they have not thought it desirable in the London University to do away nominally with the affiliation to the University.

3218. *Professor Shand.*] Would you not require University scholars to attend lectures?—Not necessarily; if they came up for their examinations and acquitted themselves with proficiency.

3219. *The Chairman.*] Do you think the University of New Zealand has assumed the form most suitable to the colony?—Yes; the only form, in fact, which, in my opinion, is practicable in the colony for a colonial University. Of course there are certain matters of detail in the regulations, and so on,

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Rev. J. C. Andrew. of the University of New Zealand which individual members may differ from; but, as a whole, I think the University has assumed the form best adapted for the colony.

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3220. You are no doubt aware of the general scope of the inquiry prescribed for this Commission. The Commission would be glad if, as a gentleman of considerable experience in educational matters, you would offer any suggestions which may occur to you?—I am not aware that anything I could suggest would be of any use to the Commission. I would humbly submit an opinion that constantly altering our educational institutions, even though you alter them for the better, is a practical evil. I am referring to any alterations which may be contemplated in the constitution of the University of New Zealand. I am quite ready, as a matter of opinion, to state that even the alterations made by the University Senate themselves in many of their rules and regulations, and in the subjects of examinations, although they may be alterations for the better, would have been better left alone—that a certain fixity does good.

Mr. H. C. Daniel.

Mr. H. C. DANIEL was sworn and examined.

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3221. *The Chairman.*] You have been for a very long time a settler in Nelson, I believe?—Yes; since 1843; immediately after the Wairau massacre.

3222. And I think you were Crown Lands Commissioner for some time?—Yes; until about three years ago—for eleven years previous to 1876.

3223. From your knowledge of the history of Nelson, perhaps you could tell us whether there were any endowments for educational purposes granted in the province?—The only endowments that the New Zealand Company granted were out of their funds; they set apart a portion of their funds specially for a college, and that was all they did. The subsequent endowments that were made—some land for the College in Nelson, and some for collegiate purposes at Motueka and Massacre Bay—were made by Sir George Grey entirely on his own responsibility.

3224. *Professor Shand.*] Did the New Zealand Company make no provision for elementary education?—No, none whatever; nothing but for this College.

3225. *The Chairman.*] How was this money procured?—It was a certain proportion out of the proceeds of the land sales. Speaking from memory, I think 75 per cent. of the purchase-money was devoted to emigration purposes, and a certain other proportion to the College, and for religious purposes.

3226. Were there two distinct proportions, one for the College and one for religious purposes?—Yes, entirely distinct, if the scheme of the New Zealand Company had been carried out in its integrity, and they had really had the land to sell, and it had produced the sum estimated. Their scheme, as set forth in the prospectus of terms for the purchase of lands in the second settlement of the New Zealand Company (Nelson), dated 15th February, 1841, was this: "The sum of £300,000 to be received by the Company as the purchase-money of the lands now offered will be appropriated in the following manner—viz., £150,000 to the exclusive purpose of emigration to this particular settlement. £50,000 to defray the Company's expenses in selecting the site and establishing the settlement: any surplus of this fund to be applied to the public purposes next mentioned. £50,000 for rendering the settlement commodious and attractive; for such purposes it is intended to apply £15,000 to religious uses and endowments of colonists of all denominations; £15,000 to the establishment of a college in the settlement; and £20,000 towards the encouragement of steam navigation for the benefit of the settlement, by way of bounty. £50,000 to the Company for its expenses, and profit on the use of its capital." But, of course, they did not sell anything like the £300,000 worth of land, and, therefore, they could only give the proportions.

3227. Will you furnish the Commission with the history, so far as you can, of the foundation of Nelson College?—In the first place, I have given an extract from the prospectus of the New Zealand Company, by which you will see that the proposal to establish a college in the Nelson Settlement formed part of the original scheme. Upon the winding-up of the affairs of the Company, an arrangement was entered into with the land purchasers, and sanctioned by the Government, that the management of any funds accruing under the scheme should be intrusted to a board of trustees resident in the settlement. In pursuance of this arrangement a sum of about £40,000 was, between the years 1852 and 1858, paid by the Lords of Her Majesty's Treasury to duly elected trustees, and, in carrying out the arrangements, the trustees were not limited to the specific application of the funds to the exact purposes named in the terms of purchase, provided their general application to analogous purposes was maintained. During the year 1856 the trustees, having secured a site and buildings suitable for the purpose, opened a high school under the mastership of the Rev. Mr. Bagshaw. In 1857 the trustees came to the determination of handing over to a Board of Governors a certain portion of the funds under their administration, as a permanent endowment for a college, and, in accordance therewith, they did, by a deed of foundation dated on or about the 14th November, 1857, hand over to certain gentlemen named therein as governors a portion of the trust funds amounting to £20,000, together with an acre of land with dwelling-house and school buildings, then used for the purpose of the high school referred to above.

3228. *Rev. W. J. Habens.*] Do you know of the existence of a society called the Nelson School Society?—Yes.

3229. Is it within your knowledge that certain grants of public estate were made to that society?—I think there have been some grants—just sites for schools, no endowments.

3230. Do you know whether these were intended to be for day schools or Sunday schools?—In all cases the Nelson School Society made the condition that the room or the ground should also be available for the use of Sunday schools. I think that was the invariable condition; because, to this day, many of the schoolhouses built on those sites are still open as Sunday schools; whereas in the case of the other buildings which have been erected out of Government grants that privilege is not allowed, unless the inhabitants express a wish for it.

3231. Do you know whether the society is in any way promoting secular education at present?—No, they have quite abandoned that; it was all handed over to the Government long ago, when the Provincial scheme came into force.

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3232. Do you know what educational work they are carrying on?—Only Sunday-school work.

3233. And, so far as you know, they are applying the small income derived from the grants that were made for education to the maintenance of Sunday schools?—I do not apprehend that they have any income from any grants. For instance, the building adjacent to what we call the eel-pond is a Nelson School Society's building, but they have no revenue accruing from anything, though the Sunday schools are carried on by what may be termed the remnant of the Nelson School Society in accordance with the agreement entered into with the Government when the Crown grant was made. I fancy it has pretty well merged into Mr. Campbell's hands, who was the originator and founder of the society.

3234. Do you know the reserve in the City of Nelson described as part of Block H, 3 roods in area?—Yes.

3235. Reserved under authority of the New Zealand Company, and granted to the trustees of the Nelson School Society?—Block H was not originally granted by the New Zealand Company. It was not intended for a school reserve; the Company made no reserves for schools. But I think it was for the purposes of a market. It is the very piece of land I have now been referring to, and Mr. Fox, when he was Resident Agent, did make an arrangement to let them have a portion of that reserve.

3236. Do you know what the area of the whole reserve is?—No.

3237. In a return, which I have, of all the reserves for educational purposes in Nelson, that reserve is stated at 3 roods—simply called part of H. But in a return I have from Mr. Campbell he only acknowledges 2 roods. Do you know whether any part of that reserve is used for some other purpose?—No.

3238. The probability is that it is the same piece of land differently described?—Yes, that is it; except that a portion of the old reserve called H would be under water, and Mr. Campbell would perhaps only state the available building portion.

3239. Are you aware that the Nelson School Society has let all its buildings on a long lease to the Board of Education?—Yes.

3240. And does the Nelson School Society derive any income from that?—Yes.

3241. So far as you know, is that income applied to Sunday-school purposes?—I do not know what they do with it; it is but a small income. There is only one building that I am aware of, and that is the one that I have already mentioned. I had forgotten that they did receive rent from the Board.

3242. Are you in a position to say whether the Nelson School Society is carrying out the purposes of the trust under which it holds these lands?—No.

3243. That means that you are not in a position to give an opinion?—No, I am not.

3244. *The Chairman.*] Were you Commissioner of Crown Lands when a certain endowment was granted by Sir George Grey at Motueka?—I think Mr. Domett was Commissioner then.

3245. In your official capacity did you ever ascertain what were the terms of the trust on which that estate was granted?—No.

3246. *Professor Sale.*] Do you think the Nelson College, as it is now conducted, fairly supplies the wants of the community with respect to higher and secondary education?—I think so.

3247. And is it used by all classes of society?—Yes; and there are special scholarships open to boys from all parts of the province. Marlborough, being part of the original Nelson settlement, is also included within the scope of the Nelson College scholarships.

3248. But, irrespective of scholarships, do you consider that the fees are reasonable, and such as place the College within the reach of parents in an ordinary position?—Yes, I think so; for a number of persons whom you might not think very well-to-do in the world, but yet who are in comfortable circumstances—men employed in stores, for instance—send their sons there. I am acquainted with one man, a storeman, who has had two or three of his sons educated at the College; and I know of several persons in the country of a similar grade who have done the same. It is not a class school, or, if it is so, the fact is owing more to circumstances which arise, and because people will have class ideas.

Mr. PERCY B. ADAMS was sworn and examined.

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3249. *The Chairman.*] You are a barrister-at-law?—Yes.

3250. I think you are aware of the particular matter we wish to inquire into. The Bishop referred us to you to give us information about the leases of the estate at Motueka. Could you tell us what are the covenants in the leases—I presume the leases are all on the same model?—I forget the number of leases, but nearly all contain a covenant of renewal for twenty-one years, at an increased rent, if the bailiff should think fit to raise the rent; or, if the tenant objects to pay the higher rent, then it is to be fixed by arbitration in case of renewal.

3251. *Professor Shand.*] Was the original period twenty-one years?—No; all the leases have not the covenant of renewal in them.

3252. *The Chairman.*] Is there any prohibition against sub-letting?—I think the tenant must not assign or underlet without the consent of the Bishop. The leases were all on printed forms, which were filled up as required, and I could furnish the Commission with a copy of one of these printed forms.

3253. *Professor Shand.*] Do you know whether the leases were originally put up to auction?—I could not say. There was, originally, a Crown grant of all this Whakarewa estate. [Crown grant produced.]

3254. *Professor Sale.*] Do the original leases mention the increased rental which the lands are to be liable to?—No; there is a clause to the effect that, if the lessor and lessee cannot agree as to the increased rent, the amount is to be fixed by arbitration.

3255. But the increase is in the first instance to be fixed by the bailiff?—I do not think it exactly says the bailiff, but the person generally interested in the estate, who at present is Mr. Greenwood, who is acting as bailiff, collecting the rents and handing them over to the Bishop. On Mr. Greenwood's instructions we prepare the transfers of leases, and insert the conditions which he tells us. We do not know anything more about it than that. We are only solicitors to the trust to that extent.

3256. *The Chairman.*] As far as you know, the original conditions of these leases were fixed by

Mr. P. B. Adams. Bishop Selwyn?—I believe they were, because this grant was in 1853, and the leases date back to 1859. There was one grant of 660 acres, and another grant of 418 acres 5 perches.

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3257. Have you any idea what was the position of the property between the years 1853 and 1859? I think you said most of the leases commenced in 1859?—I think they did; but there must have been some before that. There were evidently existing leases over the land at the time. The deed is made subject to all existing leases, and there is a long list of leases which were over the property at the time. There is one, for instance, for fourteen years from 1855.

3258. *Rev. W. J. Habens.*] Do you know whether any of these leases have been transferred for valuable consideration?—I believe some of them have. I spoke to our managing clerk before I came here on that point, and he said he thought there had been such transfers some years ago. But if Mr. Greenwood, the bailiff, instructed us to prepare a transfer from one of the lessees to somebody else, I should do so, and send the document for the signature of the Bishop, who would have to sign his consent to it; but that is all we know about it, because no funds pass through our hands in the way of premium, even although a premium might be given.

3259. Have you sufficient knowledge of the value of land generally in that district to enable you to say whether the rents that are now being received constitute a fair return?—I should say they do. The land, and particularly some portions held under these leases, is not very good; it is held under long leases; and when a man holds land for a term of twenty-one years, he will put a certain amount of improvements on the land which will remain there when the lease lapses. Therefore I think the rent is not too small, considering the improvements a man will make; and some of the land, I know, is in a very bad state, the fences being down and the land overrun with gorse. That is perhaps owing to the men having long leases.

3260. From what cause are the fences down?—From the general remissness of the tenant to keep the property in repair, I suppose. He is bound by the terms of the lease to yield the property up in good and tenantable repair, and, as he has not to do that for twenty-one years, he perhaps in the meantime allows the property to go to rack and ruin.

3261. *Professor Sale.*] Then he is not bound to maintain the property in repair, but only to yield it up in good order at the end of the term?—The covenant in the lease is, generally, to yield it up in "good and tenantable repair."

3262. *Rev. W. J. Habens.*] Do you know if there is any restriction upon the character of the crops which a man may take out of the land?—None whatever; I should say he is entitled to do whatever he likes with the land.

3263. Do you know if it is customary in this part of New Zealand for landlords to impose any conditions as to crops?—No, not in this part of the colony; no such conditions, at any rate, have come under our knowledge in drawing leases. In some short leases we insert a provision that the tenant is bound to consume all the straw, and provide manure for the land—in fact, that he is not to take everything out of the land and put nothing in.

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MR. ALEXANDER MACKAY WAS SWORN AND EXAMINED.

3264. *The Chairman.*] What is your position in the Government service at present?—I hold the position of delegate of the Governor under "The Native Reserves Act, 1862;" I also hold the appointment of Civil Commissioner for the South Island.

3265. Both of these appointments are in connection with Native affairs?—Yes.

3266. How long have you been in the Government service?—About fourteen years.

3267. The Commission understand that you have made certain reports, from time to time, with regard to an estate at Motueka held by the Bishop of Nelson: would you be kind enough to refer to your reports and quote those parts that bear upon that estate?—I never made any special report in regard to the estate. The only information in reference to it which I have given, and which appears in print, is the evidence I gave before the Charitable and Educational Trusts Commission in 1870.

3268. How was the estate acquired?—Part of it was Crown land, and the largest portion was Native reserve land—land that was excepted in accordance with the New Zealand Company's scheme of settlement, and set apart subsequently by Commissioner Spain for the use and occupation of the Natives.

3269. Could you tell us how much belonged to the Native reserves?—There were 918 acres; that is the proportion of Native reserve estate that was allocated, and which is included in the Bishop's Trust endowment.

3270. *Professor Sale.*] And the remainder was land belonging to the Nelson settlement?—Yes, Crown land. The portion which formed part of the Native reserve estate includes all the valuable part of the endowment. The Crown land was very poor and very hilly land. I have brought a plan of the endowment land for the information of the Commission. [Plan produced.]

3271. *The Chairman.*] Do you know whether the action of the Government in taking this Native reserve land for the purposes of the trust was viewed with dissatisfaction by the Natives?—Yes, it was viewed with great dissatisfaction.

3272. *Professor Sale.*] Do you know whether, when this land was set apart by Sir George Grey, it was occupied and used?—A portion of it was in the occupation of the Natives, and a portion in the occupation of tenants.

3273. Are you aware whether, at the time when Sir George Grey granted these Native lands for the purposes of the Motueka school, part of the lands were in occupation and yielding a revenue to the Natives?—Yes; I glean that from the schedule which is appended to the grants, and cannot speak from personal knowledge.

3274. Then was that the chief reason why the Natives were dissatisfied?—No; they were dissatisfied because they were dispossessed of a portion of the land. They were in actual possession and occupation themselves of a portion of the estate known as Whakarewa, and were dispossessed in consequence of the grant to the Bishop of New Zealand.

3275. *The Chairman.*] I understand, then, that these tenants whose rights were protected when the grants were made, were not tenants of the Crown in the ordinary sense?—No; they were not tenants of the Crown; they were tenants under the Native trust, and occupying Native reserve lands.

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3276. And the rent derivable from their holdings was for the benefit of the Natives?—Yes. It would perhaps give you a better idea of the position of the matter at the time, if I were to read a short account of the early history of these reserves: Under the terms of the prospectus of the Nelson settlement, the proportion of land to be set apart as Native reserves in accordance with the New Zealand Company's scheme was 20,000 acres, to consist of 100 town sections of 1 acre each, 100 suburban sections of 50 acres each, and 100 rural sections of 150 acres each. The suburban and town sections were selected in 1842 by Mr. Thompson, the then Police Magistrate, in his capacity of Agent for Native Reserves. These lands were selected in the Town of Nelson, and in the suburban districts of Moutere and Motueka, and the selection was subsequently ratified by Commissioner Spain in 1844. These reserves were made in pursuance of the intention that a proportion of the territory ceded by the Native owners, equal to one-tenth, should be reserved, and held in trust by the New Zealand Company for the inalienable use of the Natives, the proceeds to be applied for the benefit of those Natives who had surrendered the land. The reserves so made were looked on as far more important to the Natives than anything that could be paid to them in the shape of purchase-money, as, however highly they were paid, the consideration given would only afford a brief enjoyment, and, when it had passed away, the recipients be but little better for the gift, while these lands would remain with them as a lasting possession for their maintenance, and for schools, hospitals, and other useful establishments. With regard to the management of these reserves it was intended to vest them in the Governor, the Bishop of New Zealand, and the Chief Justice. After a time the Chief Justice resigned, finding the duties incompatible with his official position, and, subsequently, the Bishop also retired from the management. In consequence of the establishment of trustees for Native reserves, as originally contemplated, not being carried out, the Government appointed Boards of Management, and in June, 1848, Messrs. Poynter, Carkeek, and Tinline were appointed a Board of Management of the Native reserves for the District of Nelson. The Board retained the management of the property till the middle of the year 1853, when the sole management devolved upon Major Richmond, who was then Crown Lands Commissioner, and who was ultimately succeeded, in the year 1857, by Messrs. Domett, Poynter, and Brunner, by appointment dated 1st December, 1856, as Commissioners under "The Native Reserves Act, 1856." In 1853 Sir George Grey granted a number of the Native reserve sections at Motueka—in all 918 acres—to the Bishop of New Zealand, as an endowment for an industrial school for the education of children of both races, and of children of other poor and destitute persons being inhabitants of islands in the Pacific Ocean. This grant was looked upon as a violation of the contract on which the settlement was founded, and in contravention of the original intention for which the lands were set apart by the New Zealand Company. A special committee of the Nelson Provincial Council expressed their disapprobation of the grant, and a resolution was passed to memorialize the Secretary of State for the Colonies that the necessary steps might be taken to set the grant aside; but, although permission was subsequently given to test its validity by a writ of *scire facias*, the matter was allowed to drop, as other interests were involved, which it was considered inexpedient to disturb. The origin of the numerous grants that have been made in various parts of the colony appears to have sprung from a correspondence in the years 1849 and 1851, between the then Governor, Sir George Grey, and Earl Grey, the Secretary of State for the Colonies, in which the Governor points out the advantages that would ensue to the promotion of industrial schools for the Natives if grants of waste lands of the Crown were made, to provide for the subsistence of the children educated thereat, and suggests that the advantages proposed should be extended to children of Natives of islands in the Pacific Ocean. Earl Grey, in reply, approved of the scheme as being salutary and politic, and expressed his satisfaction of the general sufficiency of the instrument by which it was proposed to convey the lands to be set apart for the maintenance of the schools. Had the original intention been adhered to of setting apart Crown land as an endowment for these institutions, no objection could have been taken to the appropriation of land for so laudable a purpose; but, from some unexplained cause, these appropriations were made to include lands set apart solely for the Natives, under express agreement with the Imperial Government, under the terms of the prospectus of three of the settlements of the New Zealand Company, and as part of the consideration for the cession of Native territory. The purpose of the reserves was clear and exclusive, and forbade their use for general endowment, and, had the Native Trust Ordinance of 1844 been in operation, these appropriations for general purposes could not have been made, as its provisions expressly forbade alienation except by lease, and declared all charges or incumbrances on the trust estate to be void. One of the chief causes, as explained before, of the dissatisfaction continually expressed by the Natives of Motueka concerning the grant to the Bishop of New Zealand for an industrial school was, that a portion of the land included in it was specially allotted for their use and occupation by Commissioner Spain in 1844. In order that the case may be fully understood, it will be necessary to give a short account relative to the dedication of these lands, and the authority under which they were set apart. In accordance with the intention expressed by the Imperial Government to send out a Commissioner, with independent authority to investigate and determine the claims of the Company to land in New Zealand, and to decide upon the sufficiency of the purchase-money paid to the Natives, Commissioner Spain was sent out from England expressly for the purpose, armed with the full power of the Crown itself. And, as the real consideration held out by the Company to the Natives, on its acquisition of territory from them, was a precise engagement to reserve for the benefit of the Native proprietors a portion equal to one-tenth of the quantity ceded, it became the duty of the Commissioner to see that the proportion agreed on was fairly and finally set apart. On the arrival of Commissioner Spain in Nelson, in 1844, to hold a Court to investigate the Company's claims to land in this district, after ratifying the selection of the Native reserve "tenths" made by Mr. Thompson, he found that the Natives of Motueka were in occupation of eight suburban sections, comprising 400 acres, outside the quantity selected in satisfaction of the "tenths." He therefore directed that a similar number of the Native reserve sections should be exchanged, in lieu of the

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former, in order that faith might be kept with the Natives in conformity with the arrangement made by Captain Wakefield, the Company's Agent, to the effect that the Natives should be allowed to retain a considerable portion of the "Big Wood" at Motueka, then in cultivation by them. In addition to the first-named eight sections, Commissioner Spain added eight more out of the Native reserve estate, making sixteen in all, for the use and occupation of the resident Natives, out of which 350 acres were subsequently included in the school endowment.

3277. *Professor Sale.*] I understand that the Natives were very much dissatisfied at the time: have they continued to be dissatisfied ever since?—Yes, up to a very recent date they have—as long as any of the elder men were alive.

3278. *Rev. W. J. Habens.*] When you say that the Natives were dispossessed you mean they were deprived of their own personal use of the land?—Yes; they had to remove to other portions of the estate.

3279. Are you referring now to portions of the trust estate?—Yes, the Native trust estate.

3280. Their removal, I suppose, was peaceably affected?—Yes.

3281. *The Chairman.*] What was the actual quantity of land that was in the occupation of the Natives?—I could not say positively how much they had in occupation; I can only state generally as to the quantity that was allocated.

3282. If that estate had not been taken away from the Natives would it have been under your administration now?—Yes; it would be under my control as Governor's delegate. But the Natives suffered an injustice in more respects than that, because this property should have been entirely available to produce a revenue for Native purposes; but, instead of their getting occupation reserves allotted to them, irrespective of the tenths, in conformity with the resolutions passed at a conference held at Wellington in January, 1844, between the Government and the Company's principal Agent, the occupation-reserves were allotted to them out of this estate, which had been set apart for a special purpose. Then their estate was afterwards diminished by the portion included in the Bishop's endowment.

3283. I think you stated there was a memorial from the Provincial Council of Nelson on the subject?—Yes.

3284. Was it sent Home?—No. I am under the impression it was sent to the House of Representatives.

3285. Was any action taken by the House of Representatives in respect of that memorial?—I think not, further than that permission was subsequently obtained by the Council to try the validity of the grant; but by that time the Council had got lukewarm in the matter, and, being also afraid of interfering with other grants that had been made about the same time, they took no further step in the matter. One injustice done to the Natives was making the grant of their own land, which was set apart specially by the New Zealand Company in payment for the surrender of their territory, available for European children and the children of destitute persons in the Pacific Ocean. If it had been confined to Natives alone there would not perhaps have been quite so much objection to it.

3286. Were the proceeds ever applied to the education of European children?—The proceeds have never been applied to that object; but the fact remains that it is still available, and European children could claim admission to any school established under the trust.

3287. Are there any matters within your knowledge, connected with the alienation of the reserve from the Natives, which you think ought to be set before the Commission?—No; I do not know of anything else. The trust has been administered, I think, to the best advantage. I think I have stated the points as regards the Native side of the question.

3288. *Professor Sale.*] I believe the people of the Nelson Province—the European settlers—also objected to the reserve being made, on the ground that it was devoted to sectarian purposes?—Yes, that was one of the reasons.

3289. And that view was taken by the Provincial Council of Nelson?—Yes.

3290. Has any parallel case come within your knowledge of land set apart for the Natives being taken away in that manner?—Not lands set apart as these were. There have been lands in other parts of the colony. There was a case of a somewhat similar character, where the Natives, of their own accord, made over land at Porirua. Wi Parata, and others of his tribe, in that case, petitioned the House of Representatives two sessions ago, and the matter was referred to the Native Affairs Committee, but it could do nothing. Then, afterwards, Wi Parata tried to upset the grant in the Supreme Court, and failed; and he petitioned the House last session to get a vote to cover the expense he had been put to, but the Committee declined to recommend any such vote. It would be quite impossible to take any steps in the Supreme Court to set aside these grants, until the decision of the Court of Appeal in the matter of the tenths is set aside. The whole case was tried in Wellington several years ago, and the Court decided that these lands were lands unencumbered by any trust, and a Bill was introduced into the Assembly to give a legal *status* to those which were still under the control of the Government.

3291. *The Chairman.*] What is the Maori population in the neighbourhood of this Motueka reserve at present?—I think there are about forty-two Maoris altogether in Motueka.

3292. *Professor Sale.*] There was a much larger number at the time when this reserve was set aside for the purposes of the trust?—Oh yes; between 200 and 300.

3293. Can you account for the decrease?—It has been chiefly owing to migration; the mortality amongst them has not been so large.

3294. To what part of the colony have they migrated?—They have gone chiefly to Taranaki.

3295. Are they connected with the Taranaki Natives by blood?—Yes; and they had landed interests there which induced them to return.

3296. *The Chairman.*] So far as you know, as a Government officer, have any considerable benefits accrued to the Native race through the establishment of this school at Motueka?—No, I do not think so.

3297. What I mean is, have any great number of Maoris been educated?—Not of late; not since

the endowment has been made. They have always been averse to send their children; the idea being that it would deprive them of their right to regain the property at some future time.

3298. The desire to regain possession of the land continued for some period after its alienation?—Yes, for a very long time—until the population dwindled down to a very few; in fact, until the whole of the elder people, who were first incensed at the property being taken away, had died.

3299. *Professor Sale.*] Do you know whether the children who are at present being educated at the school are the children of Natives at Motueka?—No, not the whole of them; some of the children are from a distance—two or three who were attending were from Wellington, and some from Waka-puaka. There are very few children at Motueka; only nine under fifteen years of age.

3300. Do you think it is likely, if the revenue derived from the estate were increased, that any large number of Native children might be expected to attend from other parts of the colony?—I could not say. It is almost impossible to induce Native parents to send their children to a distance. It is the great difficulty the Government have to contend with in their endeavour to educate Native children. In most instances it is impossible to induce the parents to send their children away from home.

3301. So far as you have seen of the education that is given to the children at the Motueka school, is it a good one?—Yes, I think so. The school was not inspected last year, but it was the previous year.

3302. *The Chairman.*] Who is the inspector?—The Rev. Mr. Stack, who is in charge of all the Native schools in the South Island.

3303. Is it his duty to inspect all those schools annually?—Yes. He inspected the Motueka school in 1877 at the request of the Bishop; he does not go there by order of the Government.

3304. Do I understand that the Government exercises no control over this school in seeing that it is properly conducted?—There has been no control exercised over it.

3305. *Professor Sale.*] It is left entirely in the hands of the Bishop?—Yes.

3305A. *The Chairman.*] Does the building afford sufficient accommodation?—They do not utilize the building which was originally put up for the purpose. The house occupied by the master in the village is used for school purposes.

3306. The building in which the education is being given is not on this reserve?—No; it is on European land where the master resides.

3307. *Professor Sale.*] And what has become of the school that was built upon the reserve?—That is included in a leasehold to one of the tenants.

3308. *Rev. W. J. Habens.*] Is that Te Uwa farmhouse?—I do not know. Had the school at Motueka been a popular institution it would, of course, have been available for all the Native children in the vicinity and from the surrounding districts, supposing, of course, there had been no local feeling in regard to it; but, as matters now exist, the trust, besides being deprived of a large portion of its estate, has also been put to the expense of establishing and maintaining schools in other places in order to bring education within the reach of the Native children. When I speak of "the trust" I am alluding to the Native trust, not the Bishop's trust.

3309. *Professor Sale.*] Then you really think that the creation of this Bishop's trust has done mischief, even to the cause of education among the Natives?—Yes, I think so. It has done mischief in this way: that, had the revenue been available in the same manner as the other revenue belonging to the trust, it could have been allocated to better advantage, for educational purposes, in the various localities, which would, consequently, have been much better for the Natives than setting apart so large a proportion of the estate for a particular object in Motueka, which has never been favoured, owing to the various reasons that have been stated.

Mr. JOHN SAMUEL BROWNING was sworn and examined.

3310. *The Chairman.*] You are in the service of the Government?—Yes, I am Chief Surveyor of the Nelson District.

3311. How long have you held that position?—About three years.

3312. Have you been a resident in Nelson for a longer period than that?—No.

3313. Are you aware whether there exists in the City of Nelson any provision for the education of girls, such as exists in Auckland, and, I believe, in Dunedin, where there are girls' high schools?—There is no provision at all, beyond private ladies' schools.

3314. Has the want of secondary and superior education for girls been felt in this city?—Very much indeed, in my own case, and in the case of several families throughout the place, who have been obliged to send their girls away seeking for higher education; some have gone to England, and some to Victoria. In my own case, on coming to Nelson I found that there was nothing at all to be procured equivalent to higher-class education, and I decided to send my girls to Victoria, on account of its superior advantages in that respect. The want of the means of such education here, I believe, is felt by many persons, and it also deters families from coming to Nelson to reside. I have heard one or two cases mentioned in which families have been prevented from settling here on that account.

3315. Has there been any effort made to establish a girls' high school in Nelson, as far as you know?—Just before I arrived in Nelson a movement was made by several of the most influential families in the place to see whether means could be adopted to provide a higher class of education for girls, but the effort resolved itself simply into a matter of a proprietary school, and fell to the ground. The people with families did not see their way to take the matter in hand purely as a speculation.

3316. In the case of girls being sent to Victoria, do they get their education in public or private schools?—In my own case they are being educated at a Government school; and I find it is generally so, and that the Government schools there provide high-class teaching for girls, which is largely availed of by the middle classes, who pay fees for extra subjects taught.

3317. *Professor Shand.*] Do you mean the primary schools in Victoria?—Yes, the State schools. There is provision in this colony by which a district high school may be established, but primary education must be taught in the same school. They are also obliged to teach primary education in Victoria, but they afford a higher-class education to girls who are willing to pay extra fees.

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3318. Are any girls' high schools maintained in Victoria?—I cannot say. The difficulty here is that in almost every lady's private school there is a different system adopted, and therefore girls wishing to avail themselves of higher education have no common groundwork to start upon. There is no uniformity in the system of teaching.

3319. *Rev. W. J. Habens.*] Do you know if there are any funds available in Nelson towards the promotion of higher education for girls?—I am not aware of any.

3320. Do you know whether the possibility of making provision for girls in connection with the Nelson College has ever been contemplated?—I cannot speak from personal knowledge, but I am under the impression that some attempts have been made but have failed.

3321. Do you think that the erection of one of the primary schools into a district high school would in any degree meet the want?—I think it would be very advisable that a girls' school, without primary education, should be established, fees, of course, being charged. The difficulty is that we are not able to obtain the higher-class education although we may be willing to pay for it.

3322. *The Chairman.*] Have any of the parents of girls in Nelson, so far as you know, taken advantage of either the Christchurch or Dunedin Girls' High School, instead of sending their children out of the colony?—I cannot speak on the point from personal knowledge.

3323. Could you give us a general idea of the number of girls that might attend a high school if one were established in Nelson?—My time has not allowed me to make inquiries on that subject, but I am given to understand, from the Inspector of Schools, who would be a very good authority on the subject, that he is of opinion that, with a proper system of fees, such a school, if established, would be self-supporting in a very short time. I cannot say as to the number; there are a great number of families around Nelson and in the country who would avail themselves of the school.

3324. Are there many private girls' schools in Nelson?—There is only one for advanced teaching as far as I know.

3325. Have you any idea what the fees are at that school?—I cannot say; about three guineas a quarter, I think. I know that immediately that school aimed at higher-class training it was filled at once.

3326. What is the number of pupils?—I think about seventy or eighty. The only other school we have here giving a higher education is the Convent School, and, of course, there are many who on religious grounds would object to send their children there.

3327. Are there many pupils at the Convent School?—They have a large school and offer superior advantages, having a staff of well-educated ladies. But the want that is felt by the community here is a common ground from which girls could enter into competition with the boys for honours and scholarships. At present there is such a diversity, and so many different text-books are used, that the establishment of a girls' school under the sanction of the Government with a uniform system of training, and using the text-books required by the University and collegiate schools, would meet a want very much felt.

THURSDAY, 3RD APRIL, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand.

Mr. JOSEPH BAKER was sworn and examined.

Mr. Joseph Baker.
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3328. *The Chairman.*] What is your position with regard to the Motueka Native School?—I am teacher and general manager of the school.

3329. Does Mrs. Baker assist?—Yes; she assists in the supervision of the school.

3330. How long have you held the position of teacher?—Since May, 1872, when I first arrived at Motueka.

3331. Could you tell us how long the school has been in existence?—No.

3332. How many boarders are there at the present time?—Five, three girls and two boys.

3333. *Rev. W. J. Habens.*] Would you state their ages?—It is very difficult to ascertain the age of Maoris; but, as far as I can judge, the eldest boy is, I think, fifteen, and the next about thirteen; and the ages of the girls will be nine, eight, and six respectively.

3334. *Professor Sale.*] Have you convenient arrangements for keeping the boys and girls apart?—We have distinct sleeping apartments; but they are together at meal-times and in the evening.

3335. You and Mrs. Baker reside on the premises?—Yes.

3336. Will you explain generally the kind of instruction the children receive at the school?—In the first place we have to teach them the English language, and we start at the beginning, teaching them reading, writing, arithmetic, geography, and singing, instruction in which is all given in English.

3337. Have any of the children been at the school for any length of time?—Only one, the eldest boy, who has attended, I think, for two years.

3338. Have any of the others received instruction at the school without being regular boarders?—One girl did so for a few months, previously to becoming a boarder.

3339. And the other three children—have they recently entered the school?—Two of them commenced in February last, and the other one in March.

3340. Are all the children natives of the Nelson province?—Yes.

3341. What has been the average number of boarders since the school opened as a boarding-school?—I think about six or seven. We have had ten, six, seven, and five, and occasionally we have had less than five, but only, perhaps, for a few weeks.

3342. In what year did the school open as a boarding-school?—I think it was in 1873. We commenced with four, but had a few day scholars at the same time.

3343. The school opened as a day school in 1872?—Yes, in May, 1872.

3344. When it first opened as a day school what number of scholars had you?—I think there were as many as twenty-nine on the roll at one time, but generally we had from twelve to twenty. Mr. Joseph Baker.

3345. *Professor Shand.*] Was that the number on the roll, or the average attendance?—The average attendance at first was about twelve; it fell off afterwards to about eight, and remained at that for some months. April 3, 1879.

3346. *Professor Sale.*] But you had as many as twenty-nine at one time?—Yes, on the roll; they were not all children, some were adults, but they did not remain long.

3347. How many were there at the end of 1872, or before you opened as a boarding-school?—The number was then reduced to one.

3348. Can you state the reason why they all left except one?—There were various reasons given. We had then a morning and an evening school. For the convenience of the Natives living in different parts the morning school was held in the little Maori chapel, and the afternoon school in the Church schoolroom at the village. It was complained that one school was too far away from one party, and the other school was too far away from the other party. One complaint was that it was too cold in the Church schoolroom where the night school was held; and then, afterwards, it was stated that the Natives wished the school to collapse, that they wanted the land to be returned to them—that it had been unjustly taken from them by, I understood them to say, Sir George Grey, who had given it to the Bishop of New Zealand to appropriate as he thought proper, and that they were not satisfied with the appropriation of the estate.

3349. Was it the parents of the children who stated this to you?—Yes; and that was the chief reason, I believe, why the children did not attend. I do not think the objection originated entirely with the Maoris; I think they were instigated by the European settlers there; in fact, they quoted the opinions of certain residents in Motueka.

3350. Are you aware, of your own knowledge, whether any of those residents have been anxious to see the school drop through?—That is my impression, but I could not say so positively. I simply know that they were anxious to secure the trust for the benefit of the European children, and that they made application to the Central Board with that view, requesting that body to recommend to the Government to have the trust conveyed over to them.

3351. Then your belief is that the Natives were anxious to recover what they conceived to be their right to the land; and that the European settlers, on the contrary, were anxious to convert the institution into a European school?—That is my belief.

3352. After the school opened as a boarding-school did any of the Natives send their children as boarders?—Four girls came.

3353. Can you state what object they had in sending their children?—One, who had no interest in the estate, was anxious that his daughter should receive a good education, and the others made the remark to me that it was because they wished to eat their share of the estate.

3354. Did you find that they were more satisfied next year?—Yes, much more so. Next year they were anxious that we should take more of the children, and I reported the fact to the Bishop, who instructed me to take in six more, which I did.

3355. For how long had you as many as ten boarders?—I think for the twelve months.

3356. Did the numbers fall off after that?—They fell off at the end of the year. We had the four I have mentioned from March to December, and then the Bishop had a suitable building erected for the accommodation of the others. The building was completed in December, and at the opening of the school in January we took ten boarders, including the four.

3357. January, 1874?—Yes; we commenced then with ten, and, I think, continued with that number all the year. But amongst them were a number of delicate children, and one of the girls died; she was taken ill at the school, and her parents took her away and she died at home. There were, besides, two boys and a girl, belonging to another family. These went to Taranaki, but returned in a worse state of health. They joined the school again, and remained with us until they died; they were consumptive children.

3358. Has the same feeling of dislike to the school, on the ground of the injustice that was done in taking the land, shown itself since then?—Yes, the Natives have since referred to it frequently, and, on one occasion, withdrew three of their children from the school. Mr. Alexander Mackay remonstrated with them, and they said the Europeans had influenced them in what they had done—that is to say, had recommended them to remove their children from the Native school and place them at the Government European school, where they would be on an equal footing with the English children.

3359. Was any attempt made by the Maoris to place their children at the English school?—Not that I am certain of; but I believe they did apply, for I heard a remark from the Chairman of the Education Committee there, that they could not admit Maoris into their school—that it had been tried, but that the parents of the English children objected, and said that if the Maoris were admitted into the school they would remove their children.

3360. Do you know whether there has been any special influence recently at work to make the Motueka Natives discontented in this matter?—I cannot say there has been for the last twelve months or more, except that Te Whiti has induced some of them to remove their children to Taranaki.

3361. How long has that been going on?—I can hardly say. The question has been agitated for the last twelve months. They decided to go in the beginning of December, 1878, and since then we have lost three children at least, who have gone specially to see Te Whiti.

3362. *Rev. W. J. Habens.*] Have these children gone as parts of families that have removed, or have they been sent over there to school?—They went with their parents. In the case of one girl at the school her parents went to Taranaki, and sent over for her, but she did not go until her mother came and took her away.

3363. *Professor Sale.*] Has there been any considerable emigration of the Natives during the last few years from the Motueka district to the North Island?—Yes; I think more than half of them have left.

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3364. Do you know how many Natives there are now in the Motueka district?—I cannot say, having seen so little of the Maoris lately.

3365. But you are aware that the number has considerably lessened within the last few years?—Yes; but I know that some who have left have simply gone on a visit, as they frequently do. Some have gone to the Waikato, and returned to Motueka. We have two children now who have just returned from the Waikato, where they stayed for several years.

3366. But you believe that a considerable number have left the district permanently?—Well, they went away with that intention, but I do not believe myself that they will remain away. I know that they sold off everything they had, including their farming implements, and let their land; but I do not think they will remain away, because they have done the same before on several occasions.

3367. Has there been any other influence at work among them?—There is amongst them a man whom I believe to be a Hauhau prophet, and he has upset the Maoris very much, so much so that the majority of them have not been on speaking terms with me for several months past. This man has led them astray.

3368. *The Chairman.*] Is he one of the Motueka Natives?—No; he came there last September from the Wairau—Havelock direction. He has prejudiced the minds of the Natives against our institution very much, and says we are simply living there for the sake of getting all the benefit out of the estate, without trying to do any good to the Natives.

3369. *Professor Sale.*] And he has had great influence with the Natives?—He has had considerable influence with them. He does not actually profess to interfere with the school itself, but he has prejudiced the minds of the Natives against us so much that during the whole month of January we were without any scholars—we did not commence, I think, until the 3rd or 4th February.

3370. And do you attribute the absence of any scholars at that time to the influence of this man?—Partly.

3371. *The Chairman.*] Were you ever without scholars, except on the occasion to which you have just alluded?—Never without one scholar.

3372. *Professor Sale.*] Then this discontent of the Natives about the land, fostered in the different ways you have spoken of, has been the main cause of the difficulties which you have experienced in keeping up the school?—Yes; that is my belief—that is, for the first three or four years.

3373. Do you think the Natives are more contented at the present time than they were previously?—I do not think they are. They have been informed by Europeans whom they have consulted that the land will never revert to them again, and that if they do not make what use they can of the trust it will simply fall into the hands of the Government, or into the hands of the Europeans. That is why they are desirous now to keep up the school, even if the scholars are only a few, their object being to keep up their claim upon the land.

3374. Then they are now sullenly taking this as all they can get out of the land?—Yes, I think that is their case; I do not think they avail themselves of the school from any great desire to have their children educated.

3375. I think you were born in New Zealand, and have been acquainted with the Natives all your life?—Yes. I have been chiefly among the Maoris, and have seldom been in districts where there were none.

3376. And from what you know of the Natives do you think that if it were not for this feeling of discontent about the land they would be anxious to obtain education for their children?—I think Natives are generally desirous to have their children educated. At Wakapuaka, where there is no trouble about land, I believe the school is a great success. Certainly the teacher there has not had the difficulties to contend with that we have had at Motueka.

3377. *Rev. W. J. Habens.*] About how many Maori children of school age in your neighbourhood do you know of who are not attending school?—I think there are four or five there now. But there are several visiting their friends in the North Island who are expected to return. What is more, I know that the Maoris of Motueka—whether for the purpose of having them educated, or only of having them at the school, I do not know—have sent to Taranaki for children and have tried to induce children to come from the Pelorus. They say that, if they were allowed to do so, they would bring the children from these and other districts to the school. What their motive is I cannot say, but they wish to maintain the school, for they send their children there in spite of the unpleasantness which has lately existed between them and myself. I cannot say that I am a party to this unpleasantness, for I am not; it has been caused through the influence amongst them of this Hauhau prophet, who has induced the Natives to leave the Church and discontinue their attendance at the services, and to establish some creed of their own.

3378. *Professor Sale.*] Do you find the children apt at learning?—Some of them are, but the Motueka children are not so as a general rule. There is some peculiarity about the Motueka children. They are very dull as a rule.

3379. What is your best pupil doing in arithmetic?—He is in compound long-division, compound multiplication, and so on.

3380. What are the others doing in arithmetic?—Simple multiplication, addition, and division.

3381. Can any of them read well?—Fairly. One girl reads very well. The eldest boy is not so quick at his reading or English as one of the little girls.

3382. And the other three—what are they doing?—They are simply beginning; they can read words of one syllable, and do arithmetic.

3383. Do you find that they are quick at learning to write?—Very; they seem to excel in writing, as a rule.

3384. How do they succeed in geography?—Not so well; they do not seem to take any interest in it, or to understand what it is intended for, and, in the case of the pupils we had previously, it was some months before we could get them to take an interest in it.

3385. *Rev. W. J. Habens.*] Do you think that in that respect they differ much from other children?—Probably not; I have not had any experience in teaching European children.

3386. *Professor Sale.*] Your own children, I think, learn along with the Maori children?—Yes, *Mr. Joseph Baker.*
three of them.

3387. I suppose for their age they are a good deal more advanced than the Maori children?—One *April 3, 1879.*
is, but not the others.

3388. I think you said the scholars also learn singing?—Yes; I used to teach them singing, and I
have just commenced with the present pupils.

3389. Do you find that they take much pleasure in that branch?—They take more pleasure in
singing than in anything else. It is their delight to have a singing lesson, and they succeed very well
in it.

3390. *Rev. W. J. Habens.*] Have you regular school hours?—Yes. When I first went to the
institution, seven years ago, the Bishop informed me that there was great dissatisfaction amongst the
Maoris, who did not like attending the school; that I was to give them four hours a day, but had better
commence with only two hours, and continue that number of hours for some time. However, I
thought two hours too little, and commenced with three, and the Maoris actually complained that that
was too long, but I kept it on for some time until, to accommodate them, I reduced it to two hours and
a half, when they went to Mr. Mackay, the Commissioner, and complained that I was not doing them
justice, and that their children had not sufficient education. I told Mr. Mackay how it was, and he
recommended me to increase the hours again, which I did, and they simply left the school.

3391. *Professor Sale.*] To what date are you referring now?—That was in 1875, I think.

3392. Was there a good deal of discontent generally with the school at that time?—Yes.

3393. What are the school hours at present?—Three hours a day—two in the morning and one
in the afternoon. There is an evening school besides. At the conclusion of the afternoon school the
girls have an hour's sewing lesson. In the evening they are all supposed, as a rule, to be learning
their lessons. Mrs. Baker and others take a class in the evening and teach them reading and writing,
and entertain them with illustrated papers, pictures, and things of that sort. They are entertained in
the evening in that way for about an hour or more.

3394. Have you any adult pupils in the evening?—I have had one, but he has been very busy
lately and unable to attend; he promises, however, to come again. He used to come two evenings in
the week to learn English, and worked for about an hour and a half with me.

3395. Do the girls do any other industrial work besides sewing?—No, not the present pupils.
There used to be a great deal of fancy work done.

3396. Do they wash their own clothes?—Yes; they wash and iron them—in fact, make them.

3397. Do the boys do any industrial work?—They are not expected to do any. The Maoris sent
them on condition that they were not to do any work, and complain if they are even required to carry
a bucket of water or a bit of firewood.

3398. Have you any day scholars?—Not now. Several have promised, but their excuse has been
that they have been very busy picking hops. It is a hop-growing district, and the children earn from
4s. to 5s. a day, which, of course, is a great inducement for them to keep away from school.

3399. *The Chairman.*] What salary do you and Mrs. Baker receive?—£190.

3400. I understand the school is conducted in a private building?—The school is on private
ground.

3401. Is any rent paid for it?—The Bishop pays rent for a cottage.

3402. What is the amount?—I cannot say; it is over £20.

3403. At whose cost is the present addition to the building being made?—The landlady's—Mrs.
Fearon.

3404. How many boarders can you accommodate at present?—I suppose we could take ten or
twelve.

3405. And how many will you be able to receive when the addition is made?—I do not think there
will be any material difference in that respect. The present building is being erected by the landlady
more particularly as a residence for ourselves, and, of course, partly to afford accommodation to the
boarders. Part of the house has been removed, and the present building substituted, only it will be
larger.

3406. Had you any experience in teaching Maoris before going to Motueka?—Yes. I was at a
school at Tauranga. It was not a Government school, but was conducted by my father in conjunction
with another clergyman, who had a mission school. I used to assist in the school.

3407. Does Mr. Greenwood, the bailiff, reside on the estate at Motueka?—No; he resides on his
own property.

3408. What diet do the children get at the boarding-school?—They have the ordinary diet—meat,
potatoes, and bread.

3409. Do they attend church?—Yes; they attend the Native church on Sunday mornings, and
have been accustomed to attend the English church in the evenings in summer, but not, as a rule, in
winter.

3410. You stated that there was a jealousy against Maori children attending the European school:
how far is your school from the Government school?—I suppose about a quarter of a mile.

3411. Then, if the Maori children wished to attend the Government school, they could conveni-
ently do so, if there was not this feeling against them?—What I meant to say was, that our school is
about a quarter of a mile from the Government school; but it is not in the centre of the Maori popu-
lation.

3412. So far as day scholars are concerned, then, the Government school and your school would be
equally convenient?—Yes.

3413. Do the Motueka Natives hold under Crown grant, or by tribal custom? Has their land
been through the Native Land Court?—I think not.

3414. You spoke of their letting their property and going away: do they hold under Crown grant?
—No; they do not.

3415. Then they hold by Native custom?—I do not know what rule they have. The land is all

Mr. Joseph Baker. held in trust by the Commissioner, so that the Maoris have no legal title to the land. They are only allowed to let it for twelve months at a time, unless there is some special arrangement made with Mr. Mackay.

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3416. Are you acquainted with the different properties into which the trust estate is divided?—I know certain portions, but I could not give you much information about them.

3417. Are you acquainted with any part that is overgrown with gorse?—I know a part that was overgrown with gorse, which, however, has been cut down, and the land ploughed.

3418. Is there any particular reason why that ground became overgrown with gorse?—I think the reason was, simply, that the land was so poor that it was not worth cultivating, and the gorse was allowed to have its own way.

3419. *Rev. W. J. Habens.*] What is the greatest length of time that any one pupil has spent at the school?—I think six years; but, during that time, the pupil—a girl—was occasionally away for a few months at a time, and always returned to the school as her own home.

3420. Are you able to trace the subsequent career of any of the pupils who have been educated in the school?—Yes. One of the female pupils, who was at the school for about twelve months, and left recently at the age of sixteen or seventeen, was married shortly afterwards to a half-caste from Wellington, and they are now living at Motueka in European style, and their house is as nice as any in the village. The most promising of our elder pupils, who had been with us for some time, died, and another went to Wellington, and I have not heard of her for some time. Three of the boys died of consumption.

3421. Do you think that any of the pupils have stayed in the school long enough to derive substantial advantage, so that they may be said to be educated young men and young women when they leave the school?—No, not entirely. I do not think they have remained long enough. Some have come young and gone away after a little time; others have died—the most promising; and the girl I have alluded to might have received a much better education if she had remained longer; but it was thought she was too old to stay at school. She still keeps up her English as much as she can, and, I think has derived great benefit from the school.

3422. Are you referring to the girl who is now married?—Yes.

3423. *The Chairman.*] Have you met any Maori men who were educated at the school previous to your going there?—There are several at Motueka who have told me that they were educated at the school.

3424. *Professor Sale.*] Will you explain how it was that you came to occupy the building which you now use as a school?—Previous to my arrival, as my predecessor was away for some time, the Bishop let the College as a residence to Mr. John Saxon, who being still in occupation when I arrived, the Bishop took the cottage for three months. When Mr. Saxon left, the Maoris objected to their children going up so far as boarders. Meanwhile, the Bishop had another tenant in the house; so he said it did not matter—that the rent he was receiving from the College was equivalent to what he was paying for the cottage in the village; and he thought we were much more central there, for there were Maoris then living in different districts, some about a mile on the south side of us, and others about a mile in the opposite direction. The Maoris themselves also expressed a wish that the school should remain there. However, after this, the Bishop wished us to remove up to the College. That was after we took in boarders. The Maoris said if we went there they would take the boarders away, because the distance was too great. Since then the additions I have mentioned have been made. The school-house was then built on the land by the Bishop, on condition that it might be removed. It has nothing to do with the landlady, and is not her property.

3425. Your present schoolhouse is placed on the ground with the express condition that it is removable?—With the express condition that it may be removed at any time by the trustees of the estate. I believe that the Motueka College—the Whakarewa College as it is termed—is at present uninhabitable, and Mr. Greenwood told me that it would cost as much to keep that building in repair annually as it would to pay the rent of the present cottage. It is a lath-and-plaster building, and continually getting out of repair, the roof being rotten, and I do not think a tenant could be obtained for it on any terms.

FRIDAY, 4TH APRIL, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand.

Mr. MATTHEW CAMPBELL was sworn and examined.

Mr. M. Campbell.

April 4, 1879.

3426. *The Chairman.*] You have been a settler in this province for a long time, I believe?—Yes, ever since 1842.

3427. You are connected with a society established here called the Nelson School Society?—Yes. I produce for the information of the Commission the original grant of a piece of land in the City of Nelson, made to myself and certain co-trustees, and dated the 19th February, 1847, under the hand of Sir George Grey. [Grant produced.] When we first applied, our operations were confined to day and Sunday schools, but we afterwards merged into the School Society—in 1843, I think. Application was made to Governor Fitzroy at the latter end of 1842, but it was not granted for some time, although in the meantime the schools were carried on.

3428. Did Governor Fitzroy sanction the granting of this land?—He sanctioned the grant at first, intending to have the deed made whenever he returned to Nelson, and Sir George Grey confirmed his action.

3429. Has the Society been carrying on its operations ever since that time?—Yes; as soon as a settlement was formed in Nelson by the New Zealand Company, a school was opened, and when, at the

end of 1843, about eighteen men with their families went to Wakefield to make their homes, we started a school there also, and, as settlements were formed in different parts of the province, schools were established.

3430. Could you tell us, roughly, the greatest number of schools that have been in existence under the Society?—Schools existed in the following places:—Riwaka, Motueka, Wakefield, River Terrace, Spring Grove, Richmond, Stoke, Nelson (2), Hope, Waimea Village, and Suburban North, numbering in all twelve.

3431. How were these schools maintained?—At the commencement of the settlement I built, and the Society was indebted to me for a considerable time, but I was paid off when the Council met. Then we had subscriptions from parents, who paid so much per week for their children, and when Sir George Grey came, as Governor, he gave £35 a year for six years towards the schools, and a large supply of books and maps; and Mr. Tucket set apart a quantity of land, from which we had rents.

3432. Was it Government land that Mr. Tucket set apart?—No; his own land. We had nothing from the Government but £35 a year, for six years, which was granted by Sir George Grey. The first year the Nelson Provincial Council met they gave £180; the second year they granted £400, and granted a sum to the Roman Catholics. The schools were principally maintained by subscriptions and children's fees. I may say that we had then some of the best teachers that have ever been in Nelson. Mr. Smith, the Westland Inspector, was one of our teachers in the early days, and Mr. Reay was also one of our teachers.

3433. Was any land granted to you to assist in maintaining the schools?—No. I had grants of three or four pieces of land, and when the Central Board first came into operation, and we handed everything over to the Government, I transferred these grants. We wanted to help forward the school movement as much as possible, and made everything over; and what belonged to me I handed over to the trustees, so that they could transfer it to the Board, and all might be in the one arrangement.

3434. Would you explain what you mean when you say, "what belonged to me"?—There was an acre at Hope for a schoolroom; an acre at River Terrace for a schoolroom; and a piece of suburban land. I think those are the three principal grants I handed over; there were a number of others, but the grants were never completed.

3435. *Professor Sale.*] Do you mean that you handed them over as trustee, or as a private individual?—As a private individual. I made them over to trustees, so that all could be given to the Central Board. They did belong to me, but I sold them to the trustees. They were in the hands of the trustees, but were leased to the Central Board for ninety-nine years.

3436. *The Chairman.*] Is there no land retained for the purpose of carrying on the Sunday school with which you are connected?—No. We made a sort of provision that we should have the use of the building on Sundays, because we always took a very great deal of interest in the Sunday schools, and where there was not a day school, perhaps, we had a Sunday school for a time, until there were sufficient children for a day school. There is one property in the Town of Nelson which is now used exclusively for a Sunday school.

3437. How was it you were able to retain a portion of the land when you handed over the rest to the Central Board?—The Central Board had it for about fourteen years. They introduced into the school building such a large quantity of furniture, not adapted for a Sunday school, that, for some time at first, I had myself to remove all the desks on the Saturday, and I had some little difference with the Board, because I re-arranged some portions of the furniture which they had fastened to the floor. Still, everything went on very well, as I had been a member of the Board for thirteen years. At the end of that time they considered that the school was getting out of order, and not at all fit for their requirements, as they wanted larger rooms, and a playground, and it was agreed to forego a certain amount of rent. I may say that the trustees had agreed to let all their school property to the Board for ninety-nine years, reserving the right to use it on Sunday.

3438. Is the piece of ground you now hold the piece which is the subject of this grant you have produced?—Yes. As the building and the ground were not suited to the requirements of a day school, a more convenient piece of land—I think some Native reserve—was obtained by a process of exchange, and placed in the hands of the Government. The Board, therefore, decided to let us have our piece of land back again, provided we would forego half the rent. We let all the property to the Board at first, for a nominal rent of £25 a year, and we agreed to take the piece in question back again, and use it for a Sunday school, and for any other purposes for which it might be required, paying rent at the rate of £12 10s. a year; so we only have £12 10s. a year for all the country property, and retain the use of this piece for Sunday-school and other purposes.

3439. Do you retain any properties in the country?—No.

3440. Then the whole income arising from your transactions with the Government, as regards these lands, is £12 10s.?—Yes.

3441. *Rev. W. J. Habens.*] I understand that part of Block H, in the City of Nelson, was Crown-granted to you for the purposes of the Nelson School Society?—Yes.

3442. Did you also receive Crown grants for two pieces of land at Waimea South?—I do not remember at present; I have been looking, but do not see any other grant than this one.

3443. You have considered that the Nelson School Society is, by permission of the Crown, the owners of two blocks of land at Waimea South?—Yes; they were in the hands of the School Society, and we let them to the Central Board.

3444. I am referring to part of Section 41, 5 acres, and part of Section 147, 10 acres, both at Waimea South?—Yes; they were both granted to the School Society.

3445. Does the Nelson School Society own, by grant from the Crown, a part of Section 64 at Motueka, consisting of 2½ acres?—Yes.

3446. Does it also hold at Motueka, by grant from the Crown, a part of Section 154, 2 acres?—I was never acquainted with that; it never came to my knowledge.

3447. I ask the question because I find that, in a return made to the House of Representatives, setting forth the reserves made for education in Nelson, this particular piece of land, part of Section

Mr. M. Campbell.

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Mr. M. Campbell. 154, comprising 2 acres, is entered as having been granted under the authority of the New Zealand Company to the Nelson School Society. I understand you to say you do not know anything about that section?—No, I have no recollection of it. The school building was never even put upon the two and a half acres, but on some other piece. Of course, land which the School Society leased to the Board was always considered to belong to the local committees for the use of the teachers. We always consider that the teacher has the use of any land adjoining the school.

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3448. What is the total annual income of the School Society at the present time?—We have nothing besides the £12 10s. I have mentioned. The lands handed over to us by Mr. Tucket and others, of course, ceased to return any income when they were handed over to the Central Board.

3449. And how is the £12 10s. expended?—In purchasing books for the Sunday school, cleaning the schoolroom, and other similar items, including repairs. There are subscriptions and other things which enable us to meet our expenditure.

3450. Do you consider that the lands were originally granted to you for the double purpose of carrying on day schools, and of carrying on Sunday schools?—Yes.

3451. And do you consider that you are carrying out both of those purposes?—Yes. With regard to the building I have been speaking of, only Bible classes and such like are held there at present. It has always been used for anything calculated to benefit the young and promote education, and for Good Templar meetings.

3452. Then do I understand that you consider you are promoting day-school instruction by granting the use of your building to the Board of Education at a nominal rent, and that you are promoting Sunday-school instruction directly by your own operations?—Yes.

3453. What office do you hold in connection with the Nelson School Society?—Treasurer.

3454. Has the Society an annual meeting?—Yes.

3455. Are accounts presented annually?—Yes.

3456. Have you any recent annual report, or report of the proceedings of any recent annual meeting, which you could hand in for the information of the Commission?—Yes; the reports are always published in the newspapers.

3457. *The Chairman.*] What denominations attend the Sunday school?—Mr. Tucket and myself were very careful at first to have it inserted in the deed that the school should be open to all denominations, and we have teachers belonging to the different Churches.

3458. Do children of all religious denominations attend?—Yes; and they have always done so. We have had Catholics, but, of course, Mr. Garin keeps them away as much as possible.

3459. To what denomination does the bulk of the children belong?—I do not think there is a preponderance of any particular denomination; the children chiefly belong to the Church of England, the Presbyterian Church, and the Wesleyan Church. Some come to our school in the morning, and attend the Presbyterian school in the afternoon.

3460. *Rev. W. E. Mulgan.*] You said, I think, that when you leased all this property to the Central Board you reserved your right to hold Sunday schools in the different buildings?—Yes; but the town school was so crowded that the Central Board found it more convenient to get another building.

3461. Still, you hold Sunday schools in the other schools?—Yes, we hold Sunday schools in the various places, and I visit them occasionally when it is convenient to have an annual meeting.

Mr. J. T. Catley.

April 4, 1879.

Mr. JAMES T. CATLEY WAS SWORN AND EXAMINED.

3462. *The Chairman.*] You are Receiver of Land Revenue in Nelson?—Yes.

3463. How long have you been in the service of the Government?—For twenty-three years.

3464. Are you acquainted with part Section 154, at Motueka, consisting of 2 acres?—Yes.

3465. To whom was that granted?—It has not been granted.

3466. Is it an error to put it down in the return as having been granted?—Yes.

3467. *Rev. W. J. Habens.*] Do you know whether it was ever intended to grant it?—I cannot say. It appears in our books simply as a school reserve; and, in compiling the list of reserves, it has been treated as belonging to the Nelson School Society. But it was one of the very old reserves made in the time of the New Zealand Company.

3468. And, so far as you know, it has never been applied to any use?—I cannot say, but I think not.

3469. But the Crown Lands Office has regarded it as a reserve for education?—Yes.

3470. *Professor Sale.*] And particularly for the Nelson School Society?—Yes; it has always been considered as belonging to the Nelson School Society.

3471. *The Chairman.*] Can you account for its not having been granted or set apart?—I think the reason would simply be that it has not been required. I suppose they did not intend to build a school upon it. It was simply set apart on the plan and never used.

3472. *Rev. W. J. Habens.*] Could you indicate the locality of the other site which the Nelson School Society holds?—It is a short distance away from Section 154. [Map produced.]

3473. *The Chairman.*] Are these allotments in a township?—No; it was considered by the New Zealand Company a suburban settlement.

CHRISTCHURCH, SATURDAY, 12TH APRIL, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,

Professor Cook,

Rev. W. J. Habens (Secretary),

Rev. W. E. Mulgan,

Professor Sale,

Professor Shand.

Mr. Montgomery.

April 12, 1879.

Mr. WILLIAM MONTGOMERY, M.H.R., was sworn and examined.

3474. *The Chairman.*] I understand you are Chairman of the Board of Governors of Canterbury College?—Yes.

3475. How long have you held that post?—Since 1875.

3476. Have you been connected with the governing body from the foundation of the College?—

Yes.

3477. In what year was the institution founded?—In 1873.

3478. For imparting what class of education was the College established?—The preamble of "The Canterbury College Ordinance, 1873," states, "Whereas it is deemed expedient to make provision for enabling all classes and denominations of her Majesty's subjects, resident in the Province of Canterbury and elsewhere in the Colony of New Zealand, to pursue a regular and liberal course of education, and with that intent to establish and incorporate a college within the said province."

3479. I presume it was established for imparting University education?—Yes.

3480. And not grammar-school education?—No.

3481. Have the aims of the College been hitherto fully attained in your opinion?—Yes, I think so.

3482. How are the members of the governing body appointed?—They were appointed and named in the Ordinance of 1873, which also contained a provision that until there should be thirty graduates vacancies should be filled up as they occurred by the remaining members of the Board. The Ordinance further provided that, when there should be thirty graduates of the University who were on the books of the College, all vacancies should be filled by a majority of such graduates.

3483. *Professor Brown.*] Would *ad eundem* graduates be included?—No; the clause on the subject is as follows: "Whenever there shall be not fewer than thirty members of the College who are graduates of the University of New Zealand continuing on the books of the College, all vacancies thereafter occurring in the number of the governors shall be from time to time filled up by the majority of such graduates, present at a meeting duly convened for that purpose by the Board of Governors."

3484. That does not exclude *ad eundem* graduates?—It would appear so, for the clause refers to graduates "continuing on the books of the College."

3485. *The Chairman.*] Of how many members is the governing body composed?—Twenty-three.

3486. How many of that number have been elected by the governing body itself?—Fifteen. I may say that some of the members who were appointed originally by the Provincial Council left the province, but were afterwards, on their return, re-elected to fill up vacancies that had occurred.

3487. For what period are the members appointed?—There is no period mentioned—for life, or until they infringe the provisions of the 6th section of the Ordinance.

3488. What is the quorum?—Eight.

3489. Has the business been often retarded for want of a quorum?—Sometimes we have been unable to get a quorum.

3490. Has the quorum been found inconveniently large?—I think it is inconveniently large.

3491. *Professor Cook.*] Having regard to the number of members forming the governing body—namely, twenty-three—do you think eight is too large a quorum?—I think it is too large; there is a difficulty in always getting a quorum, and I would rather the number were reduced to six or seven.

3492. *Professor Sale.*] Do you think, then, that the number of the members of the governing body itself is too large?—I do not think so, because we do our work very much by Committees. We have five standing Committees: a College Committee, an Estates Committee, a Library Committee, a Museum Committee, a School of Agriculture Committee; besides the Medical Council, consisting of five gentlemen belonging to our Board, who are associated with gentlemen of the medical faculty; so that in point of fact there are six Committees.

3493. *The Chairman.*] What institutions besides the College proper are in charge of the governing body?—There are the Museum, the Public Library, the School of Agriculture, the Girls' High School, and the Boys' High School.

3494. Is the Boys' High School in existence?—The school is being built; the contract is let and the work is proceeding.

3495. But is there at present a boys' high school in existence under the charge of the Board of Governors?—No, but it is about to be established.

3496. Perhaps I interrupted you in your answer to Professor's Sale's question, as to whether you considered the governing body too large?—I was endeavouring to explain that, owing to the number of institutions under the control of the College governors, it was found convenient, and, in fact, necessary, to arrange the work by means of committees, each committee consisting of gentlemen with special knowledge of the subject with which it deals. It would be difficult, if we had a smaller number to select from, to get sufficient members for the different committees.

3497. *Professor Brown.*] Do you think that it is advantageous to the College proper that a large number of institutions, which are not altogether of the same nature as the College, should be under the management of the governing body, necessitating its being a large body?—I think that perhaps the College might get along without the Boys' High School and the Girls' High School, or even the Public Library; but those institutions would require somebody to control them, and I know the professors of this College advocated the establishment of the Boys' High School as a feeder to the College. I am decidedly of opinion that it is advantageous to the cause of education that these schools should be under the one Board of Governors.

3498. And also the Public Library?—And the Public Library too.

3499. Does it feed the College or help it in any way?—I think it helps the College to this extent: that it contains many books which are valuable to the students of the College.

3500. But would there be fewer books valuable to the students if the Library were under the control of another Board?—I do not know what might be the case under another Board; I do not know what another Board might do.

3501. Have the students of the College any privileges in connection with the Public Library?—The same privilege that other individuals have; they can go into the reference library, read the books, and make notes.

3502. And they would not have this privilege if the library were under another Board?—I do not know what they would have under another Board.

Mr. Montgomery.

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Mr. Montgomery.

April 12, 1879.

3503. You say they have the same privilege as the public?—Yes.

3504. *The Chairman.*] What are the resources of the Board of Governors for College purposes solely? In College purposes I include the salaries of the professors and others giving University education.—There are rents derived from reserves set apart by the Provincial Council, and confirmed by the General Assembly; also an endowment for a school of technical science, and for other educational purposes contemplated by “The Canterbury Museum and Library Ordinance, 1870.”

3505. Would the proceeds of that endowment be devoted to University education within these walls?—Yes, part of the proceeds. The endowment consists of 105,207 acres.

3506. *Professor Shand.*] What salaries, if any, are paid out of this fund?—We first provide for the Museum, and anything not required for that institution we use in assisting the funds of the College and the Library.

3507. *The Chairman.*] What revenue is derived from the endowment you have just referred to?—The sum of £936 11s. 6d. will be received from pastoral rents this year.

3508. *Rev. W. J. Habens.*] Does that represent the annual rent, or is it simply the amount that was received during a certain period?—It is the rent to be paid on the 1st May. We have sold a portion of the reserve, and the proceeds, which we have invested, yield a considerable revenue; in fact, the interest we receive amounts to more than the rent of the reserve.

3509. *The Chairman.*] How much of the land has been sold?—The original area was 105,207 acres, and there remain unsold 93,658 acres, so that the quantity sold would be 11,549 acres, which at £2 an acre brought in £23,098.

3510. *Professor Sale.*] How is that money invested?—It has been invested in mortgages of freehold lands, with the exception of a sum which was invested in the purchase of a piece of land, half an acre, at the corner of Montreal and Armagh Streets, and an amount which has been set apart for buildings. I will give you the exact figures from the amounts made up to the 1st January last. There was an amount of £1,800 paid for land at the corner of Montreal and Armagh Streets, on which it is proposed to erect the Girls' High School buildings. The sum of £1,936 was taken from this trust estate towards the College buildings, in accordance with the terms of “The Canterbury Educational Reserves Sale and Leasing Act, 1876.” The sum lent out was £13,900, the rate of interest being 8 per cent. There was a balance in hand of £5,462, which, with the exception of £862, has since been lent out at 10 per cent.

3511. *The Chairman.*] What is the total income received on account of this trust?—For this year, commencing on the 1st January, receipts should be £936 11s. 6d. from pastoral rents, and £1,393 interest on loans.

3512. *Professor Shand.*] How is this income apportioned between the different objects of the trust—the Museum, the Library, and the College proper?—There has been very little revenue to apportion until this year, as we had previously sold but a small portion of the land, and even required grants from the Provincial Council and the General Assembly to maintain the Museum. It is only this year that we shall be able to take from the trust the proportion which we think it should bear towards the cost of providing the higher education supplied by the College. Previously there was not sufficient revenue to support even the Museum.

3513. Can you tell us what sums are likely to be taken for the different institutions out of the £2,329?—It has not been decided yet; but estimates have been prepared, to be submitted to the Board, which probably will be adopted. I have put down a sum of £1,666 6s. 8d. to cover the salaries and incidental expenses, under the head of “Museum.” The salaries are as follows: Director, £600; taxidermist (salary for four months), £73 6s. 8d.; first assistant, £137 10s.; second assistant, £114 10s.; messenger, £52; share of Registrar's salary, £50; making a total of £1027 6s. 8d. The miscellaneous expenses comprise £450 for freight, timber, spirits of wine, cement, chemicals, ironwork, exchanges, fuel, &c., and £109 for insurance on £31,250. There is also a sum of £80 put down for arranging the botanical collection, Mr. Kirk being employed to come down to classify the specimens, and £150 for models for the department of technical science. We are establishing this department in connection with the Museum, and have sent Home last year £100 for the purchase of models, &c., which are being procured by Sir Julius Vogel. Then there is an allocation from this endowment of £400 to the Public Library.

3514. Is that intended to cover the salaries of librarians and to purchase books?—Yes; in part. The salaries and other expenses of the library amount to much more than £400.

3516. How is the balance provided?—From subscriptions to the circulating department of 10s. per annum for each person, and the share of the £5,000 voted by the Assembly for public libraries.

3517. What share of this grant do you receive?—About £323 this year.

3518. What amount is received from subscriptions?—Between £500 and £550.

3519. How much is spent annually upon books?—I may say that the money we have got is not nearly enough to keep up the library as we should wish; but we have hitherto had grants, and have not exhausted them yet.

3520. Grants from what source?—From the Land Fund of Canterbury; the General Assembly voted a sum of money and charged the province. The balance we now have in hand has all been anticipated by orders sent Home for books. My estimate for this year is as follows: Cash in hand for circulating department, £597 10s. 4d; for the reference library, £610 6s. 11d; subscriptions, £550; share of Government grant, £323; allocation from the School of Technical Science and Library Fund, £400: total, £2480 17s. 3d. The expenditure for salaries, for maintenance, and for bringing out books will be exactly equal to the revenue, for we intend to get out books to the full extent of the money available. At the end of the year, therefore, we shall not have any money in hand. The particulars of the salaries I can give from memory. The sub-librarian receives £150 a year, and also £25 as an allowance for assistance in cleaning the library; the assistant librarian gets £100 a year; the share of the Registrar's salary, charged against the library, is £75; and the incidental expenses, including gas, which is a large item, newspapers and periodicals, binding, repairs, insurance, &c., amount to £550.

3521. The newspapers and periodicals are for the free public reading-room?—Yes; the rest of the income is devoted to the purchase of books. *Mr. Montgomery.*

3522. What is its amount, approximately?—About £1,580 for the current year, on account of the money in hand at the beginning of the year. *April 12, 1879.*

3523. *Professor Cook.*] Then, in addition to the balance with which you start this year, there would be, from the proceeds of the year, about £600 to be spent in books?—No; not so much as that.

3524. In a general way, what would you anticipate would be the amount of money arising from the year's income that would be available for the purchase of books?—The total income, as I have given it, amounts to £2,480 17s. 3d.; the ordinary expenditure will come to about £900.

3525. Then you have about £500 out of the year's income to spend on books?—Not so much, because from the sum of £2,480 has to be deducted the balance in hand brought forward from last year. The actual income, exclusive of the balance, would be: £550 from subscriptions; £323, share of the Government grant; and £400, allocation from School of Technical Science, Library, and Museum Fund: making altogether £1,273. Against that are the salaries and incidental expenses, which, as I have shown, amount to about £900; so that there would be a balance of about £373 available for books.

3526. What other expenditure will be defrayed out of the £2,329, which is the annual income of the School of Technical Science Fund, besides the £1,666 for the Museum, and the £400 for the Library?—£150 for models, &c., for the technical science department; the balance would go to assist the revenue of the College. At the commencement of the year there was a balance in hand of £782 10s. 3d. It is proposed to devote £250 from this fund as its contribution towards providing furniture for the new wing of the College, particularly in connection with the natural science department.

3527. That will be for purely collegiate purposes?—Yes, in connection with technical science. The grant was made for the advancement of education, for the purposes of the Museum, the Public Library, and the School of Technical Science.

3528. *Professor Brown.*] Is any of the revenue in question devoted to the payment of salaries in the College?—There is no special amount devoted to salaries in the College; but, of course, we consider that the Professor of Chemistry is a part of the School of Technical Science.

3529. Is he paid out of this fund?—We never had any surplus from which payment could be made until we sold the land in the latter part of 1878, and began to receive interest for the money invested. We did not even have enough money to support the Museum, and had to get Government grants for the purpose. This year the fund is in a position to contribute to the other department of the College mentioned in the Ordinance constituting the trust, and to the extent I have mentioned.

3530. *Professor Shand.*] You have now, I presume, stated all the items of expenditure which are defrayed out of this trust?—Yes, all from the annual revenue for this year. The sums I have mentioned would exceed the revenue this year, if it were not for the balance in hand at the beginning of the year. From that balance I propose to take £387 to assist the revenue of the College.

3531. *Professor Cook.*] In a general way, it seems that the proceeds from the property of this trust amount to about £2,329 per annum, and that the expenditure on the Museum and the Library is £2,216, leaving a balance of only £100 which could be devoted to other purposes?—Yes; that is the balance available from the annual revenue this year, about £113.

3532. *The Chairman.*] The general question was, what are the resources of the Board of Governors for college purposes? and you went on to detail the particulars of this Technical Science Trust. Would you proceed to the next source of revenue?—101,640 acres of pastoral land were set apart for superior education, subject to public sale at £2 an acre, the money not to be used for maintenance, but invested as prescribed. The pastoral rents due on the 1st May next amount to £1,006. Then we have got classical-school reserves.

3533. *Professor Cook.*] Has any of the pastoral land alluded to been sold?—1,037 acres have been sold at £2 an acre, producing £2,074.

3534. Has that money been expended, or laid out at interest?—We paid £1,906 for the piece of land in this block, at the corner of Worcester and Montreal Streets. We also devoted £110 towards the College buildings, in accordance with the Act of 1876. I may say that we were empowered by that Act to take out of the proceeds of sale of the reserves mentioned in it £10,000 for college buildings, which we took *pro ratâ*, according to the land that was sold at the time the College made the grants. The College made these grants, which the Governor approved of, and the various reserves were debited *pro ratâ* on the days upon which the grants were made. The sum of £110 for the collegiate buildings, and £1,906 for the land, would amount to £2,016, and leave a balance in hand of £58.

3535. *The Chairman.*] What is the next source of revenue for the College, purely as a college?—There are classical-school reserves, consisting of 8,953 acres of agricultural land, and 11 acres of town sections, the town lands being situated in Timaru, Arowhenua, Geraldine, and Ashburton. The agricultural land, being let on lease, will produce, this year, £1,399 13s. 6d., and the town sections £539 10s. None of this latter land can be sold.

3536. Is there any other source of income for the College?—The School of Agriculture is also a part of this College; and as the Biological Lecturer, the Professor of Chemistry, and, to a certain extent, also, the Professor of Mathematics, all contribute to the advancement of the School of Agriculture, and as, besides, the Registrar has a good deal of work to do in connection with the institution, we consider it proper to take £500 from the funds of the School of Agriculture, as its contribution towards the expenses of the College proper.

3537. Would you inform the Commission what money is expended on college purposes?—The expenditure is as follows: On salaries, £3,160: comprising, £600 for Professors of Classics and English Literature; £600 for Professor of Mathematics; £600 for Professor of Chemistry; £150 for Professor of Geology, who is also Director of the Museum, for which he receives £600 per annum; £250 for Lecturer on Biology; £100 for Lecturer on French; £100 for Lecturer on German; £100 for Lecturer on Jurisprudence; £200 for assistant to Professor of Chemistry; £25 for messenger to Professor of Chemistry; £200 as share of Registrar's salary; £75 for bookkeeper; £60 for clerk; £75 for share of

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porter's salary; £25 for assistant. The College incidental expenses, including fire, lighting, &c., are put down at £550, and the incidental expenses connected with the laboratory at £160. The other expenses are as follows: Insurance of College, £42; of laboratory, £29 1s. 3d.; grant to College library, £100; six exhibitions of £20 each, £120; £96 13s. 4d. for inspection of reserves; and £200 for passage-money of another professor, the Board of Governors having decided to separate the chairs of classics and English literature and appoint an additional professor, his salary to commence on the 1st of January next. The total expenditure, including salaries and all other items, is £4,457 14s. 7d. I may add that the figures I have given are taken from the College estimates, for the year ending 31st December, 1879.

3538. *Professor Sale.*] Is the College library you allude to a special library for the use of the students?—I understand that it is; it is under the charge of the Professorial Council, and, of course, is not open to the public.

3539. Were the six exhibitions recently founded?—Yes, they were established last year, and the examinations have taken place, and the money will be paid this year. All particulars will be found at page 61 of the Canterbury College Calendar. The exhibitions are open to matriculated students attending lectures at the College; the annual value of each is £20, and they are tenable for one year.

3540. Are these the only prizes offered to the students of the College?—Those are the only prizes they have had hitherto. I should be very glad to see more prizes offered if we had more money.

3541. *The Chairman.*] Do the professors of the College receive any remuneration besides their salaries? Do they participate in the fees?—Yes; they get the class fees, but not the matriculation fees.

3542. What are the fees charged?—The following is the regulation regarding fees: "1. Every candidate for matriculation shall, previous to examination, pay to the College a fee of one guinea. This fee shall not be returned to him in the event of his failure, but he shall be allowed to present himself at any subsequent matriculation examination without payment of any additional fee. 2. A fee of one guinea shall be paid by each student who, in either term, enters his name for any course of lectures of two hours per week, and, if the lecture be not delivered twice a week, the fee shall be at the rate of half a guinea per hour per week. 3. Any student who has attended a course of lectures during at least one term shall be entitled to be examined at the annual examination in the subject of that course without payment of any examination fee. The examination fee for all other students shall be half a guinea for each subject."

3543. What would be the full charge per year for a student attending a full course of instruction?—From £12 to £15 a year.

3544. Is there any provision made for boarding students, either in the College building or in houses licensed for the purpose?—No.

3545. Does the Board of Governors contemplate providing proper boarding accommodation for students coming from a distance?—It has been in the minds of a number of members of the Board that it would be a desirable thing to have licensed houses in which students could reside, but there has been no resolution on the subject, and the idea has not yet taken any practical shape.

3546. Has the want for such establishments arisen yet?—It has not been pressing enough to require action.

3547. *Professor Brown.*] But there are several students boarding in Christ's College, are there not?—At any rate the want has not been brought under the notice of the Board as a matter of imperative necessity, or as requiring present attention.

3548. *The Chairman.*] Can you inform the Commission what object this College had in view in becoming affiliated to the University of New Zealand?—To obtain degrees—that the students might obtain degrees which would be recognized in all parts of Her Majesty's dominions—degrees of the same value as those granted by the Universities of Great Britain.

3549. Did the College participate in any way in the grant made by the University of New Zealand to affiliated institutions?—None of that money came into our Treasurer's hands that I am aware of. We may have benefited by affiliation indirectly, but we received no money from the University.

3550. Has the College suffered in any way from the competition of other educational institutions?—I think not; because there is no other institution here that can rival or compete with this College.

3551. How many ladies are attending lectures in the College?—Eighteen attended last year. This year, the first term having just commenced, fourteen only are attending.

3552. You are perhaps aware that, in some educational establishments in the colony, secondary and grammar-school education is combined with University education. Do you think that system of combining the two classes of education is a desirable one?—No; I do not think it is—wherever a college can be established, University education should be kept separate.

3553. By whom was the curriculum of study in the College drawn up?—It was drawn up in conformity with the requirements of the University.

3554. Was it drawn up by the Board of Governors, or by the Professorial Council?—By the Professorial Council, and approved of by the Board of Governors.

3555. And by whom was the time-table arranged?—By the Professorial Council, under the approval of the Board; but in this matter the Board have had more to say than in the other—there was a conference between the Professorial Council and the Board.

3556. Is the present time-table found convenient for the students attending the College?—I learn from the professors that it is the best time-table under the circumstances. It is a very difficult thing to have a time-table that will suit all the students.

3557. Is it drawn up for the benefit of ordinary college students coming from grammar schools, or secondary schools?—It is drawn up to suit the two classes of students—matriculated students who come to pursue a regular course of University education, and also those who do not intend to go in for degrees, but wish to benefit as much as the time at their disposal will permit, by attending the lectures of the professors.

3558. Have any complaints been made to the Board of Governors about the lateness of the hours at which certain lectures have been held?—Yes; there have been complaints, and the difficulty was remedied by a conference with the professors, and without there being any material difference of opinion between them and the Board. *Mr. Montgomery.*
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3559. Then you are of opinion that the present time-table meets the requirements of all the students?—Yes, the present requirements; but I think it is the feeling of the Board that the late lectures should be discontinued as soon as possible, and that all lectures should be given during the day.

3560. *Professor Brown.*] Are you aware that for three years there was a lecture in English literature given on Monday evenings from 8 till 9 o'clock, which had an average attendance of thirty; and that this year the hour has been changed to from 7 until 8 o'clock, and that the attendance has been reduced to twenty?—I was not aware of such a reduction in the numbers.

3561. *Professor Sale.*] Do you think it desirable that the work of the College should be arranged mainly to suit the convenience of regular students, or to suit the convenience of students who are otherwise occupied during the day?—I think that, as an educational establishment, we should endeavour to make the College available for those who may not be able to pursue a regular course of study, with the view of taking a degree.

3562. What do you think should be the main object in arranging the time-table?—The object should be to make a time-table to suit those who intend to pursue a regular and liberal course of education—that is, matriculated students, and also those others who wish to take advantage of the College course, and who do not intend to go in for degrees.

3563. In case of a conflict between the interests of the students who devote their whole time to study, and those who are otherwise engaged during the day, and devote only a portion of their time to study, what course do you think the College ought to adopt in arranging the time-table?—It would depend on the number of students in each of these divisions. If there were only very few devoting their whole time to a regular course of study, and there were a great many of the others who wished to benefit by the instruction given in the College, I think the many should have a great deal of consideration.

3564. *Rev. W. J. Habens.*] Has the conflict supposed in the last question occurred in any instance within your knowledge?—I am not aware of any conflict; it is a little difficult to arrange a time-table to suit both classes, but I am not aware that there has been any conflict.

3565. *The Chairman.*] What is the present arrangement of the terms in the College?—The terms are given as follows in the Calendar: "1. The whole academic year shall be divided into two terms. The first term shall commence on the first Monday in March, and end on the third Saturday in June. The second term shall commence on the third Monday in July, and end on the first Wednesday in November. 2. In the first term the lectures shall begin on the second Monday in March, and end on the third Saturday in June. In the second term the lectures shall begin on the third Monday in July, and end on the first Saturday in October."

3566. Are these terms considered satisfactory?—There has been some difference of opinion regarding them. Some members of the Board thought there should be three terms, and more time given to lectures, and a committee which was appointed to consider the subject held a conference with the professors, whose views the committee acknowledged were in the main correct. I myself held an opinion that it would be better to change the terms, but I was convinced, by the very cogent reasons urged by the professors, that there were a number of circumstances which stood in the way of an alteration of the terms. The University examination-papers, which are sent to Melbourne at the end of the year, are not always returned until the beginning of March, and it is advisable that students should know whether they have got their degrees, and in what position they stand, before another term is commenced. Many members of the Board were strongly in favour of an alteration in the terms, but, after conferring with the professors, they came to the opinion that the best course was to adopt the present arrangement.

3567. *Rev. W. J. Habens.*] Has the experiment of having three terms in the year ever been tried in the College?—It was tried, and abandoned.

3568. *The Chairman.*] Will you furnish the Commission with a copy of the professors' report on the subject of the terms?—Yes.

3569. *Professor Cook.*] What portion of the year is devoted to lectures under the present arrangement?—Twenty-six weeks.

3570. And what time is devoted to examinations?—One week is devoted to the matriculation examination; two weeks to the pass examinations; and two weeks to the exhibition examinations.

3571. *Professor Sale.*] Do you think it desirable that all the institutions affiliated to the University of New Zealand should follow some uniform plan in dividing the year into terms of study?—I think it would be advisable in the case of regular colleges; but there are grammar schools affiliated which are merely ordinary schools, taking in boys of nine or ten years of age, and, of course, it would not do for such establishments to be closed from the 1st November until the beginning of March. There are only two colleges—the University of Otago, and Canterbury College. It would be an advisable thing in their case; but I think each college must, for the present, suit its own convenience.

3572. *Rev. W. J. Habens.*] Do you think that the present mode of filling up vacancies on the Board of Governors is a satisfactory one?—It has worked very satisfactorily. You are aware that when there are thirty graduates of the University belonging to the College they will have the power of filling up vacancies.

3573. *Professor Shand.*] Do you approve of the members of the Board of Governors being appointed for life?—They are appointed subject to certain disabilities—such as insolvency, and so on. I think it is an advisable thing that men who take a great interest in education should continue to be on the Board, if they do not do anything to disqualify themselves.

3574. But do you not think that, if they were elected for a term of years, men who had made themselves useful on the Board would be sure of re-election?—I think so. I think it would be better

Mr. Montgomery. to elect the members for a term of years, but not for a short term. I do not think there should be anything like annual elections, but that the period should be five or seven years.

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3575. Do you think it desirable that the teaching staff should be, in any way, represented on the Board?—I do not think it desirable at present that they should be. When the revenues of the College are sufficient, and we have finished our buildings, &c., it might be different, but at present we require men with business knowledge on the Board. We have a number of highly-educated gentlemen on the Board now. I am not in favour of the professors being on the Board at present.

3576. Is there anything in the present Constitution to prevent a professor being elected a member of the Board?—No. I may say that the Board consults the professors in all matters connected with the College course; and, as Chairman, it is always my desire to consult them on all subjects affecting the welfare of the College, and particularly on those subjects of which, from the nature of their calling, they have a thorough knowledge. We wish to defer to their opinions on all matters on which we know their opinions are valuable.

3577. *Professor Brown.*] Are they consulted about the Library, the Girls' High School, or the Boys' High School, where their opinions might be of some value?—The professors have been consulted by me personally on various things connected with the Girls' High School, and two of their number are the examiners of that institution.

3578. Are they asked as a body to give advice?—Not respecting the Girls' High School, nor the Library, that I am aware of.

3579. *The Chairman.*] There is a certain endowment for the Agricultural College: will you state what it is?—It consists of 100,950 acres of pastoral land, which formed the original endowment.

3580. When that was reserved from the public estate, was it intended for an agricultural school?—Yes.

3581. In what year was it reserved?—It was reserved about the same time that the reserves for superior education were made—I think in 1873.

3582. In whom was the estate vested?—In the Superintendent. It was intended by the resolution of the Council to be vested in certain persons then named, but afterwards, by "The Canterbury Educational Reserves Sale and Leasing Act, 1876," it was vested in the Board of Governors of the Canterbury College.

3583. *Professor Cook.*] But previous to that date had it not been administered by the Board of Governors of the Canterbury College?—There was no administration then, nor anything done. There was nothing done towards the establishment of a school, and no money was expended in connection with it until the Act of 1876 came into force.

3584. But, as a matter of fact, when the Canterbury College was first started, was it not handed over to the Board of Governors as part of their estate, and in connection with the other large reserves referred to in the earlier part of your evidence?—No, it was not.

3585. *Rev. W. J. Habens.*] Was not the management handed over to the Board of Governors while the estate remained vested in the Superintendent?—No; but from the tenor of a letter dated 12th July, 1873, received from the Provincial Secretary, the Board assumed it would be.

3586. *The Chairman.*] As far as you are aware, has there been any variation of the trust from the original reservation for an agricultural school?—Since the reservation, the body administering the trust has been changed, but the terms of the trust have not been altered.

3587. What has been done with the estate in the way of selling or leasing it?—Up till the 1st January, 1879, 30,958 acres of the reserve had been sold, at £2 per acre, yielding £79,916. The unsold portion, consisting of 60,992 acres, with the exception of 5,000 acres, has been leased to pastoral tenants, and produces this year a rent of £559 18s., which will be due on the 1st May. The 5,000 acres referred to are unlet, the land being of a comparatively worthless description. The pastoral tenants pay at the rate of £1 for every 100 acres.

3588. How has the purchase-money of the land which has been sold been applied?—A sum of £10,655 6s. 6d. has been spent in the purchase of a farm, comprising 403 acres.

3589. Where is that farm situated?—At Lincoln.

3590. How has the remaining portion of the purchase-money been applied?—We have appropriated a certain amount to College buildings.

3591. How much?—Under the 10th section of "The Canterbury Educational Reserves Sale and Leasing Act, 1876," we appropriated a sum of £7,954 towards the erection of the east wing of this College, and towards the purchase of the building now used as a Girls' High School, which is to be devoted to College purposes, a building for the Girls' High School to be erected elsewhere with the purchase-money.

3592. *Professor Shand.*] From whom did you purchase the Girls' High School buildings?—From the College authorities; it is under the College. We had to obtain the sanction of the Governor to this.

3593. Were the buildings erected by the College?—They were erected under the supervision and control of the College.

3594. And from what funds?—Provincial funds.

3595. A grant given by the Provincial Council for the purpose?—Yes.

3596. *The Chairman.*] Has any money been expended on the erection of buildings on the farm?—Yes; but we are not expending that out of capital, because it is a question whether we can do so or not, and we are going to submit the point for legal opinion. We are now putting up the buildings out of income.

3597. What is done with the unexpended balance?—It is lent out.

3598. How much?—The whole of it is lent out with the exception of £1,264 15s. 6d.

3599. How much money is at present invested on mortgage?—On the 31st December the amount was £43,038, and the balance in hand came to £18,264 15s. 6d., all of which, with the exception of £1,264 15s. 6d., has since been lent out.

3600. I understand that generally the money bears 8 per cent.?—For the last sum of £10,000 we receive 10 per cent., and for the rest 8 per cent.

3601. What is the total income produced by the trust?—£559 18s. will be received this year by way of rents, and £4,040 as interest on £61,302 invested and balance in the bank. On part of this money lent on mortgage there will only be interest for half a year, as the money was lent in January and March, and I am also allowing for loss of interest on proposed purchase-money of 100 acres for the farm. Next year the amount of interest will be £4,864. *Mr. Montgomery.*
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3602. What is the annual expenditure?—Strictly speaking the institution has not yet commenced as a school. We have purchased the farm; we have done some planting and some fencing; we have bought some stock; and we are now erecting a building for the school; but until the school is in active operation, with students attending, we cannot tell what the annual cost will be. I have called a meeting of the committee, and we intend to endeavour to arrive at an estimate of the annual expenditure, but I do not expect that we shall be able to do so at present within £1,000.

3603. You have engaged a teacher?—We have engaged a director to conduct the farm and teach the students.

3604. At how much per annum?—£600, and residence.

3605. And the buildings are being erected now?—Yes; the school will contain apartments for twenty students—bedrooms, study-rooms, lecture-hall, laboratory, and residence for director and servants.

3606. At what cost is it proposed to erect this building?—The contract price is £10,967 13s. 4d.

3607. From what source will the money come?—We have passed a resolution to take it out of the annual income, and we are anticipating the annual income; but I may say that we are going to ask the opinion of the solicitor as to whether we can charge any of it to capital account.

3608. *Rev. W. J. Habens.*] You mentioned that a laboratory would be included in the building: is there any provision for a small museum or specimen-room as well?—Yes; there is a room 14 feet by 22 feet for museum and library.

3609. *The Chairman.*] Is the unsold portion of the reserve as valuable as the portion that has been sold?—No, not nearly as valuable; the best land has been picked.

3610. Do you think such a large revenue as is enjoyed at present by this institution is requisite for the maintenance of an agricultural school?—I do not think it would all be required for the maintenance of an agricultural school, but we are anticipating our revenue for three years, and are putting up buildings and purchasing stock. If we could erect our buildings and buy stock out of capital, and start the school fair, it would not take anything like the amount to support the school, or even half.

3611. *Professor Cook.*] I think you said you had purchased some more land recently for the school?—Yes.

3612. How much?—About 100 acres.

3613. Then the farm will now consist of 500 acres?—Yes.

3614. Do the additional 100 acres adjoin the other portion?—Yes. I may say that the land we have lately purchased, and a portion of that previously acquired, is some of the finest land in the province.

3615. *Rev. W. J. Habens.*] Have pains been taken to select land of varied quality?—Yes; from light land to heavy swamp land.

3616. *Professor Brown.*] Was it originally intended that this reserve for the Agricultural School of 100,000 acres should be more valuable than either of the other reserves of 100,000 acres?—There is no evidence of that either in the Act of Parliament or in the resolution of the Provincial Council. I am under the impression that it was considered that the different pastoral reserves would be of equal value, but there is no evidence on the point.

3617. *The Chairman.*] Did the Provincial Council give as much land for the maintenance of an agricultural school as for the maintenance of this College?—Yes; as much pastoral land. The College also possesses classical-school reserves, which, being composed of agricultural land, return considerably more annual rent.

3618. *Professor Sale.*] Referring to the classical-school reserves, which form part of the endowment of Canterbury College, will you state for what purpose they were originally made?—I am under the impression they were made for a classical school before the question of a college was under consideration—made for the advancement of higher education.

3619. Can you tell us what object the Government had in making these reserves for a classical school, seeing that Christ's College was already in existence?—I think the object of the Provincial Council was to have a provincial educational establishment under the control of the Government, or under the control of a body appointed by the Council.

3620. You mean in contradistinction to the institution under the control of the English Church?—Or any other body. There was a high school besides Christ's College—a high school belonging to the Presbyterian body.

3621. Endowed?—No, not endowed. I did not understand that the classical school was intended as a rival school, or to be in opposition, to any other school, but as a school for all classes of Her Majesty's subjects in Canterbury, irrespective of denomination.

3622. *Professor Cook.*] How did Canterbury College become possessed of this endowment?—By a Provincial Ordinance of 1875.

3623. *Professor Shand.*] You said that by-and-by, when the buildings at the Agricultural School have been erected, and the farm has been stocked, the income will be more than double the amount that will be required for keeping up the school?—That is my opinion.

3624. Do you know what the Board proposes to do with the excess of income?—They have not even considered that yet, because they have not got as much as will pay their way at present. There is a difficulty in paying their way and putting up the present buildings out of the accrued rents and interest.

3625. And you have not thought, yourself, of any useful purpose to which it could be devoted?—No, I have not; it is three years ahead.

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3626. *Professor Brown.*] Do you not think that some departments of the College proper want additional funds?—I think we require a great deal more for the College proper than we have got. We require additional professors—two or three Chairs, I think, should be established to make the College complete; and the growing wants of the College will be considerable. At present we have only £200 per annum for modern languages; in my opinion we want a professor of modern languages. Then we want a professor of biology; and we require a professor to teach jurisprudence, constitutional history, and political economy.

3627. *Professor Shand.*] Could you legally apply any surplus funds arising from the agricultural trust to College purposes proper?—I do not think so, beyond a reasonable amount for teaching certain subjects useful to agricultural students.

3628. *Professor Brown.*] Which teaching is at present paid for by the College proper?—The teaching is paid for altogether by the College proper, except to the extent of £500, which sum we take annually from the funds of the Agricultural School Trust as a contribution towards the general expenses of the College, part of which expenses are fairly chargeable to the Agricultural School, and as a contribution towards the salaries of the professors and lecturers, whose teaching is in a measure an advantage to those who will become agricultural students.

3629. And is it proposed to bring the Agricultural School into connection with the Canterbury College course in any way?—That point has not been definitely settled. There have been various proposals; some think it will be necessary to have a complete course of study pursued at the Agricultural School, and others are of opinion that students could devote one or two half-days in the week to attending lectures at the College.

3630. Do those holding the former view propose to establish separate lectureships at the Agricultural School—different from the lectureships at the College on the same subjects—say, for instance, a lectureship in chemistry or physical science?—The Director of the school will teach chemistry, and elementary physical science, but the latter not to the same extent that it can be taught at the College.

3631. If the students required more advanced work, would the Agricultural School Committee or the Board propose to establish separate lectureships in the Agricultural School, or would they take advantage of the lecturing power in this College?—It is not a matter which has been decided yet. The place will not be ready for the students until the end of the current year, and before that time the whole matter will be considered. The Board has not yet seen its way clearly as to how the Agricultural School is to be worked in connection with the College—how far the teaching power of the professors of the College can be utilized for the benefit of the school.

3632. *Rev. W. E. Mulgan.*] What is the distance of the school from town?—Fifteen miles. There is a railway station near the school.

3633. *Professor Shand.*] Do you not think it would be possible for the agricultural students to spend a certain portion of the year attending lectures at the Canterbury College, and the rest of the year at the Agricultural School?—I think it would be possible for the students to spend a portion of the week here, but not a portion of the year: they could not be away from the Agricultural School for that length of time. It will be necessary for them to be at the school from day to day to observe the operations at the farm; for it is not intended that they shall merely learn from books—they will have to work, do the ploughing, clean the horses down, and do general work on the farm; so that they shall not only be able to tell how a thing should be done, but be able to do it themselves. That, I believe, is the intention of the Board.

3634. *Professor Brown.*] Could not they take the theoretical part of their course in a year, separate from the two or three years of the practical course?—That is one of the questions to which the Board has not seen its way clearly. As we proceed we shall see our way better. In the meantime we have got a Director who is able to teach chemistry, and the elementary portion of the other sciences connected with agriculture; but the question will arise whether he can spare the time to give instruction in other sciences besides chemistry.

3635. *Professor Cook.*] You said you thought it desirable that a Chair of biology should be established in this College: do you not think the Board might proceed to establish such a Chair in this College out of the funds of the Agricultural School? Do you think that would be going beyond the purposes of the trust?—I do not think it would be beyond the purposes of the trust for the Agricultural School to contribute a part of the expense; because agricultural students could avail themselves of the lectures given.

3636. *Professor Brown.*] Are there any scholarships established, or intended to be established, in connection with the Agricultural School?—The Board has decided to establish six scholarships.

3637. *Professor Sale.*] Of what value?—Free tuition and free board.

3638. *Professor Brown.*] Is it intended in any way to bring these scholarships into connection with an educational course? Are the students to be examined in any part of a liberal education?—The Board has decided that it is expedient that these scholarships should be established; but, as to the examination which the candidates will have to undergo, that has not yet been determined.

3639. *Professor Shand.*] Has it been settled whether the scholarships are to be given by competition or by presentation?—It is decided that they shall be open to competition. I cannot give the exact words of the resolution, but I am quite sure I speak the mind of the Board when I say they are to be open to competition from the whole colony.

3640. Will the examination be held in different parts of the colony?—That has not been decided, but I should think it would, for otherwise the candidates would not all be able to attend. If candidates entered their names from different parts of the colony, the best course would probably be that, in the centres of population, there should be some person appointed to receive the papers and watch the work being done, as is the case in regard to the University examinations, and that then the papers should come to the Board of Examiners.

3641. You desire, in short, to make the Agricultural School an institution for the benefit of the colony at large, and not merely for the benefit of Canterbury?—Yes.

3642. *The Chairman.*] Have any school charges been fixed for admission to the school?—No; the

fees have not been fixed. The intention is to make them exceedingly moderate. For the boarding the charge will be £50. *Mr. Montgomery.*

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3643. Has any minimum age been fixed for admission?—No, it has not yet been decided.

3644. *Professor Sale.*] Is the Director to have charge of the boarding establishment?—Yes.

3645. And to undertake the boarding of students at the rate you have mentioned?—Yes.

3646. *The Chairman.*] Is there any provision for the attendance of day pupils, or is it to be solely a boarding establishment?—We expect a good many young men who will board with farmers, and that we shall have a number of farmers' sons; but there will be provision for twenty boarders, and we hope there will be forty or fifty other students.

3647. Do you anticipate that, in the course of a year or two after starting, there will be twenty boarders?—I think there will be that number immediately, or shortly after the school commences. I know a good many now who wish to come.

3648. Had the Director any previous experience in the conduct of such an institution?—Yes; he got his education at Cirencester College. He is a member of that College, Fellow of the Chemical Society of London, and Fellow of the Institute of Chemistry of Great Britain and Ireland; and he had the management of a farm in England of 600 acres before he came out: he is a scientific and practical farmer. At the time he applied for the appointment as Director to this school, he held the appointment of Scientific Superintendent and Director of the Experimental Farm and Agricultural College Reserves in Victoria.

3648A. *Professor Brown.*] You spoke of something like a matriculation examination for the Agricultural School?—Yes; I think there will be such an examination.

3649. Is that examination intended to be in subjects cognate to those taught in the school, or in the subjects of a liberal education?—The extent and the character of the examination have not yet been decided, but I think it is the mind of the Board that only students who have attained a certain proficiency in general knowledge will be admitted as boarders.

3650. *Professor Shand.*] With regard not only to the Agricultural School endowment, but also to the other endowments, consisting of pastoral lands, when do the leases expire?—In the year 1880; but the term has been extended by the General Assembly until 1890, at an increased rent. That rent has been assessed by the Waste Lands Board.

3651. Does the Board anticipate a greatly increased revenue from its reserves when the leases fall in, in 1880?—Not a great increase, but an increase. A considerable portion of the land is of poor quality, and I understand that some of the tenants say they cannot pay the increase, and that they may give the land up. Most of the land is mountain country, where sheep do not increase much. I understand some of the tenants, after severe winters, are obliged to get fresh stock to keep up the quantity the country can carry in summer.

3652. It is only then in the event of a large portion of the land being sold that you would anticipate any great increase of revenue?—That is all. As far as I can see we shall be very hard up for money in the year 1880, and shall have the utmost difficulty to scrape along.

3653. Is there any special provision made for the maintenance of the Girls' High School?—Yes; 5,000 acres of land were set apart for that institution. Of that, 2,185 acres were sold at £2 per acre, bringing in £4,370; the rest of the land cannot be sold. It can be leased; it is unlet.

3654. What has been done with the purchase-money received for the land sold?—We lent out £4,250 at 8 per cent., and there is a balance in hand of £120. The interest on the £4,250 amounts to £340. The 2,850 acres, being unlet, yields nothing. The survey of the land has only recently been completed. I have no doubt the Board will take steps to let it as soon as a fair rental can be obtained. Everything is very dull at present, and the land will not probably realize much if let while this depression lasts.

3655. *Professor Sale.*] Is it agricultural land?—Yes.

3656. *The Chairman.*] Has the school no other aid from public funds?—Yes. Last year it had £300 out of the reserves for secondary education, and the School Commissioners have this year paid over to the College £625 for high-school purposes, and I intend to ask the Board to appropriate that altogether to the Girls' High School, as the Boys' High School is not yet in existence, and the Girls' School wants the assistance very urgently.

3657. *Rev. W. J. Habens.*] Is there any prospect of a similar vote in the future?—No, I think very little.

3658. Why is there no prospect?—Because that money was the accrued rent received from the secondary-education reserves, before the Canterbury portion of those reserves was passed over to the Boys' High School, and the Timaru and Ashburton High Schools.

3659. In future, then, I understand that the Boys' High School will have a certain proportion of the secondary-school estate, and that there will be nothing left for the Girls' High School?—It has got the proceeds of the 5,000 acres.

3660. But nothing out of the School Commissioners' estate?—Very little, if anything.

3661. *Professor Shand.*] Were the 5,000 acres for the Girls' School taken out of the reserves for secondary education in Canterbury?—No, they formed a special endowment.

3662. Have the whole of the reserves for secondary education in Canterbury been now given to the Boys' School?—No; this High School in Christchurch, the High School at Timaru, and the High School at Ashburton, have all participated in the reserves, and they are not yet all exhausted; there are rents to the amount of £200 or £300 a year still to come to the School Commissioners.

3663. *Professor Cook.*] Will the Girls' School get no share of that?—It is possible that they will, if it be not applied to the purposes of high schools in other school districts in Canterbury, where at present no high schools exist, and for which no special provision has been made.

3664. *The Chairman.*] What is the expenditure upon the Girls' High School?—The expenditure which I estimate for this year is as follows: Lady-principal, £400 and house-rent £50, and capitation fee of 5s. per head upon each scholar attending school, £25; first assistant-teacher, £300; second assistant-teacher, £200; third assistant-teacher, £160; fourth assistant-teacher, £160; teacher of class

Mr. Montgomery. singing, £100; share of Registrar's salary, £75; share of porter's salary, £45; rent of three-quarters of an acre garden, £75; insurance upon £5,400, £21 10s.; taxes, fuel, repairs, incidental expenses, April 12, 1879. £369 10s.; two exhibitions to be paid this year of £20 each, and four exhibitions of £10, £80; and lecturers on science, £56: making altogether £2,117.

3665. *Professor Sale.*] How is it proposed to meet this expenditure?—There was a small balance in hand on the 1st January. £340 will be received for interest, and £280 for half of the rent which I hope to get in this year. I will ask the Board to appropriate the £625, which has been received for secondary education, to the Girls' High School this year; and I estimate that we may receive about £1,000 in fees. The fees are at the rate of three guineas per term for children under twelve, and four guineas for children over twelve, there being three terms in the year. Extras are paid for by the parents, and do not come into these calculations at all.

3666. *Professor Shand.*] Do you anticipate that the income will be sufficient after the present year, when you will no longer have the benefit of £600 from the secondary-school reserves?—I may say I think there will be great difficulty in keeping up the school in a thoroughly efficient state, unless we get some additional income beyond the pupils' fees and the existing endowments. I do not think the existing endowments will be sufficient.

3667. *Professor Cook.*] Do you not anticipate that these endowments will yield about £900 a year—£340 and £560?—Yes; about £900 a year. This year there is only £280 put down for half a year; next year the amount will probably be £560. If the number of scholars increase, and we have fifteen or twenty more, that will make an addition of £200. We are just at that point in regard to the number of scholars when the institution is most expensive: in fact, we could take twenty or more scholars without having to appoint any additional scholars. With the present number of pupils, we cannot well do with fewer teachers.

3668. *Professor Shand.*] How is the teacher of drawing paid?—By fees.

3669. Do you know what the fees are?—One guinea per term.

3670. Are the teachers of music also paid by fees?—Yes, except for teaching class singing.

3671. What are the fees for instrumental music?—In the first class, £3 13s. 6d; second class, 2½ guineas; third class, 2 guineas. The German is 1½ guineas. Dancing and calisthenics, 1½ guineas. In the regular school course, class singing and French are not extras.

3672. *The Chairman.*] How long has the school been established?—A year and a half.

3673. How were girls in Christchurch educated before the school was established?—In private schools. Many are still being educated in private schools; the number of those schools has not lessened at all.

3674. *Professor Shand.*] You have made no arrangement for boarders?—No.

3675. Is it the intention of the Board to make arrangements?—It is not the intention of the Board to make arrangements for having boarders on the premises; but they have considered the question of whether it would not be advisable to have licensed houses—houses the respectability of which they could vouch for, and over which they could exercise some supervision.

3676. *The Chairman.*] With regard to the Boys' High School, is there any special provision made for the school by way of endowment?—Yes. There was a reserve of 9,326 acres set apart for the Boys' High School by Act of Parliament in 1878, and part of it has been let, and will bring in this year £922 2s. 4d; there are 3,542 acres of this reserve not yet let.

3677. Did this endowment form a portion of the former endowments for secondary education?—These reserves were originally made for primary education. By the Act of 1877, one-fourth was set apart for secondary education within the province, and, by an Act of 1878, one-half, or 9,326 acres, out of that one-fourth were allocated to the Boys' High School.

3678. Is that the only endowment, or public money, enjoyed by the Boys' High School?—Yes, as annual income. We have money for putting up the buildings.

3679. What amount have you for that object, and how did you get it?—We received a grant from the General Assembly in 1877 of £15,000, a portion of which was to go to the High School at Timaru. The College applied £6,000 of that money to the school at Timaru, and kept £9,000 for the school in Christchurch.

3680. Was this to come out of any special fund?—Out of the £15,000 voted by the General Assembly and taken out of the Land Fund of Canterbury.

3681. Is that £9,000 being expended now for the purpose of erecting the building?—Yes.

3682. Is the contract entered into?—Yes; the foundations are commenced.

3683. What will be the cost?—£8,889 8s. 6d.

3684. When is it proposed to open the school?—Fifteen months from the date of the contract is the time specified for the completion of the building; the school will not be open for twelve months.

3685. Has anything been done towards obtaining a staff of masters?—No, nothing has yet been done by the Board. The mind of the Board is, I believe, to send Home to England for a first-class man, a good organizer, as headmaster, perhaps at a salary of £800; and probably to send for a second master also.

3686. Do you propose to provide the headmaster with a house?—No.

3687. *Professor Shand.*] Do you propose to allow him to take boarders?—That has not yet been decided; but there is a feeling on the part of some members of the College Board that the headmaster should not take boarders; that, when that is done, the school becomes a commercial establishment, instead of a strictly educational establishment, and that it is better to pay a good man a sufficient salary and not have his time occupied with butchers' and bakers' bills.

3688. *The Chairman.*] Then the building in course of erection is not designed for the reception of boarders?—No.

3689. *Professor Sale.*] Can you state how the cost of erecting the building used by the Canterbury College was defrayed?—By grants from the Provincial Government.

3690. To what amount?—College buildings, including chemical laboratory, £9,353 18s. 6d.; east wing of College, now nearly complete, £4,400. The cost of this wing will be defrayed by amount

appropriated from proceeds of sale of reserves, in accordance with the provisions of "The Canterbury Educational Reserves Sale and Leasing Act, 1876." *Mr. Montgomery.*

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3691. What sums of money, other than those which have been already referred to, have been at any time granted by the Provincial or General Government for the purposes of this College, or its dependent institutions?—Site for College, £1,750; fittings for College and chemical laboratory, £1,386; amount received for maintenance of College since 1873, £12,063 7s. Museum: Grant from Provincial Government, £13,624 10s. 11d. for buildings since 1874 (but previous to that time there was expended by the Provincial Government on buildings about £7,000); on fittings, £1,000; and for maintenance and additional fittings since 1873, £6,393. Girls' High School: Buildings, £5,000, and £1,030 for the site, and £800 for maintenance. Public Library: For buildings, £4,000; fittings, £250; grant for books, £1,000 for reference department, and for maintenance and books to circulating department since 1873 £3,306 10s. The balances to the credits of the above amounts (particulars of which have been given previously), on the 1st January, 1879, are portions of these sums.

3692. *The Chairman.*] Is there any special endowment for the establishment of a medical school in Christchurch?—Yes; 5,000 acres were set apart.

3693. What is the position of that reserve at present?—It has only been recently surveyed, and it was found to contain about 300 acres short of the area named. I applied to the Commissioner of Crown Lands for some land adjoining to make up the deficiency, but he informed me that the Government had no power to take any action in the matter. 5,000 acres was the area mentioned in the *Gazette*, but there are only 4,630 acres, which we will let as soon as we can; at present it is yielding no revenue.

3694. *Professor Shand.*] What is the character of the land?—It is situated on the plain, and is light land, with a good deal of surface stone upon it.

3695. Is it agricultural land?—Yes; it can be ploughed.

3696. *The Chairman.*] What rental do you anticipate from it?—If times were pretty fair we should get 4s. per acre per annum for it for seven years.

3697. And how is the Medical School maintained at present?—It is in an embryo state at present, and has no active existence. A committee or Medical Council has been appointed by the College Board, which has this matter in hand and confers with the medical faculty. When the Medical School is established it will be a department of the College, and under its control; at present we have not got the necessary funds. We hope to see it established very shortly; we have every requisite but the funds. We have got a hospital, in which there a sufficient number of beds, and we shall have the requisite staff to teach everything that is required. It is estimated that £2,000 a year will be necessary to support a medical college properly.

3698. Are any lectures being given at present in the Canterbury College, with a view to the establishment of a Medical School?—No, not beyond the ordinary instruction in chemistry, botany, and biology.

3699. I think there has been some provision made for a Law School?—No provision has been made, except that law is one of the subjects on which lectures are given in the College. There has been no special provision, because our funds are so short; no doubt we want a professor.

3700. *Rev. W. J. Habens.*] Are any lectures on technical subjects delivered in connection with the Museum, or is the Museum used to illustrate any portion of the instruction given in any department of the College?—The Museum is of value in connection with the instruction given in geology, zoology, and botany.

3701. *Professor Brown.*] Is it the intention of the Board to establish a lectureship in connection with the School of Technical Science?—That has not been decided; we are getting out models, &c.

3702. *Rev. W. J. Habens.*] Are any lectures forming part of the College course delivered in the Museum?—I do not think so; I think Dr. Haast lectures in the College, but he uses the Museum in connection with his lectures.

3703. *The Chairman.*] Do you think that the University of New Zealand, as it at present exists, has assumed the form best suited to the circumstances of the colony?—It is formed for encouraging a liberal education, but not as a teaching body. I think it is better for the encouragement of education, considering the circumstances of New Zealand, that it should not be a teaching body—that it should remain as it is at present. I am not referring to the exact mode in which the members of the Senate are appointed, or anything of that kind; but, taking the objects of the institution as defined in the 4th section of "The University Act, 1874," my view is that, taking the circumstances of the colony into consideration, the University in its present form is better calculated to advance higher education than if it were a teaching body.

3704. *Professor Cook.*] Do you mean by that a teaching body necessarily located at one place?—Yes.

3705. You are acquainted with the constitution of the Queen's University in Ireland?—Not very well; I believe there are three colleges forming one University.

3706. Do you think that would be a form of University adapted to the circumstances of New Zealand—a series of colleges at the different centres of population, forming one University?—Yes. I understand that the colleges in Ireland have individual teaching powers, and are not under the control of the University, but of this I am not certain. The Otago University and Canterbury College are not under the control of the University, provided they conform to certain rules laid down, and the University does not interfere with their internal management, or appoint the professors. By a teaching body, I understand a body that would appoint professors and have the management.

3707. As far as I know each College in Ireland appoints its own officers: do you think that is a form of University adapted to this country?—Yes.

3708. *Professor Sale.*] You know what institutions are at present affiliated to the University of New Zealand?—I think I know them all from memory.

3709. Do you think that all the affiliated institutions now in existence are such as ought to hold the position of affiliated institutions?—I do not think they should.

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3710. How would you define the sort of institution which you would consider entitled to affiliation?—An institution like the Otago University or the Canterbury College.

3711. *Professor Shand.*] You mean establishments instituted for giving University instruction?—Yes.

3712. *Professor Sale.*] It has been advocated in some parts of the colony that institutions which are at present grammar schools should gradually grow into University institutions, and provide University instruction: do you think that is possible without their throwing off the character of grammar schools?—They might grow into something different from what they are now: that is to say, they might grow from grammar schools into colleges; but they would have to change their whole course of instruction, and also the mode of admission.

3713. They would, in fact, have to cease to be grammar schools?—Yes; I consider that a grammar school and a college are two distinct institutions.

3714. You think it hopeless to attempt to combine school education and college education in one institution?—Not perhaps hopeless, but I think that, wherever there is a sufficient population to warrant the establishment of a college, such an institution should exist, and, when established, no grammar school in that locality should be affiliated to the University. In a place, however, where the population is not such as to entitle it to a proper college, the grammar school might be affiliated for a time. But those grammar schools would have to be upon a very good footing, and their affiliation should only be a temporary arrangement.

3715. *Professor Brown.*] Would you approve of the existence of two colleges in one town?—No. I think it would be inexpedient to have two colleges supported by the State in one town.

3716. Supposing there are two institutions in one town and both consider themselves colleges, do you think they should both be affiliated, or that a choice should be made, and that the University should only affiliate one?—I would define a college proper to be an institution which gives instruction by means of lectures, and where young men are admitted to matriculate, and can acquire the education necessary to enable them to take degrees; and I should not regard as a college a school for small boys. If the State provided a college in a town, and private individuals chose to establish another, I should have no objection; but then it should be a college not only in name, but in fact, with all the machinery for teaching that is possessed by Canterbury College or the University of Otago.

3717. Where there are two colleges in a town—one a real college, and the other merely a college in name—should the University put aside the application of the institution which is not a real college?—Certainly.

3718. It ought to be capable of deciding between the two?—Certainly.

3719. *Rev. W. E. Mulgan.*] Do you consider that the professors of Universities, like those of Melbourne and Otago, receive sufficient salaries?—I do not think they do. The Canterbury College Board has passed a resolution in favour of increasing the salaries of the professors from £600 to £700, which it is proposed they shall receive next year; and I do not think £700, without house allowance, is sufficient. Of course they get fees, but I think that men possessing the high attainments and having the zeal and energy which are essential in professors of a college like this should receive liberal remuneration, and I do not think that £800 a year would be too much.

3720. *Rev. W. J. Habens.*] Do you think that the University should confine the granting of degrees to students who are on the books of the various affiliated institutions, and do actually keep terms there, or would you be in favour of the granting of degrees to men who come up from private study, and are able to pass the examinations?—I should be in favour of granting degrees to students who could pass the examinations, no matter how their knowledge was obtained—whether privately or at affiliated institutions.

3721. Have you considered what amount of value would attach to affiliation if that principle were admitted—what necessity there would be for affiliation?—I do not know that there would be any absolute necessity for affiliation, but I think it would be very valuable indeed to a college to be connected with the University.

3722. *Professor Brown.*] Could you define the special value of the connection—the value, for instance, which results both to Canterbury College and to the University of Otago from their affiliation to the University?—No doubt the students of the College consider that the education they are receiving is higher than would be the case if the institution were not affiliated to the University.

3723. And is not the same status given to Christ's College Grammar School? Should not the boys of that school feel the same?—Probably they would. I have previously expressed my opinion that, where the State provides funds for a college in a town, there should be no other college affiliated in that town, except it has an efficient machinery for imparting higher education, as is possessed by Canterbury College and the Otago University. Therefore I do not think Christ's College Grammar School should be affiliated.

3724. *Professor Sale.*] If affiliation were done away with altogether, would it not get rid of a considerable difficulty which now exists in deciding what institution is fit to be affiliated?—No doubt it would.

3725. Is it, or is it not, desirable that that difficulty should be got rid of?—I think it desirable that wherever the difficulty occurs it should be met and settled fairly.

3726. Considering the great diversity of the different institutions now affiliated, would it be a serious loss to Canterbury College and Otago University if they ceased to be affiliated?—I think it would injure their status to a considerable extent. I should be very sorry to see this College severed from the University.

3727. Do you think that the class lists would not be a sufficient guide to the public as to which institutions were capable of providing a higher education without the mere name of affiliation?—No doubt they would, if the public looked into the matter; whether the public do look or would look into the matter is another thing—they take it for granted that this College is a part of the University of New Zealand.

MONDAY, 14TH APRIL, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,

Rev. W. J. Habens (Secretary),

Rev. W. E. Mulgan,
Professor Sale,
Professor Shand.

Mrs. INGLE was sworn and examined.

Mrs. Ingle.

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3728. *The Chairman.*] You are the Lady-Principal of the Christchurch Girls' High School?—Yes.

3729. How long have you held that office?—Since the beginning of the last term, in 1877.

3730. Had you been previously engaged in teaching?—Yes; I had been teaching for some time in a private school, and I had private pupils of my own.

3731. Did the starting of the Girls' High School devolve upon you?—Yes.

3732. How many pupils have you at present?—Eighty-nine.

3733. Have pupils to pass any examination before being admitted to the school?—Yes, they have to pass an easy examination; they must read fluently, and pass an examination in dictation, and must know a little of the first four rules of arithmetic.

3734. Is there any minimum age for admission?—No; at first we fixed the age at ten, but, as it was perhaps better to have a forward child of nine than a backward one of ten, we substituted an examination for the limit of age.

3735. Until what age do they generally remain at school?—I think about seventeen is the average age.

3736. How many assistants have you in conducting the school?—Four.

3737. By whom are they appointed? On your recommendation?—No; they are appointed by the Board of Governors of Canterbury College.

3738. *Professor Shand.*] Does the Board usually consult the Lady-Principal in making the appointments?—Yes, they did consult me.

3739. In the case of all appointments?—Yes; Miss Edger and Miss Hamilton were appointed about the same time that I was, without any reference to me; but with regard to the other two teachers I was consulted.

3740. And the Board adopted your recommendation?—Yes.

3741. *The Chairman.*] Is there a published prospectus of the school?—No.

3742. Is there a published time-table?—No.

3743. What are the fees charged at the school?—Three guineas a term for children under twelve years of age, and four guineas for children over twelve.

3744. Is there any provision for taking boarders?—No.

3745. Do you think, if you had accommodation for boarders, young ladies would come from the country districts to attend the school?—Yes, I have reason to think so; I have had one or two applications—it would be an advantage, I think.

3746. *Rev. W. J. Habens.*] Under whose control do you think the boarding establishment should be?—I think it should be under the control of some one unconnected with the teaching staff, because it would be too much work for one person. I think that some lady should be authorized to take boarders.

3747. *The Chairman.*] Are there any charges for extras at the school?—Yes; there are extra charges for music, drawing, and German.

3748. What is the charge for music per quarter?—We have three different teachers of music. The principal teacher charges three guineas and a half per term; one of the ladies charges two guineas and a half, and the other two guineas.

3749. *Rev. W. E. Mulgan.*] You mean instrumental music?—Yes; nine of the pupils have learnt singing privately. I do not know what the charge is for that.

3750. *Professor Shand.*] What is the length of the term?—Thirteen weeks—there are three terms of thirteen weeks each.

3751. *Professor Cook.*] The entrance examination is one of the standards of the Board of Education, is it not?—Not exactly. It is something near the Third Standard, but not quite the same.

3752. *The Chairman.*] Is drawing taught in the school as an ordinary subject, or is it an extra?—Drawing is an extra subject.

3753. *Rev. W. J. Habens.*] Do many girls learn drawing?—Not very many. It rather interferes with the regular course. All the extra subjects are a very great hindrance in that respect, and a good many of the girls have discontinued them of their own accord, on that account.

3754. Do you find that the music lessons interfere very much with the regular course?—Yes, they interfere very much indeed.

3755. *The Chairman.*] Is your present staff of teachers sufficient?—Yes, I think, quite sufficient.

3756. *Rev. W. J. Habens.*] Can you state what are the ascertained qualifications of your assistants?—Miss Edger has taken a B.A. degree of the New Zealand University; Miss Hamilton, I think, holds a second-class certificate from the Canterbury Board; and Miss Cannon has a first-class certificate, and has also passed the first part of the B.A. degree examination. I think Miss Dunnage has a third-class certificate.

3757. *The Chairman.*] Does the Board of Governors supply you with maps for the use of the school?—Yes.

3758. With anything else?—They supply everything in the way of stationery for the use of the teachers—everything we want; they supply nothing for the pupils.

3759. *Professor Cook.*] They supply diagrams, models, and things of that sort?—Yes, everything of that kind.

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3760. You think you have sufficient of these?—Yes.

3761. *The Chairman.*] Do any of your pupils come from the public primary schools?—Yes, we have several from the primary schools—several who have taken scholarships under the Board of Education.

3762. Are there any special scholarships offered for competition amongst the pupils of the Girls' High School?—Four scholarships were given last year to the head pupils in each of the first four classes, and three scholarships were given by examination to any one who chose to apply, there being a certain restriction as to age. I am not certain that the latter scholarships are to be permanent, and that we shall always have them.

3763. Were the winners of these scholarships you have mentioned admitted as pupils into the Girls' High School?—Yes.

3764. What was the value of the scholarships?—The open scholarships were £20, and the other scholarships were £10.

3765. *Rev. W. J. Habens.*] Do you find that the girls who come up from the primary schools are generally well prepared?—Yes; they are very well prepared indeed—very much better than the others.

3766. Do you find any difficulty in placing them on account of their want of knowledge on certain subjects that are ordinarily taught in the school?—No; I find they learn so well that they easily pick up any new subject.

3767. *The Chairman.*] Who conducted the examinations for the scholarships?—Professor Brown and Professor Cook, I think.

3768. *Professor Shand.*] Are the holders of the Education Board scholarships charged fees, the same as ordinary pupils?—Yes.

3769. *Professor Cook.*] Do you know the value of these Education Board scholarships?—I think it is £40 a year.

3770. For how long?—Two years.

3771. *The Chairman.*] Are there other prizes given in the way of books?—Yes; books were given at the end of last year. They were given to the first three or four in each class; they were not given in the separate subjects.

3772. Were they awarded as the result of an examination, or as the general result of attendance and learning throughout the year?—They were given as the general result of the examination and of the good-conduct and other marks obtained during the year—everything counted.

3773. *Rev. W. J. Habens.*] Has there been any remarkable variation from term to term in the number of girls attending the school?—No, no very remarkable difference; the numbers last year seemed to come down rather. There were just a few less in the second term than there were in the first, and a few less again in the third term. I think a good many came at first from curiosity, and, finding they had to work very hard, they left. I accounted for the decrease in that way.

3774. Then, were the girls who left for the most part the senior girls?—They were girls of all ages.

3775. *Professor Brown.*] Do you find, with regard to girls who come from ladies' private schools, any difficulty in classifying them, or in getting them into a higher class?—In a general way, I find that they are not so thoroughly prepared as those from the primary schools.

3776. Is there a large proportion from private schools?—Yes; there are a good many from private schools, and they are certainly not so well grounded as those from primary schools.

3777. *Rev. W. J. Habens.*] Did you find that most of the girls who came to you were prepared at once to take advantage of what ought to be the highest teaching of a high school?—When they came to us we found that their average attainments were very low indeed. We had to do a great deal of preliminary work at first.

3778. Do you think the school has yet reached its proper development in regard to the range of subjects?—I do not think it has quite done so yet; but it is very much higher now than it was.

3779. And have you any reason to think that the girls who are with you now, making progress, are likely to stay until they have reached what you would regard as the proper standard?—Yes, a great many of them. I think all those who did not care about studying have left, and nearly all those who are remaining are really industrious, and evidently want to get on.

3780. How long do you think those girls who have been with you from the beginning will have to remain, in order to receive the full advantage of your high-school course—how long from the present time?—It depends upon the class they are in at present. I think the first class this year ought to be the upper first next year. I want each class to advance a step every year, and only to move them at the end of the year; and when they have reached the upper first class they will be able to attend lectures at the College, and prepare for the matriculation examination; and the second class will then move up, and be the first next year.

3781. So that what you have just called the upper first class will be, in fact, what you would wish to regard as the final class in the school?—Yes.

3782. And you have not been able to reach that stage since the opening of the school until just now?—Yes; we have just got an upper first class.

3783. *The Chairman.*] Are many of your pupils staying at the school with the view of going to the University for matriculation?—I do not know if many of them intend to do so, but it was my idea that they should. Nobody has expressed to me a wish to do so, but I desired to have some examination at the end of the course. I wanted them to work up to some particular point, and, as we were connected with the College, I thought that would be the best point to fix.

3784. Do any of your pupils attend the lectures given in Canterbury College?—Yes; two.

3785. *Rev. W. J. Habens.*] Are any special lectures given by the professors in the College for the benefit of your scholars exclusively?—Yes. Professor Bickerton is giving a course in natural philosophy.

3786. *The Chairman.*] Do you find that all classes of the community avail themselves of the school?—Yes; I think all classes are represented.

Professor BICKERTON, F.C.S., was sworn and examined.

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3787. What is your connection with Canterbury College?—I am Professor of Chemistry and Physics.

3788. Perhaps you would favour the Commission by telling us your previous experience in these matters?—I was a teacher for some years under the Science and Art Department in England, and the Secretary to this Commission told me he had seen my work referred to as having been singularly successful in England. My classes were almost the largest in England; once or twice, I believe, they rose to the highest percentage of success.

3789. *Professor Sale.*] In what part of England?—I taught classes in London, Birmingham, and Southampton; but in London chiefly. I was also senior Queen's scholar at the Royal School of Mines, London.

3790. *The Chairman.*] And how long have you been connected with Canterbury College?—Since 1874.

3791. Technical schools are included within the scope of our inquiry, and the Commission would like to know whether you have considered the question of the best means of supplying technical education in this colony?—I have considered the matter in times past a good deal, but not very much recently. My own opinion is that the establishment of a special technical school at the present time would perhaps be premature. I think that the best way in which the progress of technical education would be promoted would be by the introduction of science into schools, and by the establishment of a modified scheme on the plan of the Science and Art Department in England. I dare say you know pretty well the arrangement of the English Science and Art Department. Teachers qualify themselves by passing an examination, and then conduct their own classes under local committees; and they are paid by the results of the teaching, the examiners being generally the most eminent men in England. I do not think that it is at all fitting to establish schools for the special teaching of technical branches—branches of art and manufacture—yet; but by technical education I mean more particularly such a training in geometry, drawing, and elementary science as will enable the students to understand the principles of the science involved in their afterwork, and I think that such an education might very successfully be given by means of these evening classes. If we had evening classes of such a kind I do not think there would be a necessity to have anything like the same wide curriculum that they have in the English Science and Art Department; I think the number of subjects might be reduced to a considerable extent. I feel perfectly convinced that the population of the colony is sufficient at the present time to permit of the success of such a scheme, and I am very certain that it would be of great use in the colony.

3792. *Rev. W. J. Habens.*] By what authority do you think that such a modified science and art department as you have indicated should be conducted?—I think it should be conducted by the General Government.

3793. Would you bring it into any relation with the University?—I think not. I think it should be purely technical, whereas the University is an institution for general training; therefore the Senate of the University, it appears to me, would hardly be a suitable body to have the control, not having been selected with that view.

3794. What is your view of the relation of a higher technical training to a liberal education?—I should say that a fair general education would be all that would be necessary, even for the higher technical training required for a foreman of works or of manufactures. I speak from experience here, for I have known a great many in England who have only had a fair general education, and who have done exceedingly well in some of the higher branches of technical work.

3795. *Professor Cook.*] When you speak of a modified science and art department, I presume you suppose that lectures or teaching should be given in each of the large centres of population?—No; I mean that that feature of the Science and Art Department should be retained intact which permits classes to be held in any place where a qualified teacher likes to commence them.

3796. On his own account?—Yes.

3797. And paid by results?—Yes.

3798. Take Christchurch as an example: do you think there is scope here for such a thing?—Decidedly.

3799. Have popular lectures been a success here?—I think they have been. The last popular lecture, or course of lectures, was attended by about forty or fifty persons, nearly all of whom would have developed into students had we continued the classes. There was a strong student feeling among them all; they were constantly asking questions, and after the lecture they would generally stay for nearly an hour asking questions about the apparatus: in fact, it was more like a class than a popular lecture.

3800. Then you think that, if a properly qualified teacher, with sufficient apparatus, &c., were to start such classes, he might look for an attendance of forty or fifty?—No, not so many as that, I should think; but it has always been found with these science and art classes that the whole subject works well together—that if mechanical drawing be taught it will always attract a very large number of artisans to come and learn it, and, after they have been through mechanical drawing, they begin to be interested in other branches, and then other classes are formed, and the thing grows all round. That has been my experience. We generally found that mechanical drawing was the class which students first joined.

3801. *Professor Shand.*] How would you propose to provide the necessary apparatus?—I would let the teacher look out for himself partly, but give him assistance from the department.

3802. Partly at the expense of the Government, and partly at the expense of the teacher?—Yes; but the apparatus should be supplied in cheap sets, that would suit the different branches of science. The Government should have the sets and supply them to the teachers at a cheap rate.

3803. And how would the class-rooms be provided?—The use of the public schools would be obtained, and various rooms that might be available for the purpose. That is how it is done in England.

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3804. *Professor Cook.*] Is it the practice partly to supply the apparatus in England?—Yes.

3805. Even although the teachers are entirely independent?—The apparatus in England is not supplied to the teacher; it is supplied to the local committee; but generally speaking the teacher has to pay for it, and it remains virtually his property. I think it would be better to let the teacher buy the apparatus at a reduced rate, if he has passed his examination, and is known to be doing good work.

3806. *Rev. W. J. Habens.*] What service do you think a college such as this should render to the cause of elementary technical instruction?—My opinion is that a college such as this should give a course of popular evening lectures. By "popular" I mean simply that they should be as far as possible free from such technical expressions as would demand a previous knowledge on the part of the students; but I do not mean that they should be other than absolutely scientific—that is to say, that they should be purely teaching lectures just as much as those given to the University classes.

3807. If this College supplied such popular lectures, would it thereby furnish the kind of instruction which you have been speaking of as properly to be supplied by a science and art department?—No, it would not; it would only be an adjunct, just in the same way as my students in London frequently attended the courses of lectures given by Professor Tyndall, Professor Huxley, and others, at the Royal School of Mines. The one is a popular lecture more fully illustrated by experiments than the class teaching would be, and, of course, untutorial—much less tutorial, at all events, than the class would be. They would merely supplement one another.

3808. *Professor Cook.*] And you think that, in addition to these popular lectures, there is required something more nearly approaching to individual teaching?—Yes.

3809. *Rev. W. J. Habens.*] How would you propose to rear a race of teachers for the technical classes throughout the country?—My opinion is that as soon as the scheme was initiated intending teachers would begin to learn by attending lectures provided by Canterbury College and other like colleges. I am of opinion, however, that it would be extremely desirable to supplement this by establishing special classes intended for these teachers.

3810. *Professor Shand.*] You said you regarded the establishment of technical schools as premature: do you think it is premature to establish a School of Agriculture?—I do not think I have considered that question. The fact is, I have never been in the slightest degree consulted. Although I was brought out here as Professor of Chemistry, specially in its agricultural features, and did a good deal of lecturing on agricultural chemistry, I have never been consulted in the slightest degree about the Agricultural College, and the matter has consequently not received my attention, and I have not thought much about it.

3811. And, with regard to a school of mines, do you think it would be advisable to establish one in New Zealand?—I decidedly think that a school of mines might advisedly be established in New Zealand.

3812. What is your opinion about the propriety of establishing an engineering school in New Zealand?—I think that if an engineering school were established as an isolated school, similar to what has been done in the case of the Agricultural School, its effect would be injurious, as I believe all such isolated special schools must be; but I believe it might advisedly be established in connection with a college having a large part of the staff that would be necessary for such an institution.

3813. *The Chairman.*] You have been Chairman of the Professorial Council of Canterbury College: has that body worked satisfactorily in regard to the functions imposed upon it, and in relation to the governing body of the College?—It appears, as far as I know, to have worked quite satisfactorily as far as its functions are concerned. I do not think any member of the Council has felt perfect satisfaction with its constitution. We have felt that there is a want of vital connection, as it were, with the Board of Governors, who really have, of course, to do the whole of the work, the functions of the Professorial Council being merely suggestive. A great many subjects are discussed very fully by the Professorial Council which go before the Board of Governors, and, there being no one on the Board who was present at the Professorial Council, the whole of the arguments that tended to produce any definite resolution are lost in the final consideration of the subject.

3814. What are the means of communication between the Professorial Council and the governing body?—The means of communication, as arranged according to the constitution of the Professorial Council, are through the Chairman of the Council.

3815. Is the communication by letter?—Yes.

3816. And would a member or members of the Professorial Council appear before the governors to expound the views of that body?—There is nothing of that sort. The professors are sometimes sent for by the College Committee of the Board of Governors; but, during the year I was Chairman of the Professorial Council—that is, last year—I have no remembrance of being sent for by the Committee, and I am not aware that any of the professors have been sent for officially to appear before the Board.

3817. *Professor Shand.*] Has the Professorial Council any legal constitution?—I believe not; it simply exists at the pleasure of the Board, and was once abolished for a time.

3818. Does this fact tend to weaken the influence of the Professorial Council? I mean, would its influence be stronger if it were a legally constituted body?—I should think so—very much stronger if it had a regular status.

3819. And would that be desirable in the interests of the College?—I should think it would be desirable. I should think anything would be desirable, and to the interests of the College, that gave the voice of the professors more influence than it has at present.

3820. *The Chairman.*] Have any of the recommendations of the Professorial Council ever been rejected by the Board of Governors without the latter conferring with the Council?—Yes; as an illustration—a recommendation with respect to the mode of the annual College examinations which was made by the professors; but I am not aware whether they made it as members of the Professorial Council or otherwise. The recommendation was altered without consulting us, and after having stood for two years it was altered back again to our original proposal.

3821. *Professor Shand.*] Has the Board of Governors been in the habit of taking important steps

without consulting the Professorial Council?—Yes. Although the professors were asked by the Superintendent if they were prepared to assist in the organization of the Girls' High School, we were never consulted about the staff or otherwise by the Board of Governors. I am not aware either that the professors were consulted in the establishment of the Agricultural School. In the matter of the library also, I am not aware that they have ever been consulted, nor, as far as I know, with respect to the Boys' High School.

3822. *Professor Brown.*] In the building of the College originally, was the Professorial Council consulted?—The professors were put on the Building Committee, and met once or twice. The Committee came to the decision that the building should be erected on the east end of the block, and that the laboratory should be at the back of the building, forming the back of the future quadrangle. The whole of this arrangement was subsequently altered without the professors being consulted; and in my own case it was only by accident that I discovered that my building would have been left-handed, with all the entrances at the south that ought to have been at the north.

3823. *Professor Sale.*] I see that the main function of the Professorial Council is, "subject to the approval of the Board of Governors, to fix the course of study, and the days and hours for the lectures and examinations." Have the recommendations of the Professorial Council in these matters been invariably accepted by the Board of Governors?—On the whole they have been accepted.

3824. Have they also been promptly attended to?—One of the chief grievances which the professors have experienced has been the waste of time in intercommunication with the Board of Governors. On one occasion, I remember, a prospectus was prepared by us six weeks before the commencement of the sessions, which was not published until six weeks after the session had commenced.

3825. This prospectus, I suppose, contained the arrangement of the work of the term?—Yes, the advertisement, as it were, of the work of the then proceeding term. There have been a great many cases where this delay has caused unpleasantness.

3826. *Rev. W. J. Habens.*] Have you formed any opinion as to the best means of giving to the professors what you would consider their fair share of influence in the conduct of the affairs of the College?—No, I have not formed any idea. I have, however, felt that if the professors were on the Board, and sat there with the privilege of speaking, the business of the Board would be much facilitated.

3827. Speaking without voting?—Yes.

3828. Do you think it would be a good plan to allow the professors to be on the governing body, but not to vote on financial questions?—Yes; I think that would be a very good arrangement. I would not say, perhaps, all financial questions; but, certainly, it would be better not to vote on personal financial questions.

3829. Have the Professorial Council ever suggested any means of overcoming this difficulty of intercommunication?—Yes; they suggested that certain members of the Board should be members of the Professorial Council, so that they could be present, and hear all discussions, and repeat the arguments to the Board of Governors.

3830. *Professor Sale.*] Can you suggest any alteration in the constitution of the Board of Governors which would enable it to work more smoothly with the Professorial Council?—One thing that manifests itself, I think, to every one is that the system of self-election must be exceedingly injurious. One must feel that in the event of there being a clique it could not possibly be destroyed. In the event of there being a large number of members on the Board opposed to the welfare of the College the evil would have to exist in perpetuity.

3831. *Rev. W. J. Habens.*] Are you aware that the mode of election to which you refer is only a temporary one?—I am aware that it is temporary, but the time for its alteration is distant, and the College will then, to a large extent, have crystallized, as it were.

3832. *Professor Brown.*] Is there anything in the constitution of the College which prevents professors being elected to the Board of Governors?—I believe not.

3833. Do you know any reason for the Board not electing professors as members of their body?—I cannot conceive of any. It has been the greatest matter of astonishment to me that professors have not been elected on the Board. I should never have come to the colony had I known that such would be the case, and that I should have no kind of voice in the management of the institution in which I was to teach.

3834. Have any members of the Board suggested any objection to the election of professors on the Board, or have you ever heard any objection on financial grounds or otherwise?—No; I have never heard it discussed.

3835. Are there any members on the Board who are engaged in the working of a department of the College?—Yes; Dr. Turnbull and Dr. Coward, who are members of the Board of Governors, are lecturers in the proposed Medical School.

3836. And do they propose to resign their seats on the Board before beginning their duties as lecturers?—I think not.

3837. This Medical School has an endowment and proposes to pay its lecturers?—Yes.

3838. *Rev. W. J. Habens.*] Do you consider that the Medical School is as strictly and as properly a department of the College as the different departments of professorial work are?—It is a part of the trust, and consequently I can conceive of no difference.

3839. *Professor Brown.*] Do you know of any institution for University education in Europe in which the professors have no voice in the management?—I know of none. I know that in a large number the professors are the sole managers. In the School of Mines, for instance, the management is entirely conducted by the professors, and I believe that is the case in several Universities.

3840. *The Chairman.*] As Professor of Chemistry at the College are you supplied with apparatus and appliances sufficient for your work?—We have a very fine set of scientific apparatus, which was chiefly provided by funds from the late Provincial Government. The only deficiency is in current expenses, and the purchasing of recent illustrations of scientific growth. Of the funds at our disposal

Prof. Bickerton. I think at least £150 a year ought to be appropriated for the whole of the special scientific expenses of the chemical, physical, and metallurgical laboratories, and for purchasing new illustrations of scientific growth.

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3841. *Rev. W. J. Habens.*] Do you know what amount the Provincial Government expended upon the apparatus for the laboratory?—I think that, for apparatus and fittings, the sum was a little less than £2,000.

3842. Can you say how much of that went for apparatus?—I cannot say definitely, but perhaps £1,500.

3843. *The Chairman.*] Are your classes as well attended as you would expect them to be in such a community as this?—They are as well attended as I should expect them to be, considering the fact that no elementary science is taught in the public schools. They are nothing like so well attended as they should be for the number of inhabitants.

3844. What means would you be disposed to adopt to create more interest in the study of physical and natural science?—I do not know of anything more likely to elicit an interest than the establishment of a science and art scheme, such as I was speaking about just now; and also the keeping firmly to the new regulations that have been adopted with respect to the introduction of science into the primary schools.

3845. *Professor Shand.*] If these regulations were carried out, would they not be sufficient without anything supplementary?—No, I think not. It would only be useful for the very young children at school, because the older children, who are still in the schools, will pass out without acquiring much scientific knowledge, and all those who have already left the schools will, of course, have none. In addition to that, these science and art classes introduce a very much wider scientific study than could possibly be enforced in an elementary school. Therefore the two things are really supplementary to one another.

3846. Have you any female students attending your classes?—Yes.

3847. How many?—Three, at present.

3848. *Professor Sale.*] Do you think that such scientific instruction as can be given in primary schools is likely to be of any real value to students afterwards coming up to a college for instruction?—I think it might be of very considerable real value. I think that the mere learning by rote from text-books is positively injurious, as I believe all "cram" learning to be; but if we can get the teachers, and especially the examiners, to ask such questions as will elicit intelligence, a habit of intelligent study, rather than cramming, will grow up in the schools, which will be of great value in future work for the University.

3849. Do you think it is possible, in the present circumstances of the colony, to get teachers in the primary schools who are able to give any instruction at all, except such as is given by merely using text-books?—Only in a few cases at present; but there would be no difficulty in teaching the teachers.

3850. Then do you think that the introduction of science into the schools is premature until such a class of teachers has been trained?—Not at all, if the examination questions are such that they can only be answered by intelligent teaching.

3851. What particular branches of scientific instruction do you think should be introduced into the primary schools?—I think that first a slight outline of chemistry and physics—chiefly physics, with a little chemistry, a small amount of physiology, and a slight idea of classification—should be introduced into the schools. I think that the idea of thoroughness, as it is sometimes called, with respect to science is a mistake. Thoroughness frequently means learning text-books by rote. I believe that all scientific ideas must be a matter of growth, and that science cannot be thoroughly acquired at once, but has to be gradually appreciated and picked up; and I believe that the earlier this is commenced the better it is for a clear appreciation of science.

3852. *Professor Cook.*] Have you had much acquaintance with the class of people who are engaged in teaching in primary schools in this colony?—I have had a considerable acquaintance with them.

3853. Have you ever examined them?—Yes, a few.

3854. Do you think they are of a class who are likely to give this intelligent teaching of which you speak?—There are some who would certainly do so—some four or five among the few I have examined would. I have only examined a small number.

3854a. Have you found the teachers who have attended your classes to be very intelligent?—As a rule I have not discovered very great intelligence among the primary-school teachers who have attended my classes. There are, however, some striking exceptions.

3855. Would you think it advisable that before scientific instruction were introduced into any primary school the teacher should be required to pass some examination which would prove his capacity for teaching the subject intelligently?—I think such an examination would be very desirable.

3856. And by whom should it be conducted?—I think by the College professors, they being the only specialists that I am aware of in the colony. I think, however, that a certificate of a teacher having already passed an intelligent examination should serve.

3857. *The Chairman.*] What classes, and how many, do you instruct in Canterbury College?—Elementary chemistry, advanced chemistry, honours chemistry, and practical laboratory work in chemistry. Then in physics, at the present time I have junior electricity, senior heat, senior electricity, and honours physics, and practical work in physics.

3858. Are these all separate classes?—They are all separate classes.

3859. *Professor Sale.*] At what age do you consider that a student in a primary school should commence scientific study?—I think that, in the form of object-lessons, scientific instruction might be commenced at about eleven years of age, or even earlier. I have had several students in England who really knew science fairly and intelligently at eleven years of age.

3860. *The Chairman.*] Do you think the University of New Zealand, as it now exists, has assumed the form best suited to the circumstances of the colony?—I am certainly of opinion that the establishment of a University as an examining body granting degrees was an entire mistake. Everything that

it could do would have been far better done by extending the scope of the London University to New Zealand. The degree would then have had an undoubted value. The examinations would have been of a definite standard, instead of exhibiting the extreme variation that has characterized the papers of the New Zealand University. The examiners would have been without a suspicion of bias, which is far from being the case at present. They would have been men who understood their subject, and the papers would have commanded respect, instead of raising a smile on the part of the students at the incapacity exhibited. So strongly have I felt the importance of this question that for years I have been of opinion that it would be to the interest of the Canterbury and Otago Colleges to sacrifice the pecuniary advantages of the New Zealand University, and directly affiliate ourselves to the London University. I am of opinion that what was wanted was a central teaching and examining body. The means at the disposal of the country, and the number of its inhabitants, combined with the respect the undoubted position of such an institution would command, all point to this conclusion. On the other hand, there can be no doubt that a number of colleges react most favourably on one another, as is evinced by the wonderful vitality of the small German Universities. But, for some years at least, Sydney, Adelaide, and Melbourne would serve this purpose. Ultimately, of course, several colleges would be required in forming one University. As the matter now stands, from conversations I have had with persons from all parts of New Zealand, I think that the best solution of the difficulty is the establishment of two colleges in the North Island—these two colleges and the two southern colleges to form the University. I think that all the papers should be set by at least two examiners to each paper, either professors from different colleges, or, in the event of one central college being the final form decided on, then one professor and an outsider. By taking the examiners in pairs, and by the whole of the examiners consulting together, an efficient machinery would be provided, possessing the very great merit that the student would know that his teacher's specialities would have a fair share of notice in the examination papers. I have found it absolutely impossible to interest students in original work, even in continuing researches already prolific in results, the students feeling that it is impossible that such work can have any value in the papers of an alien examiner. Thus the most important—the very highest—feature of University work (both as regards the student's education and the utility of the college) is ignored. I am of opinion that the present mode of granting degrees tells most unfavourably upon the study of science. The University grants a degree in which it is not necessary that the student should have the most elementary knowledge of science. To the New Zealand M.A. the world may be flat or a cube, or he may not even have the least idea of the significance of the words "matter" and "energy"; whilst on the other hand an unfortunate whose rote memory is poor, but who may have the reasoning powers of a Newton, could not take any kind of degree, as he must pass a high examination in Latin and mathematics (chiefly analytical or memory work) before he can graduate. With regard to the affiliation of the schools, the chief result has been that these institutions have attempted to do University work, have consequently neglected real school work, and have accordingly failed in both. That they have so failed in the school work is shown by the fact that formerly a large number of junior scholarships were awarded, whereas, for three years past, schoolboys have been so badly prepared, and so few have made even the minimum of marks, that not more than half the scholarships available have been awarded. That they have not succeeded in college work, the large number of junior scholars who have never gone further in their University work is a sufficient demonstration. But they have succeeded in one thing, which, as the University has made colleges and schools rivals, must be so far satisfactory to the schools. They have doubtless prevented many students joining the college. It is a fact that only one student from Christ's College has passed the matriculation examination of Canterbury College. This no doubt partly depends upon the fact that our matriculation is not held up as a goal to Christ's College boys, and partly that, both being called colleges, parents are quite unaware that there is any essential difference in the two institutions. It thus appears that the action of the University in affiliating these schools has been wholly mischievous.

3861. Knowing, as you no doubt do, what our functions are, and the scope of our Commission, is there any suggestion you would like to make bearing upon any of the objects of our inquiry?—I think that the age at which students enter the University as undergraduates might advisedly be raised to sixteen, and also that the work for the degree should be much more specialized than it is at present—in fact, that all compulsory work should be done with at the matriculation examination, for which the minimum age should be fixed at sixteen; it would then be, practically, seventeen or eighteen, as a rule, before the students would come to college. I am decidedly of opinion that anything like a mature student having to pass compulsory examinations, of rather a high class, in departments of learning for which he is not fitted, acts injuriously upon the training generally and upon the success of the colleges. That is the most important point on which I should like to express myself.

3862. *Professor Brown.*] Have you any suggestion to make about science degrees? Would not your purpose be better served by having a special science degree?—I think that should be the basis on which the degrees should be founded; but that the degrees should have a name corresponding with the work in which the student had passed.

3863. *Rev. W. J. Habens.*] Have you formed any opinion as to the age at which junior scholarships should be granted?—I think that no junior scholarships should be granted to students under sixteen.

3864. Would you be satisfied with sixteen as the minimum?—I think sixteen is a good minimum, but generally they would be over that age. But there are cases where sixteen would be sufficient, and where, in fact, the student would be wasting his time by staying any longer in the school.

3865. *Professor Brown.*] Do you think it is possible, in a college like Canterbury College, to do without evening lectures?—I think, if we were to do without evening lectures, it would be exceedingly foolish to do other than have one college for the whole of New Zealand. To have one college for the whole of New Zealand would appear to me to be sufficient to compensate for the evening classes; but, if there are to be several local colleges, it appears to me that the chief reason for their existence lies in the evening classes.

3866. That is, having students at the college who cannot give the whole of their time to the work?—Yes.

Prof. Bickerton:

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Prof. Bickerton.

3867. That is the chief reason of the existence of local colleges?—Yes.

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3868. As against a central University?—Yes; in my opinion the attendance of such students as are not wholly engaged in college work is almost the only reason, in the present circumstances of the colony, why there should be several colleges, as a really good system of scholarships would enable students of high-class intelligence but of slender means to attend the central college; whilst, without the evening classes, a poor student who had not a scholarship would not be able to attend day lectures, even were there several colleges.

Mr. J. V. Colborne-Veel.

Mr. J. V. COLBORNE-VEEL, M.A., was sworn and examined.

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3869. *The Chairman.*] You are Secretary to the Board of Education for the North Canterbury District?—I am.

3870. What University experience have you had?—I am a graduate of the Oxford University.

3871. Are you acquainted with the Constitution of the University of New Zealand?—I am generally acquainted with it, but have no official knowledge of any kind on the subject.

3872. But you are generally acquainted with its constitution and working?—Yes, I am generally acquainted with it.

3873. Do you think that on the whole the University has assumed the form which is most suited to New Zealand?—I think that the principle of the University is that which is most suited to New Zealand.

3874. You mean, I suppose, the fact that it is an examining and not a teaching body?—Yes; and that the teaching is intrusted to colleges established in the principal parts of the colony, instead of an attempt being made to establish a University in one place, as at Oxford and Cambridge.

3875. Have you thought of any arrangement which would improve the constitution of the University?—I think that the fault, so far, has been that the idea, or what I understood to be the idea, on which the University was founded under the existing Act has not been rightly acted upon. I mean that, instead of endeavouring to establish colleges in the large towns, the University authorities took up with such educational means as existed at the time. That seems to me to be the great point in which the machine has, so far, almost, you may say, broken down.

3876. *Professor Sale.*] You allude to the affiliation of schools?—Exactly.

3877. You mean that the University has affiliated institutions that ought not to have been affiliated?—Institutions that cannot do University work.

3878. And would you propose to remedy this by disaffiliating those institutions?—I think that would be a most desirable step. That alone would not be sufficient, because I should, of course, wish to see some institutions established which would carry out what I consider to be the original intention.

3879. At the main centres, where these schools are at present?—Yes.

3880. Would you indicate the centres at which you think it desirable that colleges should be established?—At present probably four would be sufficient—Auckland, Wellington, Christchurch, and Dunedin. Of course, if required, the system might be enlarged as population increased.

3881. *The Chairman.*] Do you think it would be advantageous for these colleges to have a more intimate connection with the University than exists now in the case of the affiliated institutions?—Yes; I think the University should be a combination of the various colleges.

3882. *Rev. W. J. Habens.*] Have you any model in your mind in saying that?—No, I cannot say that I have.

3883. Have you considered the constitution of the Queen's University and the Queen's Colleges in Ireland?—That was, perhaps, in my mind; but I am not sufficiently acquainted with those institutions, and I cannot say that they should be taken as a model.

3884. *Professor Cook.*] In a general way you think that the University of New Zealand should resemble the Universities of Oxford and Cambridge, excepting that its colleges should not be collected at one centre?—Yes.

3885. *The Chairman.*] Do you approve of the present mode of appointing the members of the Senate of the University of New Zealand?—Not at all.

3886. How do you think the appointments should be made?—I have never considered or thought out any scheme for the constitution of the University, and am scarcely prepared, off-hand, to answer in detail. I think the governing body of the University might be constituted from the governors and professorial staffs of such colleges as I desire to see established.

3887. You have a general acquaintance, I think, with the standard of attainments required for the B.A. degree of the University?—Yes.

3888. Do you think that standard is a suitable one for New Zealand?—Yes; I should say it was.

3889. Do you approve of the practice of appointing examiners from without the colony?—No; it does not seem to have turned out well, and, for my own part, I do not see why the professors of the Australian Universities should be in any way superior to those in this colony.

3890. *Professor Cook.*] Supposing four colleges were established, such as indicated just now, do you think that a Board composed of the professors of those colleges would be a suitable Examining Board for the University?—I do not see why it should not.

3891. *The Chairman.*] Would there not be some difficulty in having a professor examining his own pupils along with students from other institutions?—Of course that is the difficulty in the case. I do not think it is a genuine difficulty. It is a difficulty which has to be encountered in every University.

3892. *Professor Sale.*] But is not that difficulty reduced to a minimum in large Universities like Oxford and Cambridge, where the examiners can be chosen from such a large number of teachers?—Yes, no doubt; what difficulty there is is more obvious in a smaller University, like that of New Zealand.

3893. Is it not the case that teachers who take private pupils, and who are appointed examiners in Oxford and Cambridge, are in the habit of ceasing the work of teaching before undertaking to

examine?—Private coaches in Oxford are not official teachers. I do not know whether there is any regulation on the subject, because such private tuition is not recognized. I imagine it would be rather a question for a man's own personal feeling of honour.

3894. A matter of etiquette?—Probably so. I do not know if there is any regulation.

3895. Does not a professor in an affiliated institution in New Zealand really combine in his person the offices of lecturer and private teacher, such as they exist in Oxford and Cambridge?—He may do so, but he does not *quâ* professor.

3896. Is it not unavoidable that in this country a professor should be brought into more intimate relations with his pupils than is likely to be the case with a lecturer in Oxford or Cambridge?—He possibly may be; I do not think necessarily so. I think that in Oxford or Cambridge the teacher, in many cases, is in as intimate relations with the men of his college, or some of them, as any professor is likely to be in New Zealand with his pupils.

3897. *Professor Cook.*] Are you aware whether there is any regulation which renders it incumbent on a lecturer at Oxford or Cambridge to retire from teaching for the time being in the event of his being appointed an examiner?—I am not aware of any regulation.

3898. You said just now that no doubt the evil to which Professor Sale alluded, of a man having to examine his own pupils along with others, was reduced to a minimum at Oxford and Cambridge. Is not the reduction of the evil effected by having several examiners on the same subject?—No doubt.

3899. It is not merely from the fact that there are a large number of students examined, but principally from the fact that there are several examiners?—Yes.

3900. *Professor Sale.*] You say "principally"?—Yes.

3901. *Professor Cook.*] Then, in the event of four colleges being established here, so that we might expect each subject to be represented by four different men, do you think this evil would be reduced to a minimum in New Zealand?—I think it probably would. I do not really think the evil exists myself. It is not so much the fact that any unfairness would occur in the examination as the possibility that unfairness might be suspected: that is the evil.

3902. With several examiners you would nearly get rid of that?—I think you would.

3903. *Professor Sale.*] Apart from any possibility of unfairness in an examination, do you not think that a scrupulous and conscientious teacher would feel uncomfortable in having to examine his own pupils in connection with others—that he would not feel perfectly free in the conduct of the examination?—I think it is conceivable; I do not think I should feel so myself. I do not see any necessity for such a feeling.

3904. Do you not think it possible that an over-scrupulous teacher might actually do an injustice to his own pupils?—If there were several examiners, that too would be corrected in the same way as any inclination to show partiality to his pupils.

3905. Do you not think that a teacher, in preparing an examination paper, might be tempted to avoid setting questions in which he knew his own pupils would be likely to do themselves credit?—There is a certain amount of difficulty arising from all these considerations, but I think the difficulty in each case is of precisely the same character, and may be obviated in the same way. The fact of each paper passing through the hands of several examiners will counteract any tendency, should such exist, on the part of any one examiner to show favour to particular students.

3906. *The Chairman.*] Have you seen the examination papers that have been set by the University examiners for scholarships and for degrees?—I have not seen the last; I have seen some of the earlier ones.

3907. Do you consider those papers well suited for the purpose? I mean with regard to the quality of the papers—were they such papers as were well suited for University examinations?—That may be considered in some sense a matter of opinion, and it may not be considered that I am competent to pass an opinion with respect to University examinations. I have certainly seen papers which did not appear to me to be at all satisfactory.

3908. *Professor Sale.*] Are you referring to the degree examinations, or to the examinations for scholarships?—I can hardly say definitely, without having some of the papers before me. What was in my mind were some of the papers that came from Melbourne.

3909. *Professor Brown.*] What was the special objection which you had to those papers?—They gave me the impression of being rather book questions than questions set from the examiners' knowledge of the subject.

3910. Calculated to develop one faculty more than another?—A paper of that character tends to develop memory instead of intelligence.

3911. *Professor Sale.*] Do you see any serious objection to the examination of the University of New Zealand being conducted by examiners in England through the post office?—If I went outside of the colony at all I should go to England; I am quite clear upon that point. But I certainly should not regard the plan as anything more than a temporary arrangement—a device to get over a temporary difficulty. The complete separation of the examining from the rest of the work is most unsatisfactory to my mind.

3912. If the examination work were conducted entirely by professors in New Zealand, would there not be some danger of the studies of the University losing all chance of improvement, according to the new methods which might be introduced in England?—There might be such a danger as that, to some extent.

3913. Would you be in favour of using the funds of the University in bringing out each year one or two examiners to conduct, or assist in conducting, examinations in the colony?—I do not know whether any inquiry has been made into the practicability of that; if it could be managed, I should think it would be infinitely preferable to the plan of conducting examinations through the post office.

3914. *Professor Cook.*] Would not the danger of falling into a rut be much reduced if there were several colleges of the University, so that there would be several examiners in each subject?—Yes.

3915. *Professor Brown.*] And would there not be as great a likelihood of a constant supply of new blood in the professoriat and examiners as in a Home college of the same sort?—Well, not entirely so:

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the Home college would naturally, by its position, be so very much under the influence of all the new thought of the day.

3916. I allude to the supply of new examiners. If there were four colleges would there not be as constant a stream of new blood as there would be in four colleges of the same sort at Home?—Yes, if you mean, by new blood, change in the *personnel*.

3917. *Professor Sale.*] At what minimum age do you think students should be admitted to matriculation?—I think the present age of fifteen is too young, and should be more inclined to fix the minimum at seventeen.

3918. Do you think that the present requirements for the pass B.A. degree are more than should be expected from an ordinary student coming up for his degree at the age, say, of nineteen or twenty?—Yes.

3919. When you stated your opinion that the present standard was a suitable one, you did not contemplate candidates coming up for examination at so early an age as nineteen or twenty?—No, certainly not.

3920. Do you think it is a wise arrangement that Latin and mathematics should be made compulsory subjects of examination for the B.A. degree?—I am not sure that I should be opposed to it. I think there must be some degree of fixity in University examinations, and that too great a range of subjects, and too great freedom of choice on the part of undergraduates, causes a risk of creating a degree of unsettlement and fluctuation which would be unsatisfactory.

3921. Can you suggest any subjects which would be more suitable as compulsory subjects than Latin and mathematics?—No, I think not. I think Latin a most suitable subject, and have a great opinion of its value.

3922. And you would say the same of mathematics?—Yes.

3923. Then really your opinion is in favour of the arrangement?—Yes.

3924. *The Chairman.*] I believe a scheme of scholarships has been established by the Board of Education: would you tell the Commission the general plan of the scheme?—There are ten scholarships given every year, tenable for two years.

3925. Are they open scholarships?—Entirely so.

3926. You mean that any pupil may become a candidate?—Any one within the prescribed age.

3927. What is the value of each scholarship?—£40 a year. The ages are eleven, twelve, thirteen, and fourteen, going upwards by steps of one year.

3928. How do you apportion the scholarships between the candidates of different ages?—The classes are distinguished by the letters *a, b, c, d*,—*a* including candidates under eleven, *b* those under twelve, and so on. Two scholarships are offered for competition in each class; the other two are kept in reserve, to be awarded, on the report of the examiners, to any candidates either in *a, b, or c* who distinguish themselves.

3929. I suppose the Board cannot afford, with the funds at present at their disposal, to institute more than twenty scholarships?—It is only by a fortunate accident that the Board is able to do anything like so much.

3930. Do you think it desirable that the funds of the Board should be increased, so as to enable it to establish more scholarships?—Very desirable.

3931. What conditions do you impose on the holders of scholarships?—They have to attend at some school approved of by the Board, and the quarterly payments are conditional on the production of certificates of good conduct and attention to study.

3932. What schools have been approved of by the Board? Did they in any case approve of a primary school?—Yes, in several cases.

3933. And what secondary schools have been approved of?—Christ's College Grammar School and the Girls' High School. They have had the majority of the scholars.

3934. I think it is a condition that any school at which these scholarships are held must be open to inspection. Has the Board seen that that condition has been complied with?—Yes.

3935. Have both Christ's College and the Girls' High School been inspected in accordance with that condition?—The Girls' High School has been inspected, I know. I am not certain about the facts in regard to the Christ's College Grammar School, but I believe the Inspector-General visited the school, and there was some difficulty in the matter, which is in process of arrangement. I must refer you, however, to the Inspector-General for positive information on the subject.

3936. *Rev. W. J. Habens.*] When you said you thought it would be very desirable to place larger funds at the disposal of the Board of Education for scholarships, in what direction did you propose that the scheme of scholarships should be extended?—by increasing the number of scholarships, or by increasing the value of each, or of any?—I should not increase the value; I think they are valuable enough.

3937. Then the answer would be, by increasing the number?—Yes.

3938. Do you think it would be at all advisable to grant any scholarships of less amount than £40—to increase the number of scholarships by dividing the amounts?—No; I would rather maintain the value.

3939. I believe you have had large experience of scholarship examinations?—Yes; I think that, with one exception, I have taken part in every examination since they were instituted.

3940. And what opinion have you formed of the educational value of the scheme of scholarships?—I think it is of very considerable value. There has been a rise in the standard of attainments, and a satisfactory increase in the number of competitors, and in the number of schools which send up competitors.

3941. What effect do you think the scholarship scheme has had upon the schools from which the scholars come?—I think the effect has been good. There has been a tendency, in some instances, to pick out promising children and train them up for scholarships, giving them a good deal of extra work at an early age. Of course there are elements of evil about that, but, nevertheless, I think that, on the whole, the effect of the scholarships on the schools has been good. I think they have assisted to raise the tone of the schools.

3942. *Professor Brown.*] Do you think that this scholarship system has had a good effect on the secondary schools, such as Christ's College Grammar School?—I was thinking entirely of primary schools when I spoke just now. I really do not know how the scheme may have affected Christ's College Grammar School.

3943. Do you know if those who have taken provincial scholarships have gone on to University work afterwards?—Oh, yes.

3944. And taken junior scholarships in the University?—Yes; in many instances. I think most of the scholarship-holders have done well afterwards.

3945. *The Chairman.*] Do you think it would be desirable to have a general system of inspection applied to all the secondary schools throughout the colony?—Certainly.

3946. Under what authority would you have that inspection carried out?—Under the authority of the University.

3947. Not of the Government?—No.

3948. You would, I suppose, propose that the Senate of the University should appoint examiners and inspectors for the colony?—Yes.

3950. And how would you propose that the expense should be defrayed?—Of course I am supposing, to begin with, a University constituted in such a manner as has been mentioned before, and probably some legislation might be necessary before the alterations could be carried into effect. As to the question of expense, I think it would be well if it were understood that the supervision of secondary education was one of the functions of the University. The University should be endowed with sufficient funds to enable it to perform its functions.

3951. *Rev. W. J. Habens.*] Would you be disposed to attach any value to the inspection of secondary schools as distinct from the examination of them?—I am not quite sure whether you could inspect the secondary schools quite to the same extent as you could the primary schools; but certainly inspection and examination are requisite for a sufficient knowledge of what a school is doing.

3952. Perhaps you would define what you mean by inspection. Inspection as distinct from examination?—By examination, I am thinking of the process of ascertaining the results of the work upon the individual scholars, by means of questions, papers, and so forth; but, by inspection, it is rather the teachers who are being considered. The inspector looks to the system on which the school is carried on, the methods of the teachers, the style of working, and so forth.

3953. *Professor Sale.*] Would it be necessary in order to inspect, in the sense in which you use the term, that the inspector should be present while the teacher is going on with his work?—Yes.

3954. And do you think it is desirable that such an inspection should take place at intervals in all secondary schools?—I am not quite sure that such an inspection would be practicable in the case of secondary schools. I think the schools would object to it. If it were practicable, I should say it would be desirable.

3955. Would any difficulty arise in the unwillingness of teachers to submit to inspection?—Yes; that is where the difficulty would arise.

3956. Are you aware whether any secondary schools in England are liable to such inspection?—I do not know what has been done in England lately in that way.

3957. *Professor Cook.*] Do you think it would have to be feared that such a system of inspection would tend to destroy the individuality of the school, and reduce all schools to the same pattern?—There might be a tendency in that direction, but I do not think it would operate very largely.

3958. From your experience, do you think the inspection of primary schools has that effect?—I think that if the master is a capable man—in fact, is something of a born teacher—he will carry on his school well, and produce most satisfactory results, and the inspection will not bring him down to a dull uniformity.

3959. As a matter of fact, do you think any evil results of that kind have been produced in any primary schools in this province with which you are acquainted?—There is, as I said before, rather a tendency in that direction. It operates much more strongly in the case of primary schools than I think it would in the case of secondary schools.

3960. Then you think that inspection of secondary schools is less open to objection than inspection of primary schools, on the ground to which I am alluding?—I think it probably would be.

3961. *Professor Brown.*] Do you think it would be advisable for the Government to establish scholarships for teachers which might enable them to attend University institutions and get University education?—Yes; such scholarships would be extremely useful.

3962. Something like the junior scholarships, but specially set apart for teachers?—Yes.

3963. *Professor Cook.*] What would be a suitable value for these scholarships in the event of their being established?—I can hardly say, off-hand. They would have to be of some substantial value, because the holders would require to come and live at Christchurch for some time.

3964. About the value of the junior scholarships (£45)?—I should say not less than £50; perhaps even more than that.

3965. *Rev. W. J. Habens.*] Do you think it would be advisable to admit *ad eundem* graduates to the Convocation of the University, so that Convocation might, as soon as possible, come into active operation?—Yes; I think it would be.

3966. Do you think that the objections which have been urged against that are of such a kind that they ought to prevail?—I have no exact knowledge of what the objections are.

3967. Do you think, for example, that there is any danger of the undergraduates who have passed the examination here being swamped, and their influence being neutralized, by the presence of a large number of *ad eundem* graduates having the same privileges with them in the Convocation?—No; I should hardly think so. There would be a greater amount of enthusiasm probably among the New Zealand graduates, and they would work more together. But I think there would be among a number of the *ad eundem* graduates some knowledge of University affairs, and a strong sympathy with the junior graduates in their desire generally to help the thing along. I have not considered the matter very much.

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3968. *Professor Shand.*] Do you think there would be no danger of the administration of the University falling into the hands of a single class or profession—such as the clergy—many of whom no doubt would exercise their privilege if the *ad eundem* graduates were admitted to the Convocation?—I am scarcely prepared to answer that question; it involves a calculation of how many clergymen there are who are graduates, and who would go to Convocation. There might possibly be some risk, but I have not fully considered the point.

3969. *Rev. W. J. Habens.*] Do you not think, from your knowledge of the people of Canterbury, that there is a probability that the medical profession would, at all events, have as much influence as the clergy, and that there are many gentlemen in private stations, and engaged in pastoral and other pursuits, whose membership of the University would go a long way to neutralize any class tendency?—Yes, I am certainly of that opinion.

3970. *Professor Brown.*] Do you know of any objections to evening lectures in Canterbury College?—I know that objections have been taken.

3971. Do you think there is anything in those objections?—I do not think there is much in the objections.

3972. Do you think that the regular students—that is to say, those who have the time in their own hands—suffer by those evening lectures?—I do not see how they can suffer by them.

3973. Do you know any of the grounds of the objections which have been raised?—One of the members of the Board of Governors of Canterbury College has taken a prominent part in opposing the evening lectures, and one reason on which he bases his opposition is that it is objectionable that female students should have to come out at night without proper escort.

3974. Has anything ever occurred which would lead you to think that a real objection?—I do not consider there is any real objection on that ground.

3975. *Rev. W. E. Mulgan.*] Would the fact of the lectures being held in the evening not interfere with the attendance of persons living at a distance who might wish to take advantage of them?—Yes, of course it might. But I think all these things require not so much to be governed by some fixed regulation, as that the programme should be arranged according to what suits the students. If there are a large number of students who can attend an evening lecture, why not have an evening lecture to accommodate them? Why make them come in the morning if it is unsuitable for them? If, on the other hand, there are a number of students who live at a distance, and want to attend a particular lecture, then put that lecture down according as the trains will allow them to come in and attend it. Objections of that kind are mere paper objections, and can be got over very easily.

TUESDAY, 15TH APRIL, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,

Rev. W. J. Habens (Secretary),

Rev. W. E. Mulgan,
Professor Shand,
Professor Sale.

Mr. J. W. HAMILTON sworn and examined.

Mr. Hamilton.
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3976. *The Chairman.*] You are a member of the Board of Governors of Canterbury College?—Yes.

3977. How long have you occupied that position?—Since June, 1875. I was a member of the Collegiate Union which gave birth to the College, but I have not been a member of the Board from the foundation of the College. I did not follow on from one institution to the other, but was elected after an interval of about a year.

3978. In your opinion does Canterbury College give that satisfaction to the public generally which was expected when it was established?—I am not in a position to say anything about the opinion of the public as to the College.

3979. Has it given to you individually the satisfaction that you anticipated when the College was founded?—No, not altogether.

3980. Would you explain how it has fallen short of what was expected?—It has disappointed me personally in regard to the hours over which its work is extended—during the day and night.

3981. Do I understand that you disapprove of the time-table?—Yes; I think the time-table should be similar to those of other collegiate institutions, and not spread over the whole day and far into the night. It should be adapted to the attendance of women; and I consider night hours, or any hour after dusk, quite unsuitable for any woman in this country. There is no protection afforded by the police at this end of the town, and females walking out at night alone are liable to insult. Indecent exposure of the person has not been uncommon here of late, and there have been several convictions for that offence, which has in most cases been committed during or after the hours of twilight.

3982. Do you think the late hours are inconvenient for the boys attending the College?—I do not think the hours inconvenient, but I hold very strong opinions about the loss of health, and think that lads in this country cannot work at hours spread all over the day. I should have been very glad to send two of my sons to Canterbury College if I had considered the hours suitable in regard to health.*

3983. Have you, as a parent, made any report to the Board of Governors with regard to the inconvenience of the hours fixed for attending lectures?—I have done so as a member of the Board by resolutions offered at one of its meetings. I stated that it affected me personally with regard to my two sons, who were then able to leave the Grammar School.

* I estimate roughly the outlay I shall be put to by being unable to avail myself of Canterbury College for my two sons, thus:—Passages to and from England, each: Home, £52 10s; out, £52 10s.: total, £105. Both boys, £210. Outfit both ways, each: Home, £40; out, £40: total, £80. Both boys, £160. Three years in Europe, say, at £150 per annum each: For both, £300 per annum, £900. Total cost at lowest for two adults, £1,270.—J.W.H.

3984. What decision did the Board come to upon that representation?—There was a Committee appointed, and ultimately it was agreed, on their recommendation, to leave the matter over until this Commission had reported.

3985. *Professor Sale.*] You objected to the hours in the case of male students, chiefly on the ground of health?—Yes.

3986. And do you assume that if students were not attending lectures in the evening they would not be doing work equally heavy?—I do not think they ought to be. If they worked in the morning and also in the evening, I should expect that they would have proper recreation and healthy exercise in the middle of the day or afternoon. But if they are to have the whole day broken up so that it is impossible to get anything like a full amount of recreation and exercise, I should say the hours are not suitable with reference to the health of the students.

3987. I was referring chiefly to evening work—work between the hours of 7 and 10?—Personally, I have a very great dislike to night-work, and my objection is the result both of reading and of experience in my own family; and I think the young people in this country cannot stand the work that the English-born can.

3988. You think, then, that no work should be done between the hours of 7 and 10, either at home or in the lecture-room?—I would not have any work for the young people who would attend the College—that is to say, those under twenty—after 9 o'clock at night. I think that is the very latest hour at which they ought to excite the brain unnaturally before sleep.

3989. Does the present arrangement of the time-table shut out the students from proper hours of recreation?—It seems to me to do so; because students do not work here under the same circumstances as they do at Oxford or Cambridge. They have no common hall in which to dine; they live at their own homes, which may be very distant; and the time allotted for dining—between 12 and 3 o'clock—would be taken up in going and coming between their homes and the College, so that there would be no time left for recreation.

3990. At what hours then would you wish the classes to be held?—Considering the circumstances of this place, I think all lecture work should be over by 4 o'clock at the latest, so as to enable people from the country, if they wished to attend special lectures, to take advantage of the trains, and return to their homes.

3991. Are you aware whether there are many students who come from a considerable distance?—I think not.

3992. Do you think such an arrangement as you propose would encourage people to come from a distance?—I think it would, in course of time, for pupils come daily by rail from Amberley, thirty-four miles, to the Girls' High School. These institutions are of slow growth, and I am an advocate for encouraging special students and special lectures, and not simply to consider the wants of matriculated students alone.

3993. You are aware that some of the students attending lectures in Canterbury College are schoolmasters?—I am quite aware of that.

3994. Is it desirable, do you think, that provision should be made for enabling them to attend classes?—I think it is desirable; but not at the sacrifice of the real student who devotes his whole time to study. I would make his case the first consideration in arranging the time-table, and I would provide for people engaged in active daily pursuits separately, as a supplementary matter entirely.

3995. *Professor Brown.*] And you think the professors might work all day, and that the students might have all the forenoon and evening to themselves? Do you think the professors should have double work—work in the evening for the schoolmasters, and work during the day for the regular students?—I do not think the professors should be overworked, as I think they are now; I would have a staff large enough, if the funds would admit of it.

3996. Do you think that the student that has all the time on his own hands should be consulted first?—Yes: that is to say, I would first consider the young man who leaves school, and is going to get a college education. Those who engage in daily occupations, and have not completed their education, I would take last.

3997. Are there not arrangements for those students at the present time? Are there not sufficient lectures during the day to get them through their degree?—I cannot speak confidently upon that point. But I would take such a class as English literature: I think that is a lecture which, if one or two set the example, young women would probably be inclined to attend in large numbers; but I would not allow a daughter of mine to come here, in this unprotected town, from 7 to 8 o'clock at night, without an escort. If you are going to make the College an institution for educating females, as well as males—which, perhaps, some would call the "fad" of the day—you must have hours of daylight for young women; if you do not, you will have abuses and scandals springing up.

3998. Do you know of anything that has arisen during the last four years to cause such an impression?—No, I know of nothing which has arisen; but I am one of those who believe in observing the social laws which regulate the conduct of females, and their hours of going abroad.

3999. And you think there are not sufficient lectures during the day for females? Do they take advantage of the lectures during the day?—That I could not say, without reference to the books. In winter-time it is dusk about a quarter to five, and I do not think that is a proper time for young girls to be going about in this town unattended. If it is not proper now, it will be still less so when the place is very populous.

4000. Is there any difference between going to the theatre or to church at night, and going to lectures?—I have never known of any respectable young girl going to the theatre alone at night.

4001. Is it not the custom?—I would not encourage bad customs in my family, and I do not think they ought to be encouraged anywhere else. It may be a custom, but I think the end will be that you will have a class of female larrikins in this country, just as you have male larrikins, if you do not observe the old social laws with respect to females.

4002. I think it is the custom at Home, too, is it not, for females to go to church in the evenings, to theatres, and to balls?—I never knew young girls do so unattended. I make a great distinction

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between young women above twenty-three or twenty-four years of age, who have learnt how to conduct themselves in life, and inexperienced girls of seventeen.

4003. And are there none of twenty-three or twenty-four attending these lectures?—I think there are.

4004. *Professor Cook.*] Supposing the lectures did cease at 4 o'clock, how would you then provide for the recreation?—I only say I think no lectures should be carried on after 4 o'clock; I observe that in the Melbourne University the lectures cease at 1 o'clock.

4005. *Professor Sale.*] You are aware that there is extreme difficulty in arranging the time-table so as to make all the lectures accessible to students?—I am aware there is the greatest difficulty. I quite admit that the time-table has been greatly improved in the direction of my views, and I believe it is intended to improve it still more in the same direction.

4006. *Professor Brown.*] You stated that unmatriculated students should be encouraged. Do you think that cutting off all evening lectures would encourage many unmatriculated students to attend?—No; I should perhaps make express provision in their case; but, primarily, I would make the College an institution for the education of young men going into education as a business unembarrassed by the necessity of earning their daily bread. I cannot believe that these schoolmasters can do themselves justice by working in their schools all day and then exercising the brain on college work at night. I am sure they will break down, either in their health or in the proper discharge of their school duties; therefore I think it is a vicious thing to encourage them.

4007. *Professor Cook.*] You say that the time-table has been improved in the last two or three years in the direction which you wish. Would you be content to see that improvement go on as the College gathers strength, or would you suddenly stop all the lectures which are held after 4 o'clock?—I would put a sudden stop to no institution which has got into a set routine; there is always an evil in that; you must work changes gradually, even though you may have got into a vicious line at first.

4008. Do I understand that you think it would be best to work the change gradually?—Yes, gradually, but very much more rapidly than is being done. I would not allow vested interests in the College late hours to grow up, as in the case of certificated schoolmasters. I would fix a year at which all this would stop, and at which I would start a time-table for College students only. If I had only two students in the College I would begin that way. I believe the Melbourne University adopted that plan, and it has been said to me by a Melbourne graduate that the first two students cost them £60,000: now they have got a fine University.

4009. *Professor Brown.*] Do you know that there were only forty-eight matriculated students in the Arts classes of the Melbourne University last year, and thirty-eight the year before? By the Arts classes I mean those corresponding with the work done in Canterbury College.—I think that is as large a number of matriculated students as you might expect a colony of the size of Victoria to supply to a University, allowing for those who are wealthy enough to send their sons Home.

4010. If you were to devote the College solely to students who had all the time in their own hands, why should there be local colleges in New Zealand? Would you object to a central University?—Yes, because there is not wealth enough in the country among individuals to enable a sufficient number to take advantage of a central University, owing to the expense it would involve.

4011. *Professor Cook.*] Do you think it would be as expensive to send students from here to the North Island to attend a central University as it would be to send them Home?—No; but then you have infinitely greater advantages at Home than you would have in the colony.

4012. You think that if there were a central University at some distance the question of expense would become so important that parents would rather pay the additional money and send their sons Home?—I think so decidedly; but you would prevent the poor people of different localities from taking advantage of special lectures, and that would, to my mind, be a very serious evil.

4013. *Professor Brown.*] But I thought you said you would devote the College to even two students who had all the time in their own hands?—I would make that my primary object; and I would supplement it, as was done, for instance, by the London University, by evening classes, if necessary, and if they would attract artisans and people of small means.

4014. And how would you propose to provide these evening classes?—It is a pure question of money. You can do anything with money.

4015. Seeing that we have not the money, do you not think that every class of the community has a certain claim to the advantages of the lectures of the College?—Yes, provided they have had a reasonable amount of education, and do not look to the College to teach them the rudiments.

4016. *Professor Sale.*] You referred to the possibility of schoolmasters who have been at work in their schools all day injuring their health by attending classes at night: have you known any instances of that kind?—I have no positive knowledge; but I am under the impression that one student who was a schoolmaster suffered in health in consequence. I cannot believe that a schoolmaster, engaged at school-work all day, can attend lectures, and read hard for his degree, without doing both himself and his school injury.

4017. *The Chairman.*] Do you think that the present system of terms in the Canterbury College is satisfactory?—No. Of course I am speaking not from a professorial point of view, as to which I am ignorant, but from the point of view of a parent, and considering the circumstances of the country, and the peculiar climate here. There is no tutorial system at work here, and there is hardly likely to be a paying demand for it for a long time to come. I think, therefore, that the students require the assistance of lectures spread over a greater portion of the year; that, having no tutors, they must look to the lectures for constant help in their reading. I do not see what there is in this country for students to do in the long vacations of many months. I think it is bad for young men to be idling about, as I should imagine they would be, with no satisfactory sources of amusement, nothing to take them into country life, and no possibility of going on long excursions, as men do from Oxford and Cambridge, to places where the expense is comparatively light. I should like to mention that I have just received a letter from my son, who, after leaving Christ's College Grammar School, matriculated at the University of Berlin, and I have taken a note of what he told me about the session and length

of vacation there. He says that the academical year is divided into two. It is supposed to begin on the 15th October, and terminates at the end of August. But lectures do not generally begin before the 1st November. They work on until Easter, when they have three or four weeks' vacation. They begin again on the 26th April, and go on to the end of August. The schools in Germany discontinue work at the end of June, and the Universities at the end of August. I do not say that the Universities work hard all this time, for I have no time-table from which to judge; but my son tells me that no day lecture begins at his University before 10 in the morning, or lasts after 2 in the afternoon, and that there are lectures in the evening from 5 until 8. Besides these, there are sixpenny lectures from 6 to 7 and 7 to 8, which I suppose are intended to provide for the working classes, artisans, and people of small means.

4018. *Professor Sale.*] Do you know at what age students usually enter the University?—I do not know, but, when I was at Brussels, the age for entrance to the University there was about sixteen. But then the teaching abroad was such that I undertake to say they would work up a course of classics in five years, where the English mode of teaching would require seven. It is no wonder, therefore, that lads there should go to the University earlier than lads do from English schools. That is done, however, at the cost of getting up at half-past 5 in the morning, and working until 9 o'clock at night, with only three hours for meals and recreation, and only one half-holiday a week. Of course I consider that a great deal too much work, and more than our boys out here could do; they have not the constitution, and there is not the hardening winter here, to enable the boys to work as they do at Home.

4019. *The Chairman.*] What system of terms would you suggest for the academical year in Canterbury College, instead of the existing system?—This climate is a peculiar one—the summer months are very relaxing—and I would extend the present two terms over quite another month. I would begin earlier in the year, and end later; and I would have more frequent intervals of rest; instead of one vacation, I would have two.

4020. *Professor Cook.*] Are you satisfied with the amount of work in the year?—Yes; I think the amount of work is sufficient. The summer in Christchurch is not favourable for study. I defy any one to work hard in our wooden houses with the sun's heat beating down on his brain.

4021. *Professor Sale.*] Putting both periods together, what length of time would you like to see given to vacation?—I would work the student hard in midwinter. I would not give a midwinter vacation, because it is useless: winter is a period of slush here, and you cannot turn it to account out of doors. Therefore I would work the student then, and throw the vacation on to what at Home you call Michaelmas and Easter quarters. I would do away with the midwinter vacation altogether, dividing it between spring and autumn vacations, which could be turned to account out of doors.

4022. What amount of vacation would you allow altogether?—I should like to reduce the summer vacation to about fourteen weeks.

4023. And the Easter vacation?—I have not gone into that exactly. I would prefer the academical year to be divided into three terms, instead of two.

4024. *Professor Brown.*] If you changed the midwinter vacation into a spring and an autumn vacation, would not that throw a portion of the work of the year into summer, which you say is an unfavourable time for study?—I would not throw it far into the summer. I would throw the work into the summer by beginning about two weeks earlier, and carrying it on about two weeks later, than at present.

4025. And you think the winter is the most appropriate time for work?—Yes, both on account of the cold weather, and of the wet.

4026. Do you think, then, it would be better to concentrate the work in the winter?—Well, I think the young people of this country require more intervals of rest; that they—I go upon my own observation, and, I think, the experience of others—cannot stand the work out here. There are young men who, when young boys at school here, worked incessantly and gained scholarships, and are now, at twenty-two or twenty-three years of age, good for very little in point of health. I attribute the cause a good deal to the character of our buildings: you cannot work in the wooden buildings here in the summer, they are so terribly hot. At Home you have an even temperature—you are warm all the winter, and cool in summer—and you can then stand a great deal of work.

4027. Supposing there was a reading-room in the College, which is a stone building, would that improve matters in any way?—I do not think so; young men must read at home a good deal; they do not live in College. That is the difficulty: if they lived in College the circumstances would be altered.

4028. Could they not do much better studying in the College library or reading-room?—They might, but I do not think that would suit. It would not be convenient for those residing at home in town, or boarding with their friends; it would not suit their meal hours. The impression, I think, here among those who are observant, is that young men do not fill out properly—that they have not the toughness of brain or body at twenty which young men in England have at eighteen, and therefore cannot stand the amount of continuous work; they are more like the Maoris—they must work in spurts.

4029. Would you raise the minimum age for entrance to the University?—I would certainly do so. From what I have seen in my own and other families there is another reason why I should think the age for entrance should be older in this country, and that is that you do not begin teaching so early, and boys have not the same chance of going to school early, as in England, putting aside the wealthy, who can send their children anywhere. Now, I began school at about eight, and I was in Latin before I was ten; but they do not begin Latin here at ten. I may say that my remarks and answers are directed to the whole question in the abstract. I admit that there are difficulties in the way of carrying out my views, and a very important one, in regard to the circumstances and climate of Canterbury, is the arrangement of the University examinations, and the fact of the results being made known here so late that students have begun a fresh year's course. Until there is an alteration in this respect I do not see how we can alter our terms: in fact, we must go with the University, whether our climate and the constitutions of our young people fit in with it or not.

4030. *The Chairman.*] Do you think that the present mode of appointing the governing body of

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Canterbury College is a satisfactory mode?—I have hardly considered that question. I think it is at present, as far as concerns Canterbury; because the elections are in the hands of men who have for years taken an active interest in promoting higher education. But it is quite possible that the Board might deteriorate very much after a time, as the result of new elections. On the other hand, I do not know that it would be at all a satisfactory arrangement to let the undergraduates appoint the governing body solely; I should doubt the wisdom of that in this country. If the undergraduates had such a power in England I think they would be guided in exercising it by the wisdom of their fathers; but here I do not expect that, in many cases, the fathers would be educated up to the point of the undergraduates by a very long way.

4031. I understand that there are two classes for whose education provision is made in Canterbury College—namely, the ordinary or regular University students and the students who are otherwise engaged during the day. Do you think the College neglects the regular students in order to give facilities for educating the students who are engaged during the day?—My impression is that the time-table is designed to suit both classes, and not primarily, as it ought to suit, the mere student class.

4032. But is an undue preference given to the evening classes as against the morning classes, which, I presume, ought to be arranged for the regular University students?—I would hardly like to assert that off-hand.

4033. Do you think the time is fairly appointed between the two classes?—No, I do not think it is. The time-table seems to me to work very much in favour of the class who are not purely students. I would like to be allowed to state that I do not speak from any practical experience; the professors must know a great deal better than I do about these matters; I speak more as an outsider and one taking a general view of things.

4034. *Rev. W. J. Habens.*] Do you think that the voice of the professors is sufficiently heard in the management of the College at present?—I think so; I think it is very fully heard.

WEDNESDAY, 16TH APRIL, 1879.

PRESENT:

Mr. G. M. O'RORKE, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Rev. W. J. Habens (Secretary),

Rev. W. E. Mulgan,
Professor Sale,
Professor Shand.

The Right. Rev. the Bishop of CHRISTCHURCH was sworn and examined.

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4035. *The Chairman.*] You are Warden of Christ's College?—I am Warden *ex officio*—as Bishop.

4036. How long have you held that office?—Since 1856.

4037. Was the College established before that date?—No. It was in existence in a certain sense—that is to say, the sub-warden had pupils under his charge—but that was quite in the early days, and the building used was not the present building. The sub-warden had two or three pupils, who were in the upper department, not in the Grammar School. He had also the charge of the Grammar School or lower department.

4038. Then, practically, the College was founded under your auspices?—No; the deed of foundation must have been dated before I became warden. I think the Provincial Ordinance establishing Christ's College was passed in 1855.

4039. Did the Provincial Council grant any endowments?—No; the endowments were entirely from the Canterbury Association. There was a certain quantity of land sold at £3 per acre, £1 per acre of which was to be set apart for ecclesiastical and educational purposes, and the land was conveyed to the Church Property Trustees on the condition that one-fifth of it should be given to the College for educational purposes. I can hardly tell you the amount that was handed over to the Church Property Trustees. It was handed over in land, and, as land was purchased, £1 per acre accrued to the Educational and Ecclesiastical Fund, and additions to the fund were made from time to time, fresh land being given.

4040. *Professor Shand.*] Was the site of the College buildings part of the donation from the Canterbury Association?—The College received a grant of ten acres of the Government Domain from the Provincial Council in February, 1857, as a site for buildings and grounds.

4041. *Professor Cook.*] Had the College commenced operations before 1857?—The sub-warden was receiving pupils at that time—three pupils who were supposed to belong to the upper department, and he was also in charge of the lower department.

4041A. According to the school-list which is published, some pupils seem to have been admitted as far back as 1852?—Those are not the three pupils to whom I have referred.

4042. *Professor Sale.*] But they must have been boys at the Grammar School?—No; they were under the sub-warden's care; they were not Grammar School boys.

4043. But I mean they were mere boys; they could not have been higher students?—Some of those under the sub-warden's charge were considered to be in the lower school, and some in the upper.

4044. *Professor Cook.*] When did the Grammar School commence operations?—When I came out here at the end of 1856 I found the Grammar School in existence. It was held then at St. Michael's Schoolroom, in what was then called the Parsonage.

4045. *Professor Shand.*] Was the College then in operation too?—The upper department was not in operation; those young men who had come out originally, and whom I have already referred to, had left.

4046. When did the upper department—the College proper—commence its operations?—At a

comparatively recent date, but I cannot tell you exactly when. There were always some young men receiving theological and classical instruction under the sub-warden; but we never had a building that we could set apart for the purpose until late years.

4047. *Professor Sale.*] Can you say whether it was since the establishment of the University of New Zealand?—Yes, it was since then. But there were always pupils, more or less, under the charge of the sub-warden, who was bound to give them instruction in divinity and also in classics; but they were at his own house.

4048. *Professor Shand.*] Were the students in this upper department principally theological students?—There were some scholarships set apart; but they were not intended exclusively for theological students. We are trying to follow out, as far as we can, the objects of Christ's College, Canterbury, as set forth in a document issued in connection with the Canterbury Settlement in 1850, from which the following are extracts:—

“It is proposed that this College shall consist of two departments—one for boys of all ages, from seven to seventeen; and one for young men above the age of seventeen.”

“II. *Collegiate or Upper Department.*—It is intended that—

“1. This department shall comprise four divisions: (1.) Theological; (2.) Classical; (3.) Mathematical, and of civil engineering; (4.) Agricultural.

“3. The theological division will be confined (with the exception of a few general lectures) to the candidates for holy orders, who will be expected to attain to the standard of theological knowledge required by the English Bishops before presenting themselves for examination for orders. They will also be expected to teach at least one hour in every day in the central primary schools of the city.

“3. The classical division will, as a rule, include all the students.

“4. In the civil engineering division it is hoped to give an elementary course of instruction in physics and industrial mechanics, especially such as are applicable to the wants and capabilities of a new country.

“5. In a country which derives its main wealth from agricultural produce, it will be obviously desirable to introduce an agricultural element in any scheme of higher public instruction.”

There were to be two departments—a public-school department and a college or upper department. These extracts are from the original records of the Canterbury Association; but the governing body found, in the early days of the settlement, that it was impossible to carry out the college or upper department then, so we threw our whole strength into the grammar school.

4049. *Professor Shand.*] How many of these divisions have you been able to take up as yet?—We have taken up the theological and classical.

4050. *The Chairman.*] Do I understand that the College was founded for the purpose of combining classical and theological training?—Yes.

4051. *Rev. W. J. Habens.*] But not necessarily in one and the same course?—Not necessarily.

4052. *Professor Sale.*] Is every student who is admitted into the College department required to attend lectures in theology?—Yes.

4053. *The Chairman.*] Is admission to the Grammar School or lower department confined to Church of England students?—No; practically it is not confined to those students. We have had Jews and Roman Catholics; but we do our best to bring all the students under the religious instruction of the Church of England. We have always had a voluntary conscience clause.

4054. *Professor Sale.*] Have there been a considerable number of boys in the Grammar School who have taken advantage of the conscience clause?—We have had Presbyterians—one Presbyterian boy carried off the divinity prize; and we have had Wesleyans; and I know we have had Roman Catholics, because I recollect giving directions that a boy of that denomination should not attend chapel, when I saw by his behaviour that it was not agreeable to him; but I could not tell you the number who have availed themselves of the conscience clause.

4055. *The Chairman.*] How are the members of the governing body appointed?—Vacancies are filled up by the governing body itself, which was originally constituted under a Provincial Ordinance, in which the names of the first governors were mentioned.

4056. What is the number?—The number originally, including the Bishop, was twelve. We may have, under our statutes, as many as twenty-five, but there are only twelve at present.

4057. How are the vacancies filled up?—By the governing body; the candidates are nominated and then put to the vote.

4058. For what period of time do the members hold office?—For life, unless they leave the country, or incur any of the disabilities mentioned in the statute, such as bankruptcy, &c.

4059. Are the masters of the Grammar School paid wholly by fixed salaries?—No; they receive a certain stipend, and three of the masters have houses, and receive a certain amount from pupils who board with them.

4060. Do they participate in the fees?—No; the fees are handed over to the treasurer.

4061. Do you consider that the remuneration of the masters is fairly adequate?—No, I do not think it is; but it is the utmost we can give.

4062. *Professor Cook.*] Does your remark apply to all the masters, or to any in particular?—To all.

4063. *Professor Shand.*] Must the masters be members of the Church of England?—Yes.

4064. *The Chairman.*] Is the keeping of the boarding-house supposed to be a source of income?—It is unquestionably a source of income.

4065. Are examinations held annually or half-yearly?—Examinations are held annually, and also at the end of each term, when they are conducted by the masters themselves. But there is a public examination held by the governing body at the end of the year.

4066. *Professor Sale.*] What persons have the governing body been in the habit of employing as examiners?—Sometimes we have appointed the examiners from our own body, but we are glad when we can obtain the assistance of any one outside. The Dean and Mr. Rolleston have examined in classics; Mr. Tancred has generally examined in ancient and modern history; and in mathematics Archdeacon Willock has generally examined, but he is incapacitated now.

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4067. Have the examiners usually been selected from the Fellows?—Yes; but we have always been anxious to go outside the governing body for examiners. It is not always easy, however, to find them. The Dean has generally examined in classics.

4068. Have the examiners' reports usually been of a satisfactory nature?—They have been for the last six or seven years. Sometimes there have been some rather severe censures passed.

4069. It has been stated by the examiners for the University of New Zealand that the state of classical learning in the schools in this colony is very low. Have you had anything in the reports from your examiners to confirm that?—No; not of late.

4070. Has Christ's College sent up annually a fair number of candidates for junior scholarships?—I think so; and, on the whole, I think it will be found that they gained a fair number of scholarships.

4071. They sent up candidates at each of the examinations of the last two years?—Yes.

4072. Are the examiners who are appointed by the governing body paid for their services?—No.

4073. *The Chairman.*] Have the professors of the Canterbury College ever been engaged as examiners?—No.

4074. Do you believe the parents are generally satisfied with the extent and quality of the instruction given at the school?—I think so, as a general rule. Of course every school requires to be kept up to the mark; but the young men we have sent Home to England have taken good places at the Universities.

4075. What is the income of the school, independent of fees?—I cannot tell you without reference to papers. The figures, I think, have all been furnished.

4076. Has the income been sufficient to maintain the school in an efficient state?—I should be very glad if we could increase our means, in order to pay our masters better, and also to provide more buildings: we have had a difficulty in that respect.

4077. *Professor Shand.*] How were the funds for erecting the buildings obtained?—Partly, I suppose, by subscriptions in the first place, but chiefly from our own resources. Under the original Ordinance we were permitted to borrow to a certain amount—£500; but that money was to be reinvested, and not sunk in building.

4078. *Professor Cook.*] When you said "from our own resources," did you mean from the general diocesan funds, or from special endowments?—From the general College funds.

4079. *The Chairman.*] Do you think the fees charged are reasonable, or is it desirable that they should be raised or lowered?—They were raised four or five years ago, and I think they are sufficiently high now.

4080. What are they?—They were raised from £12 to £15.

4081. And for boarders?—The charge for boarders has not been raised.

4082. What is the charge for boarding?—I think it is about £50. There was a grant of £1,000 made by the Provincial Council for building the large schoolroom, and, until shortly before the Provincial Council ceased to exist, there was a grant made of about £250 or £300 a year towards the expenses of the school.

4083. *Dr. Hector.*] Is there any debt on the building at the present time?—No; excepting that for which the governing body are responsible.

4084. Has the building been absolutely clear of debt? Is there any sum borrowed on interest?—There is an amount which we have borrowed from other funds, and for which we are personally responsible.

4085. And is the interest paid from the current revenue?—Yes.

4086. Do you happen to remember the amount of that debt?—No.

4087. *Professor Sale.*] To what purpose was the money obtained from the Provincial Treasury applied?—The £1,000 was applied to building the large stone building used as a school.

4088. For what purpose was the debt incurred?—For building and repairing masters' houses, and also for buildings belonging to the collegiate department of the school.

4089. From what source was the borrowed money obtained?—In part from the general fund and from the Scholarship Fund. There is a Scholarship Fund which is specially set apart for students in divinity, and, as no suitable candidates offered themselves, the money has been accumulating.

4090. *The Chairman.*] How many special scholarships have been founded in connection with the school?—We offer as many as we can. When a scholarship is founded we issue advertisements, and frequently there have been no applications for them. The Buller and Reay scholarships are two in number, and of the value of £70 a year each. There is the Somes Student Scholarship of £50 a year, and the Rowley Scholarship of £70 a year, and there is a Dudley Divinity Scholarship. These are all for the upper department. In the lower department there are now current two Somes Scholarships of £40 a year each, and four Sons of Clergy Scholarships of £15 a year each.

4091. *Professor Shand.*] Are these scholarships awarded by competition?—Yes; all of them.

4092. To what class of candidates are they open?—The candidates must pass in classics, mathematics, divinity, science, and history.

4093. But, I mean, are they open to all persons?—To all persons who are members of the Church of England.

4094. *The Chairman.*] Are they confined to students in the College?—They are open to every one—members of the Church of England; advertisements are issued in the papers in the other provinces.

4095. Are there any scholarships established by the Board of Governors?—There are none established by the governors; they are all private foundation scholarships.

4096. I think you said that some of the students of Christ's College obtained University scholarships. Do you think the University scholarships that are offered are sufficient in number and value to encourage University education?—Yes; I think so. I should prefer, myself, that the candidates should be older than is the case at present. I think if a boy gains a University scholarship he ought

to be at least seventeen years of age before he leaves school. With regard to the value of the scholarships, I should think that £45 was too little for a student of the University who had matriculated, and who would have to find his own board. We find at Christ's College, in the upper department, that £75 is as little as we can well allow for a student. The expense comes to more than £75 a year, and cannot be less than £80 or £85.

4097. I think Christ's College is affiliated to the University?—Yes.

4098. What object had it in view in becoming affiliated?—I think the chief reason was because the minimum age for scholarships was so low, and we felt it was important for boys of fourteen or fifteen years of age still to continue under school discipline and training, and that, if we did not affiliate, we might lose promising boys who would be taken from the school. Canterbury College was not in existence then. We wished, also, to have any advantages which might be derivable from the examinations by the University.

4099. *Professor Sale.*] Was Christ's College affiliated before the year 1874?—Yes; as part of Canterbury Collegiate Union, which was affiliated in 1872.

4100. *The Chairman.*] Do you think it is a desirable thing to combine secondary or grammar-school education with University education in the one institution? Do you think it can be worked out?—No; I do not think it can be satisfactorily worked out. There have been instances in England where boys at a very early age have got scholarships at Oxford, but they have been sent back from the University for another year, still holding their scholarships. That, however, has been quite exceptional. I do not think it is desirable; and that is one reason why I said I thought it was a great pity that the minimum age for University scholarships was so low.

4101. *Professor Shand.*] Would you approve of Christ's College Grammar School withdrawing from affiliation if the minimum age for junior scholarships were raised?—I should not much care about it; I should not be sorry to lose the affiliation.

4102. *The Chairman.*] Are there any undergraduates of the New Zealand University at present attending Christ's College?—Yes; in the College department, not in the Grammar School. Originally we had boys holding University scholarships who were in the sixth form of our school; but that is not the case now. There are three undergraduates at the present moment in the upper department and boarding with us, and who are students at Canterbury College.

4103. Are there any special teachers in the collegiate department of Christ's College for imparting University education?—The classical professor is the only one who supplies University instruction.

4104. *Professor Sale.*] You are acquainted with the conditions of affiliation prescribed in the regulations of the University at pages 48 and 49 of the Calendar?—Yes.

4105. Would the upper or College department be capable, at the present time, of satisfying those conditions?—No, certainly not.

4106. Then, if the Grammar School department were withdrawn from affiliation, it would necessarily follow that the College department would withdraw also?—I suppose it would. We have only been able to carry out these conditions by the boys being in the Grammar School.

4107. *The Chairman.*] Do you consider your College staff sufficient to train undergraduates for University examinations?—The time may come when, with increased resources, our staff may be sufficient, but at present the staff of the upper department only consists of two teachers, who would not be sufficient. The masters of the lower school are competent to supply the instruction, being University men; but they could not be withdrawn from grammar-school work, and would not have the time at their disposal.

4108. *Professor Sale.*] How then does the institution at the present time get over the difficulty of supplying the three undergraduates now in residence with the necessary instruction?—We receive them as boarders in the upper department, and the professor there gives what instruction he can, but it is more as a private "coach" than as a professor; and they attend the lectures at the Canterbury College.

4109. *The Chairman.*] Has Christ's College come into competition with any other local institution in respect to the attendance of students?—I do not think it has.

4110. Is the number of pupils in the Grammar School increasing or falling off?—Steadily increasing. I am not quite certain, but I think there are 200 on the books; and we have provided three boarding-houses at the College, besides which, Canon Cotterill has a boarding-house of his own, with about eighteen or nineteen boys. There are only five young men in the upper department.

4111. Does either the College or Grammar School make any provision for female students?—No.

4112. Did the institution in any way participate in the University money which was at one time distributed among the affiliated schools?—No; we have had no pecuniary assistance from the University.

4113. You are aware that some institutions received £300 a year for some time?—Yes, but we never did. While Christ's College was affiliated as part of the Collegiate Union, several of the masters of the College became lecturers in connection with the Union, and received payment out of the money granted by the University.

4114. Do you consider that, on the whole, affiliation has been a source of benefit?—I think it was in the early days, because there were no schools then in which boys of fourteen or fifteen years of age, who had gained University scholarships, could receive their instruction, except schools of this sort; there were none in Canterbury, I know, and affiliation was a benefit in those days.

4115. Is there any special instruction given to undergraduates as distinct from other pupils?—No, excepting by the classical professor; he is a sort of assistant or private tutor to those who are living in the upper department, but does not hold himself responsible for giving the students under his care full instruction in classics.

4116. Do they receive further instruction in classics at Canterbury College?—Yes.

4117. By whom is the matriculation examination conducted at Christ's College?—Generally speaking, the appointment is made by the governing body—sometimes the sub-warden, the headmaster of the Grammar School, or the classical master of the Grammar School.

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4118. Have examiners ever been appointed outside the teachers?—No, not for the matriculation examination.

4119. Do you think that the New Zealand University, as it now exists, has assumed the form best suited to the circumstances of the colony?—I think so. I should like to see a little enlargement of its functions. I should like to see either professors or lecturers attached to the University, who would fulfil the office of examiners of the different affiliated institutions, and who might also give lectures occasionally; who would be, according to my view—accustomed as I am to think of Oxford, where there are professors distinct from collegiate tutors—professors of the University. I think many of our professors out here are simply fulfilling the functions of collegiate tutors. The professors in Canterbury College, for instance, fulfil the functions more of collegiate tutors than of professors. But both in Oxford and Cambridge there are certain professors who give lectures to members of the different colleges. Now, I think that such professors should be attached to the University itself, and not to any particular local institution, and that they should extend their usefulness over the whole of New Zealand. I observe that in England instead of multiplying Universities they are making use of men of ability by sending them out to the large towns to endeavour to establish lectures, and foster the efforts of any college or school of sufficient power. The three Universities of Oxford, Cambridge, and London have combined together for that purpose; and they evidently intend to send out competent men as lecturers, and to keep up the lectures in any particular town until they are self-supporting. In one or two instances, and particularly in the case of a Cambridge man, Professor Stuart, these efforts have been very successful. The University of New Zealand, as at present constituted, is simply an examining body, but it has no examiners.

4120. *Professor Sale.*] You think it should have a staff of examiners who might be occasionally employed as lecturers?—Yes; who might inspect the schools, and go round and examine the different educational institutions. I think it is objectionable to have to go outside of New Zealand for examiners.

4121. Do you mean that they should deliver lectures in the different towns?—They might deliver occasional lectures, but not so as to interfere with the education going forward in any particular locality—general lectures, or, perhaps, what I should call professors' lectures. The lectures given now are nothing more than what we used to have in the tutor's room at the University—nothing more than a higher class lesson.

4122. Then I suppose you mean that the professors should give systematic courses of lectures in the places they visited?—They might if they were able to do so—on the particular subject at which they were most at home.

4123. But would you make that a subordinate part of their work?—Yes. We want a body of examiners and of inspectors, and a body who might supplement their other work by giving lectures.

4124. *Dr. Hector.*] Would you propose that those lectures of the professors should form part of the course for a degree examination?—I think they would be useful, if they were on subjects which formed part of the University curriculum—science, classics, or English literature. I think they would give a great stimulus to higher education in the different localities.

4125. *Professor Sale.*] Would you wish to see such examiners appointed for life, or for a short term of years only?—From my own experience, and considering that we should have to go outside of New Zealand to find them, I should say for a term of years.

4126. And at what salary do you think we should be able to obtain such men?—I cannot say; I have not calculated the expense. The travelling expenses would amount to a good deal, and of course they would have to be first-class men.

4127. How many such examiners would you wish to see undertaking the work?—That would depend partly on the resources of the University. I should like to have examiners in all the different studies of the students.

4128. Would you wish them to act alone as examiners, or in conjunction with the lecturers from the different affiliated institutions?—There would, at all events, at the present time be a certain amount of jealousy, and I would wish them to act alone for the present, and until our colleges are better established and better known. They have hardly yet gained that footing they ought to have, and will have, no doubt, eventually.

4129. *Dr. Hector.*] In the event of its being determined to have two examiners employed upon each subject, do you see any objection to one of the examiners being also a professor or lecturer engaged in actual teaching?—He should never examine the students of his own college, for there would be a difficulty; he should never examine them for a degree or for honours. Therefore you must have a larger number of examiners.

4130. Do you think that under no circumstances is it allowable that a professor should examine his own students for a degree?—I think not, if there is any competition between students of his own college and those of other colleges. That was always the rule at Oxford and Cambridge: if a Fellow of my own college were an examiner, he always went out, and never asked a single question; and I think that seems to be the fairer plan.

4131. *Professor Sale.*] You are alluding to *vivâ voce* examinations at Home?—Yes.

4132. *Dr. Hector.*] My question was more in regard to written examinations. If, in the preparation of a paper in one subject, two examiners were engaged, would there be any objection to one of those being employed in practical teaching in one of the colleges?—I should prefer, if possible—I do not know whether the University could bear the expense of it—that they should be quite apart; but, at the same time, by being connected with the University, they would have a very general idea that they were not asking questions beyond the ability of the students to answer, and they would know what was the course of teaching going forward in the different institutions. That is where I think the examiner in Melbourne or in England must be at fault—through the want of that knowledge; and you must make allowance for the gradual growth of our collegiate establishments.

4133. *Professor Sale.*] As a temporary measure, do you approve of obtaining examination papers from England, and sending the answers of the candidates?—I do not think it is satisfactory; the examiners cannot form any idea of what we are doing.

4134. Do you approve of it as a temporary measure?—I do, but I do not think it is exactly satisfactory.

4135. *Professor Shand.*] You mentioned that the English Universities had instituted a system of sending out lecturers to the large towns. Are these lecturers University professors?—Not necessarily. I think Professor Stuart is one, but they are not necessarily University professors. The three Universities have agreed together to send out lecturers.

4136. But is it not the case that by far the greater number of them are not University professors?—No; but they are University men, and Fellows, resident, I suppose, at the University, who have undertaken the duty partly on their own account, and in some cases with assistance from the University.

4137. And they do not lecture to University students when they visit these large towns?—No, they do not, but to students localized, or, in fact, any one who may offer to attend the lectures. I believe a certain fee is paid, but I doubt whether it covers the expense. Very often, however, in these large towns, such as Newcastle, Leeds, and others, persons are found ready with their voluntary contributions in support of the lectures.

4138. So that practically there would not be a strong analogy between the lecturers at Home and the University professors you would propose to appoint here?—I think not.

4139. *Professor Sale.*] Would it be hopeless to expect the New Zealand University, or the affiliated institutions, for many years to come, to follow the lead of the English Universities in the way you speak of?—I do not know what the resources of the University are, but it might begin by having two examiners. The first part of the professors' duties would be to examine the different collegiate institutions in the country, whether affiliated or not, and to examine for degrees and matriculation; and then they might perform the functions of inspectors of all the educational institutions, and give occasional lectures on those subjects in which they were most competent to give instruction. I think they would find full employment.

4140. *Rev. W. J. Habens.*] Do you think it would be a good thing to bring the colleges and the University into closer relations by giving the colleges some voice in the appointment of the members of the University Senate?—Yes, I think so.

4141. *The Chairman.*] Are you acquainted with the efforts now being made in England for giving a University education to young ladies?—No; I know very little about it.

Mr. J. N. TOSSWILL was sworn and examined.

4142. *The Chairman.*] You are, I believe, one of the governors of Canterbury College?—Yes.

4143. And, as such, the Commission understand that you can give us some information with regard to the Agricultural College which is about to be established. What steps have been taken up to the present time towards establishing the institution?—A farm of 400 acres has been purchased at Lincoln, and the Board has virtually completed the purchase of another hundred acres, making in all 500 acres. School-buildings are in course of erection, and stock is being purchased. Plans for the farm buildings are now before the Agricultural School Committee of the College. A director has been appointed, and it is estimated that the school will be in full working order about the end of the year.

4144. Do I understand you to say that the farm is not fully stocked as yet?—It is not fully stocked. The Director is purchasing suitable stock from time to time, as opportunity offers.

4145. *Rev. W. J. Habens.*] Is the Director living on the farm?—Yes.

4146. *The Chairman.*] When is it proposed to commence agricultural operations?—The Director is in charge of the farm, and he has already commenced operations: that is to say, he is sowing some of the land in grass, and bringing it into what he considers a better state of cultivation. The men who were farming it previously were ordinary farmers, and the Director is bringing it up to what he considers a proper condition for an experimental and model farm. But the experimental working will not commence probably for a few months.

4147. Has the Director any pupils under instruction?—He can take no pupils until the buildings are completed, which will not be until towards the end of the year.

4148. *Professor Shand.*] Is it intended to work the farm to any great extent as an experimental farm?—Certainly.

4149. And another portion of it as a model farm, I presume?—Yes. It is intended to work a portion of the farm as an experimental farm, publishing the results of the experiments, and making them a benefit to the whole colony, and, at the same time, to establish a school, which will also be open to the colony, for the training of young men to become advanced farmers.

4150. And, in order to carry out the training of the students, it will be necessary, I suppose, to work part of the farm as a model farm?—Certainly.

4151. To show them how operations ought to be performed?—Yes; that is fully contemplated. For the purposes of experimental farming, you do not require a very large area. You enclose small portions of the land—perhaps the eighth of an acre—and you try experiments, such as putting in grain in a particular method, and sowing different kinds of grain, and so on. These crops are reaped carefully and threshed out, and a record is kept. The rest of the land, some 400 acres and upwards, would be available as a model farm. I should imagine 50 acres would be ample for the experimental farm.

4152. *Professor Cook.*] Is the farm a suitable size for the purpose intended?—I think we might with advantage add another hundred or two hundred acres, for the reason that it is desirable to get every variety of soil.

4153. That has been borne in mind in purchasing this farm—that there should be a variety of soil?—Yes. But we want a little more light land. We aimed at procuring good land in the first instance, but it would be an advantage if we had another hundred or two hundred acres of lighter land.

4154. *Professor Shand.*] Do you expect to work the farm at a profit?—The model farm should pay its working expenses, but of course we could look for no profit from the experimental part.

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4155. But would you not expect a model farm to do more than pay its expenses?—I think it would fully pay its working expenses. I doubt, however, whether you would get very much more from it. You must remember that a model farm is worked, not, perhaps, in an expensive way, but at a greater expense than in the case of an ordinary farm.

4156. *Professor Sale.*] Is this greater expense owing to the sort of labour you employ upon it?—You would do many things on a model farm which, in the ordinary course of farming, as practised in the colony, you would leave undone. Your hedges would be trimmed with a little more nicety, and your farm operations would be carried on with greater finish, than would be the case in the ordinary course of farming.

4157. But would not that greater care pay in results?—I doubt whether it would show in the balance-sheet. I might explain that the question of profit or loss would depend very largely on whether it was intended to demonstrate to the pupils on the farm the results from different methods of farming, or whether it was simply intended to make the farm profitable.

4158. And, for the purpose of teaching, which of these two plans, do you think, ought to be followed?—I should prefer to see it made a profitable farm; but this is a matter which requires very careful consideration. It would be of great value to the students to show the results side by side of different systems or courses of farming, although at increased expenditure and consequent loss of profit. It might be well to show students what to avoid as well as what to follow. This could not be brought out satisfactorily by the experimental portion of the farm.

4159. *Professor Cook.*] For the purpose of demonstrating the results of a crop sown early, as compared with a crop sown somewhat later, or the effects of deep ploughing as compared with shallow, would it not be sufficient to use small patches of land, like those for experimental purposes of which you were speaking?—You could try it on a small piece of ground, but the result would be somewhat hazardous.

4160. Do you think it would be necessary to conduct these operations on a considerable scale, and in a good-sized field, in order to demonstrate the results fully?—I think it would be desirable.

4161. *The Chairman.*] Have you formed any estimate as to the cost of maintaining this farm?—It is difficult to arrive at any accurate estimate, because the plan of management is not fully matured yet, and it is a question what lectures are to be given at the farm, and what the course will be, upon which the amount of the expense would greatly depend. The Board desires to make the institution as truly national as possible—to make it a school to which lads from all parts of New Zealand may come, and receive the highest possible training in agriculture, scientific as well as practical.

4162. What is the present income of the Agricultural School?—I think it is about £5,000 a year.

4163. When the buildings are all put up do you think that sum will be required for the maintenance of the school?—Yes, I think it will. The experimental portion of the farm will cause considerable expense. The Director receives £600 per annum. A lecturer on veterinary surgery is about to be appointed. Many other lecturers will be required. The trust contributes £500 per annum towards the expenses of Professor Bickerton's department, and a proportion of the Registrar's salary and the general expenses of the College. It will enable us to establish scholarships. We have already established six scholarships open to the whole colony.

4164. Of what value?—They cover all charges for board, lodging, and instruction, equal to about £65 a year. Besides the six we have already instituted, I hope to see more scholarships established, and that would necessitate larger buildings and a larger staff, &c. Then, again, the question has already been mooted, whether we ought not to have a branch institution in another portion of the province, and on a different description of land, so as to show certain results.

4165. *Dr. Hector.*] Are the scholarships now open for competition?—A resolution proposed by myself passed the Board agreeing to create these scholarships, and the conditions under which they are to be open are now under consideration.

4166. *The Chairman.*] For how long are they to be tenable?—They are worth about £65 a year, and they are to be held for three years.

4167. *Rev. W. J. Habens.*] What kind of attainments do you propose to test in the examination for these scholarships?—Of course everything is not decided yet, but I imagine that boys of fifteen or sixteen would compete, and that they would be examined not so much in technical as in general knowledge. I do not suppose, for instance, that such a question as their capabilities in ploughing would come into account, or any technical knowledge of farm work: the endeavour would be more to obtain clever, promising boys.

4168. *Dr. Hector.*] Do you know whether the standard would be about equal to that of the University junior scholarship examination?—I cannot say: not nearly so, I should imagine.

4169. *Professor Sale.*] Then one of the principal items of expense would be the fund required for the maintenance of these scholarships?—The first expense would be in connection with the farm itself, and with the experimental department, and it might be considerable.

4170. But supposing the institution to be in full operation, and the farm paying, or a little more than paying, you say it is necessary that it should receive £5,000 a year: would that money be mainly devoted to the maintenance of scholarships?—A considerable portion of it would be so devoted.

4171. Is it more necessary, do you think, to institute scholarships for the purpose of drawing students to an agricultural school than it is for the purpose of drawing them to any other educational institution?—I certainly think so.

4172. Why?—I will not underrate the value of scholarships to any other educational institution; but the great want on the part of the farmers of New Zealand at the present time is instruction from men who are capable of giving instruction—who are not only scientific men, professors of chemistry and so on, but men with a scientific training and also with practical knowledge.

4173. Are the farmers of New Zealand, as a class, less able to provide their sons with instruction than any other class of the community?—The question is a somewhat difficult one, because, of course, there are many farmers who are well-to-do, and others who are exceedingly poor. Farmers labour under the difficulty of being at a distance from superior schools. As a rule, other classes of the com-

munity are at the centres, where education can be obtained at a comparatively cheap cost. The farmers, from their isolated position, labour under peculiar disadvantages. From that point of view, I think they are less able to provide their sons with instruction. *Mr. J. Tossell.*

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4174. *Dr. Hector.*] Would these scholarships be open only to the sons of farmers?—Open to everybody throughout the colony, without the slightest restriction.

4175. I observe in the syllabus of the course of instruction that it is divided into several groups, the second group being under chemistry. I should like to know whether it is intended to take pupils who have no knowledge of chemistry at all, and teach them that part of chemistry which is applicable to agriculture; or whether it is intended to teach chemistry as a whole subject?—These are matters that have yet to be considered; no conclusion has been arrived at regarding them.

4176. But, from your knowledge of the subject, do you think it would be necessary to teach chemistry as a complete course of study in connection with the Agricultural College?—I would teach chemistry as applied to agriculture at the farm. At the same time, I would not give it, or any other subject, such a place as to exclude practical farming: I would put the knowledge of practical farming in the first place.

4177. But could not a general knowledge of chemistry, a general knowledge of natural history, the mathematical knowledge required for land-surveying, mensuration, book-keeping, &c.—could not these be better obtained by the pupil before he came to the College, at other institutions already provided for teaching these branches?—I think not, because, take chemistry, for example: The instruction which is given in chemistry in institutions such as Canterbury College is of a general character, and not instruction in chemistry as applied to agriculture; there is a wide difference between the two.

4178. Do you think it would be satisfactory to teach one branch of chemistry—its application to agriculture—without also teaching the general principles?—Certainly not.

4179. Would it be necessary to have the general principles of chemistry taught as part of the agricultural course, if the same tuition could be got elsewhere—in fact, to duplicate the teaching?—I think it is desirable that chemistry should be taught at the farm, and by an instructor capable of teaching chemistry as applied to agriculture, not to the exclusion of the general principles of chemistry, but that the pupil should be thoroughly acquainted with the agricultural side of chemistry, if I may so express myself; and the instruction should be given on the spot, where there are numberless examples in the ordinary course of farming.

4180. Supposing one of your successful scholars had taken a course of chemistry, and acquired the art of chemical analysis, would it be necessary, when he went to the Agricultural School, that, as part of his course, he should go through all his work again?—I think not.

4181. Could he not perform those analyses which are necessary for agricultural purposes? If he went to the Agricultural School, would it not be sufficient if he applied his knowledge of chemistry in the direction of agriculture? Take the case of two lads—one who had received instruction at the farm, and another who had received instruction from a professor, say, at Canterbury College.—I think the lad at the farm would be at a great advantage, and the lad from the College would be at a great disadvantage; because the instruction the former would have received at the farm would have been of a special and technical character. I may say, in addition, that there would be the greatest possible difficulties in sending lads in from the farm to receive instruction at Canterbury College. That idea was fully considered, and there were found to be very great difficulties in the way.

4182. But if a general knowledge of chemistry, natural history, and mathematics were treated like reading, writing, and the other preliminaries which can be acquired before a student enters the Agricultural College, would not that be sufficient? You might as well, on the same ground, commence at the very beginning of education, and go over the primary-school work again. What I am driving at is this: If provision has already been made for teaching chemistry, natural history, and other branches which you are going to teach at the school, is it necessary to go to the expense of duplicating these lectureships, because that would very materially add to the annual cost of the institution?—I think it is necessary—decidedly; because the young men who would come to us would in all probability be fifteen or sixteen years of age. Their knowledge would not be of a very extensive character at that age, and it would require to be kept up and their instruction continued. It would be of great value to them to continue to receive chemical instruction for instance, so that they might understand why, scientifically, certain results followed from the application of certain manures, and from certain courses of farming.

4183. That is special chemistry, applied to agriculture; there is no doubt about that. Still, a person can hardly study that without knowing something of chemistry. A person who has acquired a knowledge of chemistry, and possesses the art of making chemical analyses, can proceed to direct his knowledge to the special subject of agriculture at once?—I doubt whether many of the young men or lads who would come to the farm would be so far advanced in chemistry as to be capable of making chemical analyses.

4184. You think it would not be well to require them to have some knowledge of chemistry before coming to the farm?—I think it might; but it would be of a somewhat elementary character.

4185. *Professor Shand.*] You mentioned that there would be a difficulty in sending the agricultural students in to Canterbury College to attend lectures. What is the nature of that difficulty?—The farm is twelve or thirteen miles from Christchurch, and if the students came in to lectures they would lose the whole afternoon or the whole morning. Trains do not fit in, and there would be a difficulty in that way; and the discipline of the school would be very much interfered with if the students had to come into town three or four afternoons during the week. Farm operations are of such a character that the students would not be able, conveniently, to go on the exact half-day required, or if they did they might miss a great deal of instruction to be received from operations in progress. There would be a good deal of demoralization in the school if the students were marched off on two or three afternoons in the week to attend lectures at Canterbury College. I cannot see how the Director would have a sufficient control over his pupils, or how the school could work satisfactorily, if the students were going in by train to attend lectures in town.

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4186. *Professor Sale.*] Do you think the College professors might go to the students?—Yes, to some extent, but not with advantage, for the reasons already given with regard to chemistry.

4187. *Professor Cook.*] But you would only pay one teacher instead of two?—That is quite correct. But you come back to the difficulty I pointed out: the teacher from the College is a general chemist rather than an agricultural chemist; and that is my great point. To teach agricultural chemistry successfully you must have a man who has made that branch his special study, such as Mr. Ivey, the Director of the farm.

4188. *Dr. Hector.*] After the students have once entered the School of Agriculture, does their education in all other respects cease, excepting so far as is prescribed in the schedule?—That is another question which has to be considered. I have a strong feeling myself that it should not cease; that it would be detrimental to a man's future success in life if he went to the farm at the age of fifteen or sixteen, and only learned farming, to the exclusion of everything else. I think that would be a mistake.

4189. Supposing it was necessary that he should continue his studies in English, modern languages, or mathematics, would the College Board propose to establish lectureships in connection with any of these branches?—Nothing is settled yet; but, personally, I should wish to see provision made at the farm to keep the students up in general knowledge.

4190. Then the students who entered the Agricultural College would be cut off from all participation in a University career? They would be shut out from getting any certificate of proficiency or eminence in the way of degrees? You do not propose that the course should be a branch of a University course, or in any way connected with higher education?—The school is connected with Canterbury College; and young men who had gone through the farm course would get a certificate from the College Board, which would be of the very highest value to them. By holding one of those certificates they would be eligible for the management of estates, and for various employments which, no doubt, will be open in the future in connection with agriculture. They would certainly hold diplomas from the College.

4191. In the nature of a degree?—No; simply a certificate without any connection with the University. I think I am right in saying that at Cirencester young men who have gone through the course and passed the final examination receive a certificate, which they make use of in after-life, and which they find very valuable—a certificate of competency.

4192. *Rev. W. J. Habens.*] Do you think it desirable that a farmer should have what is ordinarily known as a liberal education in addition to his knowledge of farming?—Decidedly, if it is attainable, or if he can afford it. I think that a man who has had a liberal education, and who also has practical knowledge, makes the best farmer.

4193. With such resources as the Agricultural School will probably have at its disposal, do you not think it might secure for those who have passed through its course a liberal, as well as a technical, education?—I think there would be considerable difficulty in combining the two. The time of the students will be largely taken up on the farm in learning farming. Farming operations are of such a nature that if a lad is to learn farming thoroughly he must spend a great deal of his time in the field watching the operations in progress and working—it is intended that the lads shall work, and participate in the labours of the farm—and it would be difficult to find time for acquiring a liberal education side by side with a knowledge of farming; otherwise I should see no objection, but many advantages.

4194. If it be difficult to carry on the two courses side by side, do you think there is time, before a young man goes to the active duties of life, to obtain both the technical knowledge and the liberal education?—I think not.

4195. Say between the ages of fifteen and twenty-two?—I doubt it. The farm course would take at least three years, so that, if the student began at fifteen or sixteen, he would be eighteen or nineteen at its close. He would then probably go on to a farm, with some man actually engaged in farming, either as an assistant, or possibly as manager, and he would very soon find himself in business.

4196. Does it not seem to follow, then, that the class of men that the Agricultural School would turn out would not be the highest class of farmers, because they would not have a liberal education?—It must be remembered, in regard to all my answers, that this question is still before the College, and that it has not decided absolutely what shall be the nature of the instruction given at the farm. All that the College has done has been to procure the services of a director, Mr. Ivey, who is thoroughly competent, a member of the Chemical Society, and a man of considerable attainments. The programme for the school is not sketched out yet, and, in speaking now, I am simply giving my own views.

4197. Do you think it would be a fair application of a part of the income of the Agricultural School to devote it to the liberal education of some of the students, as distinct from, and in addition to, their technical education?—Certainly I do; and I would wish to say again that I think the most successful farmer, and the farmer we should endeavour to turn out from the school, is a man possessed not only of a technical knowledge of farming, but also of a liberal education. I fully recognize that view: the only difficulty I see is to find time, in the midst of the multifarious farming operations, to give the necessary instruction.

4198. *Professor Cook.*] How do you propose to provide for teaching natural history?—It is proposed to avail ourselves of the services of some of the professors of Canterbury College—that the professors should go to the school and give instruction on those subjects.

4199. Will the Agricultural Trust pay part of their salaries?—Yes; that has been contemplated.

4200. Would a certificate of attendance at similar classes elsewhere relieve a student from attendance at the Agricultural College course, and so shorten the time of his attendance at that place, and allow him to devote his time to some other branch?—I should think so, but cannot speak definitely. If he had passed an examination equal to that required at the school, it would possibly do so in some subjects.

4201. *Rev. W. J. Habens.*] Do you think it was the intention of those who originally endowed the Agricultural School to make it a more wealthy institution than the College for liberal education?—I was

a member of the Provincial Council, not when the reserves were made, but when the trust came under discussion in a variety of ways. Trustees were appointed by the Provincial Council at one time to administer the trust, but it passed into the hands of the Canterbury College. I was well acquainted with the feeling of the Provincial Council with regard to the trust, and I feel bound to say that body looked very favourably upon the establishment of a school of agriculture. It considered that Canterbury would be mainly supported by agriculture, and that the development of the agriculture of the province was a matter of primary importance.

4202. Was there anything to indicate that they desired to put instruction in agriculture in a position of advantage, as compared with the whole curriculum of a liberal education?—I think the Provincial Council desired to see this Agricultural School started, and started upon a liberal basis. The Council was somewhat divided in opinion with regard to the higher schools of the province. In regard to Canterbury College, there were some members of the Council who did not by any means advance its interests, and there were others who supported it most strenuously. But I think the Council was nearly, if not altogether, unanimous with regard to the establishment of a school of agriculture.

4203. *Dr. Hector.*] Is there any particular advantage in the School of Agriculture being connected with Canterbury College?—There are many advantages. The expenses of management are shared, and the farm will, as I have said, avail itself of the services of some of the professors of the College. I think these are substantial advantages.

4204. *Professor Sale.*] From what class do you expect your students to be mainly drawn?—I can hardly say. The scholarships will be open to the whole colony, and of course the lads gaining the scholarships may come from every class of the community.

4205. Is it intended that in awarding scholarships the circumstances of the candidates shall be taken into consideration—I mean with respect to their means of affording to pay for education?—I think not; they will be open to the whole colony without any restriction.

4206. *Dr. Hector.*] You say that the scholarships will be open to the whole colony. That is from a desire to give the institution a colonial character?—Yes; the aim of the Board is to make this school a thoroughly colonial one.

4207. In that case would it not perhaps be advisable to give its governing body a wider basis than the managing body of a local college has?—There would be a great practical difficulty in the way of any scheme of that kind, because it is necessary for the governing body to be upon the spot. Matters are constantly cropping up in the management of a farm which have to be referred to headquarters.

4208. But the appointment of the governing body on the spot might still be of a more extended character than the appointment of the governing body of Canterbury College?—I think it might be; but I also think it would practically come to the same thing in the end.

4209. For instance, you have already mentioned that the establishment of a second model farm for the purpose of getting a greater variety of soil and climate to gather experience from has been suggested. Supposing it were proposed to establish this second model farm in the northern part of the colony, would the governing body of Canterbury College object to apply the funds which have already been allocated locally to the establishment of a second farm in the northern part of the colony?—That is a question which has never come before the College Board in any way. I could not say.

Mr. J. E. BROWN, M.H.R., sworn and examined.

Mr. J. E. Brown.

4210. *The Chairman.*] You have been a settler in the Canterbury Province for a considerable time?—I have. April 16, 1879.

4211. You are acquainted, I presume, with the mode of governing Canterbury College. Do you know how many governors there are?—I cannot say how many there are now. I believe there were about twenty-three or twenty-four appointed some years ago under an Ordinance of the Provincial Council.

4212. Can you inform the Commission how vacancies in the Board are filled up?—I understand that, under the powers of the Ordinance, vacancies are filled up by the remaining members of the Board, and that that will continue to be the case until there are thirty members of the College who are undergraduates of the University of New Zealand.

4213. Have you any general idea what proportion of the present governors have been appointed by the Board?—I think there are eleven who were not originally appointed by the Ordinance of the Provincial Council; and I notice by newspaper reports that two others have been recently appointed.

4214. Would you state to the Commission whether you think the mode of electing the governors of the College is a satisfactory mode?—In saying that I do not think it is a proper system I express not only my own opinion, but that of a great many persons who have mentioned the matter to me. I suggested to some Canterbury members of the Assembly last session that the Board should be appointed in a different manner, or, rather, that it should be reconstituted; but no action was taken. It was at the time when a discussion was going on about secondary education and classical-school reserves; but it was found that there were differences of opinion among the Canterbury members, and I did not move in the matter. I brought the subject forward at the request of certain influential persons in Canterbury, who thought that the existing Board very much resembled a close borough, and that, as it not only had the control of Canterbury College, but also of the Girls' High School, the Boys' High School, the Museum, the Agricultural School, and the Public Library, it was desirable that it should be a more open body. The suggestion I made was that the professors of Canterbury College should have the power of appointing a certain number of the new Board; that the present governors should appoint a proportion of the new Board; that the University Council should have the power of appointing a certain number; that the Governor of the colony should appoint a certain number; and that, in the case of vacancies occurring, each body mentioned, with the exception of the second, should have the power of reappointing—that the professors of the College, the University Council, and the Governor

Mr. J. E. Brown. of the colony should have the power of filling up the vacancies that occurred in their appointments, and that the appointees of the old Board should fill up any vacancies occurring in their number: in fact, continuing the power to each body; the appointments to be for life, or until the provision of the Ordinance could be exercised.

4214a. Do I understand you to say that you would exclude the professors of the College from holding a seat?—No; I would rather that they would fill the vacancy up with one of their own members; but I would not confine them to that, as it might, perhaps, be inconvenient to do so.

4215. You made some allusion to the number of institutions which are under the control of this Board: would it, in your opinion, be advisable that the control of these different institutions should be placed in the hands of separate bodies, instead of in the hands of one governing body?—I have always opposed the Public Library being placed in the hands of the Canterbury College Board of Governors. It is an institution which, I think, should be managed by a more representative body, and I am of opinion that it should be maintained partly, at all events, by public subscriptions. I have always entertained a strong objection to making Boards close bodies, and giving them the exclusive and permanent management of institutions founded, if not supported, by public funds.

4216. *Rev. W. J. Habens.*] When you say “public subscriptions,” do you mean by way of rates, or of voluntary subscriptions?—Voluntary subscriptions.

4217. Are you aware that the Public Library is partly maintained by such public subscriptions?—I understand that it is; but the public who subscribe have no voice in its management.

4218. *Dr. Hector.*] Does the Public Library receive a share of the annual vote of the Assembly?—I am not sure about that.

4219. In talking of close governing bodies, do you draw a distinction between trustees for the management of endowments where the conditions are prescribed and trustees for the disbursement of an annual vote? Does the objection which you entertain to having such trusts placed in the hands of what you call a close body—a body entirely nominated—apply with equal force to those bodies that have to disburse an annual revenue?—Yes; I think the same objection applies to permanent trustees. The circumstances of the colony, and particularly those regarding the occupation of lands, are changing so rapidly as to render very undesirable the existence of bodies who get into a certain groove from which it is impossible to move them, and who lay down cast-iron rules which nothing will make them depart from.

4220. *The Chairman.*] Have the Public Library and the Museum been long under the control of the governors of Canterbury College?—According to the Ordinance, they seem to have been handed over in 1873.

4221. By whom were they managed before then?—The Museum was managed by certain trustees, including Mr. Potts, Mr. Webb, and one or two others. I think the trust was constituted by an Ordinance of 1870.

4222. Was the Library managed by the same body of trustees?—No; the Library, then called the Mechanics' Institute, belonged to certain trustees outside of the public authorities and of Canterbury College.

4223. I understand you think that the different institutions which have been referred to should not be under the control of one body?—I do not think it is desirable that the six institutions I have mentioned should be under the control of one body. Besides, I think that trustees for reserves, and who have the management of property, should be distinct from a body having the control of education. It does not always follow, because gentlemen are very successful in the management of schools and colleges, that therefore they can manage real estate and reserves.

Mr. C. C. Corfe.

MR. C. C. CORFE, B.A., sworn and examined.

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4224. *The Chairman.*] You are the headmaster of Christ's College Grammar School?—Yes.

4225. How long have you held that position?—I was acting headmaster from May, 1872, to December, 1873, when I was appointed headmaster.

4226. What was your previous educational experience?—I was Senior Optime at Cambridge; I took private pupils at Cambridge the term after my degree; I then had a tutorship in Ireland; and from there I took a temporary mastership at Rossall, in Lancashire. I was then appointed mathematical master of Christ's College Grammar School, and came to New Zealand, and was appointed acting headmaster during the absence of the Rev. W. C. Harris.

4227. Do I understand that you were selected for the post of mathematical master of Christ's College Grammar School at Home?—Yes.

4228. Have any important changes taken place in the organization of the school since you became headmaster?—Since I became headmaster one man has taken the divinity of the whole school, whereas formerly the assistant masters took their respective forms in divinity. I think, also, that the science master has been appointed in my time, but I cannot say positively; certainly the science department has undergone changes. A French master—a foreigner—has been appointed; German has been taught; and certain boys have been allowed not to commence Greek. These are changes which have taken place recently; there may be others which I cannot recollect.

4229. Have there been any changes in the curriculum?—Yes; formerly every boy was obliged to learn divinity under his form master: now, a boy may take divinity under the divinity master; or, if there is any objection to his being taught divinity by a clergyman of the Church of England, he can learn divinity under the master of his form; and, if there are further scruples, he is not compelled to learn divinity at all. There are three distinct classes with regard to divinity. The two hours a week which every boy has to devote to science is, I suppose, a change in the curriculum; and so with the German and French. French is now taught in the lowest form but one; the lowest form is the first, and the next form is the remove. French is taught in the remove; formerly it was begun in the fourth form.

4230. Has the staff been increased since you became headmaster?—Yes: the staff is stronger

than it was by the addition of a French master, a divinity master, a science master, and an assistant *Mr. C. C. Corfe.*
master.

4231. What are the duties of the headmaster?—My special duties in the teaching department are those of the mathematical master; and I am generally responsible for the whole work of the school.

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4232. *Professor Shand.*] How many forms come under your personal tuition as mathematical master?—Under my regular tuition, the whole of what we call the upper school (except the fourth form), and the highest division of the rest of the school.

4233. Of what does the whole of the upper school consist?—It consists of the sixth, upper fifth, middle fifth, lower fifth, and fourth forms. The upper part of the school is classified, and the lower part of the school is classified. I take regularly the first division, which is called Division A, of the lower part of the school, and the others I take as I think fit. When I say that I take the whole of the upper part of the school regularly, I am sometimes able to make a small subdivision of backward boys who do not come so regularly under my tuition. But that is a change which I make according as my staff will allow me to do so. I have been able to do it, and I do it when I can; but if the staff is required for other purposes I take the whole of the upper part of the school regularly.

4234. Is the classification in your school identical for mathematics and for classics?—No.

4235. Would you be good enough to explain the points of difference?—It is the same to this extent: that I get the sixth and upper fifth at the same hour, and I divide the sixth and upper fifth into three divisions; and the middle and lower fifth, whose time for mathematics is the same, are divided into two other divisions. It is partially the same: that is to say, a boy in the sixth and upper fifth, according to my present classification, has to be in one of the first three divisions, and the boys in the next two forms in one or other of the next two divisions. But the lower part of the school is classified separately. The lower part of the school do their mathematical work in the afternoons, and the upper in the mornings.

4236. But do all the boys in the lower school do their mathematics at the same hour?—Yes; in the afternoon.

4237. So that it is possible to have a perfectly independent classification so far as the lower school is concerned?—Yes.

4238. And is it possible, if it were desirable, to have a perfectly independent classification for mathematics in the upper school?—I think it is desirable, but I think there are drawbacks as well.

4239. Do your arrangements permit of its being done?—Our staff would not allow of it. As headmaster I have the power of making my own time-table, and, of course, as mathematical master, I am to a certain extent anxious to see the school distinguish itself in mathematics, and should like to classify the whole school for mathematics quite independently; but I have not yet seen my way to do it satisfactorily, and without certain disadvantages. My present plan I think meets the case in some way; it is a partial classification; I do not think it is as good as an entire classification of the whole school.

4240. *Professor Cook.*] Do you think that if you had a sufficiently large staff of masters it would be desirable that the classification of mathematics should be entirely independent from that of classics?—I do not know that it would in a school the size of ours. Of course a very much larger staff of masters, with the present school, is quite out of the question. I think that bifurcation and the independent classification of a variety of subjects are matters which to a great extent depend upon the size of the school. If it can be worked satisfactorily in any other way I do not see why it should be done for mathematics and not for other subjects. I think, as far as my experience goes, that it is more desirable in other subjects than in mathematics.

4241. Do you not think that classifying the different subjects independently tends to encourage boys to devote their time and attention almost exclusively to those subjects they care for?—Yes; I think that is one of the drawbacks. That is one of the things which I have never encouraged in the school, and would always set my face against in a school of its size.

4242. And for ordinary school education, I suppose, you think it right that boys should study all their subjects nearly equally?—In a school of only a certain size I do.

4243. *The Chairman.*] What are the relations of the headmaster of the Grammar School to the governing body?—The relations have not been defined.

4244. But, in regard to important changes in the curriculum or time-table, you would think it your duty, or advisable, to consult the governing body?—Yes; but not on minor matters, unless I wished to be strengthened in my authority.

4245. What are the relations of the headmaster to the other teachers?—The assistant masters who have been appointed here since I became headmaster have been appointed by me at the request of the governing body.

4246. *Professor Cook.*] Do you mean that the governing body request you to appoint a particular man to a mastership?—The governing body have requested me to appoint a master, and I have done so. Those who have been appointed in England have been appointed by the Rev. W. C. Harris, at the request of the governing body.

4247. *Professor Shand.*] In the case of appointments made here, are you asked to select the master who is to be appointed?—Yes; but I submit the appointment to the Board, and it is made formally by them.

4248. *The Chairman.*] Have you the power to dismiss a master if you do not think him suitable?—I do not know whether I have the power or not, but I should not wish to have it.

4249. In the event of a master not being, in your opinion, suitable, what course would you adopt?—I should report the master to the governing body, and recommend his dismissal.

4250. How many of the masters were appointed at Home?—The headmaster, and two of the assistant masters.

4251. How many would that leave who were appointed here?—Six assistant masters, the drawing-master, and the music-master.

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4252. Do you think that the relations existing between the headmaster and assistant masters, as at present carried out, work well in practice?—Exceedingly well.

4253. Is there a minimum age fixed for admission to the school?—No.

4254. Is there any entrance examination?—Yes.

4255. What is its nature?—Reading, writing, the four rules of arithmetic, and a tolerable acquaintance with the ordinary facts of English history and geography.

4256. What is the average age at which pupils enter the school?—A boy rarely enters under ten. Generally, I suppose, there are two or three boys in the school under ten.

4257. Is there a division of the school into an upper and lower department?—Yes.

4258. What would be the standard of acquirements for admission to the upper school?—That a boy should be competent to do the work of the fourth form. The work of the fourth form varies slightly.

4259. Can you give us a general idea of what he would be expected to know in classics, mathematics, French, &c.?—The work of the fourth form for the present term is the Second Principia, Latin grammar, and easy Latin prose, Smith's Latin Principia. That is the standard for admission, because a boy would be placed in the fourth form, in the ordinary course of things, according to his classics.

4260. *Professor Cook.*] Do they learn Greek in the fourth form?—No; Greek is commenced in the lower fifth.

4261. And a boy's admission to the upper school depends, practically, upon his attainments in Latin?—Yes: that is to say, the school is classified according to classics—a boy is placed in his form according to his classics.

4262. *The Chairman.*] As a general rule, how many different subjects does a pupil study?—Every boy learns divinity, English, mathematics, and science (either physics, botany, or chemistry). All above the lowest form learn French and Latin. All above the fourth form learn Greek or German. Music and drawing are optional, and are taught out of school hours.

4263. How many hours per week does a boy attend school?—Twenty-six.

4264. *Professor Sale.*] Are you speaking now of the actual class hours?—Yes; there are five hours a day for four days in the week, and three hours a day twice a week.

4265. Are any of those hours devoted to preparation?—No.

4266. Do you think the time you have mentioned is a proper time for boys to be in school?—I think it is enough.

4267. Do you think it is too much?—No, I do not think it is.

4268. *The Chairman.*] Is drawing taught as part of the school course?—No. I mean, it is not taught in the twenty-six hours; it is taught out of school hours, and paid for as an extra.

4269. How often in the week is it taught?—I think at present it is taught four hours a week; but that would depend on the number of boys. French is taught as part of the ordinary course.

4270. Is there a library connected with the school for the use of the students?—There is a boys' library, managed by the boys.

4271. Is it a library for educational purposes?—No. All the books that go into it pass through my hands. It consists of story-books, books of travel, and such like, and I suppose can hardly be considered a library for educational purposes.

4272. *Professor Shand.*] How many volumes might there be in the library?—I could not say. There are a certain number bought every term, but boys are very destructive, and many get destroyed. It is supported by the boys' subscriptions. There is a voluntary subscription of 4s. or 6s. throughout the school every term, and a certain amount of this fund goes to cricket, a certain amount to football, and a certain amount to the library.

4273. Then do I understand that the governing body does not maintain a library composed of books of reference which might be out of the reach of ordinary pupils?—There is a library in connection with the College, to which the boys could have access if they wished, but they have no right to it, and it is not a school library.

4274. *Dr. Hector.*] Is it the property of the College?—Yes; it is a circulating library, open to subscribers, and I believe was very much used before the public library was opened.

4275. How many volumes does it contain? Is it a valuable library?—Yes, I believe it is. It is not kept up in the same way as it was formerly, but contains divinity and classical books which I believe are very valuable. A great many were presented to the College at the settlement of the province.

4276. *The Chairman.*] Is it made much use of by the masters and the students?—Yes; it is a good deal used by the masters, and by a few of the older boys.

4277. Is there a gymnasium attached to the school?—No.

4278. Has the curriculum of the school been planned with the object of bringing it into relation with the University of New Zealand course?—Only so far as preparing boys for junior scholarships is concerned.

4279. Do you know whether any change was made in the curriculum in consequence of Christ's College becoming affiliated to the University?—No change was made.

4280. Are there any respects in which the course of study has been arranged in deference to the wishes of the parents, rather than in accordance with your own views?—I should say not. I do not mean to say that there are any matters which I think parents would like altered. I do not wish it to be understood that I should not be disposed to listen to any proposals of parents as to anything they might wish altered. I do not think any changes have been proposed.

4281. Do you think the staff is sufficient for the present number of pupils attending the school?—I think that possibly a higher standard might be reached by some addition.

4282. How many of the staff are University graduates?—Five.

4283. Out of how many teachers?—Out of eleven, including the French master, the drawing-master, and the singing-master.

4284. What is the number of pupils now on the roll of the school?—189.

4285. Has any variation in the number taken place of late years, either in the way of increase or decrease?—Within the last five or six years the numbers have not varied very much. When I first came, in 1871, there were 117, and the greatest number on the roll has been 200.

4286. Could you give us any idea of the proportion between the numbers on the roll and the average daily attendance?—I think a return has been furnished extending over the last five years. Last term, when there were 200, the average daily attendance was 190; and a term or two before that, when the number was 188, the average daily attendance was 180.

4287. I suppose that the attendance is fully commensurate with the numbers on the roll?—I think so.

4288. Could you give us an approximate statement of the proportion of pupils that are drawn from the professional, trading, and operative classes respectively?—No; I could not give you any idea whatever.

4289. What are the arrangements with respect to terms, vacations, and occasional holidays?—There are three terms in the year, of thirteen weeks each. There are three and a half weeks' holidays in May, three and a half weeks' in September, and six weeks' at Christmas.

4290. And how many occasional holidays?—There is a half-holiday every Wednesday and Saturday; occasional whole holidays on such days as Easter Monday, Good Friday, &c.; an occasional half-holiday or whole holiday to commemorate any school success, or great event.

4291. Do the school buildings afford sufficient accommodation?—There are certain improvements which, if we had funds for the purpose, I should like to see carried out. The buildings are such as we can work fairly well with.

4292. Is there a sufficient allowance made by the governing body for procuring maps, models, diagrams, and scientific apparatus?—I should wish to see it larger; there is no actual sum voted annually. I should be glad to see the governing body in a position to do more.

4293. You do not get an annual sum to keep up your supply of maps, &c.?—No. Speaking from memory, I do not think any request I have made for maps or apparatus has ever been refused.

4294. What are the arrangements for the examination of the school?—At the end of the first term, and at the end of the second term, the school is examined by the masters in such a way as I may arrange, and at the end of the third term examiners are appointed by the governing body, who examine such parts of the school as they think fit. Those parts that are not examined by the persons appointed by the governing body are examined in the same way as is done at the end of the first and second terms—in such a manner as I may arrange.

4295. Are prizes awarded as the results of the examinations?—Prizes are awarded according to the results of the third term's work, which are decided by a combination of the term's marks and the examination marks. They are reduced in such a way as to make the examination equal to the term's work, and the total decides a boy's place in his form.

4296. *Professor Sale.*] Has there been any difficulty in finding examiners to conduct the examination at the end of the third term?—Yes, I should say great difficulty.

4297. Does that arise from the absence of persons experienced in examining, or from the want of funds to pay qualified examiners?—I do not think payment has ever been offered. I have nothing whatever to do with the funds, and am not prepared to say whether, if the governors thought they could get examiners by paying them, they could not find the means. I am not aware that they have ever been given to understand that they could get examiners by offering payment.

4298. Have the authorities been in the habit of appointing the same examiners year after year?—They have been in the habit of appointing those whom they could get, as far as I know. If any stranger has been here who they thought would undertake examinations, they have always been very glad if they could obtain his services. I have been asked if I knew of anybody, or if there was any stranger who would be available. On one occasion there was a high wrangler here whom I happened to know, and he undertook the examination of the school in mathematics; and I think that is the only occasion on which there has been a thorough examination of the school in mathematics.

4299. Practically, I suppose, the work of examining has been undertaken by the fellows of the College themselves?—Yes. They have a great difficulty in finding men, and when they can get nobody outside the staff of masters they conduct the examination themselves, as far as they are able. Speaking generally, the Dean of Christchurch, who is also sub-warden of the College, has acted as examiner in classics for some years past.

4300. *Professor Shand.*] Do you think it would be easier to obtain examiners unconnected with the College, if proper remuneration were offered?—I have no reason whatever to believe that it would be easier—that is to say, unless there was some general scheme recognized by the University and other bodies. I know of nobody who has refused to examine, who would have done so if he had been offered payment.

4301. *The Chairman.*] Have the authorities of the school ever availed themselves of the services of the professors of Canterbury College as examiners?—When the professors came I suggested that they should be asked to examine the school—Professors Brown, Cook, and Bickerton; and I believe they were asked to do so. I was not authorized to ask them; I suggested that they should be asked, and I believe they were.

4302. And did they conduct the examination?—They did not; they declined.

4303. Do any of the pupils of the Grammar School attend the lectures delivered at Canterbury College?—Not in school hours. I believe some attend in the evening, but I do not know of my own knowledge.

4304. Have you formed any opinion as to the desirability of a general system of inspection and examination of secondary schools?—I am, and always have been, very strongly in favour of some general scheme of inspection, and I should very much like to see it.

4305. *Professor Cook.*] Do you mean examination rather than inspection?—When I say inspection I do mean examination. I do not consider that what is called inspection is a thorough inspection

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Mr. C. C. Corfe. without examination. I think inspection certainly includes examination. I should very much like to see a thorough inspection of Christ's College Grammar School: as to the details, that is another matter. But a general system of inspection for secondary schools I have always wished to see.

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4306. Under what authority and by whom do you think the inspection and examination should be conducted?—I think the University.

4307. *The Chairman.*] What punishments are in use at your school, and by whom are they inflicted?—The headmaster is the only master who is allowed to inflict corporal punishment. There are other punishments, which all assistant masters use, such as learning by heart and writing a lesson, but nothing else that I am aware of.

4308. Do any of your pupils come from the public primary schools?—Yes.

4309. Could you tell us how many of the pupils at present attending your school have come from the primary schools?—I think between twenty and thirty.

4310. Are there any scholarships from the primary schools, established by the Board of Education, which can be held at the Grammar School?—We have at present, I believe, some boys who obtained Government scholarships, but I am not sure whether they are receiving their scholarships.

4311. *Rev. W. J. Habens.*] Have you any reason to suppose that the scholarships which the boys obtain are not paid to them?—No; but I am not aware whether they can be held at a grammar school which has not been inspected by a Government School Inspector.

4312. *The Chairman.*] Do you recollect whether the Rev. Mr. Andrew, who was appointed to inspect secondary schools, inspected your school within the last few years?—I think Mr. Andrew was not appointed to inspect secondary schools, but to inspect the institutions affiliated to the University.

4313. In that capacity, did he inspect Christ's College Grammar School?—I think he did not. He inspected such part of it as was worked into what was called the Collegiate Union. In those days, before the establishment of Canterbury College, Christ's College, in conjunction with the Museum, carried on classes, or assisted the Canterbury College authorities to start it by lending their staff and their rooms, and doing whatever they could to further the interests of higher education. Mr. Andrew then came to inspect the Collegiate Union, and, in doing so, he inspected part of the Grammar School. But in those days it was not very clearly defined how far Christ's College was affiliated, and there was no great reason why it should be, seeing that it was merely a temporary measure to assist the authorities in making way for the institution of Canterbury College. Mr. Andrew inspected that part of the Grammar School which had anything to do with the Collegiate Union, but he did not inspect the Grammar School. As far as I know, his inspection consisted of being present when Mr. Worthy took the sixth form in classics. I had evening classes at the time—elementary classes in mathematics—and Mr. Andrew came one evening while my class was going on; but he did not come into my room, or have anything to do with the mathematical school, because my classes happened to be quite distinct from the school. Mr. Worthy was doing a certain amount of Collegiate Union work during the school hours. There happened to be no students from outside; they were all boys in the sixth form.

4314. *Rev. W. J. Habens.*] You said just now that, in those days, it was not very well defined what part of Christ's College was affiliated. Is it well defined now?—I should say exceedingly well.

4315. Referring to the University Calendar, I observe that the Grammar School Department is exhibited as a part of that which is affiliated. Do you understand that the Grammar School is affiliated?—I do.

4316. *Professor Sale.*] As a separate institution from the College?—I do not quite understand the point of the questions. I consider, as a matter of fact, that at present the Grammar School is affiliated. If you wish to make two distinct bodies of them, I consider that the Grammar School is affiliated, and that the College is not; but I see no reason why Christ's College should not be affiliated as it stands.

4317. *Rev. W. J. Habens.*] So that, in your view, the state of things is exactly the reverse now of what it was at the time of Mr. Andrew's visit?—Hardly so; because the Grammar School, the College, and the Museum were then working together.

4318. *Professor Shand.*] Are there any matriculated students in the Grammar School at present?—At the present moment there are none. We have never had at Christ's College Grammar School a matriculated student who was not a scholar.

4319. And at present you have no scholars, and consequently no matriculated students?—No.

4320. *The Chairman.*] Could you tell us how many of your pupils have in former years taken University junior scholarships?—Four junior scholarships have been taken by boys at Christ's College Grammar School.

4321. *Professor Shand.*] Referring again to the Education Board scholarships, do pupils from your school compete for these scholarships?—They do.

4322. Are they often successful?—Fairly successful.

4323. Could you tell us how many have been successful in the last two or three years?—Since 1871 twenty scholarships have been taken.

4324. *The Chairman.*] Do you think that the examination prescribed for the University junior scholarships is a suitable one?—I think the age is lower than it should be, and should prefer to see it eighteen instead of fifteen.

4325. *Rev. W. J. Habens.*] Do you think fifteen is a suitable age for matriculation?—I think no boy under fifteen should be a matriculated student; but I also think there are many boys of fifteen who could pass the matriculation examination who would do themselves and their country far more good if they remained at school.

4326. *Dr. Hector.*] Looking at the provision which has been made for secondary schools in New Zealand, do you think it would be desirable to fix the age for matriculation at eighteen? Do you think there is provision for carrying on an average boy's education until he is eighteen years of age—precedent to any University education?—No; I do not think it would be desirable to fix the age for

matriculation at eighteen ; but I do think there is provision for carrying on an average boy's education until he is eighteen years of age. *Mr. C. C. Corfe.*

4327. Then, you would have junior scholarships competed for by matriculated students—by those who have had the benefit of three years' University education ? They would cease to be junior scholars then ?—What is at present called a junior scholarship is, I think, an excellent thing ; but I would call it something else, and give it in some other way. I do not think the present junior scholarship is advisable. I do not think that a boy of fifteen, who gets a scholarship, should of necessity become a University student, and begin at that age what people call here "original research." I do not think an average boy of fifteen is the sort of boy, as a rule, who should commence original research. But I do not see why certain boys at fifteen should not matriculate.

4328. Up to what age do boys remain at Christ's College ?—I think that at the end of last term there were thirteen boys over eighteen. We have never had a boy over twenty ; I do not suppose I would allow a boy at that age to remain at school.

4329. What is the usual age at which they leave—I mean those who reach what may be termed the highest standard in the school ?—The age of the sixth form, on leaving, is from sixteen to nineteen ; the average age would be, I suppose, seventeen or eighteen.

4330. *Rev. W. J. Habens.*] In the case of boys whose friends intended that they should enjoy the advantages of University education, to what age would you like those boys to remain at school ?—I think it would depend, to a great extent, upon the boy's attainments, and also upon the life he was going to lead afterwards—whether he was to be under any sort of discipline, or thrown loose on the town. It is a question on which, I think, no rule can be laid down : it depends, to a great extent, on the boy himself, and on his future. I should never advise a parent to send a boy to an English University under eighteen years of age.

4331. *Dr. Hector.*] If a boy is able to take a scholarship at fifteen, do you see any other reason, besides that of his not being, perhaps, so well looked after, for his not proceeding to a college course at that age ?—I do ; I think a great many boys who obtain junior scholarships have not sufficient attainments to do what some professors would consider they ought to do.

4332. *Professor Shand.*] Would not that apply with still greater force to those who pass the matriculation examination ?—Except that I imagine a scholar at once proceeds to read for honours, while I would look upon the ordinary matriculated student as one who was reading for the pass degree, which I think is a very different thing.

4333. If the minimum age were raised from fifteen to eighteen, would you be inclined also to raise the standard of the junior scholarship examination ?—I should like to see what is called the junior scholarship given between the ages of fifteen and eighteen, in the same way,* and with a similar standard, and that the junior scholarship should be abolished. The present junior scholarship is an excellent thing, but I think it might be given to schools as an inducement.† The term "University scholarship" implies that a boy is to begin his University course. I do not wish for a moment to pretend that a boy begins his University course at Christ's College Grammar School. He has obtained a scholarship at fifteen, and his parents have preferred that he should remain under discipline ; and in two instances boys have proceeded to senior scholarships. I think the junior scholarships are excellent things to be given to boys, but I do not think it is necessary to have all the machinery which at present exists for the purpose.

4334. *Professor Sale.*] You wish to see them converted into exhibitions, tenable at school ?—Yes, I do ; especially whilst the Board of Education offers no scholarships which can be competed for by boys over thirteen years of age.

4335. *Professor Shand.*] You are aware that the Government has not prescribed any regulations for these Government scholarships—that the regulations are made by the local Education Boards, and that in some instances, as we have had it in evidence, sixteen is the minimum age for competition. Would it meet your views if the age of competition for these Government scholarships were increased here ?—No, it would not ; for this reason : that I should like to see secondary schools placed in some way under the University, which should have some control over them. I should like to see these scholarships given to the schools, to be awarded by the authorities as they might think fit, only on the schools obtaining a certain standard and satisfying the Inspector.

4336. *Rev. W. J. Habens.*] Are you aware that from candidates for Government scholarships under fourteen years of age—that is, the oldest class of candidates—some knowledge of classics is required ?—Yes.

4337. Do you think that requirement ought to be extended in its application to scholarships in general, or to any other class of scholarships than the present ?—I think it would be advisable, in the cause of higher education, for, certainly, some of the Government scholarships to include classics in their list of subjects at an earlier age than thirteen. Whilst on this point, I may be allowed to mention another matter in connection with Government scholarships. The amount of these scholarships is £40 per annum, I believe. I consider that except in certain cases the amount is larger than is necessary. I know that in many cases boys have had this £40 until the last scholarship has expired—that is, until they were sixteen ; they have left school and gone into business, and their education has cost them at most £16 a year : £20 a year would have been ample for the time. The other £20 might have been reserved for those cases where the boys were proceeding to higher education.

4338. *Dr. Hector.*] Would you propose to reduce the amount, or to reserve a portion, to be paid at a later period of the studies ?—I do not think I should like to see the amount reduced, because of course there are boys whose education costs more than £40, and they are very often boys who proceed to a University course.

4339. *The Chairman.*] Do you think that the University of New Zealand, as it now exists, has assumed the form best suited to the circumstances of the colony ?—In many respects I think it has.

* The witness wishes to insert the words "or by the school authorities."—SEC. R. COM.

† The witness wishes to substitute the words "by the school authorities" for the words "to schools as an inducement,"—SEC. R. COM.

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4340. *Professor Sale.*] Do you see any real value attaching to affiliation in the case of such a school as Christ's College Grammar School?—Very great value indeed, as long as the junior scholarships are fixed at the age of fifteen; no value whatever, if the age were made eighteen.

4341. Then the value of affiliation consists, at present, simply in enabling you to retain junior scholars beyond the age of fifteen?—In such cases where the parents do not wish the boys to leave school, and at the same time would be thankful for assistance in the way of a scholarship.

4342. If the age for obtaining junior scholarships were raised, would you wish to see Christ's College Grammar School disaffiliated?—Certainly.

4343. *Dr. Hector.*] Then you would wish that the Grammar School should cease to have any connection with the University?—I should be very sorry to see that, because, as I have already said, I wish to see the University have some control over the school.

4344. What advantage, then, would you expect to arise from its being disaffiliated?—The only advantage, I think, which would arise from its being disaffiliated, would be the establishment, possibly, of a better feeling between what have been called the rival institutions in Christchurch.

4345. Do any of the pupils from the Grammar School go up for the Civil Service examinations?—Occasionally.

4346. Generally at what age?—I am not in a position to say.

4347. Are they junior or senior boys? Is it when they are leaving that they go up for the Civil Service examination?—Yes, on leaving; but they would not generally be boys very high in the school.

4348. You are aware that the matriculation examination will now be similar to the senior Civil Service, and I ask the question with the view of discovering at what stage of your school you would be able to furnish pupils for the matriculation examination?—I do not think that very many of our boys have gone in for the Civil Service examinations: in fact, there is some difficulty in getting the regulations.

4349. *Professor Shand.*] From what you have said, I gather that it would suit your views if there were certain scholarships instituted by the University, and examined for by the University, which should be tenable at secondary schools?—Yes. That is my view.*

4350. Of course the mere matter of name is nothing?—Exactly; but still, although the University examined them, I would have no confusion whatever between a boy at school and an undergraduate.

4351. Then, if there were such scholarships, tenable at secondary schools only, and not open to University students, but only tenable by unmatriculated students, what, in your opinion, would be the proper age for competition—that is, for them to remain at school?—That, I think, would depend on the primary-school or Government scholarships; I would make the age fit in with those scholarships, so that there should be no gap. I would have the University step in where the Government scholarships cease—at sixteen.† There are only two scholarships given each year in Canterbury in which classics are included.

4352. Then, finally, to complete the whole system, you would have University scholarships proper to be competed for not earlier than eighteen years of age?—Yes.

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Professor J. VON HAAST, Ph.D., F.R.S., was sworn and examined.

4353. *The Chairman.*] You are one of the professors in Canterbury College?—Yes.

4354. What are the subjects?—Geology. I also teach mineralogy at the present time.

4355. And you are connected with the Museum?—I am Director of the Museum.

4356. How long have you held these positions?—I have been Director of the Canterbury Museum since 1867, and I was appointed Professor of Geology in the Canterbury College in 1876.

4357. Are there many students attending your lectures in geology?—There have been, on an average, three or four. Not being a compulsory subject, geology is, of course, only taken by those who have an inclination for it.

4358. Do you think the number you have mentioned is a reasonable number to expect in a community like Christchurch?—I think it is a fair one, considering that the subject is not a compulsory one.

4359. Are any fees charged for attendance at these lectures?—The fee is one guinea per term.

4360. *Professor Shand.*] And the lectures occupy how many hours per week?—Four hours—two hours for the junior and two hours for the senior.

4361. *The Chairman.*] Have any of your students obtained University scholarships?—No, none of them have gone in for scholarships; but this year there are two who have selected geology as one of the subjects of their examination for the B.A. degree.

4362. Do these students in geology also attend the lectures in arts—classics and mathematics?—Yes, both of them do.

4363. *Dr. Hector.*] They take geology as part of their University course?—Yes.

4364. Do you give any tuition in the field—practical geology?—Yes; but, unfortunately, hitherto practical work has not been compulsory, and it has been very much neglected.

4365. *The Chairman.*] Is there any information which you could afford the Commission with regard to the geological lectures in Canterbury College?—I think that, in connection with a school of mines, the geological lectures might be used much more than they have hitherto been. I suppose there would be only one school of mines for the colony, and the different colleges could prepare the students for the mining school to the extent of only rendering it necessary for them to remain there for eighteen months or a year, instead of three years: they could be well grounded in geology and mineralogy before going to the practical course.

* The writer wishes to substitute the following: "Yes, either examined for by the University or the school authorities: that is my view."—SEC. R. COM.

† The witness wishes to substitute for "sixteen" the words "fourteen or fifteen."—SEC. R. COM.

4366. *Dr. Hector.*] Would the same apply to the School of Agriculture?—Yes. The geological lectures ought to be delivered at the School of Agriculture; because it has been proved, both in Germany and Austria, where agricultural schools have done a wonderful amount of work, that it is best to keep the students at the school and not let them go to a college; and the professors always lecture at the school. I do not think that a college would be of any use to an agricultural school, unless that the professors could lecture there.

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4367. How far would it be necessary for your course of geological lectures to have a museum at the Agricultural School?—It would be of the utmost importance, because without specimens you could do nothing. For the purpose of the lectures you want a complete set of specimens, especially those connected with agriculture—rocks, for instance, and minerals which, when decomposed as soil, are of chemical value.

4368. Do I understand that, in your opinion, the course of lectures which you give in the College would not serve for the purposes of the Agricultural School?—No; unless arrangements were made for the students to attend the College.

4369. If lectures were given at the Agricultural School, would it not be necessary to have a second set of specimens there?—They can easily be obtained. For the last three years, since the Agricultural School started, I have reserved specimens, in order that a museum could be started in case of necessity, and there is material to furnish such a museum.

4370. *Rev. W. J. Habens.*] Do you think that the arrangement by which the Museum is a dependency of Canterbury College is a good one?—I think that in many respects it is, and that in some it is not. A museum which is only an appendage to a college is liable to be somewhat neglected; and, owing to there being several other institutions attached to Canterbury College, that has been the case in instances. On two occasions we could not get a meeting of the Museum committee for three months—from 21st February to 13th June, 1878; and from 11th October, 1878, to 24th February, 1879—as there were so many other matters being attended to.

4371. *Dr. Hector.*] You mean you could not get accounts passed?—Yes, and for other important matters.

4372. *Professor Shand.*] Have the funds allowed you been sufficient for maintaining the Museum? Yes, of course with management. The Canterbury Museum has now grown up to be an institution of some size.

4373. You have no reason to complain in that respect?—Not at all. What I complain of is, that the present arrangements are such that the Director of the Museum has no seat on the Board or on the Committee, and that decisions are arrived at without his advice being asked, and resolutions sent to him which sometimes are detrimental to the interests of the Museum.

4374. And you think the Director ought to have a seat on the governing Board of the Museum?—In all similar institutions, both in America and on the Continent, the Director is always a member of the managing Board.

4375. We have been informed that, when the trust under which the Museum was established was first instituted, the intention was to have a school of technical science combined with the Museum: has that been given effect to in any way?—Not yet.

4376. Do you know if it is the intention of the governing body to give effect to it?—I suppose it is, because a portion of the Museum funds, beginning with the 1st of January of this year, is, I believe, to be devoted to college purposes; another portion will go to the Public Library.

4377. That is with the view of giving effect to this provision?—Yes.

4378. *Dr. Hector.*] Before the establishment of Canterbury College, was there not an institution called the Collegiate Union, and were there not technical lectures given in connection with it?—Yes.

4379. Was not that in order to carry out the intention of the Ordinance?—Yes.

4380. But since the College was instituted these lectures have ceased?—Yes; the lectures of Canterbury College have taken their place.

4381. *Professor Shand.*] In forming the collections contained in the Museum has this purpose been kept in mind?—Yes; it was always kept in view that technical science might be taught there.

4382. And in what form is it intended to provide instruction in technical science?—I am not on the Board, and do not know what the intentions of that body are. However, I think Canterbury College, so far, provides for that.

4383. But, in making the collections with this view, you must have had some idea in your mind as to what branches would be taught?—I always had the impression that a school of technical science would be instituted as in Germany, where mining, engineering, mechanical engineering, and manufactures are taught. That view was in my mind when the Bill was drawn, and when, at that time, I gave the necessary information to the Provincial Secretary.

4384. But the only thing that is being done now is to provide lectures in chemistry and physics?—Yes; but I believe it is the intention, from the 1st of January next year, when the higher rent comes in, to use a part of the funds that will be available for that purpose.

4385. *Rev. W. J. Habens.*] In addition to the service rendered to the cause of science by the exhibition of specimens, what further service does the Museum render to that cause?—It is accessible to the students in zoology, mineralogy, geology, and chemistry, and is consulted on all subjects by a great number of people not connected with Canterbury College.

4386. *Professor Sale.*] You are acquainted with some of the schools of agriculture in Germany?—Yes.

4387. Are you aware whether the establishment of these schools has led to any valuable practical result in improving the agriculture of the country?—Very much so indeed. A student of an agricultural college, who holds a first-class certificate, is very much preferred as manager of an estate. The principal agricultural school, Hohenheim, in Germany, is divided into two portions—an agricultural college and an agricultural school. The former is like a University, and students are only admitted who have passed an examination, as in the case of a University. The agricultural school is composed of the best young men from different parts of the country—farmers' sons, who go there for three

Prof. J. von Haast. years, and pass an examination each year in other branches, as well as agriculture. These young men, on completing their course, go back to their villages, and the effect of this system has been to produce a remarkable improvement in the mode of farming; for those persons who would not listen to book-learning became convinced of the advantages of improved modes of farming by seeing the practical results of the systems introduced by these young men from the agricultural schools. I observed, in one of the most recent reports on the subject, that an official reporter of the Government of Wurtemberg stated that it was easy to pick out the villages which had felt the influence of the young men from the agricultural schools.

4388. You spoke of a higher division, called an agricultural college: at what age do students usually enter that institution?—I think at about eighteen—not under that age.

4389. And are any other studies pursued there besides those which are connected with agriculture proper?—Yes; forestry, chemistry, and veterinary surgery are taught, and the manufacture of all kinds of agricultural engines and products, such for example as beet-root sugar.

4390. Is there anything like a liberal education?—There are German and one or two modern languages, algebra, geometry, land-surveying, and in some of the schools they even have religious instruction.

4391. Then a student in an agricultural college would not require to receive any further University training?—No. When the student goes to the agricultural college he passes a matriculation examination, the same as a student does when he enters a German University; then he has done with classics and mathematics as far as they go. It is the same as in the case of a medical student, who, when he leaves the gymnasium or grammar school, passes his matriculation examination, and is afterwards examined in medicine and nothing else.

4392. Do the students from the agricultural school frequently proceed to the agricultural college?—No, hardly ever. They are two different classes. The students in the agricultural school are sons of farmers, who will afterwards be practical farmers, and superintend their own farms; while the others are the sons of men with large properties, and who want to enter the profession of agriculture with a view to becoming owners and managers of large estates.

4393. Do you think that an agricultural institution in New Zealand should attempt to combine both those kinds of training?—I think it should take a middle course between both, similar to some of the schools in Austria and Prussia.

4394. *Dr. Hector.*] In an institution like Canterbury College, which possesses a museum, and has systematic lectures in chemistry, geology, mathematics, and, I presume, mechanics, what other course of lectures would be necessary to make a mining school?—You would want a lecturer on mining: then the whole course would be complete.

4395. Would it be necessary to have practical instruction in mining?—Yes; if the system is adopted which obtains in Germany.

4396. Of course it would be necessary to visit some part of the colony where mines are situated?—Yes.

4397. Would it be any advantage to have the mining school established in a mining district which afforded the greatest facilities for seeing operations, and where there was a great variety of mining?—Of course that would be the best plan; although I believe that where the mines are in different directions it would be just as useful to have the school of mines in a central situation.

4398. Would it be more advantageous, merely for geographical reasons, to have the mining school in the centre of the country, or in a district where there was the greatest variety of practical mining to be seen?—Of course the latter would be, in most respects, the most useful, although, to refer again to Germany, they have begun there to have schools of mines in the different centres of population. For instance, a school of mines has been started at Berlin, and there are no mines anywhere in the neighbourhood.

4399. But the great mining schools of Germany, which have been so famous, have been in places where mines existed?—Yes.

4400. From your knowledge of New Zealand, in what part do you think you would find the greatest variety in mining, supposing all the indications at present known were developed?—In some parts of the west coast of the South Island.

4401. In the northern part of the West Coast—the north-west district of Nelson,—or further south?—Somewhere in the Grey Valley. I consider that some parts of Otago possess the same advantages.

4402. *Professor Shand.*] In the case of the School of Mines at Berlin, and also the Royal School of Mines of London, I suppose provision is made for the students getting practical instruction before they go up to the Mining School; or is that done after they have finished, or in the intervals of study?—I do not know much about the School of Mines in London, but in Germany the work goes hand in hand. In the case of schools of mines not situated in a mining centre, the knowledge of the practical work has to be obtained elsewhere. But, in every case, as the student advances, examinations have to be passed, and, before he is allowed to enter the Government service, he has to show that he is acquainted with the science of mining.

4402A. But I mean, it is quite possible for a student to get this practical knowledge in the intervals of the terms during which he acquires his theoretical knowledge. A student may attend lectures for three months, or six months, and be engaged in practical mining for *other* six months. Is not that possible?—Yes. But I do not think I made myself clear. The student leaves such mining school as soon as he becomes a practisant. That is his preliminary education. He passes an examination to prove that he knows the whole process of mining theoretically.

4403. And he acquires his practical knowledge after leaving the mining school?—Yes.

4404. *Dr. Hector.*] But is it not equally necessary in a person learning to be a mining manager that he should learn the practical art of mining by assisting to conduct mining, in the same way that a student in an agricultural school would work on a model farm? You have already told us that you think it is better that geology and the other branches of science appertaining to agriculture should be

learnt at the farm. Well, in the same way, would it not be better for the practical application of science in mining to be learnt at the mines?—Yes, I fully agree with you, if the same system were to obtain here as in Germany. If the mines here were under local inspection, as is the case in Germany, where the principal mining work is done under the eye of the Government, a mining manager, before getting a certificate, would have to show that he possessed a thorough knowledge of practical work.

4405. *Professor Shand.*] You told us that, if a mining school were established in connection with Canterbury College, all that would be necessary would be to obtain a single additional lecturer—a lecturer on the technical branches of mining. If, on the other hand, it were determined to establish a school of mines in one of the mining districts, would it not be necessary to appoint a large number of lecturers?—Of course; and that would make the school very much more expensive. That is what I pointed out before, when I said that if one school of mines were established it would be the best plan to advance the students to a certain point where the practical work of mining would begin.

4406. *Dr. Hector.*] Do you think mining schools have any necessary connection with a University?—I do not think so.

4407. Do you think agricultural schools have any necessary connection with a University?—No.

4408. Are such technical schools in Germany connected with the University?—Not connected with the University, but under the Minister of Education.

4409. But as a step towards obtaining such schools it might be desirable to utilize the University appliances for instruction?—Yes; I think it would be desirable if the different colleges could spare some of their time to devote towards advancing those institutions, and if the services of the professors could be utilized in that direction.

4410. *The Chairman.*] Is there any connection between the Public Library and the Canterbury Museum?—No.

4411. Is there a special library composed of scientific publications for the exclusive use of the Museum?—Yes; there is a library which we are gradually collecting for museum purposes, and for the use of students.

4412. *Professor Shand.*] How many volumes might it contain?—About 800.

4413. And they are chiefly works bearing on natural history?—Natural history, geology, palæontology, and other scientific subjects.

4414. *The Chairman.*] With regard to the University of New Zealand, do you think that as it now exists it has assumed the form best suited to the circumstances of the colony?—Not exactly, if all the different grammar schools are to remain affiliated. My idea would be that there should be four colleges, which should form the University of New Zealand; that the professors or the governing bodies of these colleges should constitute the Senate; and that all the work in connection with the University—examination papers and so on—should be done in this country, because I think there are men in New Zealand competent to perform the work of examiners.

THURSDAY, 17TH APRIL, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Rev. W. J. Habens (Secretary),
Dr. Hector,

Rev. W. E. Mulgan,
Professor Sale,
Professor Shand.

Mr. E. C. J. STEVENS, M.H.R., was sworn and examined.

Mr. E. C. Stevens.

4415. *The Chairman.*] You are one of the governors of Canterbury College?—Yes.

4416. How long have you held that position?—Since November, 1875.

4417. Were you not one of the governors at the time of the foundation of the College?—No.

4418. Does Canterbury College, in your opinion, give that degree of University education that the circumstances of the place require?—Speaking generally, I think it does.

4419. Have you any connection with Christ's College?—None whatever.

4420. Have you ever had any connection with that institution, either as a governor or otherwise?—No, save an agency connection many years ago.

4421. Do you know whether Canterbury College and Christ's College work harmoniously together in the cause of education, or whether any jealousy exists between the two establishments?—I am not aware of any want of harmony. They appear to me to work quite independently of each other. Sitting on the Canterbury Board, I have never been made aware of any conflict; they seem to me to be perfectly independent of each other in every respect.

4422. I understand that the present mode of appointing the governors of Canterbury College is by the system of co-optation. Do you think that is the most advisable method?—I think if we were going to begin again, and to found an institution of this kind, that, probably, would not be the mode which would recommend itself to the founders.

4423. Could you suggest any mode preferable to that which at present exists?—I do not know that I should be prepared to make any recommendation. It has appeared to me that, though the thing may work very well, yet there is hardly sufficient connection with the public. There are very large endowments, and the whole of the land and the whole of the money are public property; there are no private endowments or anything of that kind, and it strikes me that it is doubtful whether, in the long run, the present constitution of the governing body will be satisfactory to the public. The public depend for their knowledge of the working of this College, in a general way, upon what they may gather from the newspaper reports of our meetings; and I doubt whether that will always be deemed satisfactory. Of course I am aware that a report is made to the Governor—I think as Visitor.

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4424. Are the Press admitted to the meetings of the Board?—Yes. I am bound to say, however, that when it is thought advisable we go into committee, and then the report ceases. Of course it is open to any governor to object to going into committee, and to move that we remain in open Board.

4425. Are the reporters excluded when the governors go into committee?—The reporting ceases when the Board is in committee: that is always the practice, and it is the same with the Board of Education, and all these institutions. It is, of course, necessary, to some extent, because otherwise the reports would be so voluminous; sometimes the Canterbury College Board continues its sitting from 11 o'clock in the morning until the evening.

4426. *Dr. Hector.*] Do you think that, if the results arrived at by the Board were furnished to the newspapers from day to day, that would not achieve the same good result as allowing reporters to be present—if an authorized report were furnished?—It would entail some expense.

4427. Would not copies of the minutes be sufficient? I mean, are the public interested in anything more than the results arrived at by the Board?—I do not suppose they are; but I think it is very likely they may wish to know more about the proceedings as time goes on—the institution is a comparatively new one. Considering the large amount of public property involved, and the extent to which the public are concerned in the institution, I doubt whether it has received sufficient publicity, or, at all events, that the public are as closely connected with it as they ought to be.

4428. *Professor Shand.*] Is any report furnished to the Minister of Education as to the proceedings of the College?—I do not think, speaking from memory, that there is a report furnished to the Minister, but to the Governor. I cannot say positively whether we are bound to report to the Education Department or not.

4429. *Rev. W. J. Habens.*] Do you think it would be advisable to determine by legislation that a full annual report of the working of the institution should be given to the Government of the colony?—Yes, I should think so, as the institution is of such a public nature, assuming that we have not to report already.

4430. I understand you do not think that the fact of the Governor of the colony being the Visitor, and consequently having the right to make inquiries, is a sufficient mark of the rights which the public have with regard to the institution?—I hardly think so.

4431. *Professor Sale.*] Mr. Brown, in his evidence, suggested a scheme for the constitution of the governing body of Canterbury College, according to which some of the members would be appointed by the Governor, some by the University of New Zealand, some by the professors of the College, and the remainder by the existing governors. Would you approve of such a scheme as that, and do you think it would give that sort of public interest in the institution which you desire to see? I may say, with regard to vacancies, that the Governor, the University, the professors, and the body composed of the remaining members of the existing Board, would fill up their respective vacancies?—As I understand the position, under section 18 of the Ordinance, all vacancies are to be filled up by graduates of the College when there are as many as thirty graduates. That arrangement seems to me less satisfactory than the existing or co-optative one. As regards the constitution mentioned in the question, I think that it would be an improvement on the one now in operation, in two particulars: first, because, if I understand it rightly, the Government of the colony would have a direct voice in the appointment of a part, at least, of the governing body of an institution wholly maintained by the public funds; and secondly, because the professors of the College would be directly represented—a matter of importance, in my opinion, inasmuch as such representation would tend to the information of the governing body on the educational working of the institution. As regards the nomination of members by the New Zealand University I would rather not express an opinion, in the absence of any knowledge as to what form the constitution of that University is likely permanently to take. I should like to say generally that I dare say the present system may work well enough for a time, but that sooner or later some change in the constitution will be required.

4432. *The Chairman.*] Have you given any consideration to the subject of the establishment of a medical school in Christchurch?—Yes; I have thought a good deal about it, and I have been concerned in the steps which have been taken towards that object, so far as they have gone.

4433. What has been done with the view of establishing a medical school here?—There was an Ordinance of the Provincial Council under which a medical school was created, and some time ago—to make a long story short—we contrived to get that Medical School recognized as part of Canterbury College. Prior to that, appointments had been made of lecturers—a certain number of lectureships were established, I think by the authority of the Superintendent; but since then nothing has been done of a practical kind, simply from want of funds.

4434. If a medical school were established here, do you think there would be a sufficient number of pupils to keep it up?—I think so. A short time ago, when we were in hopes of beginning, we knew of eight young men who were prepared to commence studying regularly as medical students; and we have reason to believe that we could obtain quite that number if we started now; but we are unable to do so owing to want of funds. Last year we got an endowment of 5,000 acres of Crown land, which has only just been surveyed, and which comprises all the endowment we possess at present for the purpose; and we have no expectation that, for a great many years to come, it will produce anything like sufficient funds to enable us to carry on the Medical School in an effective manner. We have prepared estimates of what such an institution would cost.

4435. *Dr. Hector.*] Was it contemplated to give a portion of the medical course of study required for obtaining a degree elsewhere?—I think that was the intention at first; but perhaps the more ambitious amongst us hoped that it would be possible to complete the course of study here. But a great deal, and, in fact, everything, would depend upon two considerations—namely, whether we had sufficient funds to pay lecturers, and so on; and whether the hospital would be available for purposes of instruction.

4436. But, in the meantime, steps have been taken towards commencing a course of study at Can-

terbury College. What prospect would these students have of the time which they devote to medical studies in the College not being thrown away in regard to their obtaining a degree?—That point has been, I think, considered; but I cannot say in what way it was settled. Of course, if it were not fully provided for it would be useless to go on.

4437. *Professor Cook.*] I understood you to say that the eight young men to whom you referred would have become students if the school had been organized—not that they are now studying?—They would have begun to study if we had had the means of giving effect to the scheme.

4438. *Dr. Hector.*] I thought an arrangement had been made with Canterbury College for utilizing certain lectures, and that the reserve which you spoke of had been surveyed, and would bring in revenue?—Yes; and I said that revenue would not be nearly sufficient. I may say the school is estimated to cost about £2,000 a year altogether. The revenue from the land will not nearly approach that sum, and cannot possibly do so for many years, unless some extraordinary change takes place.

4439. Is it not worth £2 an acre?—But it would not fetch £1,000 a year rent: at least, if it did it would be very well let.

4440. Is there power to convert the reserve into money?—No; I think we should want an Act.

4441. Has it been proposed to get such an Act?—No; we have only just got the land.

4442. *Professor Shand.*] Was it proposed to have any medical professors whose whole time should be given to medical instruction?—That has not been definitely settled, because everything is in such a very sketchy condition; but we did think it would be advisable to have a professor of biology in the College, instead of a lecturer as at present, and that he would probably do nothing else, and that his services would be very valuable to the Medical School. But the other lectureships were to be filled up by persons carrying on practice.

4443. *Professor Sale.*] You said you anticipated that the annual cost of the institution would be £2,000?—Yes; inclusive of everything.

4444. Can you state in what way that will be expended?—In payment to lecturers, and other necessary expenses. It was, I think, arranged that there should be sixteen lectureships distributed amongst eleven lecturers.

4445. You said you had hoped to start the Medical School last year, but that your funds were scarcely sufficient?—We applied to the Canterbury College to assist us with money, and their inability to do so caused matters to stop for the time being.

4446. And they are now able to supply funds for the purpose?—No, they are not.

4447. Then how has the position been altered?—It has not been altered at all, except that we now have 5,000 acres of land, which some day will produce something. The Medical School has never been in existence except on paper; and it has never had anything at all except the 5,000 acres which it has recently obtained.

4448. *The Chairman.*] In the absence of a medical school to enable them to learn the profession, did the eight students whom you have mentioned go Home for the purpose, or have they abandoned it altogether?—I think some of them have gone to England; but, of course, that involves inconvenience and very great expense.

4449. *Rev. W. J. Habens.*] Do you know if any of those intending students are attending lectures at Canterbury College, and still waiting in the hope of the establishment of a medical school?—I am not sure about that; but I rather think most of them have got tired of waiting.

4450. *The Chairman.*] From your general knowledge, do you think the number of patients in the hospital would be sufficient to afford the means of instruction in connection with a medical school at Christchurch?—I am hardly competent to express an opinion on that point; but the hospital contains 120 beds, which number, I believe, is considered sufficient in the case of provincial hospitals in England and other places. But the main point I should like to bring out is this: that unless the Medical School had the *entrée* to the hospital for the usual purposes of a medical school it would break down absolutely, and could not be carried on with any hope of success.

4451. Do you think it would be advisable to establish more than one medical school for the Colony of New Zealand?—As far as a layman can judge I should think it would; for this reason: that, as far as expense is concerned, a student might just as well be sent out of the country as to a place some hundreds of miles distant from his home.

4452. *Rev. W. J. Habens.*] What are the prospects of any connection between the Medical School and the hospital?—A great deal, I suppose, would depend upon the form which the hospital management ultimately took. At present, the hospital management in Christchurch, as well as in a good many other places in the colony, is in what is understood to be a temporary position. The hospital is administered by a Board nominated by the Government; and the Government have repeatedly said that it is only a temporary arrangement until legislation can be obtained.

4453. Then, at present, the consent both of the Government and of the Board which manages the hospital would be required before the Medical School could avail itself of the institution as a place of instruction?—I think, without speaking positively, that within the last few weeks the Board have obtained more power with regard to medical matters inside the hospital, and probably they could make the arrangement; but, considering that they are only supposed to be temporarily in charge, pending legislation, I should think they would probably seek the sanction of the Government before anything was done.

4454. *The Chairman.*] Do I understand that you are of opinion that there ought to be three or four medical schools established throughout New Zealand rather than only one school for the whole colony?—The question of whether there would be one or more schools would probably depend upon the number of students that could be obtained. I may say that a short time ago I wanted to get a young man educated for the medical profession, and I found it did not cost more to obtain such education at King's College than it would if the student were sent to a medical school, say, in Wellington, or any other part of New Zealand. The cost is about £130 or £140 a year, and I imagine it could not be less anywhere. Considering this practical fact, I cannot see that, if we are to provide for medical instruction

Mr. E. C. Stevens. at all, any saving will be effected by having only one school, except to those who happen to live in the locality in which it is established.

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4455. *Dr. Hector.*] If medical degrees conferred in the colony were not to be recognized outside the colony as giving the right to practise, do you think advisable that they should be granted? Do you think it would injure a young man to give him a degree that only had a limited application?—I think that, if he could not practise outside of his own colony, it would be better, if he wanted to get any recognition at all, that he should obtain his education elsewhere, where his degree would have a more extended application.

4456. *The Chairman.*] In the event of a medical school being established, do you think it should give a complete medical education, or only a partial education, to be supplemented afterwards by instruction to be given in England?—I suppose it would give a man a better standing if he only went through a portion of his course of study in the colony; but much would depend, I imagine, upon the degree of proficiency to which a student could attain in the colony.

4457. *Rev. W. J. Habens.*] Is it likely that, if a medical school were established in connection with Canterbury College, any members of the Board of Governors would be also paid lecturers?—I do not know whether they would or not. A governor may cease to be a member of the Board any day. I suppose that if a governor wanted to take a lecturership, and there was an expression of opinion on the part of the Board that he should not hold the two positions, he would probably resign one or the other.

4458. What is your opinion as to the desirability of a person holding a seat on the Board of Governors being also in receipt of a stipend as lecturer?—I suppose that as a general rule it would be considered objectionable.

4459. Would you be in favour of any modification of the constitution of the Board that would enable those in receipt of payment from the Board to be members of that body, subject to certain restrictions as to the questions on which they might vote?—I have not considered that point; but, as you put it, it seems to me that by that provision the Board would be simply weakened on certain questions. There might be good reasons for it, but it is obvious that there would be less voting power on the Board on certain questions.

4460. Do you not think the Board might be strengthened in some respects by the presence of some who were in receipt of payment from the Board—professors, for instance?—No doubt their knowledge and experience would be of great value to the Board on many occasions; but, as you are aware, there is a general objection to a person being on a Board from whose funds he draws his remuneration. It is very likely that, under certain conditions, the arrangement you speak of might be very valuable; but on the other hand, as I have already pointed out, the strength of the Board on particular questions would be reduced if the voting-power of those members were limited.

4461. Do you think the difficulty might be got over by delegating all financial questions to a Board of Trustees specially charged with the duty of attending to money matters?—I doubt whether an advantage would be gained by that. I think, if you decide that professors should sit on the Board as governors, and not have full voting-power, you had better leave the rest of the Board to settle the finance, and bar the professors from dealing with that question: then you would get a Board of Trustees in a more simple form. I think it is very objectionable to have trustees of an institution apart from the managing body where it can be avoided; it leads to great complication, and seems to me to be perfectly useless.

4462. *Dr. Hector.*] Do you think it would be advantageous to have a body of trustees for the whole colony to administer all educational funds, and to look after the income from investments?—As far as I am able to judge, at the first blush, I do not see any advantage in such a plan. With regard to endowments and investments, local knowledge is the great point.

4463. But I presume you do not mean that any circumstances could alter the legal restrictions that surround endowments? Local knowledge could have no bearing on those?—No; but the trustees would have the administration of the property.

4464. The managing and local Board would have the administration of the revenue?—Yes, and of the lands too; they would have to say how the lands were to be let or sold, and so on. I think the local management ought certainly to have that power, if the property is to be turned to the best account.

4465. *The Chairman.*] Have you any knowledge as to how Christ's College has obtained endowments?—I have a sort of general acquaintance with some of the endowments, but I think it is all a matter of record.

4466. Has the institution, so far as you know, been endowed out of the public estate, or by private donations?—As far as I remember, the endowments were for the most part made by private individuals. I am not sure whether there were any of a public nature. There is the Jackson Trust Estate, which is chargeable with certain things, such as a professorship of history; and I think there are some theological scholarships.

4467. These were private donations?—I believe they were, but I could not be certain. The *Somes Estate*, I happen to know, was purchased by Mrs. *Somes*, widow of Mr. *Somes*, who was chairman of the *New Zealand Company*; it was a land order, and the property is in *Lyttelton*—a town section and a rural section. I only know, in a general way, that there were some private endowments. I repeat, however, that I have no official knowledge of *Christ's College*, and that I have no doubt there is documentary evidence of all its endowments.

4468. You are familiar with the *New Zealand University* system of education: do you think that system is the most suitable one for the requirements of the colony—I mean with regard to the University being only an examining body?—So far as I am able to judge, that is, at all events for the present, the best method. I am not aware that it can be improved upon.

4469. I understand there is a proposal to establish an agricultural school in this neighbourhood. Do you think the time has arrived when such a school should be established?—Yes; I think it is very important that an agricultural school should be established, and with as little delay as possible. We are establishing it now.

4470. Do you know what endowments have been made?—I think 100,000 acres were granted for the express purpose of founding a school of agriculture; they were Crown lands, which were capable of being sold, and a large portion has been sold.

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4471. Have you formed any opinion as to whether the proceeds arising from these lands are in excess of the requirements of the Agricultural School or not?—I do not think they are in excess at present. They may ultimately be in excess of the requirements for working the farm; but that will depend very much upon how the establishment is worked. If an expensive course of experiments were continually undertaken, a great deal of money would be required; but, if the farm is to be worked with a view to its paying to a reasonable extent, probably sooner or later the income will be found to be in excess of the wants. But at present, in consequence of the cost of building and stocking the farm, the income is not excessive, nor will it be for some three or four years. I think it will probably be found that our income has been anticipated for three or four years. At the end of that time we shall have got the institution into working order, and whether we shall have too much money or not will depend upon what system is adopted. While on this subject, I might perhaps be permitted to say I think the Agricultural School might very properly contribute to a greater extent towards certain other branches of the Canterbury College. I think for instance that, in addition to the £500 a year which is taken on general account, it might contribute towards a professorship of biology. It will derive a great deal of benefit from the Professor of Chemistry, some benefit from the Professor of Geology, and also from the biological department, and from the Museum.

4472. *Dr. Hector.*] In your opinion would it be necessary to duplicate the Chairs of chemistry and science generally, and to have a second lectureship at the Agricultural School?—I certainly do not think so. A Director with a knowledge of chemistry would probably be able to undertake a good deal of the laboratory work and so on; but I do not think it would be advisable to have a complete staff of professors at the School of Agriculture, as the distance from the College is so short.

4473. *Professor Cook.*] Then, in that case, do you think the Agricultural School might make a more liberal contribution than it does towards certain Chairs in the College?—I think it might very fairly do so. I think, for instance, that if there was a Chair of engineering it might contribute towards that. An estimate might be made, and a fair contribution taken, as in the case of the £500 a year.

4474. Do you think it possible for the governors to make that arrangement now, under the existing Act?—I think they could. If they could make an arrangement to take £500—which, I believe, was done quite legally—I should think they could take more.

4475. The £500 was taken, was it not, in pursuance of a distinct understanding?—I do not think there was any law for it, further than a general power.

4476. But the arrangement was already in existence when the Act was passed giving the agricultural school endowment over to Canterbury College? The College had been in the habit of receiving £500 a year from the endowment before the agricultural trust came regularly into its hands; it merely continued a practice already in existence?—That might have been so; but I think there is the power on the part of the College Board to make such an arrangement as I have suggested.

4477. You look upon the Agricultural School as a technical school, I presume?—Yes.

4478. In the event of that school not utilizing the teaching power of Canterbury College, would there, in your opinion, be any necessary connection between such technical school and the University? Whether or it not it might be advisable to erect it into a separate institution, would it derive any practical advantage from a connection with the College or the University if it did not utilize the teaching power?—It might perhaps be a good thing for the students to have a diploma from the College in the event of their seeking employment; but I do not know if the Agricultural School would have any right to be so connected with the College if it did not utilize its teaching power, which I think it ought to do.

4479. *Rev. W. J. Habens.*] Do you think that in addition to their technical training the students of the Agricultural School ought, if possible, to receive a liberal education?—Yes. I think, however, that they ought, to a large extent, to receive such education before they go to the Agricultural School. I may be quite singular in that opinion, but I have formed it from my own experience at Cirencester, where I was a student; and I think that going there at sixteen, or even younger, is mischievous, as I do not think they have sufficient experience of life to see the importance of making the best use of their time at what is practically a college.

4480. Would you be in favour of the granting of scholarships to students for the Agricultural School—such scholarships to be held first for one or two years or more in Canterbury College proper, and afterwards in the Agricultural School?—Yes; I should certainly be in favour of that, as being likely to make the Agricultural School work more completely a department of the College.

4481. *Dr. Hector.*] Have you a general notion of the standard of the matriculation examination for entering the College?—Yes, I think I have.

4482. Do you think it is desirable that students before going to the technical college should continue their studies in classics beyond the standard of the matriculation examination?—No; I do not think they need continue those particular studies after entering the Agricultural School.

4483. Do you think the standard of the matriculation would be a fair point at which they should take a special line in their education?—I think so.

4484. Suited to their after business in life?—I think that if a student goes to an agricultural school at the age of about fifteen or sixteen, and begins agricultural chemistry, veterinary surgery and medicine, civil engineering and surveying, geology, botany, and practical agriculture, with a few other things which are usually taught, all together, the probability is that after two years he would come out with a very sketchy knowledge of everything he had undertaken. That is the conclusion which my experience at Cirencester has led me to.

4485. Do you think he should get a part of that knowledge before he proceeds to the Agricultural College?—I think that a student having matriculated might address himself to chemistry, geology, and one or two other subjects taught in the regular classes of Canterbury College, and that he might then, even concurrently, if he had not too many subjects in hand, still be doing some work at the farm.

4486. And would you have those scholarships to be held by agricultural students for two years at

Mr. E. C. Stevens. Canterbury College, as a preliminary, which you said you would approve of, confined to such subjects as would be useful to the student as part of his final agricultural course?—I think that in founding those scholarships it would be desirable to give them a special direction.

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4487. In other words, you would extend the technical education backwards into the College, making the College undertake the preliminary part of the technical education?—Yes; and I should look upon the laboratory and other facilities for scientific instruction at the school itself simply as a help to those who had progressed further; so that they might not lose what they had learnt, and might be able to turn it to good practical account.

4488. *Professor Cook.*] In view of some such arrangement as that, would it not be necessary to lengthen the complete agricultural course of study beyond the three years which we are told is contemplated? Would it not be necessary that the complete course, from the time the student entered Canterbury College to the time he left the Agricultural School, should extend over more than three years?—It might be so; I do not feel certain about it.

4489. Seeing that in most other professions a four or five years' course is necessary, would it be too much to expect at least a four years' course from an agricultural student?—There is always this to be borne in mind: You want to teach farming, and if a student had a good knowledge of the scientific part of farming he would probably do better if he were on his own land, after he had had three or four years, or even less, of the course.

4490. *Dr. Hector.*] In evidence yesterday a distinction was drawn between an agricultural school and an agricultural college. The former was described as being adapted to teach farm labourers and other young men to manage farms; the agricultural college being for the purpose of preparing persons for occupying positions as managers of large estates—skilled farmers, in fact. Have you considered the question of what should be the character of the Canterbury Agricultural College in relation to those two grades, seeing that both exist in Germany?—I have never heard such a distinction drawn myself, and I do not see why it should exist. It seems to me that we want to teach the kind of farming best suited to the country, and that we had better instruct the students as they go through without dividing the form of instruction at all. You want to make a man a complete farmer, not with any special reference to the management of estates, or anything else.

4491. But do you think that to be a complete farmer a man should not only be able to farm his own land, but be qualified to do his own engineering, his own surveying, and other professional work which is generally delegated to persons employed temporarily?—Yes.

4492. You think he should be able to do that work himself?—Certainly; it would be advisable that he should. Take, for instance, veterinary surgery, which is a most important thing: if a man has a farm about thirty miles or more from Christchurch, or from any place where he could get a good veterinary surgeon, he should be able to prescribe and perform the more simple operations himself. Unless he can do so his training in that department is of no use to him whatever. The same remarks apply to the measurement of land, and the taking of levels in case of drainage being required.

4493. You think a farmer should be able to do all these things himself, instead of having to employ professional men?—I should say he ought to be able to do those ordinary things; but to say that he should be a civil engineer, and be able to build a bridge, would be going much further than I should be disposed to go.

4494. But do you contemplate producing two classes of students, or graduates, in the College—one set of men having a superior knowledge, and qualified to act as managers of large estates, being conversant with all matters relating to drainage and soil—in fact, farm doctors; and persons who would undergo the ordinary training and receive a general knowledge of the principles of farming for their own private use?—No, I have never made that distinction, because the more extensive the range of work, the more likely would a man be to be qualified by experience. But I should say the same kind of knowledge would be required on the part of both persons. If a man can manage his own farm well, the probability is that he would be able to manage a large estate well, when he had full experience.

4495. *Professor Sale.*] What number of scholarships is it proposed to establish in connection with the Agricultural College?—Six, I think. We proposed more at one time, but were defeated.

4496. What is their annual value?—I think they vary in value.

4497. From what class of the community do you expect your students to be mainly drawn?—I suppose they would be drawn chiefly from the sons of large and small landed proprietors, and possibly from the sons of persons engaged in trade, who might not wish their families to follow the same pursuit as themselves.

4498. You would not then expect the students to be drawn from a more intelligent class than the ordinary students of, say, Canterbury College?—No, I should think not.

4499. Do you think it necessary that there should be more liberal provision in the way of scholarships in an agricultural college than in a college giving an ordinary liberal education?—No, I should think not. The only thing is that, by giving scholarships, you may bring the Agricultural College within the reach of persons who could not otherwise avail themselves of it.

4500. What is the idea of the Committee with regard to the qualifications for a scholarship?—They thought the applicants should pass a certain standard—I think a standard laid down by the Board of Education;—at any rate, that some standard should be adopted.

4501. Was it intended that the circumstances of the candidate, with respect to his means, should be considered in allotting scholarships?—I do not think that ever engaged the attention of the Committee.

4502. I mean, was it intended that the poverty or wealth of a student should be considered in awarding a scholarship?—I think not. As far as I remember, it was the student who was eligible, and who passed the best examination, who would get the scholarship, without reference to means.

Mr. C. C. HOWARD was sworn and examined.

Mr. C. C. Howard.

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4503. *The Chairman.*] What position do you hold in connection with the Normal School in Christchurch?—I am Principal.

4504. How long have you held that office?—I was appointed in July, 1876.

4505. I believe you were appointed at Home: will you state by whom the appointment was made?—I believe that originally the nominators were to have been Lord Lyttelton, Dr. Featherston, and Mr. Ottywell; but that, on the death of Lord Lyttelton and Dr. Featherston, Sir James Power and the Hon. W. E. Gladstone took their places.

4506. What was your experience in teaching at Home?—I was for some time junior mathematical master of the Training College at Battersea, and took certain subjects in the school there. Then I was English master for five years in the Training College at Durham. Afterwards I had a country school in Hampshire—a mixed school—being obliged to take easy work on account of the break-down of my health. As soon as my health was restored, I took a large school in the Black Country, and I also had experience in the work of large schools in Yorkshire.

4507. Who compose the governing body of the Normal School?—The members of the Board of Education; but I was appointed by the Provincial Government. When I arrived here I found that the institution had passed from the hands of the Provincial Government into those of the Board of Education.

4508. What are your specific duties as Principal of the Normal School?—I am held responsible for the general management of the institution, acting under the instructions of the Board of Education; but my special work is the technical training of teachers.

4509. How many pupils have you who come within the category of trained teachers?—I commenced this year with forty-four; last year we had seventy-one.

4510. Do these teachers find employment pretty readily when they pass out of your hands?—I have had no difficulty hitherto in procuring them employment. A large number went up for the recent examination, and some are waiting until the result of the examination is known, and are staying with me until they get appointments.

4511. What is the average age of these pupils?—It varies very much. I suppose the average age would be about twenty-five. I have one, a woman, of about forty-six, and some girls of sixteen. As a rule, we do not receive pupils until they are seventeen; but I have a discretionary power, and can admit students at sixteen, if I consider them competent to go on with the course, and if they will undertake to stay with us until they are eighteen. We allow no students to leave us until they are eighteen.

4512. *Professor Shand.*] Could you tell us how many of the students at present in training were examined at the recent examination, and what were the different classes?—I cannot tell you the exact number, but I think about thirty-two, and of those, I suppose, about twenty-four were for D, and eight for E.

4513. *The Chairman.*] How many of these candidate-teachers are women, and how many are men?—The proportion of males to females is about one to three; there are about three times as many women as men.

4514. What is the course of study in which they are instructed?—They studied with us during the last year all the subjects required for the D examination, except drawing. We did not think drawing would be required this time, and the Board has been contemplating a special arrangement for teaching it—we have no arrangement at present.

4515. *Rev. W. J. Habens.*] Do you mean they studied all subjects that could possibly be of use to them in the D examination?—No; all the compulsory subjects, and Euclid and algebra as the two optional subjects. They also studied Latin, but did not carry it on to the point that would enable them to pass the D examination in Latin.

4516. *The Chairman.*] What staff of assistant teachers have you?—I have two in the training department—Mr. Watkins and Mr. Newton.

4517. Is there a general examination held for the candidate-teachers?—We hold our own private examination about Michaelmas: in fact we hold two examinations in the year; the Michaelmas one is the most severe, and we regard it as a kind of stock-taking to ascertain the requirements of individuals, so that we may better prepare them for the examination they must undergo under the Government.

4518. After these candidate-teachers pass out of your hands, do they generally succeed in passing the Government examination of teachers?—They generally pass the Government examination before they leave me; there has not been one who has gone up for the examination after leaving me.

4519. Have any failed to pass the examination?—No.

4520. *Rev. W. J. Habens.*] Your answer refers, of course, to the examinations that were held by the Board?—Yes.

4521. *The Chairman.*] Do these candidate-teachers pay any fees for the instruction they receive at the Normal School?—No. We admit private students on payment of a fee, in advance, of £20 per annum. The students in training for teachers pay no fees.

4522. *Rev. W. E. Mulgan.*] Do they support themselves?—They have to support themselves absolutely; they have no assistance whatever.

4523. *Professor Brown.*] Have they to pass any entrance examination?—They have to give evidence of their capability of passing the Sixth Standard.

4524. By an actual examination?—We have power to submit them to an actual examination; but, if I get a testimonial from a schoolmaster that a teacher has already passed that examination, I accept it; and, if I know the schoolmaster, I should prefer sending to him for his opinion of a candidate's abilities to taking an examination.

4525. *Professor Cook.*] But, if the candidates do not bring such a certificate, or if it is not obtainable, then you examine them?—Yes.

4526. *Professor Shand.*] I suppose the course of instruction in the Normal School is to prepare the candidates for the E and the D divisions of schoolmasters' examinations?—Yes.

4527. How are the candidates prepared for the higher divisions?—They do not prepare with us for the higher divisions; they will, I hope, generally matriculate after they leave us. Some students who left us last year matriculated this year, and I know of several who intend to read this year with the view of matriculating at the next examination.

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4528. It is intended that those who wish to become candidates for the higher divisions should matriculate and receive their instruction at the Canterbury College?—Yes.

4529. *Professor Cook.*] If you require all candidates to pass the Sixth Standard, or to give a certificate that they have already passed it, does not that limit the functions of the training school to preparing candidates to pass the D examination? Do you not regard the Sixth Standard as equivalent to Class E?—No; I certainly think not.

4530. *Rev. W. J. Habens.*] Would you be so good as to state what arrangements are made to give the students practice in the art of teaching?—There is a practising school in three departments. We have at present about 950 children on the books—a boys' school of about 350, a girls' school of about 340, and an infant school of about 260. The girls' school and the infant school are both under trained teachers; the boys' school is not, at present. The students go and teach in rotation in these schools, in the department for which I think they are best fitted, or which will be most likely to benefit them. They spend, in that way, about a third of their time in the practising school; during the last term they spent rather more than that.

4531. During the year of residence, about how much time would a student spend practising in the training school?—About fourteen weeks in the year.

4532. Supposing an untrained master were appointed to be a teacher in the Normal School, how long do you suppose it would be necessary for him to teach there before he would obtain that amount of knowledge which a trained teacher is supposed to possess?—He would certainly have to stay six months.

4533. You say that the boys' school is not under a trained teacher: how long has the teacher at present in charge been engaged in teaching?—I think about five years.

4534. Was he for any considerable part of that time in the Normal School?—Three years in the Normal School—three years, this month, from the opening.

4535. And you do not consider that three years of work in a normal school is sufficient to entitle a man to be considered a trained teacher?—No, I do not; because he has only had experience of one class of work.

4536. *Professor Brown.*] But is he not trained in that class of work?—He is trained in the particular requirements of a normal school, but he is not qualified to train and teach others, or to take charge of a school of an entirely different character.

4537. *Rev. W. J. Habens.*] Do you think a teacher in such a position might be rendered more efficient and more useful in the school if some pains were taken to afford him what you consider to be training?—I think so.

4538. Would it be compatible with the arrangements and general necessities of the school to give such a teacher an opportunity of becoming thoroughly trained?—I did my best by arranging the timetable so that after 3 o'clock the teachers in the school might take advantage of lectures; but they were generally so occupied with other studies that they did not avail themselves of the opportunity. I insisted on their attending a certain course of lectures on method.

4539. *Professor Brown.*] Then you consider the difference between a trained teacher and an untrained teacher is the attending a course of lectures on school management?—Partly that—that is a part of his training. He would receive a course of lectures on the principles of education, and on the methods of education; and he would also take part in discussions as to the best way of embodying sound principles in methods adapted to different schools.

4540. And this is the training that differentiates the trained teacher from the untrained?—Yes. I ought to have explained that the students teaching in the practising schools are pretty constantly supervised. I myself go round the building daily, and spend as much time as I possibly can in going from one room to another, and giving the teachers such hints as they seem to need; and at other times they are under the supervision of the heads of departments, who report to me weekly upon their performances. The reports thus received are made the subject of private conversation with the students who have been teaching.

4541. *Rev. W. J. Habens.*] Do you think that a young man who has pursued a liberal education, say in such an institution as Canterbury College, is likely, if opportunities of training be afforded him, to make a better teacher than one whose attainments would only enable him to pass in Class E or D?—I should think that a man who had passed Class D would probably be as good a teacher as a man who had carried on his studies. I think that a man who can pass Class D is sufficiently educated for our elementary school work. It depends so much upon his own power of imparting knowledge. If that power is equal, the more a man knows the better.

4542. *Professor Brown.*] So that, supposing two persons to start with equal powers of imparting knowledge, the one who had received a liberal education would be better than the other?—Yes.

4543. *Rev. W. J. Habens.*] Could you, in a normal school, offer to young men pursuing a liberal education in Canterbury College facilities for obtaining that technical knowledge of the art of teaching which is required before a certificate can be granted, or before it would be right to place a candidate in charge of a school?—I should be very glad to make arrangements to suit the convenience of such students, if application were made to me; but in no case hitherto has any one been able to avail himself of the opportunity when offered. I had one application, but the young man was not able to give his time to the work then; and a young woman, who was pursuing her studies at Canterbury College, was about to enter upon a course of training, but an opportunity of bettering herself offered.

4544. *Professor Shand.*] Are there any arrangements for the boarding of the students in training?—No; the students have to make the best arrangements they can. The majority of them live at home, and come in by train.

4545. And they are not under any supervision?—No. There are very few who board in town, and they, in almost every case, live with friends.

4546. Does the Board of Education pay anything towards their expenses?—Not a penny; they have to pay all their own expenses—even their travelling expenses.

4547. *Rev. W. J. Habens.*] Do you know what amount the Board of Education receives from year to year to maintain the Normal School?—I believe it is £2,000.

4548. Do you think that out of that sum it would be possible for the Board to grant scholarships? *Mr. C. C. Howard.*
—I think it might. I proposed a scheme for the purpose to the Board some months ago, but it happened just then that there was no money which could be devoted to that object. Their resources had been taxed to the utmost by paying the expenses of country teachers to the Saturday lectures on education; therefore the matter was relegated to another year. I proposed that they should spend £200 in money prizes to encourage the students, and I sketched out a scheme by which I thought the £200 might be turned to profitable account.

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4549. And is that £200 all that you recommended for appropriation among the students?—That was all I asked for, because I thought it was the most I could possibly get. I think that more money might well be expended in encouraging students to enter. Something seems to me necessary to be done to encourage male students to enter.

4550. How much do you think might be applied in this direction out of the £2,000 a year?—Of that annual sum £1,300 is absorbed in salaries, which would only leave £700, and from that would have to be deducted various incidental expenses, including the cost of maintenance. I am afraid we could not hope for more than £300. Our students remain with us for the minimum period of a year, and, estimating the expense of each student at £40 a year, it would be manifestly impossible to pay them their expenses in full out of £2,000 per annum. In cases where they only come for six weeks or two months you can assist a great many students out of £300; but you cannot do so if they take the long course they do here.

4551. *Professor Brown.*] Do you not think scholarships could be established to bring students to take the fourteen weeks' training at once? Fourteen weeks, I understand, is the time you devote to practical training in the year?—Yes; but ideas that, they would, of course, require a great deal of theoretical instruction.

4552. Could they not acquire that from books?—Not so well, I think; they have books as well. I am very anxious to encourage amongst them independent study of their profession; and I find that criticism lessons and school-management discussions are the best means of securing that. My students receive every week about 4½ hours' theoretical instruction, besides the time they spend in the practising schools.

4553. *Rev. W. J. Habens.*] To what extent do you think it possible to make the practising school also a model school—I mean a model as to the discipline, order, and method, and everything connected with a school?—You could make it to a certain extent a model school, but it would not be a model that could be reproduced in many particulars. At the same time it should be a model to a great extent in matters of discipline.

4554. Do you think that the fact that students, at an early stage, are allowed to practise in the school, militates against the school being in a model condition?—Yes, to some extent it does, because the classes are constantly changing teachers, so that the children are not under that settled control which is desirable.

4555. Do you think it is a serious disadvantage to a young person in training to have frequently before his eyes a school which is in such a condition that it cannot be regarded as a model?—No, I do not think it is a serious disadvantage.

4556. *Dr. Hector.*] Do you think it is a disadvantage to the children who attend a model school that they are subject to a constant change of teachers?—No, I do not. I think the power we have of breaking up large classes into small ones more than counterbalances that; and I think that children, in such a school as ours, make quite as good progress as those under other circumstances, and, so far as I am able to test the work, the classes generally taught by the students do quite as well as those taught by the teachers: in some respects, I should certainly desire to take a visitor to a student's class, rather than to a master's class, as a model of how a class should be managed. The staff consists almost entirely of young teachers of limited educational experience, and who had never received an hour's training for their special work.

4557. *Professor Brown.*] I suppose most of them have been three years in the Normal School as practising teachers: do you not think that has given them an opportunity of becoming trained?—It has given them some opportunities, but they have not availed themselves of them perhaps to so great an extent as they ought; and certainly they do not always show such good work—such good outward results—as the students do. For instance, some of my teachers, who needed them most, scarcely attended the public lectures on education, but said that other studies they were obliged to pursue prevented them.

4558. Then you think it was the want of attention to these lectures which prevented them from becoming good masters?—I think they would have been much better teachers if they had attended these lectures; but I think they wanted, more than anything, preparatory training as pupil-teachers under a good master. A trained English master, over and above the time he spends in a training college, serves five years as a pupil-teacher. I myself had five years' training as a pupil-teacher, before I went to the training college at all.

4559. But have none of these masters had training as pupil-teachers?—No.

4560. *Professor Cook.*] And these students whom you receive in the ordinary course—have any large number of them been pupil-teachers?—About 30 per cent.

4561. And the remaining 70 per cent. acquired the whole knowledge of the profession by one year's residence at the school?—Not necessarily one year.

4562. No, because they may stay on; but, say, 50 per cent. acquire the whole knowledge of the profession during one year's residence?—Yes—acquire all they know of it.

4563. Do you think that is sufficient training?—No; I think that a year is the very lowest that can be considered training at all. In England it is two years.

4564. After the five years' apprenticeship?—Yes, two years at a training college. Here we fix one year, not because we think it is the most desirable period, but because it is the most we could ask for.

4565. Do you not think that a man with three years' practice in a normal school would be a more efficiently trained teacher than one who had merely attended there as a student for one year?—No, I

Mr. C. C. Howard. should think not; because he has not had the theoretical training which the other has had, and has not the same knowledge of the principles of work. A student acquires a knowledge of principles that would serve him in good stead in almost any school in which he might be placed.

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4566. *Dr. Hector.*] Do you think that in the examinations for classifying teachers the training of a teacher has sufficient weight as against general knowledge?—I do not think it has.

4567. Is there any way in which the examinations could be conducted which would give that part more prominence?—I think more prominence was given to it in the last examinations than in the examinations under the Board. But I think it is too often overlooked that the persons being examined claim to possess teaching power, and that therefore they should be required to show teaching power in any subject they take up.

4568. *Professor Cook.*] You think they should be required to show teaching power on every subject they take up?—I think so.

4569. That it is no use for a man to possess a knowledge of Latin, or Greek, or German, or any other subject, without being able competently to teach it?—Yes, it is of use; but it would be far better for him to be able to teach those subjects; and you ought to give him a question to find out whether he can teach them or not.

4570. Under the present arrangements for examining teachers, do you think due importance is given to a technical knowledge of the principles and art of teaching?—I think not; I do not know how many marks are given to other subjects.

4571. Do you think that at the last examination sufficient weight seemed to have been attached to a knowledge of theoretical principles in the art of teaching?—Scarcely sufficient weight; but it was an improvement on other examinations. It would depend largely on the number of marks given for the school-management paper in comparison with those given for the other subjects. In England they give 100 marks for school management, 50 for history, and 50 for geography.

4572. *Rev. W. J. Habens.*] Your remarks apply only so far as the classification depends on examination?—Yes.

4573. *Professor Cook.*] You are aware that in the scheme at present being worked a large amount of credit is allowed a teacher for practical skill, over and above what is elicited by mere paper examination?—Yes.

4574. If you take that in conjunction with the amount of skill in school management which is elicited by paper examination, do you not think that all the weight that is desirable is allowed to theoretical knowledge and practical skill?—I think it would still be desirable to allow a little more.

4575. In what way?—By way of examination. I should like to see candidates tested more as they are in England. There, every teacher who takes a school has to give a lesson before the Inspector, and, in addition to that, has to do two years' good work before obtaining his certificate.

4576. Is not that practically done here?—No; the teachers who came up for the examination had to give no immediate evidence of teaching-power beyond that elicited by the examination.

4577. *Rev. W. J. Habens.*] Are you aware that a candidate will not receive a certificate upon the result of the examination, but must produce evidence of at least two years' work in a school, and a testimonial from a Public School Inspector, or from the Principal of a normal college, to the effect that he is competent to teach and exercise control?—Yes.

4578. *Professor Shand.*] You mentioned that the Normal School was under the Board of Education?—Yes.

4579. Do you think that is the best arrangement for the school, or would you rather have it under the Minister of Education?—I should certainly prefer its being placed under the direction of the Minister. The fluctuations in the constitution of the Board exercise a very bad influence upon the work of the school. The plan of work is liable to be upset in any year. I may be instructed to work on entirely different lines this year from those I worked on last year, and next year I may receive different orders again.

4580. And would you be inclined to withdraw also the practising department, or school attached to the Normal College, from the control of the Board of Education?—Yes, I should. I think that is an integral part of the school, and quite a peculiar institution, and that it is not fair to judge it by the same standard by which other schools are judged, or expect exactly the same things from it. I think it might be made much more useful as a practising school if greater freedom of action were allowed to it than to other schools. For instance, I cannot very well give a student the practice I should wish in school organization, because if I disorganize the school in order to illustrate different methods of organization the work itself is hindered for the time being.

4581. *Dr. Hector.*] Would not the children attending the school be able to come up and take their different standard examinations as rapidly as would be the case in any other school?—I think they would; I am not afraid of the standard test.

4582. *Rev. W. J. Habens.*] Referring again to the test which ought to be applied to a candidate for a certificate as to his practical skill, do you think it is satisfactory for the Minister to accept the testimonial of an Inspector of Schools, or the Principal of a normal school, or do you think some other test should be applied?—I should like to have a further test applied. I think it is good so far as it goes.

4583. And by whom do you think it should be applied?—By some independent officer like the Inspector-General of Schools.

4584. But, considering that the examinations are necessarily held at many separate centres, do you think it is likely that persons can be found at those central places more competent to give an opinion than the Inspectors of Schools and the Principals of normal colleges?—Possibly not at present; but I should wish very much that some independent person should come into my school and hear my students teach. I would be very willing to allow the Principal of any other normal school to come; I think it would be an advantage to both of us.

4585. Do you think the difficulty could be got over, and an independent person secured, by your declining to give testimonials to your own students, and leaving it to the Inspector of Schools to testify

as an independent person?—An Inspector of Schools, perhaps, would not be so likely to find out the truth about them as I should myself. I should like to have his evidence and my own taken into account. *Mr. C. C. Howard.*
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4586. *The Chairman.*] Is your Normal School, in your opinion, a fair representation of an English normal school?—It differs in the fact that the students are not resident, as they are in England. In other respects the work is very similar to that of the English normal schools. But I believe that the practical training of the teacher is cared for very much better than in the English training colleges. I have considerable knowledge of those schools, both large and small, and I do not think that the work is done very thoroughly in many of them; there is such a competition between them as to which shall take the highest place in the literary examinations that the practical training of the students is largely neglected. Indeed, I do not think that I myself left the training college in any respect a better teacher than when I entered it, for I had scarcely any help.

4587. Do the candidate-teachers at the Normal School attend at the usual school hours?—Yes. The training department opens at 10 and closes at 4; the practising school opens at 9 and closes at 3. But students whose turn it is to teach in the practising school are required to be present, if possible, at 9 o'clock; but many of them are dependent on train arrangements, and cannot possibly attend at that time.

Dr. TURNBULL was sworn and examined.

Dr. Turnbull.

4588. *The Chairman.*] You are a member of the medical profession, practising in Christchurch?—April 17, 1879.
I am.

4589. How long have you been practising in this place?—For twenty years.

4590. What medical degree do you hold?—I am a Doctor of Medicine of the University of Edinburgh.

4591. I believe you are one of the governors of Canterbury College, and also Dean of the Medical Faculty at the College?—Yes.

4592. The Commission would like to ascertain your opinion as to the advisability, or feasibility, of establishing a medical school in the colony?—I have for years been of opinion that a medical school could be established with advantage in each island of the colony.

4593. Do you think that, if a medical school were established, it would be capable of giving the full medical course?—It would afford an education equal to that given by any provincial medical school in England.

4594. *Professor Brown.*] Could you give us an instance of such a provincial school?—There is one at Newcastle, at Manchester, Liverpool, Leeds, and Sheffield.

4595. *The Chairman.*] Is a full medical education entitling a student to a diploma given in those schools?—The full medical education is given in each of them, as prescribed by the College of Surgeons in London. They do not grant diplomas. The student has to go to London for his degree or diploma.

4596. *Rev. W. J. Habens.*] By what body is the diploma granted?—By the College of Surgeons of England, in London, on examination.

4597. And does the College of Surgeons require a *testamur* to the fact that the candidate has studied during a certain number of terms in a provincial college?—Certainly—the same as if it were in Guy's Hospital, or the London Hospital.

4598. *The Chairman.*] Supposing there were two medical schools established in the colony—one in the North Island and one in the South—by whom would you suggest that the degrees should be conferred?—By the University of New Zealand; unquestionably by one University.

4599. Has the University of New Zealand got a staff of examiners at present sufficient to conduct an examination of medical students?—No. As Dean of the Faculty I wrote to the University authorities, the session before last, requesting them to lay down a curriculum, or to affiliate us to the University, in order that we might write to London, asking to be recognized as a school of medicine.

4600. To whom did you write?—To the Chancellor of the University, through the Registrar. That was last year.

4601. What reply did you receive?—The Chancellor said the Senate did not see its way during that session to establish any curriculum for medical students.

4602. *Rev. W. J. Habens.*] Do you know whether the Chancellor has conducted a correspondence on the subject with any authorities in England since that date?—I heard so. I find it stated in the Minutes of the Proceedings of the Senate of the University of New Zealand, Session 1879, that the Medical Council of England is not empowered to register colonial degrees, but that there is nothing to prevent the New Zealand University granting degrees for its own colony.

4603. *Dr. Hector.*] Do you think it would be desirable that the University of New Zealand should grant degrees that would not range beyond the colony?—I really do, looking at the number of youths who are growing up here anxious for a profession. I think that each island could educate a number every year who would serve our purpose quite as well as any imported doctors.

4604. Do you think it would be inflicting an injury upon young medical men to encourage them to devote the whole of their student life to the acquisition of a degree that would be of no use to them beyond the confines of this colony?—I look to the Medical Council, I will not say to compel, but to persuade, the English Parliament to give the range of the Empire to our degrees. I cannot see how they can refuse to do so.

4605. Will they not probably lay down certain regulations as to the course of study before they agree to accept the degrees?—Unquestionably. I would not establish a medical school in New Zealand that would not be recognized by the College of Surgeons or the Medical Council of England.

4606. Then in your opinion is it better that the University of New Zealand should delay laying down a curriculum until that recognition is granted?—I have thought over that point, which in fact was the subject of my letter to the Chancellor, and can answer the question at once. Until the Medical School is an established fact it will not receive recognition from the Home authorities. They will not recognize us as a problematical school, but only as one in existence.

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4607. Are you aware that the Medical Council is debarred not merely by unwillingness but by law from granting recognition to colonial degrees, and that a Bill, which has already been once before the Imperial Parliament, will probably pass this session, or the next, giving them power to recognize such degrees?—I read the correspondence with the Vice-Chancellor in which that was stated.

4608. Are you still of opinion that it would be desirable to take any steps until that Bill becomes law?—Yes. If the University determines to establish a school of medicine in the colony it will take at least twelve months to do so; and I think the sooner the school is recognized on paper the better, and it is intimated to the lecturers that they may prepare for teaching, and organize their school.

4609. *The Chairman.*] If a medical school were established in Christchurch, what number of students do you think would attend?—We had eight; and in our letter to the Board of Governors of Canterbury College, copy of which I will leave with the Commission, we say that we are prepared to obtain ten at the very lowest. We have eight definite names. I could give the names of sons of old settlers who were prepared to commence study with us. Our letter is now under the consideration of the Board of Governors. I also hand in a copy of the Provincial Government *Gazette* of the 7th September, 1876, containing the prospectus of the Christchurch Medical School, and the names of the lecturers. It remains in force upon paper up to this time, and we have the written promise of each lecturer to commence lecturing as soon as called upon by the Canterbury College, and by the University; and they are all prepared to do so upon the scheme as written down in this *Gazette*.

4610. So soon as the University prescribes the curriculum?—Yes; as soon as the curriculum is prescribed the lecturers will be prepared to commence.

4611. *Rev. W. J. Habens.*] Are any of the lecturers who are named in the *Gazette* members of the Board of Governors of Canterbury College?—Mr. Coward and myself.

4612. Do you think there would be any difficulty, or any violation of a principle that ought to be respected, in the acceptance by members of the Board of Governors of positions of emolument in the Medical School, which is under the control of the Board of Governors?—Unquestionably there would.

4613. *Professor Brown.*] How would you propose to get over the difficulty?—The gentlemen in question would hold honorary positions and receive no salary. I see no reason why salaried teachers in a college should not occupy seats on the Boards of Governors; but according to the laws of the College at the present time it would be wrong to do so.

4614. Could you point out that law? Is there anything in the Act or the foundation, or is it a mere matter of agreement amongst the Board?—It is a by-law which was made when the legal adviser of the Board was appointed. That gentleman had to resign his position as a member of the Board of Governors.

4615. Was this the result of a tacit agreement or a distinct resolution?—A distinct resolution of the Board of Governors. When the gentleman I have referred to was appointed legal adviser it was by a resolution which said that no one receiving emolument from the College should sit upon the Board of Governors.

4616. *Rev. W. J. Habens.*] What is your opinion as to the propriety of the restriction which the Board seems to have imposed upon its members in this respect?—Candidly speaking, I can see no reason whatever why professors and teachers of the College—paid officers of the Board—should not sit on the Board of Governors. I have always held the opinion that the presence of a definite number of the teaching staff would be an advantage to the governing body.

4617. *Professor Shand.*] If any members of the teaching staff were appointed members of the governing body, as might be the case if the resolution were rescinded, would you restrict their power of voting in any way?—Certainly not.

4618. Would you permit them to vote on matters relating to their own salaries?—I should think their own good taste would induce them to retire from any discussion of that kind.

4619. But you would not formally disqualify them from taking part in such business?—I would not. I would restrict the number of teachers and professors who could sit on the Board; because, otherwise, if the proposed medical school were included, the whole Board of Governors might be constituted solely of teachers.

4620. You mean by that that the professors and lecturers should not necessarily, *ex officio*, be members of the Board?—Yes; they should be subject to election the same as any other member of the community.

4621. *The Chairman.*] You have spoken of a *Gazette* dated three years ago showing the staff, &c., of a proposed Christchurch medical school: has any real practical gain been produced to this community by that medical school having been gazetted?—Not the slightest. It enabled us to obtain a position in Canterbury College as a department of that College, and simply gave us an existence on paper.

4622. *Rev. W. J. Habens.*] If sufficient money were provided for the immediate institution of the proposed medical school, is it certain that it would have access to the hospital?—No, not at all certain.

4623. Can you suggest any legislation or regulation which you think would be desirable to bring the Medical School into necessary relation with the hospital?—I understand that in Great Britain and Ireland the schools attached to hospitals have no legal standing in those hospitals, but that the governing bodies of the latter are only too glad to accept the services of the medical schools. But if we were starting afresh in a small community, such as we would commence a school with here, my impression is that, in each Island, a hospital and a medical school should be conjoined in some central position, and receive by legislation—either by way of endowment in land, annual grants, or rates—a definite income. It should be done by legislation, so as not to be capable of being altered owing to any local prejudices or disagreements that might occur.

4624. Do you think it would be necessary, in order to give effect to that in such a community as Christchurch, to place the hospital in some respects under the control of the governing body of Canterbury College, which controls the Medical School?—It ought to be placed under a central body of some kind; but whether the Board of Governors of the College is the proper body I am not prepared to say.

4625. You would be satisfied if some arrangement were made so as to secure harmonious working

between the Medical School and the hospital authorities?—Yes. I should distinguish the hospital of a large and populous district from the casual hospital of an outlying district, which ought to be conducted on a different plan altogether.

4626. *Dr. Hector.*] Do you think it advisable that the medical men attached to a hospital should be encumbered with the greater part of the work of management, or the housekeeping of the hospital, and with the control of the finance?—It is the greatest possible mistake to give the medical department of a hospital anything whatever to do with the lay management.

4627. When you were talking of giving to the teaching body of the Medical School a voice in the management of a hospital you did not include the lay management?—I have advocated for years the distinct separation of the lay and medical government of a hospital, leaving the lay management entirely to laymen.

4628. You would have the hospital, in fact, as far as the Medical School is concerned, as a kind of normal training school for medical men making use of the hospital?—Exactly so.

4629. But the primary management of the hospital would be with a view to the convenience of the sick in the district in which it was placed?—Yes, leaving the lay matters entirely to laymen.

4630. *Professor Cook.*] You spoke of a central hospital: do you mean one for the whole of the South Island, or one for the whole of the North Island, or two hospitals?—One for each Island.

4631. One hospital for the South Island and one for the North?—Yes.

4632. *Dr. Hector.*] You mean in relation to the teaching, not in relation to the hospital wants?—Yes, in relation to teaching.

4633. *The Chairman.*] Do you think the eight students who were desirous of acquiring a medical education would, as an earnest of their intention, have paid the fees prescribed in the prospectus—namely, fifty guineas a year or £150?—I can say quite safely, knowing that I am speaking on business, that every one of them was prepared to pay those fees.

4634. *Dr. Hector.*] Is there a Registrar in Christchurch appointed or accepted by the General Medical Council of Great Britain?—No.

4635. Is there any institution whose examination is accepted by the General Medical Council?—Yes, Christ's College.

4636. Who has been appointed to receive these applications for registration?—I have no idea.

4637. Have any of the lecturers appointed in connection with the proposed Medical School taken steps to secure recognition for their teaching by any degree-granting body at Home?—When we were a Medical School unconnected with Canterbury College we corresponded with the various authorities at Home requesting recognition as a school if established under the Provincial Government; but we never received any satisfactory answer. The practical answer was, "Establish yourselves, and do the teaching, and we will then talk of recognition."

4638. That was, the recognition of the school?—Yes.

4639. But my question was more with regard to the teachers—whether attendance at their lectures would be recognized as equivalent to attendance at any Home institution?—No such applications have been made.

4640. Then, in the event of a student taking advantage of what has been done towards establishing a medical school here—supposing you proceed a step further—would his time be lost, in regard to his medical studies and the obtaining of a degree, until the New Zealand University granted a degree?—Unquestionably; with the exception that attendance at the hospital here would be recognized as attendance at a hospital at Home.

4641. At Home it would be recognized?—Yes. Our hospital here contains the regulation number of beds, and a year's attendance there would count as a year's attendance upon studies at Home.

4642. Upon what do you found that?—Upon the published regulations of the London and Edinburgh Schools of Medicine.

4643. I understand you to say that attendance in the hospital at Christchurch would be equal to attendance at a hospital at Home towards a medical degree, without any explicit recognition of that hospital?—Yes.

4644. Then who would grant the certificate in that case?—In one instance a gentleman went Home and received a certificate from Dr. Prins, whose pupil he was, and the twelve months' attendance at the hospital was recognized as part of his English studies.

4645. And did that include clinical teaching?—No.

4646. Then he would have to attend a hospital at Home in order to enter upon his clinical course?—Yes.

4647. *The Chairman.*] As matters now stand—seeing that you have got an endowment—do you see any immediate prospect of a medical school being established in Christchurch?—We require £2,000 a year to establish it; we could not possibly do it under that. And you will see from the paper I leave for perusal that that sum will be so insufficient for the payment of salaries as to make a large portion of the work gratuitous on the part of the twelve lecturers who are named. Our proposal was that, if we could receive £2,000 a year from Canterbury College, the rental or interest arising from our reserves might go to the College in reduction of that sum until it was all paid off. Men with a knowledge of matters relating to land estimate that the reserve is worth £1,000 a year. The sum appears to be a larger contribution by the College than it would be in reality, because in the £2,000 we include £200 to a physiological lecturer, and £200 to the chemical lecturer, so that really there is not more than £600 asked for from the College.

4648. *Professor Cook.*] Do I understand that the lecturers are willing to lecture for the Medical School practically gratuitously?—I certainly understand something of that kind. Those two would practically get very little increase in their salaries.

4649. And those gentlemen are willing?—I cannot say that; they have given a written promise. We have their letters to the effect that they are willing to commence lectures immediately.

4650. *Dr. Hector.*] I suppose in the matter of chemistry there would be no difference in the ordinary course of chemistry and that required as part of the medical curriculum? The ordinary

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course of chemistry as now carried on in the College would be sufficient?—With very small modifications it would equally suit the medical student. Perhaps I may be permitted to quote a short extract from the Minutes of the Medical Council of Canterbury College, dated 29th _____, 1878. It is as follows: "Letters in answer to circular letter of February 26, 1878, were read. The following gentlemen stated they were prepared to deliver such course of lectures as the New Zealand University might prescribe: Doctors Turnbull, Deamer, Nedwill, Frankish, and Powell, and Messrs. Bell-Hay and Bickerton."

4651. *Professor Brown.*] Was not that at a time when there was no prospect of any lecturer getting a salary?—It was after the reserve was made.

4652. *Rev. W. J. Habens.*] Supposing it were found possible to establish a medical school in Christchurch, and another in Dunedin, do you think it would be desirable to have those two schools?—It is a question of expense. A very serious question arises: if the young men of Christchurch have to be sent to Dunedin for their medical education, and *vice versa*, it means the discussion of the question whether it would not be better to send them Home.

4653. When you suggested just now that there should be one medical school for each Island, you did not mean to say that you would not recommend more if funds could be found?—I do not see any reason why, as in England, there should not be as many medical schools as can be supported.

4654. *Dr. Hector.*] How many students would you expect to enter annually for a medical course of study in New Zealand, considering the population of the colony?—I really could not answer that. I feel quite satisfied that we could begin with twelve, and have a sensible addition every year.

4655. *Professor Cook.*] Do you know what became of the young men whose names were given in as certain to become students if the school had started?—(1.) Brewster: Bank of New South Wales. (2.) Hawkes: Now in dispensary of Christchurch Hospital. (3.) Cotterell, son of Dr. Cotterell, Invercargill, then a student at Christ's College, Christchurch: Do not know what he is now doing. (4.) Westenra: Now a medical student, Edinburgh. (5.) Moorhouse: Now a medical student, London. (6.) D'Oyly, son of the Land Registrar here: Do not know what he is now doing. (7.) Deamer: Now a medical student, London. Hawkes, Westenra, Moorhouse, and Deamer passed the classical examination at Christ's College, which is recognized in England. The eighth I cannot remember, but I think the four who have gone on with their original intention of becoming doctors make a fair demonstration of the *bonâ fide* character of the intentions of the parents or guardians of the intending students.

4656. *Rev. W. J. Habens.*] In advocating the establishment of a medical school, have you regard chiefly to the interests of young men who desire to enter the profession, or chiefly to the public advantage which would accrue from the supply of medical men; or is your advocacy based upon both of these, and upon general grounds?—I base my advocacy upon three grounds—in the first place upon the natural wish of parents to secure for their children such an outlet as the medical profession; secondly, that the mere work, both in teaching and in practice, of a medical school would compel medical men to pursue a higher course of study than they would otherwise do; and that it would be a great advantage to the public, and at the same time afford better facilities for medical study, if there were a central situation for the treatment of all kinds of illness. The great advantage that would result from the establishment of a medical school would be that general practitioners who might otherwise be comparatively careless would be obliged to work up their profession to the point necessary to enable them to teach others. The third ground is simply the benefit to the public generally. There is the benefit to the medical men, the benefit to the public, and the benefit to the students.

4657. *Dr. Hector.*] How far, in your opinion, would it be necessary for medical students in New Zealand to follow a classical course of study in a college before commencing their special medical studies? The opinion is held by some that they should take either the degree of B.A. or something nearly equivalent, before they branched off to their special studies. On the other hand some persons think that the amount of classical or what might be called arts knowledge which a student has on leaving the higher form in school is quite sufficient, if he is able to pass a full matriculation examination, to warrant him in proceeding at once to his special medical studies. What is your opinion on that point?—I can speak on that point rather definitely, because we have discussed it in the Medical Council, and, both individually and as Chairman of the Faculty, I can say that we are entirely in favour of having the very highest class of arts examination that can be procured for our students before they commence the study of medicine.

4658. *Professor Cook.*] Do I understand you to say that you wish them to graduate in arts?—I would not exactly say that they should graduate in arts; but we would have an examination that would be somewhat equivalent—as high as possible.

4659. Something more than the matriculation examination?—Yes.

4660. *Rev. W. J. Habens.*] Do you see any difficulty in their carrying on part of an arts course concurrently with their more direct medical studies?—In my opinion there is no difficulty whatever. That was one point on which there was a difference of opinion. Some thought that the arts course ought to be finished before that of medicine began. I can see no difficulty in a portion of the literary study being carried on concurrently with the earlier medical study.

4661. *Dr. Hector.*] How many years would you propose for a medical curriculum?—I should say four.

4662. In addition to the literary?—Yes.

4663. How many years for the literary?—Three, I should think.

4664. That would be seven in all?—I would not confine it to any definite number of years, provided the students pass the examination. That is more a matter for the University to determine.

4665. *Professor Shand.*] You do not mean, then, that they would have to pass this strict examination in arts before entering upon their medical course?—That is what the majority of my colleagues think; but I hold the opinion that they might very properly pass the literary examination during the first or second year of their medical course—that is to say, that they might for one or two years study the two branches concurrently, so as to shorten the whole period of study.

4666. You mentioned that some time ago there were eight students prepared to commence their medical course. Can you tell us how many of these would have been able to pass an examination in arts, such as you have described?—The three who have gone Home passed the examination that was necessary to enable them to matriculate there. They passed the Christ's College arts examination, which passed them in the London General Medical Council for the examination required there.

4667. Are you aware whether the examination they passed in Christ's College was similar to the one prescribed by the General Medical Council?—I could not say of my own knowledge. It embraced all the literary requirements for a medical student: in other words, it is the matriculation for entrance to medical studies.

4668. I suppose your answer would be that it is accepted by the General Medical Council as equivalent to their examination?—Yes.

4669. I should like to know whether this examination, which is prescribed by the General Medical Council, is not very much below the examination you were suggesting in point of difficulty?—I really am not in a position to say.

4670. *Rev. W. J. Habens.*] You are probably aware that for a medical degree in the London University a certain amount of knowledge of mental science is required: would you be disposed to regard that as desirable here?—Not in the early years of the existence of a medical school.

4671. *Dr. Hector.*] You are aware that almost the first department of study that a medical student has to direct his attention to is dissection—human anatomy?—Yes.

4672. From your experience as a student, is it compatible with close attention to anatomy for a couple of years that the student should be required to prepare himself for the examinations required for an arts course, considering the amount of reading and work which that preparation would involve?—I think so. My colleagues are distinctly of opinion that the arts course ought to be concluded before the medical studies commence; but I see no reason whatever why it should not be carried on for a year or two afterwards.

4673. *Professor Shand.*] Do you think that a medical man engaged in general practice would have sufficient time to devote to giving instruction in anatomy?—That is quite right: the anatomical lecturer is rarely a practitioner. Usually the other lecturers are practitioners—consulting practitioners—but the anatomical lecturer, from the very nature of his employment, is not usually a general practitioner.

4674. In the scheme that was drawn up by the Faculty here, was it proposed that the lecturer on anatomy should not be a general practitioner?—I think you will find that, according to that scheme, he was to be a general practitioner. I do not know how to avoid that. I am not sufficiently acquainted with them to say whether in the smaller provincial schools in England the anatomical lecturer is or is not a practitioner.

4675. *Dr. Hector.*] What branches of study in the medical course would you propose to overlap on the arts course?—I should say just the ordinary branches.

4676. Would you include anatomy?—Lectures on anatomy, but not dissecting.

4677. Do you think that any satisfactory progress is made in anatomy without dissecting from the very beginning?—I suppose not; it ought to begin at once.*

4678. From your experience, do you find that the student does not generally find out whether he will care to follow the medical profession or not until he has actually entered on the anatomical course?—I am quite satisfied that it is not a very nice thing for a young student to commence dissecting immediately, because that is one thing that determines whether he will follow the profession or not, and therefore I think that for the first six months I should have no dissecting.

4679. Would you consider the student as really having commenced to follow his medical course until he had entered upon practical anatomy?—Yes; he would study botany and chemistry.

4680. They are parts of the arts course?—Not quite in the same direction. The arts course would require to be enlarged to be a medical study.

4681. Would the chemistry course as at present adopted be sufficient for a first-year medical student?—Yes, certainly.

4682. So that attendance on that course would not necessarily lead to any specialization of the students' studies for medical purposes?—No.

4683. *Rev. W. J. Habens.*] Do you think it of importance to the professional efficiency of a medical man that he should have some further knowledge of Latin than is required for matriculation?—I do. I really could not impress too strongly the necessity for having a high-class arts examination.

4684. *Dr. Hector.*] Do you think the standard of classical attainments laid down by the Universities at Home, and by the General Medical Council, is too low, then?—Not now. The Edinburgh Arts examination for students seems to me amply sufficient. It was much too low when I passed. In the Edinburgh University Calendar, 1877-78, page 181, under the head of "Graduation in Medicine," the following occurs: "In section xvii. of the said Statutes, it is enacted, That the degree of Doctor of Medicine shall not be conferred on any person unless he be a graduate in arts, or unless he shall, before or at the time of his obtaining the degree of Bachelor of Medicine, or thereafter, have passed a satisfactory examination on *three* of the subjects mentioned in section ii. Two of these must be Greek and logic or moral philosophy, and the third may be any one of the following subjects—namely, French, German, higher mathematics, natural philosophy."

4685. I wish to call your attention to the medical scholarship which has recently been established by the New Zealand University, and to ask whether, in your opinion, it will be a benefit to those who seek a medical education in New Zealand?—I disagree entirely with those £100 scholarships, whether medical or in any other branch of education.

4686. The following is the regulation specifying the value, tenure, and conditions of the medical scholarships established by the University: "(1.) There shall be a medical scholarship of the value of £100 per annum, and tenable for three years. (2.) The competition for the medical scholarship

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* The witness wishes to substitute for this answer the following words: "Yes, certainly. I think lectures of six months on anatomy should precede dissection."—SEC. R. COM.

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shall take place at the senior scholarship examination, and shall be decided by excellence in the papers on anatomy, physiology, zoology, botany, and chemistry. (3.) The medical scholarship shall be open to matriculated students of the University of New Zealand of not less than two years' standing, who, in at least three of the subjects of examination, have attended classes recognized by one of the Universities of Great Britain granting medical degrees. (4.) The medical scholarship shall be held on condition that the holder gives satisfactory proof to the Chancellor that he is taking the necessary steps towards the obtaining of his medical degree." So that a student may go Home after he gets his scholarship and study for three years in any University that grants degrees. In your opinion will this scholarship be of use in the meantime until the University of New Zealand is in a position to grant a medical degree?—I do not think so. The scholarships of so large an amount are never gained by those for whom they are intended—namely, the poor who cannot afford to send their sons Home. I have invariably opposed these large scholarships; and I opposed the Agricultural School scholarships of 1875, because they are never held by boys whose parents cannot afford to give them the money.

4687. Then do I understand that your objection is founded upon the amount of the scholarship being, in your opinion, too large?—It is too large; a microscope or a book is quite sufficient.

4688. But when you consider that the object of this scholarship is to enable a person, by paying his expenses, to go Home and obtain a medical examination for three years, do you think the amount of £100 a year is too large?—I think it is a misdirected expenditure to devote money to sending a man Home when what he requires can be obtained here.

4689. *The Chairman.*] In your opinion has the University of New Zealand, as it at present exists, assumed the form most suitable to the educational wants of the colony?—I agree with the position of the University—a single University with colleges in different centres of population; there should only be one University granting degrees. I am entirely and thoroughly of that opinion.

4690. And are you satisfied that this one University should be simply an examining body, and that the teaching should be done in the colleges which you mentioned?—That is decidedly my opinion—that the University should be an examining body only.

4691. Have you formed any opinion as to the constitution of the governing body—whether it should remain as at present, or whether the professors in the various colleges which you think ought to be established should be members of the Senate to a considerable extent?—That is a question which would almost require a written answer instead of an immediate one; because I quite disagree with professors being solely the governing body of a University. The constitution of the Senate should be based on a liberal system, which would include laymen as well as professors. There is nothing I dislike so much as the prospect of the University being solely governed by the professorial element.

4692. *Professor Cook.*] Have you any objection to the professors being eligible for a seat in the Senate?—None whatever.

4693. *Rev. W. J. Habens.*] Do you think it would be desirable to give certain colleges direct representation in the way of the right of election of members of the Senate?—I think it would be an exceedingly good method of extending I will not say the popularity, but the usefulness, of the University to allow each college or group of colleges to elect a representative. But on no account should the members of the Senate be elected solely by the colleges. You would then have local influences and log-rolling of different kinds. I always believe in a certain element of nomination in the constitution of a Board.

4694. Then you think that, to some extent, the present system of nomination by the Government to the Senate ought to be continued?—I certainly think the Government ought to be represented by the nomination of the principal number of the members of the Senate.

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Mr. F. DE C. MALET was sworn and examined.

4695. *The Chairman.*] I believe you are one of the governors of Canterbury College?—I am.

4696. How long have you held that position?—Since 1876.

4697. Had you any connection with the institution previous to that date?—Yes; from the incorporation of the College to the time when I was elected to a seat on the Board I was secretary to the College. Before that I was Registrar of an institution called the Canterbury Collegiate Union; and for about two years I was Registrar of the New Zealand University.

4698. Would you describe what the Collegiate Union was?—It was an amalgamated body composed of a number of the Fellows of Christ's College and of the Trustees of the Canterbury Museum, which was incorporated under an Ordinance of the Provincial Council, before the Museum became part of the College.

4699. Did I understand you to say that you were the original Registrar of the University of New Zealand?—I succeeded Mr. Mainwaring, who was the first Registrar; and Mr. Maskell, the present holder of the office, was my successor.

4700. In your opinion does Canterbury College give that degree of University education which is desirable in a place like Christchurch?—As far as it goes.

4701. Is there any deficiency in the system of education provided?—The staff of the College is hardly what it should be in point of number.

4702. In what particular branch of education is there a deficiency?—The Board have had under consideration the endowment of other Chairs which they have deemed necessary, but have been unable to carry out their intention for want of funds. I do not know that any complete scheme has been prepared. The scheme would have been completed had there been sufficient funds at the disposal of the Board.

4703. Then I understand you to say that the present funds are, in your opinion, not adequate for the establishment of a sufficient number of professorships?—Not a sufficient number for the purposes of the College proper.

4704. With regard to the New Zealand University, do you think it has assumed that position which is most favourable for promoting University education in the colony?—No, I should say not, as far as I am capable of forming an opinion.

4705. In what way does it fall short of your idea of what a University should be?—In the mixing up of secondary education with University education there is one ground of objection—I refer to the affiliation of secondary schools. *Mr. de C. Malet.*

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4706. Do I understand, then, that you disapprove of the attempt to combine in the same institution secondary or grammar-school education with University education?—I do.

4707. *Rev. W. J. Habens.*] Do you think that the constitution of the New Zealand University would be improved by granting to the collegiate institutions some power of representation by the election of members to the Senate?—Yes, I do.

4708. Do you think it advisable that, in any case, the Government should nominate some members of the Senate?—I think so.

4709. But the Government should not have that power exclusively?—No.

4710. *Dr. Hector.*] With reference to affiliated institutions, do you think it undesirable, in parts of the colony where there is no institution devoted solely to higher education, that holders of junior scholarships should continue their studies, if they can do so successfully, at what you may term secondary schools—affiliated institutions? Junior scholarships are granted by the University. They can be held at affiliated institutions. If a grammar school, say, in a place like Wellington or Auckland, is the only institution where higher education can be got, in the upper forms, do you see any objection to the holder of a junior scholarship continuing his studies at that school, if the result shows that he is able to pass the examinations and get his degree?—If it should have the effect of placing those schools on the same footing as other institutions which confined themselves solely to University education I think it would be a mistake.

4711. But in what way does the affiliation of such institutions affect the University or the other colleges injuriously?—In the way I have already mentioned. I think it is a mixing of superior education and secondary education together which is objectionable.

4712. But if the result went to show that the scholars could take their degrees, would that not be sufficient proof to your mind that it was beneficial as far as it went?—I have already said that the system of mixing up secondary and University education together in one building is, to my mind, objectionable.

4713. *Professor Cook.*] Do you not think that such a system of mixing up University and secondary education in the one institution is likely to lead to a conflict between such institutions and those solely devoted to University work, in the matter of the standard for degrees and other examinations?—I should say that would be one of the effects.

4714. Are you aware whether such has been the case in New Zealand under the present system?—I have heard it very freely said. I have not gone into the subject myself. I believe that the mixing together of secondary and University education has in Christchurch given rise to confusion in the public mind.

4715. *Professor Shand.*] Do you think that the junior scholarship examination is quite on a level with the instruction which is given in the highest forms of the grammar schools?—I could not answer that question definitely.

4716. Would you infer that that was the case from the fact that very few junior scholarships have been awarded for the last three years?—Yes.

4717. Then, if that is the case, do you think it is advantageous for the junior scholars to remain for two or three years longer in the classes of the grammar schools?—Certainly not.

4718. Do you think that the fact that these schools have been affiliated has tended to cut off the supply from the institutions that really furnish University instruction? I mean, do you think that the fact that nearly all the grammar schools throughout New Zealand have been affiliated to the University has tended to cut off the supply of students from institutions that have been established with the view of providing University instruction?—Yes.

4719. Are you aware whether the pass examination for degrees is very much higher than the standard of the examination for the junior scholarships?—I am aware that it is higher.

4720. *The Chairman.*] Do you think the parents are generally satisfied with the University education given in Canterbury College?—I should say they had every reason to be so.

4721. Are you aware what endowments are held by Canterbury College?—Yes; I am conversant with the revenues of the College.

4722. What is the annual revenue?—I could not give exact figures without a reference to papers. There is a reserve for superior education; part of the funds derived from the reserves for technical science are appropriated for the purposes of the College proper; and there are the classical-school reserves.

4723. In your opinion, has Canterbury College got a sufficient revenue for carrying out a full system of University education?—No; not the College proper.

4724. *Dr. Hector.*] Has it sufficient annual revenue for what it undertakes at present?—For what it does at present, as far as I remember, in the estimates for the year 1879, there is a credit balance of £100. That is with the staff as it at present exists; but, as I said before, I do not consider the staff is complete by any means.

4725. *Rev. W. E. Mulgan.*] Do you think the staff is sufficiently remunerated?—I do not.

4726. *Rev. W. J. Habens.*] Is the deficiency to which you have just referred common to all the operations conducted in every department by the Board of Governors?—No.

4727. Is there, in your judgment, an excess of income over necessary expenditure in any one department?—In the School of Agriculture the endowments are, in my opinion, certainly in excess of any reasonable requirements.

4728. Do you know if the Board of Governors has any project prepared for the expenditure of that money according to the terms of the trust?—According to the Ordinance under which Canterbury College is incorporated, the revenues of each reserve have to be kept apart, and spent on the objects for which the reserve was made.

4729. *Professor Cook.*] As a governor of the College, what is your opinion of that arrangement?—I think it is an injudicious one.