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4730. What would you propose instead?—I think the body intrusted with the expenditure of the money should be allowed to apply it, as they may find necessary, in the various departments of the College. There were originally three large reserves granted, respectively, for superior education, a school of technical science, and a school of agriculture. According to the terms of the Ordinance, the funds derived from each reserve are tied up to the objects of that reserve. For instance, the funds derived from the School of Agriculture reserve are ear-marked to that particular institution. The endowments for the public library, I think, are insufficient. It is impossible to do justice to the public in respect of the library. There are no means also for forming a library within the College walls; and there is a necessity for increasing the staff of the College.

4731. *Dr. Hector.*] What was the object of consolidating all these endowments in one Ordinance? Were they originally distinct?—They were originally distinct, and have always been kept distinct, in accordance with the clause of the Ordinance.

4732. *Professor Cook.*] The only point is that they are managed by one Board?—Yes; under a Provincial Ordinance.

4733. *Dr. Hector.*] They were originally distinct endowments for distinct objects; and I understand that the only point of union among them is that they are now controlled by one Board?—They are controlled by one Board; but, as I said before, the reserves were made for superior education, for the endowment of a school of technical science and museum and library, and for a school of agriculture.

4734. And your ground for considering it would be advisable that the income from these should be transferred from one account to another is simply founded on the fact that they are now all under the one control, and not on any similarity in the objects, or identity in the original endowments?—No; they are part of the revenues of Canterbury College. The moneys derived from these reserves form a portion of the revenues of Canterbury College, the management of which is intrusted to the Board of Governors; but, by the Ordinance under which they are administered, the Board is bound to apply the revenues to the purposes of the reserve from which they derive the money.

4735. Do I understand that you think that arrangement is objectionable?—I think it is objectionable in so far as one department of the College may be short of funds while another portion has a surplus revenue.

4736. Do you see any necessary connection between a college for higher education and an agricultural school, supposing they had been placed under different Boards of management?—Scientific agriculture is a branch of learning.

4737. I mean any connection which would warrant funds voted for the one purpose being applied to the other?—The funds in question are the revenues of the College; they have been handed to the College for the purposes already mentioned; and I fail to see why the College Board should not be allowed to administer the funds, and assist any department that might require aid.

4738. *Professor Cook.*] Do you not think that, for the sake of economy, it is highly desirable that the agricultural trust should be in the hands of the Board of Governors? For example, is it not the case that part of the teaching that will necessarily have to be given in the Canterbury College can advantageously be performed by officers of Canterbury College?—I presume that will be so. I believe it is the intention of the Board that instruction to agricultural students should be given by some of the professors or lecturers of the College. The Registrar and officers employed in other departments do the work of the Agricultural School; and it would necessarily greatly increase the expense of that institution if it had a separate Board, secretary, and officers.

4739. *Dr. Hector.*] If the Agricultural School paid Canterbury College for the work it did in its behalf, it would be a material assistance to Canterbury College?—The Agricultural School contributes now a proportion of the general expenses of the College; it makes a grant in aid to the College for the services it receives from the officials of the College.

4740. And it would not be from motives of economy—from the Agricultural School point of view—that any appropriation of its funds for the purposes of the Canterbury College would be useful? It would not diminish the expenses of the Agricultural School to apply its funds to the Canterbury College proper?—If you take £500 a year out of a sum of money, I presume it does diminish the fund. Still, I am of opinion that the existing arrangement is the most economical one for the Agricultural School.

4741. But you get an equivalent for the £500, I understand?—The school gets the services of the lecturers and of the officials of the College.

4742. *Rev. W. J. Habens.*] Is it your view that the Agricultural School and Canterbury College avoid duplication of lecturers, professors, and other officers by their union?—That is what I am endeavouring to convey to the Commission.

4743. *Professor Cook.*] Then there would be a great saving of public expenditure by the agricultural trust remaining under the Board of Governors for the present?—As a matter of fact, it is so.

4744. *Dr. Hector.*] Which would get the best of the bargain—that is the question? Is the service which is rendered at the present time by the Canterbury College to the School of Agriculture equal to £500 a year?—More, I should say.

4745. *The Chairman.*] In the establishment of the Agricultural School, has there been any diversion from the original College trust?—Not that I am aware of.

4746. The endowment for the Agricultural School was a specific endowment for that purpose, and no inroad, I understand, was made on the College endowment by the establishment of the Agricultural School?—No. A reserve of something over 100,000 acres was made for the endowment of a school of agriculture, and the revenue, as far as I know, has been appropriated purely and simply for the purposes of the Agricultural School.

4747. And the Canterbury College has really no claim upon that endowment on the ground of its having been intended in any way for its benefit? I understand the reserve was specifically granted for an agricultural school?—Yes. It was specifically granted for a school of agriculture, and made about the same time that the other reserves were made.

4748. *Professor Cook.*] But, because the Canterbury College had the management of the agricultural trust estate, did it not enter into engagements in the way of appointing a Professor of Chemistry? Was not special prominence given to chemistry, because this estate was managed by the College?—I may say that the first professor appointed was a Professor of Chemistry, having regard to that fact; and special prominence was given to agricultural chemistry in the memorandum that was sent to England. The Commissioners appointed to choose the Professor of Chemistry were specially informed that he would have to teach chemistry—a great point was made of it—as applied to agriculture. Those words were used in the memorandum.

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4749. *Rev. W. J. Habens.*] Does the inequality of income as between the several departments of Canterbury College originate in any expressed intention of those who gave the endowments?—The land was reserved by resolution of the Provincial Council in 1872. The College Ordinance was passed in 1873, and the three reserves of 100,000 acres each were made on the presumption, I suppose, that they would be placed on terms of equality. When the Ordinance was passed a clause was inserted directing the Board of Governors to keep the revenues distinct, the expectation no doubt being that as an equal acreage had been reserved for the three objects the revenues would be fairly equal. Had it not been for the sale of land, the revenues to all intents and purposes would have been equal, I believe, to within a few pounds. The revenues before any land was sold averaged about £1,000 a year from each reserve.

4750. And, as a matter of fact, the lands belonging to the agricultural trust have found earlier and readier sale than those belonging to the other trusts, and to that cause the present inequality is due?—Yes; it was the last reserve made, and all these reserves were made from purely pastoral country. The Agricultural School reserve was made in a certain valley which was at that time almost inaccessible, but the land turned out to be suitable for the purposes of agriculture.

4751. *Professor Cook.*] From your knowledge of the character of the reserves for the College proper, is it likely that there will be any very large increase of revenue owing to the sale of any of these lands?—Of the reserves for superior education, I should say little, if any, would be bought at the present price of £2 an acre. I know the country.

4752. *Professor Shand.*] And with reference to the remaining part of the endowment for the Agricultural School, do you think a considerable portion of it is likely to be sold?—I should say not. By far the larger portion of the land sold has been out of one run in a valley called the Hakateramea, and from inquiries I have made, I believe that land fit for agricultural purposes is mostly exhausted. Very little, if any, has been bought out of the other endowments, which form part of a run of Mr. Campbell's in the far back country.

4753. *Dr. Hector.*] Do you think that the power which has been granted to sell these endowment reserves has been on the whole beneficial to the permanent interests of Canterbury College?—I should say so.

4754. *Rev. W. E. Mulgan.*] Do you think it would be carrying out the intention of the Provincial Council if the income from the lands set apart for superior education and for a school of agriculture were fairly divided between the two objects, so as to make the income of one the same as the income of the other?—I gather the intention from the fact that these reserves were made of equal acreage, and at the time yielding almost an equal rent. The power to sell the reserves, by which the revenues of the School of Agriculture have been increased, was obtained from the General Assembly subsequently.

4755. *Dr. Hector.*] What steps have been taken by the Board of Governors towards establishing a school of agriculture? I understand a Director has been appointed?—A Director has been appointed; contracts to the extent of about £10,000 have been let for buildings; a farm has been purchased at considerable cost; and the Board has passed a resolution for the endowment of scholarships.

4756. In selecting the gentleman to fill the position of Director, was it not one of his chief qualifications that he was able to teach agricultural chemistry?—I am not a member of the School of Agriculture Committee, but I believe the gentleman who holds the office is a chemist.

Dr. POWELL, F.L.S., was sworn and examined.

Dr. Powell.

4757. *The Chairman.*] You are a member of the medical profession, practising in Christchurch?—I am.

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4758. I believe you hold a degree?—I hold the degree of M.D. of the Heidelberg University.

4759. And I think you are one of the lecturers in Canterbury College?—I am.

4760. How long have you held the office of lecturer?—Since the foundation of the College. Before that I was lecturer for the Canterbury Collegiate Union, out of which the College may be said to have taken its rise.

4761. Have you formed any opinion as to the desirability, or feasibility, of establishing a medical school in Christchurch?—Yes.

4762. Would you state your views on the point?—I think it is feasible, provided we had sufficient funds. There are certainly not sufficient funds to enable a school to be started at present. A scheme for the establishment of a medical school was sketched out some time ago, under which the services of the various lecturers would be mainly gratuitous; but subsequent events have shown, I think, that that is not feasible. I think it would be necessary to pay the lecturers sufficiently well to make it worth their while to lecture—in fact, to have a sufficient hold over them. The materials here, I think, are sufficient for the purpose. We have a hospital containing over 120 beds. I think there would be plenty of opportunities of studying anatomy here, and I think that courses of lectures could be delivered on the different subjects.

4763. Have you formed any opinion as to whether there ought to be one medical school for the whole colony, or more than one?—Not more than one for each Island, certainly.

4764. *Dr. Hector.*] Why do you divide the two Islands? Is it on account of the distance?—Yes, simply on account of the distance.

4765. It is the same distance from Wellington to Christchurch as it is from Otago?—Yes; but the distance from Auckland here would be considerable, or from Auckland to Otago.

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4766. You think the additional passage of a day or two in a steamer, or a single day in the railway, would be sufficient to make it necessary to have two schools, without any other reason?—I do not think it is necessary; I think it is advisable. In Great Britain the Irish and Scotch students prefer to study in their own Universities, and the facilities for travelling are greater there. The distance which students have to go from home enters into consideration.

4767. Perhaps you are talking with regard to the future, when the population may be larger than at present?—To a considerable extent that enters into one's consideration. At the present time, perhaps, it would be better to have a single school for both Islands, but I certainly think that in the future it would be more advisable to have one for each Island.

4768. *The Chairman.*] If such schools were established in New Zealand do you think students could complete their medical education in the colony?—I think so.

4769. And become qualified to obtain degrees?—Yes; I think so.

4770. *Rev. W. J. Habens.*] Do you know whether any steps have been taken in Otago towards the institution of a medical school?—I only know from the Calendar. I see that they have a Professor of Anatomy there, Professor Scott; but I really do not know much more about it than that.

4771. *Dr. Hector.*] What part of a medical course is in operation in Canterbury College as part of the arts course?—Chemistry, zoology, and botany.

4772. Would not zoology and botany require to be divided to meet the requirements of the General Medical Council?—Yes; I think they would.

4773. *Rev. W. J. Habens.*] Do you include physiology and anatomy under zoology and botany?—Practically you may say there is no physiology and anatomy taught in Canterbury College—not such as would enter into a medical course.

4774. *Dr. Hector.*] Are any of the lecturers in these subjects gentlemen who would be likely to obtain recognition by degree-granting Universities at Home, in the same way that lecturers in the Otago University have obtained recognition?—Yes, I think so.

4775. You say there is ample material for teaching practical anatomy to be obtained here?—I think so—plenty.

4776. Are there any appliances in the College buildings suitable, or would they require to be added?—I understand that the Government have now in hand a mortuary, with a dissecting-room attached to it, at the hospital. Through some mistake, I think, it was intended to make that an operating-room, but of course there could be no operating room attached to a dead-house—it could only be available as a dissecting-room; and that is actually commenced, I believe.

4777. What number of students will it accommodate?—As well as I can remember, it will accommodate seventeen students.

4778. That is, three subjects?—No, two subjects. It would accommodate those easily, I think, speaking only from memory.

4779. How long do you think it would be before the remaining classes required for a medical curriculum here could be established? Would it require appointments to be made from outside?—I think the majority could be filled up from here.

4780. Do you think it would be advisable to start giving medical degrees before they are recognized out of the colony?—No.

4781. Do you think it would be better that the University should wait until the degrees are accepted at Home, and the curriculum prescribed?—That would depend on the course of legislation at Home. If there is any prospect of immediate legislation on the subject, as there seems to be, I think it would be better to defer prescribing the curriculum. But if there should be any appearance of the matter being likely to be put off indefinitely, then I think we had better not wait.

4782. But adopt a degree which would only have a colonial significance?—Yes. It is so in Melbourne, yet their degree is highly thought of by the profession.

4783. Supposing it were decided to proceed at once to establish degrees having only colonial significance, do you think it would be better to obtain men to fill the Chairs—for the practical teaching of medicine—from the Old Country, and induce them to devote the whole of their time, except perhaps that required for a consulting practice, to the performance of their duties as lecturers, or for the College to avail itself of the teaching power of the place?—I think that, in the practical part of the teaching—medicine, surgery, midwifery, and so on, it would be better that use should be made of the teaching power which exists in the place; but with regard to at least two subjects—general anatomy and physiology, and surgical anatomy and dissections—I think it would be better that there should be professors who would devote their whole time to teaching. I think the time required at the hands of professors of those subjects under the modern method of teaching is greater than can be given by a man who is in practice.

4784. You think that a general practitioner who had been for many years in this colony would be sufficiently on a level with the present state of medical science to give the best class of instruction to students? I ask the question because it is generally supposed that there is a deficiency of certain diseases in this colony, a knowledge of which is very important, but which cannot be studied; the ordinary practitioner here has no familiarity with them?—With regard to that, I think the same thing exists everywhere. Even the teachers of high reputation in English schools have their specialities, on which they are very well informed, and have seen very little practice in many important branches of the profession.

4785. From your knowledge of the circumstances of the colony, do you think it would be possible to combine into one medical school the teachers from Otago and Christchurch, so that the course should be partly taken in one place and partly in the other?—I do not think it is impracticable, but I think it is hardly desirable.

4786. Has such a scheme suggested itself to you for consideration?—No.

4787. *The Chairman.*] If a medical school were established in Christchurch, do you think a fair number of students would be obtainable, so as to warrant the keeping up of such a school?—I think

so. I suppose students would come from elsewhere. I have heard of several inquiries in Christchurch from fathers of sons, as to whether there was any hope of starting such a school: in fact, one or two young men have been sent to England.

4788. At present, parents wishing their sons to enter the medical profession are obliged to send them out of the colony to obtain the necessary education?—Yes.

4789. And you are aware that that has taken place in Canterbury?—Yes.

4790. According to a scale that was laid before us the fees would come to about £50 per annum. Do you think the payment of that sum for three years would be any obstacle in the way of parents giving their children a medical education?—I think that amount is very moderate.

4791. You do not think it would be so excessive as to prevent parents from putting their sons into the medical profession?—No. I cannot exactly recollect what the annual fee was at St. Bartholomew's, the school at which I was educated, but I know you could compound for three years for £90, which would be £30 a year. Well, I think the difference between that sum and £50 here is very moderate, compared with the large expenditure which would be incurred in sending students out of the colony. I think the scale proposed is quite moderate.

4792. *Dr. Hector.*] In the constitution of the New Zealand University there is no mention of degrees in science. It has been suggested that they would be a useful addition to the powers of the University. Have you formed any opinion on the subject?—I think they would be a useful addition.

4793. To what purpose would the degree be applied? I mean, for what reason would it be sought by students?—I think that many students have proclivities in the direction of science, and would eagerly endeavour to obtain a degree for which the education would be largely of a scientific nature but who shun more particularly a severe study of languages.

4794. What standard of classical attainments would you propose to require for this degree of science?—I should make Latin compulsory to a certain extent, but not to the extent required by the B.A. degree. Mathematics would certainly be made compulsory—I think even to the extent of the B.A. degree.

4795. Would you make it an alternative degree to classics, the distinguishing feature in an arts course?—Yes.

4796. *Rev. W. J. Habens.*] Do you think the examinations conducted by the University of New Zealand in the natural sciences are of a satisfactory kind?—I have thought, as the examinations are now conducted, that the teaching in natural science and physical science wholly fails of its aim.

4797. What is the chief defect in the examinations?—The present method of examination simply by papers is, to a great extent, a test of memory. I think that, in order that the object and aim of physical and natural science teaching should be attained, the examination should be partly practical and *vivâ voce*.

4798. Could you obtain that with a simultaneous examination conducted at different places?—I think so.

4799. You could with regard to specimens—that is done in the case of the Cambridge local examinations; but how would you manage the *vivâ voce* part?—I think the examination by specimens, and so on, should be *vivâ voce*. The practical knowledge of the student cannot, in my opinion, be tested by mere dry specimens.

4800. The inconvenience of conducting examinations at different places simultaneously in that way would not be greater than the advantage gained?—I do not think so. I think the advantage would be very great; and I certainly think that if there is to be anything like a science degree it will be absolutely necessary.

4800A. *Dr. Hector.*] Do you think that in granting technical degrees the candidates should all be brought up to one place for examination, and that the examination should be conducted as it would be in a University at Home? Have you thought of it in that way?—I have thought of it, but I cannot say I have made up my mind on the matter.

4801. Do you think that, when people are brought from different parts of the colony to shoot rifles at the same target, it would not be equally useful to bring men together to answer the same examination papers before the same examiners in subjects which may affect their future life?—I am not thinking of the mere inconvenience of the plan; but the natural sciences are so very wide that, if they are to be taught thoroughly, it seems to me that in some of the departments there must be an indication from the teacher, for the assistance of the examiner, as to the scope of his teaching. The present method of teaching natural science with Nicholson's text-book is to give a general skim over the whole subject, which a student can get up in a few months, and he can pass a very good examination and know absolutely nothing of the subject.

4802. *The Chairman.*] Have you formed any opinion as to whether the University of New Zealand, as it at present exists, has assumed the form most suited to the requirements of the colony as regards superior education?—I think that there should be one University for New Zealand, and that endowed colleges should be affiliated to the University in the different centres of population, such as Christchurch, Dunedin, Wellington, and Auckland. I think there should be a larger representation of the teaching element upon the Senate of the University; and I think that the examinations should be conducted in the colony.

4803. And, I presume, that the teaching should be done in the colleges, and that the University should be merely an examining body?—Yes.

Dr. Powell.

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Mr. C. C. Bowen.

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FRIDAY, 18TH 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. C. C. BOWEN, M.H.R., was sworn and examined.

4804. *The Chairman.*] I believe you have been connected with Canterbury from its earliest days?
 —Yes.

4805. You are one of the governors of Canterbury College?—Yes.

4806. How long have you held that position?—I was chairman of the Collegiate Union, from which the Canterbury College originated, and I was one of the first governors of the College appointed under the Ordinance. I was a governor in 1874, when I resigned on taking office in the Government, and was re-elected in 1878.

4807. Do you think that Canterbury College gives that degree of University education that a community like Christchurch requires?—I think it is doing as much now as could be expected, considering how recently it has been instituted; and that it is doing almost as much as, at the present moment, is called for by the circumstances of the country.

4808. *Professor Shand.*] Are there a sufficient number of secondary schools in this part of the country to supply Canterbury College with a good set of students?—There is only one secondary school at present in Canterbury, and that is in Christchurch—Christ's College Grammar School.

4809. Are you aware whether a considerable number of the students of Canterbury College come from that secondary school?—I do not think I should say a considerable number—a certain number, not a great many. But there will be more each year. Canterbury College is a new institution, and probably the two have not yet worked in together. I do not think many parents understand yet how they can obtain here advanced education for their sons by passing them from one institution to the other. I think too many are in the habit of fancying that their sons' education is completed after they have done a little schooling.

4810. And you think that difficulty is now diminishing?—I think it is, and that it is calculated to diminish.

4811. *The Chairman.*] Are you in any way connected with Christ's College?—Yes; I am a member of the governing body.

4812. From your position as a governor of both institutions do you think there is any lack of harmony between Canterbury College and Christ's College?—No, I do not think there is. I think there was such a tendency at one time, and that, through a misunderstanding, there might have been a little jealousy; but that has worn off, and it is more and more understood that each has its own sphere of usefulness. My own opinion is very distinct, and I have often stated it in my place on both Boards, that the best work that can be done at Christ's College is that of a grammar school, and the fellows would do best by concentrating their efforts towards making it a good grammar school. My own belief is that it would make an excellent one, and that, considering the circumstances of the colony and the great difficulties in maintaining the school in the early days, Christ's College Grammar School has done remarkably well.

4813. *Professor Shand.*] Holding these views, do you think that Christ's College ought to withdraw from affiliation with the University?—I do. I was never in favour of the affiliation myself. But I am bound to say there was a reason for it. The reason that the affiliation was considered necessary by the Christ's College governors was that, owing to the early age at which University scholarships were competed for, their scholars, if they obtained scholarships, were withdrawn from the school before they had completed their school education. That was, I believe, really the reason. I am not authorized to say so, but my own belief is that the Christ's College authorities would not care so much about the affiliation if the age at which University scholarships are competed for were altered.

4814. *Rev. W. J. Habens.*] Is it your opinion that the age should be altered?—Yes; it is distinctly my opinion. I think fifteen too early an age for University teaching.

4815. What minimum age would you be disposed to fix?—I think that, if the teaching is to be real University teaching, the age ought to be seventeen; but under no circumstances ought the minimum age to be under sixteen.

4816. *Professor Shand.*] And I suppose you bear in mind that a scholar need not be of the minimum age—that, in fact, if there were a great competition the tendency would be to raise the age of the successful competitors very much above the minimum?—Yes; that is the case. But, practically, at first there is not such great competition, and, as some of the best-taught of the very young men or boys were at Christ's College Grammar School, the mischief occasioned by the early age was felt at once in that school.

4817. I remind you of that, because if the minimum age were fixed at seventeen the tendency of competition might be to raise the average age to eighteen or nineteen?—I am inclined to think there ought to be a maximum age as well as a minimum. I do not think young men of any age ought to be allowed to compete.

4818. What is your opinion regarding the examinations that have been set for junior scholarships?—I have not examined them sufficiently to be able to give a direct opinion now; but I think there is a tendency to make scholarships rather competitions for honours than aids to younger boys to get a higher education. In fact, I very much doubt the expediency, so long as our teaching staffs are not complete, of spending large sums on these prizes.

4819. *Rev. W. J. Habens.*] Would you be disposed, then, to make the scholarship examination rather a pass examination, in which the prizes would go to the best, than an examination with a certain high standard which must be reached?—Yes; that is my opinion with regard to scholarships—that it ought not so much to be an honour examination.

4820. *Professor Brown.*] Do you approve of scholarships as a whole—scholarships in the ordinary sense, such as the provincial scholarships are here?—The more I see of them the less I care for them. They may be overdone. I believe that, if we could only get at the old idea of scholarships, and knew how to confer them where they were most wanted, it would be an advantage. Scholarships did more good when they were looked upon as aids to poor scholars. The difficulty is to know how to apportion them under such conditions.

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4821. It is a difficulty in this country too?—Yes; but I am quite sure they would do more good thus bestowed than under this competitive system.

4822. *Rev. W. J. Habens.*] Do you not think that a kind of democratic idea of equality, which exists here, would make it almost impossible to establish an invidious distinction between poor candidates and others?—I think it would be more difficult here. At the same time I can see perfectly well that the scholarships very often go to those who want them least.

4823. *Professor Shand.*] Do you not think it would be objectionable to attach the stigma of poverty to a scholarship?—Yes, I do. I know that is a difficulty. But I think the evil is intensified by making the examinations too severe. I would rather fix a limited age, and not make them so severe. For instance, if there were two or three scholarships, I would rather let them be competed for by youths of different ages over seventeen, so as to give a chance to boys of different ages, and I would require accuracy rather than extent of information. Supposing there were four scholarships, and the ages were between seventeen and twenty-one, I would rather give one for boys of seventeen, one for youths of eighteen, one for youths of nineteen, and so on, than allow them all to be competed for together, so as to let the boys who had crammed longest have the best chance for them all.

4824. *Dr. Hector.*] Then you would make those different scholarships tenable for different periods?—Yes.

4825. The one for boys of eighteen for a shorter period?—I do not know that; because I think they ought all to be annually renewable on proof of steady reading.

4826. *Professor Brown.*] But you would make the attainments different at each stage?—Yes.

4827. Then is this plan to give a chance to the less-trained boy?—Yes. I think that there are two objections to a large expenditure on scholarships: one is that, where we have such limited means for increasing the teaching power, it is giving too great an advantage to the ablest boys, and diminishing the chance of education for those who are less able,—because I believe that we shall not have funds for a long time to bring up the teaching power to anything like what it ought to be. Then, again, I really think it is a system of giving prizes to those whose parents can best afford to have their sons crammed.

4828. *Dr. Hector.*] When you say the funds are insufficient, are you talking of the colony generally?—Yes. I believe we have not sufficient money to keep up adequate teaching staffs, and as long as that is the case I do not think we have a right to expend the funds in prizes.

4829. *Professor Shand.*] Do your remarks refer to all grades of education—primary and secondary education?—To a great extent, although I do not say that a few scholarships may not be advisable. I would not be so much against them if we could, without creating any invidious distinction, devise a scheme for assisting boys who are really studious, and who perhaps may not have had the very best chance of being trained for a scholarship. There are cases in which parents, who do not want them at all, put their sons in training for Government scholarships. They are quite right in desiring that their sons should win the honour of the thing. They go to the expense of putting their sons into regular training, and cut out industrious boys whose parents cannot afford to give them an education but who are quite deserving of it.

4830. *Rev. W. J. Habens.*] Then, in your opinion, the fitness of a boy to compete for a scholarship will often depend simply on social and family advantages?—Certainly.

4831. *Professor Brown.*] Does this not exist in other countries?—Yes; and I think there was a good deal to be said for certain local scholarships that have been abolished at Home. Now that the scholarships are upon what is considered a more liberal basis, it turns out that the effect is to diminish more and more the chances of those who have not the very first educational advantages.

4832. *Rev. W. J. Habens.*] So that the democratic idea rather leads to aristocratic privileges in the end?—Yes, I think so.

4833. *The Chairman.*] Have you formed any opinion as to the propriety of combining grammar-school education and University education in the one institution?—I am very much opposed to such a combination. I think it is a very great mistake. So far as I can judge, it would certainly lead to the deterioration of both.

4834. With regard to the governing body of Canterbury College, do you think the present mode of appointing the governors is a satisfactory one?—It is certainly not satisfactory; and yet, before collegiate bodies are really established, in the proper sense of the word, it is very hard to know what the constituency should be.

4835. Do you think the professors of the College ought to be represented on the Board of Governors at present?—Yes, I think they ought. The teaching power ought to be represented. I think also that, as soon as there are a sufficient number of them, the graduates ought to be represented on the Board. This, of course, is provided for.

4836. *Rev. W. J. Habens.*] Do you think that the provision of the Ordinance under which the College was founded, by which the control of the College will by-and-by fall entirely into the hands of graduates of the University who are members of the College, is a satisfactory one?—No; I do not think it ought to be entirely in the hands of the graduates. As I said before, the great difficulty is to discover what the constituency should be. It ought to be a mixed one, and it would require a great deal of care and judgment to select it. There is no doubt that as the College grows the constitution of the governing body will have to be modified from time to time. We cannot make a cut-and-dried constitution. I am not prepared to say that you could immediately, before there is a strong body of graduates, establish a thoroughly satisfactory constituency.

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4837. *Dr. Hector.*] Do you know of any precedent where the governing body of a college, as opposed to a University, is elected directly by graduates?—No.

4838. Do you think the adoption of that method was merely following the mode of election to the Senate of a University?—I do not exactly know how it arose, but I know there was very great difficulty at the time in trying to discover a good scheme. It was felt that it would not do to leave the constitution of the governing body permanently as it at present exists; and the Ordinance was an attempt to make a provision for giving the College the power of self-government by-and-by; but it was a crude attempt. I think the graduates and professors should have a share in the nomination of the Council.

4839. If the governing body were made to include some persons who derived emolument from the College, would you think it proper to impose restrictions upon them in the exercise of their powers as members?—Yes; so far as finance goes. I do not think it advisable or convenient that they should deal with all questions of finance.

4840. Do you think it advisable that the management of the original endowments should be in the hands of trustees, and separate from the ordinary management?—Yes; I think so.

4841. Do you think the Board should be quite distinct?—I have not thought that matter out, and would not like to say exactly how it ought to be done. I think there will be great difficulty about it. As I said before, my opinion is that the system of college government must grow gradually—that we shall not be able to make a constitution now. I think what we could do at present is to bring an element of representation into the present constitution; that we should give the professors a voice in the governing body, and give the existing graduates, as they come in—without waiting until there are a certain number—a small proportionate voice. In that way we might improve the constitution of the Board without attempting to make a constitution affecting finality.

4842. *Professor Shand.*] Considering that the museum and the public library and other institutions are under the Board of Governors of Canterbury College, do you not think the public ought to be represented in some way?—I would rather that the public were represented through the Government by nomination than by popular election. I do not think popular election is at all a proper system for a collegiate body of any kind.

4843. *The Chairman.*] Do you think that the University of New Zealand has assumed that form most suitable to the circumstances of the colony—I mean, being merely an examining body?—I do not think that under the present circumstances of the country any other form would be satisfactory. I do not quite know how the University could be a teaching body, under existing circumstances.

4844. From your knowledge of the colony, do you think that University education is fairly extended throughout the length and breadth of New Zealand?—No, it is not. My impression is that at present what would meet, to a certain extent, the requirements of the colony would be that there should be two more colleges established, endowed with lands—and I know there are lands which could be set aside for the purpose—one at Wellington, and another at Auckland. With four colleges, comprising the Otago University, Canterbury College, a college at Wellington, and one at Auckland, I think, for the present, the requirements of the colony would be met.

4845. *Professor Shand.*] If you had four such colleges for superior education, do you think it would be advisable to incorporate them into a single University, which would also be a teaching University?—It comes very much to the same thing, if they are affiliated to the University.

4846. I do not mean affiliated to the University, but incorporated with the University, so as to form a single body?—That is a difference in name, but practically would it not result in the same thing? If they were nominally incorporated it would mean practically that each pursued its own course, and that the University supervised them.

4847. The difference is this: that at present, with outside examiners, the teaching is apt to be made subordinate to the examinations; but if the teaching and examining bodies are virtually the same, the examinations would be made subordinate to the teaching. Which of these cases would in your opinion be preferable?—My own impression is that the system of the London University, with modifications, is best adapted to our circumstances. I think that the University might so arrange the examinations and the examiners as to meet the necessities of the different colleges, perhaps a little more than has been the case.

4848. *Rev. W. J. Habens.*] Would you be in favour of allowing the colleges as such, or certain officers or authorities of each college, to be represented by certain members of their own election on the Senate of the University?—Yes; that might be very advisable. It might to some extent meet the view which is put in the question of Professor Shand.

4849. *Dr. Hector.*] Would you include within the province of such a body the control of the local expenditure of each college?—No; I would leave the expenditure of each college entirely to its own governing body. I do not think the University ought to interfere in that.

4850. Do you think there could be any possible advantage in allowing distinct colleges in different parts of the colony to follow each its own course of study, and grant independent degrees?—The great objection to that would be that the degrees would become comparatively valueless. As it is, it will be an uphill fight for a young colony like this to make its degrees respected; and I think that, if there were three or four degree-granting bodies in a small colony like New Zealand, the degrees would become almost valueless.

4851. Do you think there would be any indirect advantages, in the way of stimulating different kinds of education, that would compensate for that loss in the value of the degree?—The competition would be a great deal more wholesome if it led to an effort on the part of every affiliated college to send up the largest number of scholars qualified for degrees. But there would be a strong temptation, I am afraid, to lower the standards, if they had the power to give separate degrees.

4852. You think it is essential, then, that all the graduates should be brought to one examination?—Yes.

4853. What I mean is that the standard for the different subjects should be the same—that there should be no difference of standard—and that can only be obtained by bringing the graduates to one examination?—I think so.

4854. Would it be possible, in your opinion, that different colleges should grant the same degree upon examination papers prepared by different examiners?—I am afraid it would not be the same degree. It might be, and it might not be. There would be an uncertainty about it. In Universities at Home—and I see that in the London University it is the same as at Oxford and Cambridge—the examiners are appointed each year for the examinations, and I presume it is the same examination throughout for the degree. Mr. C. C. Bowen.
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4855. *Rev. W. J. Habens.*] Do you think that the examinations of one University might be so arranged as to allow for considerable differentiation among the colleges as to the general scope of their work?—Yes; any number of subjects could be made optional for a degree. What I mean is that there should be the same examination for the same subject.

4856. Whilst you are in favour of establishing four colleges throughout the colony, are you of opinion that there should be only one body granting degrees?—Yes. With regard to the government of the University, I do not think the present system of nomination of the Senate is satisfactory. I am not speaking now of the machinery. I am talking of the necessity for one examining body, and one degree-giving body. When I said that the present system of having one examining body was the best, I did not mean that I felt satisfied with the present system of nominating the Senate.

4857. *The Chairman.*] Would you suggest any improvement in the constitution of the Senate?—I think that the affiliated colleges ought to have a voice in the nomination of the Senate.

4858. Do I understand, from that, that you think the professors in the colleges, which you are of opinion ought to be established, should be on the Senate?—I have already said I thought the teaching staff—the professors—ought to have a voice in the election of the governing bodies of the local colleges. If the colleges had a voice in the election of the Senate the professors would of course also have a voice. If you mean by the question, whether they should personally be members of the Senate, I think it would be more convenient that they should be personally members of the University Senate than, for some reasons, of the local governing bodies, because of the finance question. If they were elected I do not see why they should not serve. I should not put a bar to their being on the University Senate. I think that in all these bodies the Government should have a certain amount of nominating power, because of the large amount of money that comes from the public, and because it keeps the public and the House of Representatives interested in the government of these bodies; but the national share of University government should be exercised always by direct nomination, not by popular election.

4859. *Rev. W. J. Habens.*] Do you think the University should have any voice in the appointment of professors in the affiliated colleges?—No. I think it would destroy the energy and the *esprit de corps* of the colleges if the University had a right to interfere in their internal affairs in that way.

4860. *Dr. Hector.*] Do you think that the election of the members of the Senate of the University should be made by the governing boards of the colleges rather than by the general body of graduates?—Not entirely; I said that they should have a voice.

4861. As distinct from the graduates?—Yes.

4862. You mean that the Senate should be partly nominated, partly elected by the graduates, and partly elected by the local governing bodies?—Yes. I think it will be a long time before we fall into a satisfactory system, and, both with regard to the Senate and the local governing bodies, any system that we may adopt at present must be tentative. We shall have to feel our way by as much as possible representing the different forces.

4863. *Rev. W. J. Habens.*] Do you think the *ad eundem* graduates should have exactly the same standing and influence in the University as those who graduate in the University by examination?—I am inclined to think they should. I know there is a very strong feeling to the contrary, but it is only owing to the exceptional circumstance that at first there were few graduates proper, and a large number of *ad eundem* graduates, into whose hands the power would be thrown. But when we get to a normal state of things there will be a comparatively small number of *ad eundem* graduates; and, if the *ad eundem* degree means anything, and if it is intended to confer any advantage at all, it should give the same status as is given to the graduate. And I think the admission of *ad eundem* graduates has this advantage, that it throws a little fresh blood into the constitution of the governing body, and introduces men with new ideas who have graduated in other places. Of course it would be necessary to take care that the *ad eundem* degree was not given in a reckless way to persons holding valueless degrees. I quite understand the cry raised against the system at first: the graduates proper would have been swamped by the *ad eundem* graduates. But that will not be the case in the future. If we are to have a University representing not only the various interests of the colony, but also the varied learning and the learned experience of other countries, we should encourage graduates of other Universities to take up *ad eundem* degrees. It would be an advantage rather than a disadvantage that graduates of other Universities of repute and high standing, who have taken the trouble and shown sufficient interest in the matter to obtain *ad eundem* degrees, should have a voice in the Government of our University. We want a little exterior light.

4864. *Dr. Hector.*] Do you think it would be desirable that the restriction which requires the constitution of the Convocation to await the existence of thirty graduates after examination should be removed?—A reconstitution of the governing body would modify this provision altogether, by bringing other elements into consideration.

4865. Do you think any useful result would arise from bringing Convocation into force at once?—No; I do not. When I was speaking of the *ad eundem* degree, I particularly said that whatever mischief might arise from its influence would be felt at first, before there was a sufficient body of local graduates. But, I confess, I do not think men will care to apply for an *ad eundem* degree if they are to have no voice in the management of the University when Convocation becomes a reality.

Mr. JOHN INGLIS sworn and examined.

4866. *The Chairman.*] I believe you are Chairman of the Board of Education?—I am.

4867. How long have you held that position?—Off and on, for three or four years.

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4868. In your position as Chairman of the Board of Education have you any control over secondary schools?—None whatever.

4869. Have you anything to do with the Normal School?—Yes; that is under the control of the Board of Education.

4870. *Rev. W. J. Habens.*] Do you think that the arrangement by which the Normal School is placed under the Board of Education is the most satisfactory arrangement that could be made for its control?—It is difficult to see how, with the large school attached, it could be otherwise, to work satisfactorily; because the practising school is treated as one of the district schools, and therefore comes directly under the control of the Board of Education.

4871. Do you know of any proposals that have been made at any time for a different management?—No; I cannot say I have heard of any.

4872. What difficulties do you see in the way of the Government assuming the control of the Normal School?—They would be obliged to have some Board or other to control the school; they could not manage it from Wellington, I should think.

4873. *The Chairman.*] Is there any special endowment for the maintenance of the Normal School?—Nothing, except the vote from the Government; there is no special endowment.

4874. Does the Board of Education give the school any of the funds which are intrusted to them for administration?—There is a certain amount given for the training department, which is accounted for separately, and the funds devoted to the practising department are treated as votes for primary schools.

4875. Is there a special vote granted by the General Assembly for the maintenance of the Normal School in Christchurch?—Yes; of the training department.

4876. How much?—I could not say from memory. I believe it is about £2,000.

4877. Do you think the Normal School fulfils the object for which it was established, in the way of providing teachers for the whole district?—I think it does, to a considerable extent.

4878. *Professor Cook.*] Is there any entrance examination at the Normal School for those who wish to enter the training school?—They must pass the Sixth Standard examination.

4879. At what standard does the Normal School in general aim—I mean, what standard of examination for those who are leaving?—I can hardly say.

4880. Is it not a fact that the Board of Education has recently had under its consideration the question of bringing the teaching of the Normal School into some sort of relationship with the teaching given at Canterbury College?—Yes.

4881. Do you know if anything has been done towards that object?—Nothing special has been done. The report of a Committee which was appointed on the subject was in the direction of utilizing the College as far as possible; but, except perhaps that some students from the Normal School may have entered the College, I am not aware that much has been done.

4882. Supposing the Normal School aims at enabling its better class of students to pass into a higher class than D, do you think advantage might be taken of the teaching at Canterbury College?—I think so.

4883. In a general way, if colleges are established at the centres of population, where training schools would naturally be if they were established at all, you think that the superior teaching might be done by the professors and lecturers of the colleges?—I should think so: in fact some students have been attending Canterbury College.

4884. Should it be the aim of the Board of Education, while the students are in training, to make arrangements by which they should attend lectures at Canterbury College?—I think so. But the majority of them are not yet sufficiently advanced to be able to avail themselves profitably of the lectures in the College.

4885. *Professor Brown.*] Do you think it would be desirable to establish scholarships which would enable normal-school students to take advantage of University education, so as to prepare for the higher-class certificates?—Yes, I think it would be very desirable.

4886. *Rev. W. J. Habens.*] Does the Board of Education take care that the students in the Normal School shall have sufficient opportunities of practising the art of teaching?—At present they have too many opportunities, to my mind.

4887. What is your view of the proportion of their time which should be spent in practice?—I should hardly like to say: a portion of the day certainly. What they are doing now is to send a great body of the students down to the practising department, to the complete interference with their ordinary studies. My idea is that the class of students is such, and is likely to continue to be such, that they ought to have a certain amount of instruction every day, as well as the opportunity of practising. It has been the aim of the Board, since it had charge of the Normal School, to do this to a moderate extent—to give the students the opportunity of practising. In the early days of the institution very little was done in this direction, and there was only slight control exercised over the students who were seeking to learn to teach. A change then took place in the direction of giving them more opportunities of practising, and, for some reason or other—which it is not perhaps necessary to go into here—the Principal increased the practising work of the students, with the result of depriving his assistants of much of their opportunity of teaching the students—that is, giving them lessons. The Principal, in his report, says pretty distinctly that he thinks that is the best plan. I do not think it agrees with his previous statements, and certainly not with the opinion the Board holds in the matter. The Board has been reorganizing the school, so as to make the practising department in a measure independent of the assistance of the students, and, as far as practicable, to give the students the opportunity, in passing through the different grades, to see the teaching throughout the school as applied to the standard classes. It is intended, eventually, to dispense with the pupil-teachers. There are a few left, but as their time works out their places will not be supplied; and it is proposed, with rather a heavier staff for the general teaching, to utilize the students in place of the pupil-teachers.

4888. I understand you to say that the proportion of time which each student who is training now spends in the practice of the art of teaching is, in your judgment, excessive. Is that due to any

peculiar circumstance in the practising school itself?—I do not think so. As the school is fully officered with expert teachers, there ought, in the judgment of the Board, to be no necessity for the employment of the students to so large an extent.

4889. *Dr. Hector.*] Do the children who are practised upon in the Normal School make as good progress as children at other schools?—I think they do, as a whole. It has been the effort of the Board to see that they do. In fact, the Board have always insisted that the children ought to be as well taught there as anywhere else.

4890. *Rev. W. J. Habens.*] Is the proportion of male students as compared with the number of female students as large as the Board desires?—No, certainly not.

4891. Have you any opinion as to the best remedy for the disproportion?—If there were scholarships instituted, that might get over the difficulty.

4892. Is the sum of £2,000, annually granted for the purposes of the training department, sufficient to allow of any considerable number of scholarships being so given?—No.

4893. *Professor Cook.*] Are the Board not able to afford anything at all for scholarships?—No, I think not.

4894. You were asked just now how you thought the disproportion between the sexes might be remedied. Is it a fact that the supply of male teachers is insufficient for the demand?—Quite insufficient.

4895. *Dr. Hector.*] Do you know how many in the Normal School are taught the art of teaching annually?—I could not say what the number was this term.

4896. Do you remember the number last year?—About seventy, I think.

4897. Does that represent the result of the annual expenditure of £2,000?—Yes.

4898. Have these students been there more than one year?—Some of them have been a few months more.

4899. *Rev. W. J. Habens.*] What is the principal item of expenditure out of the sum of £2,000, when the salaries of the teachers in the training department have been provided for?—Those salaries absorb the greater part of it; the other items are incidental to the country teachers and students being paid their expenses for attending lectures by the Principal on school management, and for attending the drill-instructor's class.

4900. Does the Board propose to continue this expenditure?—They propose to do so, if the money continues to be paid.

4901. *Dr. Hector.*] These teachers are outside the number of seventy you mentioned?—Yes.

4902. *Rev. W. J. Habens.*] Can you state what number of teachers have been in the habit of availing themselves of the lectures just referred to?—I could not say from memory, but a considerable number.

4903. Do you think as many as 150?—At the earlier lectures there might have been as many as that.

4904. Do you think that the results of the expenditure upon attendance at those lectures are on the whole satisfactory?—Many of the teachers seemed satisfied with the instruction conveyed.

4905. Have the Inspectors at any time reported that they saw the good effect of these lectures in the schools?—Yes; I think Mr. Restell has reported to that effect.

4906. *Professor Cook.*] The Board of Education, I think, established scholarships here to enable children to proceed from primary schools to secondary schools?—Yes.

4907. Do you think the number of those scholarships is sufficient for the demand in the district?—I think so, on the whole. I think they ought to be enough at present, owing to the comparatively few who are able to pass. If they were made more numerous probably a number of children would be admitted who were hardly up to the mark.

4908. What do you mean by "the comparatively few who are able to pass"?—That only two or three could take a scholarship.

4909. That is to say, obtain the necessary minimum of marks?—Yes. On one occasion I think there was only one who succeeded in the highest class.

4910. Do you know whether these children always proceed to a secondary school?—They have not always done so.

4911. What did they do?—Since the new Act they have been obliged to attend secondary schools in Christchurch. Formerly the scholarships were spread all over the country, and generally the scholars attended the schools in their own neighbourhood.

4912. Under the sanction of the Board?—Yes, if the Board thought that the teacher was capable of carrying the child on. Of course, in some cases, the children were very young—eleven years of age—so that the teacher would be competent up to a certain point; but, as I have said, the new Act alters this, and scholars must attend secondary schools.

4913. Then the want of secondary schools in different parts of the district induced the Board to adopt the former plan?—Yes, it did; they had no other course open. Now, the only schools where they can attend are in Christchurch.

4914. *Dr. Hector.*] Has the Board established any district high schools?—No.

4915. Would that meet the want of secondary schools?—I think it would, to a great extent.

4916. *Professor Brown.*] We had it in evidence that the scholarships were doing some harm through going to others than those who needed them: do you know if that has been largely the case?—I do not think there has been a large proportion given in that way; there have been some. The question has been before the Board, and we thought that all citizens had a right to compete for anything of that kind. Scholarships are not for paupers, but to assist and encourage talent.

4917. *Rev. W. J. Habens.*] It has been suggested by one witness who was examined before the Commission that it would be well if the Board of Education granted some scholarships other than those for Class D, upon examination in classics, among other things. What is your opinion of that suggestion?—I think it would be a very good plan. But there is very little work of that kind done in any of the district schools, so that the scholarships would be confined to only two or three until high schools were established over the country.

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4918. *Professor Cook.*] Is the examination conducted exclusively on the subjects taught in the primary schools?—Yes.

4919. So that the children from the primary schools have every opportunity?—Yes.

4920. *Rev. W. J. Habens.*] Have there been any applications from district schools to be erected into district high schools in the North Canterbury District?—Not in the North Canterbury District.*

4921. *The Chairman.*] You are one of the Board of Governors of Canterbury College?—Yes.

4922. Do you think the present mode of appointing the governors is a satisfactory one—namely, by co-optation, when vacancies occur?—I think it is as satisfactory as any plan that could be adopted.

4923. Is there, as far as you know, any general feeling against the present system of electing the governors?—I have never heard any objection taken to it.

4924. Do you think the professors of the College ought to be represented on the Board?—I do not think so. I do not see on what principle they ought to be.

4925. *Rev. W. J. Habens.*] Do you see any reason why a professor should not be elected on the Board just as any one else is elected?—I can see an objection. The objection would be the fact of the professor being a paid officer of the Board of which he was a member. At the same time I think the professors ought to be consulted.

4926. *Professor Brown.*] Supposing the financial objection were obviated by the appointment of a Board of trustees, would there be any objection then to the professors being on the Board?—I think the difficulty would be, to a great extent, removed; because then it would be merely a matter of consultation as to the management of the College—college questions.

4927. And questions as to the management of the boys' school, and other matters?—Yes.

4928. Do you not think that the exclusion of professorial advice from matters affecting the various departments of the College does harm, and is apt to lead to mistakes in details?—Yes, if the Board of Governors are deficient in that kind of knowledge.

4929. *Rev. W. J. Habens.*] Do you know whether it has been the habit of the Board and its Committees to consult the professors on points upon which it is known that they are specially qualified to advise? For example, has the Library Committee consulted the professors in the selection of books?—They have done so; they have asked the professors to suggest books, and taken every opportunity to obtain suggestions from every qualified person. I refer to the reference library. Since that we have not had anything like sufficient funds to make it worth while to ask for further information. The suggestions of professors have possibly not in all cases been adopted. The Committee had to make selections to the best of their judgment.

4930. *Dr. Hector.*] Do you think it is an advantage to a public library in a town like Christchurch that its management should be mixed up with that of the College?—I do not see any objection to it whatever, because there is a special committee to deal with the library.

4931. Do you think if it were not mixed up with the College it might obtain more support from the public?—I think it is well supported as it is.

4932. Is it sufficiently endowed, then?—The funds do not meet all our requirements; we are obliged to use such money as we can afford.

4933. Does it draw any moneys from the general public, or only those from the endowments?—There are annual subscriptions, and it obtains a share of the annual grant. It was first called a literary institute, and on the transfer of the property it was conveyed to the Superintendent, with the proviso expressed in the deed that it should be kept open as a circulating library, and a charge has been made so as to keep control over the people who use the books. It is a very low charge—10s. a year.

4934. Do you think the subscriptions would be increased or diminished if the management of the library were put into the hands of a totally different body, elected from the townspeople?—I do not think it would make the least difference. Our principal difficulty is the want of money to enlarge the library.

4935. *Rev. W. J. Habens.*] Does the Board afford every opportunity to the subscribers to the library and to the general public to make recommendations of books?—There is a suggestion-book open to the public.

4936. And is it freely used?—Yes, to a considerable extent. Suggestions are made sometimes which we are not able to carry out for want of funds.

4937. *Dr. Hector.*] In procuring books have you at any time selected with a view to the requirements of the College, or the officers of the College, rather than to suit the public?—No; certainly not. The institution is for the general public. We are not adding to the reference library, for want of funds. There was a sum expended in the purchase of a classical library, but that was from a separate fund.

4937A. *Rev. W. J. Habens.*] Could you give an approximate statement as to the value of the books in the reference library?—I could not do so from memory.

Mr. C. C. Corfe.

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Mr. C. C. CORFE, B.A., further examined.

4938. *The Chairman.*] Do you consider that there is any want of harmony between Christ's College Grammar School and Canterbury College, such as to impede the working of the institution over which you have control?—I do. I consider that the smallest amount of touting for students on the part of the professors of Canterbury College is calculated to impede the working of Christ's College Grammar School; not by drawing from it boys who are fitted by age, attainments, and character to enter upon a University course (to this I could offer no objection), but by unsettling boys who are in no respect so fitted, and to whom the attractions are the independence of the life, and the immunity from school discipline.

4939. *Rev. W. J. Habens.*] Your answer does not assert, but it necessarily implies, that there has been on the part of the professors of Canterbury College some undignified conduct, to which the term

* Since giving my evidence Akaroa District School has made such application.—J. I.

“touting” is applied. Do you stand by that necessary implication? It is not a statement. Are you prepared to assert that there has been such conduct?—I consider that the remarks made by Professor Brown, in an address given to students and others at Canterbury College to the following effect: “that many of the ablest boys at Christ’s College Grammar School, hearing from their companions here, or from other chance sources, of the vast difference between work at a University institution like this and school work, have begun to enter as students here on getting University scholarships,” and further on, where he adds, “Compared with the Melbourne University papers, which are said to have the highest place in the colonies, unprejudiced critics who are able to judge acknowledge that our annual examination papers are of a much higher culture, less like school work, and less enslaved by text-books,”—these remarks seem to imply that it is the opinion of the professor that boys who obtain University scholarships at the age of fifteen should, as a matter of course, enter as students at Canterbury College. Furthermore, I presume that an article which appeared in the *Lyttelton Times* of the 7th July—

4940. Do you intend to read an extract from the newspaper to show that the professors of Canterbury College have been “touting” for students?—The remarks in the leading article in the paper seem undoubtedly to express their opinions. If you will allow me I will only read the commencement of a phrase—it was never contradicted by them, and I think one is fairly entitled to consider that the professors do not disagree with the principles laid down in the article.

4941. *Professor Brown.*] Is it the office of the professors to contradict newspaper reports?—I suppose not.

4942. Have they ever done so?—In this particular instance the article was alluded to by the headmaster of Christ’s College, and I think one may fairly imagine that if the professors did not agree with the remarks they would have said so. The article says, “The professors and lecturers are unwilling—”

4943. And you think it is the duty of the professors to correct every newspaper statement?—I think that in the case of a leading article of this nature, which was contradicted by the headmaster of Christ’s College Grammar School—which is the only feeder for Canterbury College in the province—one might fairly have expected that, if a thorough state of harmony was desirable between the two institutions, it would have been alluded to in some way, unless it was agreed with.

4944. Have you known of any statements, except statements of facts or statistics, that have ever been corrected by the professors in the papers?—I have not.

4945. I think it is the rule of the professors not to do so?—I do not know.

4946. *Rev. W. J. Habens.*] Unless the article which you propose to read bears upon the question of the conduct which has been described as “touting,” I think it would be better not to read it at this stage. Does the article bear upon that question?—If this article may be taken as expressing the views of the professors of Canterbury College, I consider it bears the nature of touting.

4947. Have you any other reasons than those which you have assigned for assuming that this article expresses the views of the professors?—I have.

4948. And are they of a character that you can state?—Hardly of a character that I can state.

4949. *Dr. Hector.*] What is the actual damage which the institution under your care has suffered from any action on the part of Canterbury College? Can you state, in a general way, whether it has diminished the number of pupils, or whether it has disorganized the school, or lessened your authority among the pupils, or in any other way impeded the working of the institution under your control?—Shortly before the delivery of Professor Brown’s address, which I have just quoted from, the head boy of the Grammar School, aged fifteen, was under examination for a junior University scholarship. Before the list came out, and immediately after Professor Brown’s address, the boy requested to be allowed to go to Canterbury College. The boy had no father, and his mother wrote to me for advice. Feeling great delicacy, as I always do in such matters, I hesitated how to advise. But, as there seemed no doubt that the boy’s attainments and character were not of such a nature as to render it advisable that he should become a student of an institution such as Canterbury College, I recommended that he should not be taken away. I may say that I knew the boy was destined for an English University; that I knew his character well; that I knew his attainments well; and that I consulted with my colleagues in the matter. I consider that the boy was so unsettled, by the feeling that he was too good for the school, that great injury was done him; that great injury might have been done to the rest of the form, and, consequently, to the whole school. That the tone of the school was of such a healthy nature that no very serious injury was done, I will allow; but I consider that very great injury was done to the boy, as I think the results show. At the end of the following term he was not at the head of the school. I have omitted to mention that he did not obtain a junior University scholarship.

4950. *Professor Sale.*] You are aware that steps are being taken for the purpose of establishing a boys’ high school in Christchurch? Have you anything to say upon that subject?—As a citizen I should like to express my opinion that the reasons given for the establishment of a boys’ high school in Christchurch by the professors of Canterbury College do not seem to be sufficient for the expenditure of so large an amount of money at the present time. The reasons I allude to are given in the following letter, addressed by the professors and lecturers to the Board of Governors of Canterbury College, and dated 20th April, 1877:—

“The teaching staff of Canterbury College beg to bring before the notice of the Board of Governors the following facts, which have been impressed upon them during their experience in the College:—

“(a.) That the majority of the students who present themselves are so untrained that an unduly large proportion of time is occupied with work of a preparatory nature.

“(b.) That the provincial scholarships fail of their right object, inasmuch as the holders of them are not encouraged to take advantage of the highest education the province affords.

“(c.) That, accordingly, the want of an intermediate school, exclusively devoted to the higher branches of school work, is strongly felt.

“The teaching staff therefore beg to recommend that the Board of Governors should consider the expediency of establishing a boys’ high school.”

Mr. C. C. Corfe.

April 18, 1879.

Mr. C. C. Corfe.
April 18, 1879.

4951. *Dr. Hector.*] Was any action taken in consequence of that letter?—The building is in course of erection.

4952. Do you think there is sufficient accommodation for secondary-school boys in Christchurch at the present time, without any further addition?—I think there is hardly room at the present time for two high schools.

4953. Is the accommodation you have at the Grammar School sufficient for all the pupils who would attend high schools?—I am not prepared to say that it is.

4954. Is the proposed new high school being built in the immediate vicinity of Christ's College?—Yes; it is being built on the same block of land on which Canterbury College stands.

4955. The second high school, then, is not intended to accommodate pupils from another and more distant part of the city?—I do not know that it is.

4956. *Professor Shand.*] Is not the present high school a denominational school?—No boy is compelled to learn divinity.

4957. *Professor Sale.*] Are there, as a matter of fact, students of all denominations in the school?—We have had them at different times, undoubtedly.

4958. But is it not the case that the masters of the school are all required to be members of the Church of England?—I believe that is the case.

4959. Do you not think that the fact of the masters being all compelled to belong to this or that denomination might strongly influence the minds of some parents in their choice of a school?—Not as far as my experience goes.

4960. You are not aware of parents having objected to their sons entering Christ's College Grammar School on the ground of the denominational tendency of that institution?—I think I may safely say I am not.

4961. *Dr. Hector.*] Do you consider Christ's College Grammar School to be a public or a private school?—I should be sorry to see its management taken out of the hands of the present Board.

4962. And you consider at present that it is a private school?—I do.

4963. *Professor Shand.*] Do you think it desirable that the only secondary school in a place like Christchurch should be a private denominational school?—So long as it is doing its work satisfactorily, and answers the requirements of the place.

4964. But do you not think that the public generally would be somewhat dissatisfied with that position of matters?—If the school were placed under University inspection, I see no reason why the public should have any cause of complaint.

SATURDAY, 19TH APRIL, 1879.

His Honor Mr. Justice JOHNSTON sworn and examined.

Mr. Justice Johnston.
April 19, 1879.

4965. *The Chairman.*] The matter on which we wish to examine you particularly is, as to whether you think candidates for admission to the Bar should be required to go through a University education as well as the ordinary legal training obtainable in a lawyer's office?—I must speak rather guardedly in answering a question which implies a good deal that I am not quite sure we would agree about. You seem to assume that, for admission to the legal profession, it is only necessary to have gone through a routine of some sort of study in a lawyer's office. That seems a mistake. As the law stands at present, and as the rules made under the Statute stand, the two branches of the profession—though it is easy, and perhaps too easy, to pass from the one to the other—are on a different footing for the purposes of examination, and in each of them there is required to be a certain standard of what we call general knowledge—that is, not strictly legal or professional knowledge—and another standard for legal knowledge. If I were to answer your question directly, and without much explanation, I should certainly be expressing an opinion which I do not think I myself, or, as far as I know, any other Judge, would hold—at all events, at the present time—namely, that in order to be admitted as a solicitor or barrister in New Zealand it should be compulsory to obtain a University education. I should say at once, if the question were to be confined to that general principle, that at present we should be acting contrary to the established law if we were to adopt such a doctrine as that—to say that every man before he can be admitted into the profession must have passed a certain University curriculum. That it would be exceedingly desirable that he should do so, I have no doubt whatever; and, already, the Legislature has recognized the utility and propriety of University education, by providing that persons who have obtained degrees in Universities of the mother-country, or the recognized Universities of the colonies, shall be exonerated from all examination in respect to general knowledge. Furthermore, the Judges have recognized the importance of all duly-established educational bodies in the colony, by making a rule, which it was competent for us to make, that all candidates should be exonerated from examination in general knowledge who could produce, from the head or governing body of any recognized University or affiliated institution, a certificate that they have passed a satisfactory examination in the subjects which the Judges have fixed upon as the necessary subjects in respect to each branch of the profession, or in equivalent subjects; and we are from year to year, and from time to time, now acting upon those considerations, absolving graduates entirely from all necessity for examination in general knowledge, and admitting the certificates of such bodies as Canterbury College, Christ's College, and similar institutions when the certificates comply with the conditions; and we have even taken certificates for a portion of the general-knowledge examination.* I may say at once that it is my own opinion, and I believe the opinion of all the Judges, that it is extremely desirable that we should be divested altogether of this very onerous and very unsatisfactory responsibility that rests upon us with regard to the examination of candidates for admission, both in respect to general knowledge and law. Therefore I hope you will not think me prolix if, in answering a question which appears simple, I point out to you how necessary it is that I should be guarded in my statement, especially as I cannot but be expressing to some extent what I believe to be the opinions and views of other Judges,

* The propriety of this has been questioned.—A. J. J.

as well as my own, on this particular point. I should hail with very great satisfaction any scheme, sanctioned by the Legislature, which would hand over to the recognized teaching bodies in the country—the higher class of teaching bodies—all responsibility in these matters; and I should be glad that, in a department specially dedicated to the legal profession, they should, at all events, be invested with powers of examination which might be utilized by the Judges. I am not prepared to say that we should be justified, for a considerable time to come, in recommending that the control of the examinations in respect to law should be taken away from the Judges. I think the time has hardly arrived for that. But, in answer to the general question you have put to me, I am not prepared to say I think in the present state of the colony it would be desirable to make the passing of a University examination, or the having attended a University course, a *sine quâ non* for admission to the profession. I do not think that in the present state of the colony it would be just, and, with respect to many persons coming from other colonies or countries, it might be a positive hardship. If the University could see its way to establish certain professorships and appoint examiners in law, and they could be brought into use to conduct the examinations, leaving the ultimate responsibility with the Judges, I think even in the meantime it would be highly desirable. I might allude to the fact that the responsibility of the Judges in respect to this matter has now become almost intolerable. The general examinations were conducted on the third Monday in March last, and it has been physically impossible for me, attending to my other duties, to get through the papers I have to decide upon up to this date, and the same with my brother Williams. Any well-digested scheme which, while leaving a good guarantee to the Judges that the proficiency of the candidates would be properly ascertained, would exonerate them from their present most distressing work and responsibility, I should hail with very great satisfaction indeed. As for the general question, I could not say, in the present state of the colony, that it would be just or fair or desirable that a University education should be a *sine quâ non* for admission, especially if the requirements were not confined to the question of the admission of barristers. When the two branches of the profession have been divided—substantially divided—my opinion might be modified to a considerable extent; but as you are aware that at present any person who is admitted as a solicitor has a right to practise as a barrister—and, I am sorry to say, without any further examination—you will see the difficulty that necessarily arises with regard to what the qualifications of those persons should be, when it is insisted with regard to a man who goes up for a barrister's examination that he should have passed through a certain curriculum, while another man, who could not be expected to go through such a course if he was merely going to act as a solicitor, might attain the status of the barrister without having undergone any such education. That would be applicable to the state of things if the two branches remained as they are now; and I may say that, according to my practical experience, I see very little chance of that consummation which is devoutly to be wished for—a separation of the two branches of the profession—being practicable for a considerable time to come. But every step towards improvement in the means of communication makes it more and more feasible, and the Judges themselves, I believe, are striving to the utmost to work up to that object. For instance, in this Island my brother Williams and I sit together as much as possible in Banco, in the hope, among other things, that thereby there may be more concentration of professional work, and that some gentlemen may devote themselves more specially to the branch of barristers and some to that of solicitors.

4966. *Professor Shand.*] Is it your opinion that it would be impracticable, while allowing barristers to practise as solicitors, to prohibit solicitors from practising as barristers, the two branches being subjected to different examinations?—If I were a member of the Legislature, I think I should receive very favourably a proposition to that effect. In fact, I have on many occasions—many legitimate occasions—expressed my great desire that the present state of things should not continue, and that the mere admission as a solicitor should not entitle a man to be admitted as a barrister. I think it is exceedingly undesirable, and that it has already produced a very pernicious effect.

4967. I gather that it is your opinion that, so far as the examination in general knowledge is concerned, the Judges will be glad to be relieved of the examination, and to hand it over to the University or some other authority?—Yes. If the University would undertake the duty of examination, without insisting upon a previous attendance on a curriculum of lectures, I think it would be a very great advantage; and, when practicable, it might also be the means of suggesting the propriety of all young men educated in the colony who are going into the profession attending a curriculum of University lectures.

4968. I am speaking now of the examination simply, without reference to attendance?—I have no hesitation in saying it would be a very great boon indeed.

4969. We should be glad to obtain your opinion of the standard for the examination, supposing the two branches of the profession were separated. What would be the proper standard for the solicitors' examination, and what would be the proper standard for the barristers' examination?—I think the best answer I could give to that would be to read the standard now in force by order of the Judges, exercising their powers under the Act. Perhaps, in the first instance, I had better call your attention to the provisions of the Law Practitioners Act with regard to the examinations, and then tell you what the Judges have done under the Act. The general outline of the law is to this effect: The Judges are empowered and directed to examine solicitors upon certain generally-defined matters—character, competency, and so forth. The Judges are intrusted with the power to make rules within the Act, and the last rules, gazetted on 14th June, 1877, are to the following effect:—

“By virtue of the powers vested in us by law, it is ordered by us, the Judges of the said Court, that the following rules shall come into force on and after Tuesday, the first day of January, 1877:—

“The existing rules touching the examination and proof of qualification of candidates for admission as barristers and solicitors of the Supreme Court are hereby repealed, and the following rules are substituted for them:—

“1. Every candidate for admission as a barrister or solicitor of the Supreme Court shall give notice to the Registrar of the Court at the place where he intends to apply for admission, at least two months

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before the time appointed for an examination, of his desire to be examined, and shall state the nature of the examination that he proposes to submit to; and shall at the same time pay the proper fee in respect of such examination.

"2. Candidates who are by law entitled to be admitted either as barristers or solicitors after an examination only in their knowledge of the law of New Zealand so far as it differs from the law of England, may be examined at such times as the Judge in each judicial district shall appoint.

"3. An examination of other candidates for admission as barristers or solicitors in law and general knowledge shall be held, at every place where there shall be an office of the Supreme Court, on the third Monday in March and the third Monday in September in each year, and shall be continued from day to day, omitting Court holidays. If the third Monday in March shall be Easter Monday, the examination shall commence on the Wednesday following.

"4. Candidates for admission either as barristers or solicitors may be examined in general knowledge at any examination held before or subsequently to the commencement of any pupillage or service on which the candidate relies for admission, and shall be examined in law at some examination held after the expiration of any such period of pupillage or service, or not more than six calendar months before the expiration of such period: Provided that candidates shall not be examined in both law and general knowledge at the same half-yearly examination; and no candidate who is by law required to pass in general knowledge shall be permitted to present himself for examination in law until he has passed the examination in general knowledge.

"5. The half-yearly examinations will be conducted by printed or written papers. The papers will be the same throughout the colony, and in every place the same papers will be set on the same day and at the same hour."

The general view of the Judges with regard to the general-knowledge examination of gentlemen destined for the profession of the law, as I understand it, is that we have no right, in admitting gentlemen to the legal profession, to stand out for a very high standard of excellence, say, in classics, mathematics, and so on. Our object rather is to secure general culture, and to insure that the men who enter a liberal profession shall be liberally educated, not merely in their own profession—although, of course, every one must be aware that the thorough learning of any one subject, which is worthy of learning at all, may serve for as good cultivation of the mental powers as a less thorough knowledge of a large body of matter. Yet we think it necessary that there should be a considerable range of subjects, but not a very high standard such as is required in law. The rules say,—

"6. The examination in general knowledge for candidates for admission as barristers, and for candidates for admission as solicitors who are by law required to pass the barrister's examination, shall be in the following subjects:—(1.) Greek: Translations from the Iliad, first four books: Herodotus, Second Book. (2.) Latin: Translations from Cicero De Officiis, and First and Second Orations against Catiline; Satires of Horace, First Book. Candidates will be expected to show a competent knowledge of Greek and Latin grammar, and to answer such questions on Greek and Roman history, geography, antiquities, and literature as may arise out of the works in which they are examined. (3.) Euclid: First four books. (4.) Algebra: To quadratic equations inclusive. (5.) History: Hallam's Constitutional History; Hallam's Middle Ages, fifth, sixth, and eighth chapters.

"7. Candidates may be examined in French or German, instead of Greek, provided they give written notice of their desire to be so examined to the Registrar at least two months before the time of examination. No particular works will be specified, but candidates will be expected to translate into English passages from standard authors in the language chosen, and also to translate passages from English into French or German. A knowledge of the French or German grammar and literature will be also required.

"8. The examination in general knowledge for candidates for admission as solicitors shall be in the following subjects:—(1.) Latin: Translation from first two books of Cæsar. (2.) Latin Grammar. (3.) Euclid: First two books. (4.) Arithmetic and Algebra: To simple equations inclusive. (5.) History: A general knowledge of the principal events and dates in English history; Creasy on the Constitution.

"9. The subjects prescribed for translation in Greek in the barristers' examination, and in Latin in the barristers' and solicitors' examination, are liable to alteration from time to time, but twelve months' notice will be given of any alteration.

"10. The examination in law for candidates for admission as barristers, and for candidates for admission as solicitors who are by law required to pass the barristers' examination, shall be in the following subjects:—(1.) Roman law: Sanders' Justinian, first two books, with introduction, and notes; Gibbon's Decline and Fall, chap. xlv., on Roman law. (2.) International law and conflict of laws. (3.) Real property, and conveyancing. (4.) Contracts and torts. (5.) Equity. (6.) Criminal law. (7.) Evidence. (8.) Pleading and practice. (9.) New Zealand Statute law.

"11. The examination in law for candidates for admission as solicitors will be generally on the theory and practice of the laws of England and of New Zealand, and will be of the same character as the final examination for solicitors in England.

"12. Every candidate for admission either as a barrister or solicitor who shall produce a certificate emanating from the proper authority that he has passed an examination either at the University of New Zealand, or any University in Great Britain, Ireland, or the Australian Colonies, or at any college or institution affiliated to or connected with any such University, or who has passed the New Zealand senior Civil Service examination, and who shall prove to the satisfaction of a Judge of the Supreme Court that such examination comprised any subject or subjects corresponding with any of those hereby prescribed for the general-knowledge examination, shall be excused from being examined in such subject or subjects.

"13. The age of all candidates for admission must appear on affidavit.

"14. A barrister or advocate previously admitted elsewhere must produce, to the Judge of the district to whom he applies for admission his admission, or some certificate or other document duly verified proving his admission, and make an affidavit that he is the person named therein and was admitted as therein stated.

“15. Every candidate for admission as a barrister who claims to be entitled as a graduate of some University to be admitted after an examination in law only, shall produce his diploma, or some duly authenticated certificate or other documentary evidence of his having taken a degree, with an affidavit verifying the same and proving his identity with the person mentioned in such document.”

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“16. Every candidate for admission as a barrister who has not been admitted elsewhere shall produce to the Judge to whom he applies for admission an affidavit made by a barrister on the roll of the Court, or an affidavit by the candidate accounting for the absence of such affidavit, from which it shall appear that such candidate was *bonâ fide* exclusively engaged in the study of law as a pupil of such barrister for three years at least before his application to be admitted.”

4970. So far as I can gather from these regulations the examination in general knowledge required to be passed by solicitors is nearly equivalent to the entrance examination of the University?—Very likely.

4971. And the examination required of barristers is somewhat inferior to the B.A. examination?—I think it probably is.

4972. If the University undertook these examinations, do you think it would be advisable, for the sake of avoiding the multiplication of examinations, that these two University examinations I have mentioned should be set down as the examinations required to be passed by barristers and solicitors respectively?—I should like to preface my answer by saying this: that I am not to be taken as giving an opinion of what I think would be a desirable ultimatum. We must take things as we find them, and have regard to the interests of persons who have been admitted up to this time. We must make the matter sufficiently elastic not to do incidental injustice. My own notion is that by-and-by it will be quite the proper thing—I am not sure that it would not be so now—to say that the examination for a barrister in general knowledge should be at least equivalent to that which would give a man a pass degree as B.A. Whether or not it might be desirable, as education is a little more developed, to make the general-knowledge examination for a solicitor a little higher than the matriculation examination for the University, I am not prepared to say. Perhaps, at present, it would be premature to say it should be higher than that. But I agree with Professor Shand that it would be an extremely desirable thing if we could adopt some of the University standards, so that the University degree in the one case—or, you contemplated, I think, that the University might examine a law candidate on the B.A. examination who had not gone through the curriculum, and would not be entitled to his B.A. degree?

4973. We are not discussing now whether they ought to go through a preliminary course in any of the affiliated institutions or not, but whether this examination would be a suitable one to supersede the present?—That might be a very desirable course. In fact, I need not say that the Judges, in meeting together and deciding these things, have been governed a good deal by what they saw had been done previously in the examination papers, and are by no means desirous of laying down any Procrustean rules about the matter. In fact, I would rather look to such a body as the University for assistance and guidance in establishing a standard.

4974. Having had brought under your notice the regulations of the University respecting the LL.B. degree, do you think the standard prescribed in those regulations for the examinations in law would be equivalent to that which is now in force by the Judges?—I am clearly of opinion that, if I am to read these regulations proposed by the University along with the books that are cited under the respective heads, the examination would be entirely insufficient for the purpose of admission as a barrister. The general heads are so large that you might as well say the whole law of England, because “The English Law on Personal Rights, Rights of Property, and Rights in Private Relations,” would admit of the most extensive subdivision and the reading of a whole library. But when, under those general heads, “Stephen’s Commentaries, Book so-and-so,” is indicated, instead of the whole of Stephen’s Commentaries, and certain books are mentioned, it seems an indication that it would be sufficient that a man should be able to pass a fair examination upon those books, which books, I think, would be a standard far below what ought to exist. The same remark applies to the third examination.

4975. *Rev. W. J. Habens.*] In your judgment, the schedule to which you are now referring rather represents the kind of education in law a man might desire to get as part of a liberal education, than part of his technical professional training?—Exactly so. Blackstone’s Commentaries, which is rather an eulogium on the laws of England than a law-book, is part of an English gentleman’s education. Every country gentleman liberally educated is supposed to know his Blackstone; and Stephen is the representative of Blackstone in modern days.

4976. *Professor Sale.*] Do you think it is necessary or desirable that in a legal education text-books should be specified?—I have a doubt about that; except in such a case, for instance, as a text-book like Sandars’ Justinian—that is to say, Justinian’s Institutes with an introduction, and that introduction being the most valuable part of it for examination. The object of indicating such a book as that is that, if a man makes himself thoroughly master of it, and, we will say, of a chapter in Gibbon, he will have such a general outline knowledge of the law of Rome as will give him facilities that other persons would not have for understanding the law of England; but we should not be examining him as for a thorough knowledge of Roman law. That would apply to the indication of a particular text-book. It is only when that particular text-book contains something which you may call exclusive of other books, in the sense of its being a complete *résumé* or synoptical view of something which you think it is desirable that a candidate should know about. But, otherwise, with regard to the general law of the land, it might be exceedingly desirable that instructors—either the Judges or the masters of the pupils—should indicate the best books; for nothing is so desirable as to make young men read good law-books instead of bad law-books. But I do not think it is advisable, with regard to the general heads of law, specially to indicate particular text-books, unless there is something exclusive in them you wish the candidates to know.

4977. Then, as a general rule, you would leave the choice of the text-books to instructors?—I think so; except in such a case as I have quoted—Sandars’ Justinian, and Gibbon’s account of the Roman law; and the more so that the profession is in a remarkable state of transition in respect to education. When I first became a pupil, more than forty years ago, the really good text-books could be counted

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on one hand almost. Since that time, in consequence to a great degree of the noble rivalry of the Americans, we have begun in England to have much more scientific law-books; and the student of the present day, besides being exonerated from knowing a great deal of effete matter, has means of study which were not available when I was studying. This is a great advantage in some respects, and perhaps a little disadvantage in others. Those who pick out the ore from the large quantity of rubbish perhaps know more about it in the end. I allude to this for the purpose of showing that one could hardly say that the text-book of to-day will be the best text-book this day three years. On the contrary, there are fresh text-books coming out nowadays from day to day. I may instance particularly Sir James Stephen's books, which are of infinite value to the profession, and to exclude them and indicate something else would of course be undesirable.

4978. *Professor Shand.*] If the text-books were struck out of the examination in law, as prescribed by the University, would it then be substantially the same as that laid down by the Melbourne University?—No doubt. I understand it is the case in Victoria that no one is admitted to the Bar unless he has obtained the degree of LL.B. of the University of Melbourne. If he is an English barrister he is registered. That is not so here. In New Zealand an English barrister is not admitted without passing an examination on the difference between the English law and the New Zealand law.

4979. There is no examination in Victoria which will entitle a man to be enrolled as a barrister, except the examination for the LL.B. degree of the University. If the examination of the New Zealand University were modified by having the text-books struck out, would you approve of that being the law here?—With these very general headings or definitions the standard of the New Zealand University examination is quite unascertained. Under the heading of "Roman law," or "The law of property," you might put a series of questions that none but a most accomplished jurist could be expected to answer; or, again, you might put a series of questions that an ordinary layman would be able to answer. If one saw one's way to ascertaining that the examination necessary to obtain the LL.B. degree could not be passed without the student having attained what we consider at present a fair standard of proficiency—and we do not put it too high—I think it would be most desirable to say to the candidate, "If you obtain your LL.B. degree, or pass at the University the examination that would entitle you to it if you went through the curriculum, that *ipso facto* will be sufficient to admit you as a barrister." But it is necessary that the standard should be high enough.

4980. If the text-books were struck out of the examination schedule, do you think it would be possible to define in any other way the scope of the examination?—I hope you will not think me too discursive if I just make a few general observations at first, in order to make you thoroughly understand my meaning. Every examination in law must be under some of the heads mentioned in the schedule: in fact, they are general enough to cover everything. There are an infinite number of books written on all these subjects. The selection of the best book to use as a text-book is a matter of great moment, and of considerable difficulty; and, as I said before, the text-books are continually changing: some of them are very bad, while others on the contrary are very good, and some of the modern ones, especially, are scientific, and help to educate men in principles. But a very large proportion of English law text-books are mere indexes, and it is only quite recently that in England text-books were allowed to be cited in argument. I think it was Lord St. Leonard's book on Vendors and Purchasers which was first cited in Court as a text-book. But these compilations do not educate a man properly in law, unless he goes to the fountain-head. "*Melius est petere fontes quam sectari rivulos,*" is the motto of Smith's Leading Cases; and no man can learn law, as a lawyer, who is content with reading special particular text-books, and goes no further. These text-books ought to be looked upon merely as a means of getting at the law. There is no doubt that for examination purposes a great deal of that evil practice of cramming is fostered by text-books; but a man can never be anything like an accomplished lawyer who would be satisfied with reading a particular text-book on a particular subject. Therefore, there is a necessity as (I think), in all education, especially for the higher branch of the profession, that men should not be tempted to adopt as their standard of knowledge merely certain chapters of a certain compilation upon some subject. And you could not take anything more general than a book of commentaries. There is no doubt that in Stephen's Commentaries, or in other modern commentaries, such as Broome's, something will be found on every branch of law. It is outline. It is merely the results of the law rather than the law itself. In every text-book the authorities are cited, and unless the pupil has mastered the authorities themselves—the principal ones—the text-book serves him only memorially. It is most useful for memorial purposes; but you must go beyond the ordinary text-book in order to arrive at the real *rationale* of the thing, and understand the principles of the law. Therefore, I say, it will be a dangerous thing to indicate merely particular text-books, although there are some text-books so excellent in themselves that an indication might be useful. But the indication of any such text-books as described here, Stephen's Commentaries, for example—an admirable book in itself, no doubt, and admirably edited up to the present time—might, I think, mislead the candidate. In fact, it has been said that, practically, after all, the best volume of law we have in England (and that is probably better arranged than the code of Justinian) is what is called Fisher's Digest—an alphabetical list of decided cases, to which a volume is added every year. But you would never suggest as a general book Fisher's Digest; and, after all, that book, with an alphabetical arrangement of the decisions of the English Courts, would be of more practical value than Stephen's or any other commentaries, without anything else. I do not know if I have made myself understood—that they are very great memorial helps, but that I should never look upon a man as a well-educated lawyer who had confined his reading to such general commentaries as those.

4981. One object of my question was to get an expression of opinion from your Honor as to whether it would be possible to give a definition which would limit the scope of the examination; because, obviously, if the mere general heading is put down the examination might be made much too difficult for the purpose?—It might be, and it might be made much too easy. I think it is quite possible, but not easy by any means, to take a general survey of the different branches of law which it is desirable a man should know, either theoretically or practically—to take a fair average. It is not contemplated, I suppose, that the same subject should be given for every one? They are liable to change.

4982. I think it is not intended at present to change the headings?—What I was going to say is this: that in each branch of law you may take general subdivisions, and if you are examining promiscuously, as it were, on these subjects, a man would have to go through the whole body of law to know something about any branch. Suppose you examine on these books—Stephen's, and so on. It is supposed they do cover to a great extent the whole body of law. But what they do is this: to take up an immense mass of law which exists, and put it in its most complete form; and thus, as I say, on these books you could make the examination far too easy or far too difficult. But you might do this: You might come to the conclusion, in a council on the subject, that it is desirable that a man should know—especially in considering the conditions of the colony—say, something of conveyancing, the law of real property, and uses and trusts. You might indicate under these general terms subdivisions in respect to matters that are essential—that is to say, that the test should be that every candidate for admission as a barrister should be able to give a fair account of that subject. You cannot go through the whole subjects, the range is too vast; but by a wise selection from time to time—and there being a considerable number of subjects will enable you to get a fair average test of a man's general knowledge of law, by examining on the different subjects; for instance, in real property, to examine a man upon, say, the Conveyancing and Transfer Acts, and their policy, and refer to some special divisional branch of the law of real property in England—by doing that in that subject, and in other subjects of a different kind, indicating something specific, you will invite the candidate to specially get up those subjects; and they ought to be so chosen that they cannot well be got up without his having some knowledge of the whole subject. But, as I said before, it is very difficult to speak theoretically and hypothetically on this. A council of lawyers sitting down together with this definite object might, I think, arrive at a fair conclusion. That is to say, that there might be something more specific than this general heading, which does not insure competency on the one side, and might be oppressive on the other.

4983. *Rev. W. J. Habens.*] Do you think it would be advisable to leave the LL.B. examination as one to test a degree of proficiency that would satisfy the requirements of a liberal education, and to have an honours examination which might be accepted by the Judges as a sufficient qualification for a barrister, or to make the LL.B. examination of that character?—I have not had much experience of these degrees. Very few people take the law degrees in England. I do not know the proportion, but I venture to say that the proportion of practising barristers who are LL.B.s or LL.D.s is infinitesimal.

4984. *Professor Sale.*] The profession does not attach a high value to those degrees?—I do not say that that is the case, but they are not considered legal tests. I do not know that you even presume that an LL.B. or LL.D. knows much about law in England.

4985. *Rev. W. J. Habens.*] Do you know anything of the character of the LL.B. examination of the London University?—I do not.

4986. *Professor Shand.*] Is it necessary for a barrister in England to be a graduate of the University before admission?—No; passing a University examination saves him, according to the modern practice, from a preliminary examination. I do not think the LL.D. degree in England gives a man a status in the Civil Law Courts; he requires to be a D.C.L. for that.

4987. *The Chairman.*] You said you thought the Judges should be relieved from the task of examining candidates for admission to the Bar. Do you think there is any body at present existing in New Zealand as capable of conducting the examinations as the Judges are?—I should be sorry to say that there is any body existing; there may be individual persons as competent as any of the Judges; but I do not think the Judges ought to have the responsibility at all. What I think ought to be done is something like this: the profession ought to be aroused to a sense of its responsibilities as a body; and, now that they have got a General Law Society and District Law Societies legally constituted, with certain privileges, powers, and moneys, some arrangement should be made, with the intervention, if necessary, of the Legislature, to enable the examinations to be conducted by a body derived from the Law Societies of the colony, with proper remuneration and so forth; not leaving to them, however, the ultimate decision about acceptance or rejection, but making it competent for the Judges to admit, or not, upon their report. I think such a plan is quite feasible, especially as the local societies have now got command of the funds arising from lawyers' admission and other fees. I think it would be quite competent for them, for the protection of the profession, to have a body of examiners, either permanent or fluctuating, who should relieve the Judges from the work of the examinations, and relieve them also from that kind of—I will not say suspicion, because I do not suppose anybody suspects the Judges—but from the great inconvenience of the substantial management of the examinations, in setting the papers and reporting upon them, leaving the ultimate decision still in the hands of the Judges, if any questions arose about the propriety of admission. I think that would be a most desirable course, and one which if it were once put in form would not, or ought not to, be unacceptable to the profession generally. I might mention incidentally that, as the responsibility and onerousness of these examinations increased every year, the Government got an Act passed three years ago enabling the Judges to appropriate a portion of the fees, which were then under their control and which were dedicated primarily to the establishment of libraries, to the appointment of persons to examine. The Judges, in respect to the general-knowledge examinations, took advantage of that arrangement, and for a year, or a year and a half, they had the command of those funds for that purpose. But last year an Act, which deprived them of those funds wherever there are District Law Societies, was passed through the Legislature without any previous intimation to the Judges, or any explanation of the reasons for it, and probably without the knowledge of many who voted on the Bill—it was an incidental clause in the Law Societies Act. The Judges are now deprived of the control—they are happy to be deprived of the control—of those fees; but, inasmuch as the Legislature had before indicated the propriety of some portion of these fees being dedicated to the examinations, it would seem reasonable to suppose that it might again permit the Law Societies to use them for that purpose. This, of course, only bears on the present subject to this extent, that it is not improbable that by-and-by these law examinations—unless some legislative interference takes place with respect to the Universities—might be conducted by a representative body, who might, with respect to general knowledge or law, or both, be in correspondence and relations with the University.

Mr. Justice Johnston.
April 19, 1879.

4988. *The Chairman.*] Do you think that the University of New Zealand, as it at present exists, is the kind of University most suitable for this colony?—I should be very diffident in giving an opinion upon a subject so large as that, for, I regret to say, the amount of information I have on the matter would not enable me to give anything like a definite opinion, and I should not like to give any crude opinion on the subject. What one would wish to see would be a struggle for unity to prevent waste of power. I should say the time has come now when one University in New Zealand—I must be taken as speaking without the slightest allusion to any decided opinion on the subject and without consideration—I think the time has certainly come when we should be careful to lay the foundations of a University education. I am a great believer in the necessity for it in a civilized country, with modern lines on the subject. But I should not like to have an opinion recorded, as, in fact, I do not think I am able to judge at present.

4989. *Professor Shand.*] Do I gather that, if the circumstances admitted of it, you would be glad to see a single powerful University in New Zealand?—Speaking with reference to what is abstract, and without knowing thoroughly the real status of the educational establishments in New Zealand, I cannot have a doubt in my own mind that we should do well to combine our forces in the matter of education, and that uniformity is of much importance. No doubt a time will come when competition and rivalry may be very desirable. It has been so in the mother-country and also in Germany, where competition and rivalry have been very useful. But I do not wish it to be understood that I have really formed any opinion on this point. I am speaking more with reference to the abstract than to the concrete.

Mr. W. Montgomery.
April 19, 1879.

Mr. W. MONTGOMERY, M.H.R., further examined.

4990. *The Chairman.*] I understand there are some matters you wish to bring under the notice of the Commission with regard to portions of the evidence which you have already given?—I understood that some members of the Commission wished for further information respecting the establishment of the Boys' High School, and I think I can inform them of all the circumstances connected with the proposed establishment of that institution. Many members of the Board of Governors of Canterbury College had got it into their minds that a boys' high school should be established here. At that time the professors were also considering the matter, and the result of their deliberations was a letter which they addressed to the Board of Governors on the 20th April, 1877. The letter is as follows:—

"SIR,—

Christchurch, 20th April, 1877.

"The teaching staff of Canterbury College beg to bring before the notice of the Board of Governors the following facts which have been impressed upon them during their experience in the College:—

"(a.) That the majority of the students who present themselves are so untrained that an unduly large proportion of time is occupied in work of a preparatory nature.

"(b.) That the provincial scholarships fail of their right object, inasmuch as the holders of them are not encouraged to take advantage of the highest education the province affords.

"(c.) That, accordingly, the want of an intermediate school, exclusively devoted to the higher branches of school-work, is strongly felt.

"The teaching staff therefore beg to recommend that the Board of Governors should consider the expediency of establishing a boys' high school, and they are prompted to suggest this at the present time, as the Board contemplates shortly the appointment of teachers to the Girls' High School. And the teaching staff further recommend that, in the appointment of their teachers, the Board should keep in view the extension of their duties to a boys' department.

"We have, &c.,

"J. M. BROWN, Professor of Classics and English.

"C. H. H. COOK, Professor of Mathematics, &c.

"A. W. BICKERTON, Professor of Chemistry.

"JULIUS VON HAAST, Professor of Geology.

"LLEWELLYN POWELL, Lecturer on Biology.

"CHARLES TURRELL, Lecturer in French and German.

"CHARLES J. FOSTER, Lecturer in Jurisprudence.

"The Chairman of the Board of Governors of Canterbury College."

That letter came before the Board, which, after discussion, came to a decision that was embodied in a resolution; and, as Chairman of the Board, I addressed a letter on the 16th May to the Colonial Treasurer on the subject, which, if I read it, will put the matter before you as clearly as I can explain it verbally. It is as follows:—

"SIR,—

Canterbury College, Christchurch, 17th May, 1877.

"I have the honor to forward herewith, for your consideration, copy of a letter addressed by the professors and lecturers of the Canterbury College to the Board of Governors, and to state that, after careful consideration of all the circumstances which called forth the letter in question, the Board passed a resolution, of which the following is a copy:—

"The Board recognizes the desirableness of superior schools being established throughout New Zealand, as links between elementary schools and a University, and that application be made to the Government for a grant for the purchase of a site or sites, and defraying the cost of the necessary buildings for one or more high schools within the Provincial District of Canterbury."

"In this provincial district there are many excellent elementary schools supported by the State aid, also this College, which is in a position to provide an education to students of the University; but there being no intermediate school receiving State support, the youths of this district, except those of wealthy parents, have not the means of acquiring the instruction which is necessary to enable them to take advantage of the higher education afforded by the College. I have therefore to ask your favourable consideration of the resolution adopted by the Board.

"The want of a boys' high school is much felt in Christchurch, and as Timaru at present contains a large population, and is a rapidly-rising town, situated in a large pastoral and agricultural district, the Board is of opinion that a similar school should be established there.

"The cost of sites, buildings, furniture, &c., the Board estimates at £16,000, to be apportioned as follows:—

" Christchurch site, say	...	...	...	...	£2,500
" Buildings, say	...	...	...	...	£6,500
" Furniture and incidental expenses	...	...	...	...	£1,000
					£10,000
" For Timaru	...	...	...	...	£6,000

"In asking you to make provision for the establishment of these schools, I do not presume to say from whence the funds should be derived, but I may be allowed to point out that the cost of erecting these schools might, in my opinion, with propriety be a charge on the Land Fund of this district, if other means are not immediately available.

"I have, &c.,

"W. MONTGOMERY,

"Chairman.

"The Hon. the Colonial Treasurer, Wellington."

In 1877 the Government put upon the estimates a sum of £15,000 for these schools.

4991. *Professor Shand.*] And how was that grant apportioned between the two?—£9,000 to the Christchurch Boys' High School, and £6,000 to the Timaru High School.

4992. *Rev. W. J. Habens.*] By whom was the apportionment made?—By the Board of Governors of Canterbury College, in accordance with the terms of my letter. There being only £15,000 voted, the Christchurch Boys' High School was £1,000 short, as we gave the entire sum as put down in my letter to the Timaru school.

4993. *Professor Shand.*] Will the £9,000 be sufficient to complete the school here?—I will explain how we have appropriated that money. We bought an acre of land adjoining the College for £2,500. We purchased the lease of another piece of ground—a third of an acre, running through to the next street—for ten years, paying a ground-rent of £7 a year, for £125. We employed our architect to prepare plans for the school-building, and we found that to make the building sufficiently large, with an adequate number of class-rooms, the cost would be more than we had estimated. We found that the lowest contract would be £8,889 8s. 6d., and, as this was in excess of the amount voted, we asked the Government to allow us, in order to raise money to supplement the vote, to mortgage the revenues of the school if required, and they agreed to do so.

4994. *Professor Cook.*] The school already has a revenue?—Yes.

4995. About how much a year at the present time?—£922. Consequently we accepted the contract, and the school-building is now in course of erection—the foundations are being laid. The Board purchased a site for the Timaru School for which it paid £1,500; but there is still £150 owing, because there are certain additional roads which cannot be opened until 1881. We kept back £150 of the purchase-money as a collateral guarantee that the roads will be opened. The total amount of land was five acres and two roods. We also paid over to the Timaru Board, or accounted for it, a sum of £361 9s., being the amount of interest which had accrued on the £6,000. By the Timaru High School Act of 1878, the control of the school was transferred from the Board of Governors of Canterbury College to a Board located at Timaru, and constituted under that Act.

4996. *Professor Shand.*] I think I gather from your letter to the Government that the intention of the Board in establishing the Boys' High School was to introduce it as a step between the elementary schools and the College?—Yes.

4997. Did not Christ's College Grammar School occupy that position?—Christ's College Grammar School, as I understand, is under a private body, apart from the State altogether, and this College has no control whatever over the course of instruction there. The Board of Education in this district have twenty scholarships running of the value of £40 a year each; and the scholars holding those scholarships, we think, and always thought, should be in a school which we could depend upon to carry out the objects for which the scholarships were granted. In the Education Act of 1877 it is provided that the scholars shall attend a State school at which the higher branches of education are taught; but, if there be no such school in the district, then at such school as the Board of Education may approve, and we thought that these twenty scholars who had obtained the scholarships and secured the £40 a year by being clever and superior boys, should be educated in a school that would really fulfil the objects for which the scholarships were established. This College did not know anything about Christ's College Grammar School, and whether it would fulfil these objects or not. We did not consider it at all. We looked upon it as a private school under a denomination.

4998. *Rev. W. J. Habens.*] Is it contemplated to make the scale of fees at the Boys' High School lower than that at Christ's College Grammar School?—We have not come to that yet. I can say that it is in the mind of the Board to make the fees as low as possible, consistent with there being sufficient funds to carry on the school. We shall have a certain amount from the endowment—the land set apart—and the fees, no doubt, will have to be considered in connection with the endowment we have received from the State. It will be the object of the Board, I know, to make the fees as low as possible, and to attract as many scholars as we can.

4999. In your letter you say, "There being no intermediate school receiving State support, the youths of this district, except those of wealthy parents, have not the means of acquiring the instruction which is necessary to enable them to take advantage of the higher education afforded by the College." Do you consider that the Board is bound by that expression in your letter to adopt a lower scale of fees than those which are charged at Christ's College Grammar School?—I do not know what the fees are at that institution at present. We do not consider that the Boys' High School is to be a competing school, or have anything to do with Christ's College Grammar School. It (the Boys' High School) will be a school which will give to the youths of this part of the country that education which we think an intermediate school should give, and it will give that education at as low a rate of fees as possible, in order that its usefulness may be widely extended.

Mr. W. Montgomery.

April 19, 1879.

Mr. W. Montgomery.
April 19, 1879.

5000. *Professor Shand.*] I have not quite comprehended the distinction you have drawn between the position of the Board of Governors of Canterbury College and that of the Board of Governors of Christ's College. I understand that both of these Boards were originally appointed by Provincial Ordinance, and that vacancies are supplied in both Boards in the same way—that is to say, by co-optation. What is the nature of the great distinction you draw between the two Boards?—In the elementary schools under the Board of Education there is no denominational influence whatever. Canterbury College was established for the promotion of higher education amongst the youths of all classes of Her Majesty's subjects in this part of the country, and we thought we should have an intermediate school as a link between the primary schools under the Board of Education and the College, so that it would be free from denominational influence and be a regular State school. Christ's College Grammar School is a denominational school—entirely under the control and management of a denomination. The distinct feature of the proposed high school is that it will not be under any denomination, but under a Board of Governors, and for the purpose of giving the youths of all classes of Her Majesty's subjects an education free from any denominational influence.

5001. I understand, then, that you think the link between the elementary schools and the colleges supplying University education cannot be satisfactorily supplied by a denominational school?—I think not; there can be no certainty, because the State cannot exercise control, and I think that is the opinion of the community.

Rev. C. Fraser.
April 19, 1879.

REV. CHARLES FRASER, M.A., sworn and examined.

5002. *The Chairman.*] You are a member of the Senate of the University of New Zealand?—Yes.

5003. How long have you been a member of that body?—Only since the commencement of last session.

5004. Are you in any way connected with Canterbury College?—I am a member of the Board of Governors.

5005. How long have you held that position?—From the commencement. I was also one of the original trustees of the Canterbury Museum and Canterbury Collegiate Union, out of which, I think, the College in a manner grew.

5006. Does the Canterbury College, in your opinion, give that degree of University education that is suitable to the community of Canterbury?—The quality of the education I believe is very good, but exceedingly incomplete. It does not go near providing what is requisite to fulfil all the requirements of the University. Not above half of the Chairs of the arts curriculum have been as yet established.

5007. *Professor Shand.*] Is there a prospect of the course being more complete soon?—There is an endeavour to have the course complete as funds accrue, but the difficulty is found in that respect. For instance, the department of philosophy is entirely omitted. There is no Chair of logic; no Chair of moral or mental science; there is no provision made, that can be called satisfactory, for modern languages; and there is no Chair for general history, constitutional history, or political economy, the only representative of anything of the kind being a lectureship, with a salary of £100 attached, on jurisprudence.

5008. And constitutional history?—No: that was the proposal I once suggested, but as we had not the means of adding to the salary we were compelled to leave that subject out.

5009. *The Chairman.*] With regard to the University of New Zealand, do you think that institution has assumed the form which is most suitable for the requirements of the colony at large?—Considering the circumstances in which it was placed, the only objection to it is, I think, that it might be described as an examining body which does not examine. It proposes to conduct examinations, and seems to have passed that duty over to others entirely.

5010. *Rev. W. J. Habens.*] Do you think, then, that the Senate of the University ought to consist of a body of examiners?—I think that the body which proposes merely to examine should exercise a certain direct control in the examinations. I should prefer, for instance, if the examinations were conducted in such a way as that some of the members of the University had directly to do with them, along with experts in the various departments. I think that to put the examinations exclusively into the hands of experts, apart from any connection with the University itself, is perhaps a deficiency.

5011. And you do not think that the functions which the University Senate performs in the prescribing of a curriculum, in the defining of the scope and standards of examinations, and in the appointment of examiners, are sufficient to constitute them a proper examining body?—I think it would be well if they also exercised an immediate and direct control over the examinations.

5012. *The Chairman.*] Have you formed any opinion as to whether there should be only one body granting degrees in the colony, or more than one?—I think there might be certain advantages—though the matter is not immediately pressing—in having a University for the North Island and one for the South, with a sufficiently wide basis in both cases; because, in regard to the work of the Senate of the University, it might prevent that work getting too much into one groove. It would provide a certain variety in the general course of the studies which might be an advantage to the colony. And it would perhaps promote a certain competition that would be wholesome to the vitality of both institutions. But I am not aware that there is an immediate necessity for two Universities. I by no means think it is a matter necessary to be pressed at present; and I should think that, before any idea of carrying it out were entertained, the University as at present constituted should use every effort to secure ample endowments for institutions in the North Island equal to those at present held in the South.

5013. *Professor Shand.*] Supposing we had two Universities, one for the North Island and one for the South, what would be the constitution of each of the Universities? The one in the South Island, for example, would it be an examining Board similar to the present University, or would you propose anything like an amalgamation of the existing colleges?—I should think very much having the functions which have been specified, and which the Senate at present exercises, along with that of more direct control over the examinations—which, I think, would be of importance in the colony. But the appointments to the Senate in either case, I should think, should arise partly from the boards of governors, partly from the professorial councils, and partly from nominations by the Government. But, in regard to these appointments, I think that the masters of high schools might be allowed to have a voice along with the professors of the colleges.

5014. *Rev. W. J. Habens.*] Do you think the Senate of the University should consist partly of the professors, by whom the actual teaching is carried on?—I think it is desirable that they should have representatives on the Senate.

5015. *Professor Cook.*] Do you mean representatives from their own number, or persons who, though nominated by them, would not be professors?—As they chose: I would leave that to their own discretion. I do not object to professors being on the Senate.

5016. *Professor Shand.*] We have just been informed of the reasons which induced the Canterbury College Board to establish a boys' high school in Christchurch. Do you know whether there was any feeling outside the Board, among the general public, in favour of that step?—A very strong feeling indeed, I am certain.

5017. On what ground?—Their opinion is that the Grammar School—the only institution which to a certain extent supplies the place of a high school here—is, in the first place, denominational, and, in the second place, is understood to devote its studies mainly to the classics. I think the feeling in Christchurch and the province generally has been very strongly in favour of the establishment of the new high school.

5018. Is it intended, then, that the proposed high school shall be less classical than Christ's College Grammar School?—I believe that is the purpose, and that it shall give more attention to other departments; at the same time, being expressly intended to prepare students for the University. It is possible that the studies there might be arranged in such a way as to have virtually two courses—that some might enter upon the classical course, and obtain in the High School all the classical knowledge necessary to enable them to prepare for the University, and take their degree with honours in that department afterwards; and others, who might desire to obtain more practical and business knowledge, might have the opportunity of doing so in other departments, in which, also, special eminence might be attained.

Mr. C. C. BOWEN, M.H.R., further examined.

5019. *The Chairman.*] The Commission understand that you desire to supplement the evidence you have already given?—I wish to add a few words to what I said in reference to secondary schools. I was asked whether I thought it advisable to mix up University and secondary education, and I said I did not; but I wanted to add that I did not think it was even advisable that a secondary school should be under the same government as a collegiate institution, as in the case of Canterbury College and the proposed high school. It is not advisable for the same governing body to have the control of these two institutions. I think it will tend to the bad government of both. At present there is in my opinion a great neglect—not an intentional, but a necessary neglect—when the Board of Governors meet, of the real collegiate business, in consequence of the detail work, the details, for instance, connected with the girls' school, and with the proposed starting of the boys' high school. I am quite sure that the moment both institutions are under way there will be quite enough work to absorb the attention of a separate governing body. The two systems of education are, and ought to be, so totally different that they should not be under one government.

5020. *Professor Shand.*] You would have a separate Board then to manage the Boys' High School and the Girls' High School?—Yes.

5021. And how would you propose that such a Board should be constituted?—As I said with regard to other institutions, there is a very great difficulty about the constitution of Boards. I should endeavour, as much as possible, to make them representative of educational institutions; but I should avoid, in every case, either direct popular election or an *ex officio* tenure of office by people holding political offices.

5022. If the Board had a similar constitution to the governing body of the Dunedin High Schools it would be appointed in this way: The Governor would appoint two members, the Board of Governors of Canterbury College would appoint two members, the Board of Education would appoint two members, and the seventh member would be the Mayor of the city *ex officio*?—The fact is, that the composition of the governing body of the Dunedin High School was my own suggestion, with the exception of the Mayor; and, as a member of the House of Representatives, I resisted in all cases the introduction of Mayors as *ex officio* governors of schools. I think it is a very great mistake.

5023. Would you approve of a Board having the constitution I have just described, with the exception of the civic element?—Yes.

5024. Will the revenues of the Girls' High School and the Boys' High School be sufficient to maintain them?—Yes. I think they ought to be made so, because in my opinion the secondary schools ought to be to a great extent self-supporting.

5025. *Rev. W. J. Habens.*] Do you think that any real advantage arises from such a control over high schools on the part of the Board of Governors as shall secure that the high-school course shall be to a very great extent preparatory to the work of a college?—No. I am rather afraid of outside interference; the great evil of State interference with secondary education is the danger of the whole of the boys of the country being brought up in one groove. I think the French *lycée* is an exceedingly objectionable institution, and we should get into something like that—a system in which there is no variety in the education, no variety in the bringing out of character. It is a necessity that the State should provide primary schools to insure the general teaching of the elements of education; but, so far as it is found necessary for the State to go beyond elementary teaching, the result is a necessary evil.

5026. Surely the character of the High School would be equally individual whether it were controlled by the Canterbury College Board of Governors or by some other Board?—Not if, as I understand you to mean, all the secondary schools were to be put under the control of the Colleges, with the view to a system of preparatory teaching.

5027. My question had reference to this particular high school.—An opinion I know is held by some of the governors and officers of Canterbury College that it will be an advantage to have a high school which can be made distinctly preparatory, and in the line of study towards the course of the College afterwards. I think that if it is left to itself it will of necessity be obliged to make itself pre-

Rev. C. Fraser.

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Mr. C. C. Bowen.

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Mr. C. C. Bowen. paratory, but not exclusively so. And, now that there will be two secondary schools here, there will be a certain competition between them, and they will of necessity have to prepare for the University course. The one that does not do so will go to the wall; and I prefer that sort of competition to putting them under tutelage.

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5028. Do you think it will be advisable to make the Boys' High School rather representative of the modern side than of the classical; so that there might then be two schools in town which would have sufficient differences to prevent any useless rivalry?—Yes, I think so. Speaking from a limited knowledge, but so far as I have been able to read and judge, I think that in most cases what is called the bifurcation system has been a failure; and it would probably be a very advantageous thing if schools took up different lines.

5029. From your knowledge of Christ's College Grammar School can you say whether the governing body has found it possible, with the means at present at its disposal, to secure a fair representation both of the classical and the modern side of the school?—They have not attempted a regular system of bifurcation. There has been a modified introduction of the principle, by allowing boys to learn German instead of Greek, if their parents desire it. But they have not found it possible to divide the school into classical and modern sides.

5030. And the impossibility arose from want of means?—I think so. I know they are endeavouring, and have endeavoured to give as much elasticity as possible to their system, but to do it thoroughly would require such an increase of the staff as is beyond their means. There are many people who have a great hostility to classical education, who would take advantage of a school which devoted itself less to that branch of learning and more to others, and there are many on the other hand who would not send their sons to a school where classical teaching was ignored.

5031. *Professor Shand.*] Do you think that a large proportion of the boys who will come to the proposed boys' high school will proceed afterwards to study in the Canterbury College? Suppose there were 100 boys attending the school, what proportion of that number would be likely to go through the University course afterwards?—I should say a very small proportion. Prophecies are not of much use, but my own opinion is that when the two schools are started more boys will come from the old school—Christ's College Grammar School—than from the new one.

5032. If only a small proportion of the boys attending the school will afterwards go through a University course, do you think the main object of the school should be to prepare for the course in Canterbury College; or should it rather be to provide as complete an education as can be given within the time to those who will not afterwards go to college?—That is perhaps answered by what I said before.

5033. I wish to know what should be the main object of the school?—My own impression is that it would be better to leave the school—subject to its coming up to certain standards—to give the education that is most required; and I feel confident that, where there are two schools in a town, both of them will be obliged, through competition, to prepare for the University.

5034. They will both be obliged to prepare certain pupils, but, at the same time, that will not be the main object of either school?—In all secondary schools, in England and elsewhere, it is the main object for the upper classes, and not for the lower. That is, I think, the case almost everywhere. There is no doubt that the highest class will be, to a great extent, preparatory for the University; that it will be, for the most part, composed of those who remain at school with a view to a subsequent University course. I do not believe in a preparatory school for a University being established by law. A University ought to embrace young men who have been prepared in every possible way, and should provide a variety of teaching for every kind of ability and every kind of taste.

5035. *Professor Cook.*] Have you formed any opinion as to the desirability or otherwise of any general system of examination and inspection of secondary schools?—Yes; I think all secondary schools that obtain public assistance ought to be inspected; and I think it would even be an advantage if inspection were offered to all private schools.

5036. Tell us what you mean by inspection in the case of a secondary school. Do you mean inspection in the ordinary sense, where some competent person should go in and see the school at work?—There is a certain difficulty about that; it is a very difficult thing in a secondary school. I may mention a case that occurred very lately—Christ's College Grammar School. I know that the governing body of that institution were desirous of submitting to inspection in every sense of the word. But there was a feeling among some of the governors, and I think among some of the masters, that it would not be just to the masters that an Inspector should go in as in the case of a primary school, where there are certain technical modes of teaching, and judge by watching the process of instruction. It was said that men not accustomed to such supervision would not be prepared to teach under those circumstances; and I am not prepared to say how far that may or may not be the case. We know that, whether rightly or wrongly, masters in secondary schools are not trained to teach in a technical fashion after the manner of primary-school teachers. We know that men have their own modes of teaching, and that masters of public schools teach in the most varied manner within the one school. Each proceeds according to his own idiosyncrasy and fancy. In fact, I do not think some of them would be competent to teach if an Inspector were looking on—and some of them very good teachers too, in their way.

5037. Do you think that a system of inspection such as you have just been alluding to would tend to destroy the idiosyncracies you mentioned, and to reduce all teaching to one dead-level?—I think it would have that tendency. I may say that at first I saw no objection to it, but I have been thinking about the matter since, and I can understand the feeling of objection on the part of men who do not teach according to a technical system.

5038. *Professor Shand.*] Do you not think that an intelligent Inspector who is accustomed to see secondary schools at work would take full account of the circumstances you have stated?—No doubt an intelligent Inspector accustomed to the systems of secondary education at Home would be able to inspect intelligently, and without mischief to the school. But so much would depend on the tact of the individual Inspector that there would be a difficulty about it.

5039. *Professor Cook.*] Do you think it would be good thing if some general system of examination of secondary schools were instituted?—Yes. *Mr. C. C. Bowen.*

5040. Under whose authority should the examiners be appointed?—Under the authority of the University. *April 19, 1879.*

Mr. W. ROLLESTON, M.H.R., sworn and examined.

Mr. W. Rolleston.

5041. *The Chairman.*] Knowing that you have taken a great interest in educational matters the Commission did not like to leave Christchurch without having an opportunity of examining you; and the question I would ask you is whether, in your opinion, the University education now being given in Canterbury College is a sufficient University education for the community?—So far as I am aware, it is fully sufficient, presuming that the College is a growing institution, and that further additions to the course of study are likely to be made. There is no provision yet, for instance, in respect to medical education.

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5042. There is an endowment, I think, for a medical school?—But your question was whether I considered the education sufficient at the present time. The institution is in a growing state, and I think it is sufficient if carried on in the way that is proposed.

5043. Do you think the establishment of a medical school in Christchurch would be advisable, or feasible?—I think it would be feasible within certain limits.

5044. Do you think a full medical education could be given to students in Christchurch?—I do not think that such an education as would be satisfactory to the public could be completed here, by any means; but I think that a certain portion of the medical course might be initiated with very great advantage, and particularly the liberal education in connection with the University, leaving the special and technical part to be completed at Home.

5045. With regard to the New Zealand University: do you think it has assumed that position which is best adapted to the requirements of the colony?—No, I do not. First of all, I do not think it possible that the University can meet the general idea of a University in the circumstances of the colony fully, at the present stage of the colony. I think, too, that a great mistake was made in respect to the University when the Amendment Act was passed which made the institution purely an examining body, and relinquished largely the control which the University had previously by subsidizing, after inspection, affiliated institutions; and I think that it is still open to the University to take a much more controlling and active part as the supreme council of education in the colony. My idea with regard to the University is that, first of all, the Minister of Education should, *ex officio*, be a member of the University Council; that the University Council should be largely consulted and utilized with regard to secondary education generally, as leading up to what is called "higher instruction"—*i.e.*, instruction above that of grammar schools; and that it should directly, as well as indirectly through its examinations, affect the status of the secondary schools. At present, as I understand it, the position of the secondary schools of the colony is this: there are no two of them alike in their standards of education and in their controlling bodies—I refer to the way in which the governing bodies are elected or nominated; and there is no certainty of the higher education that is given by the professors and capable men in the colleges that do exist being led up to in a proper way by the secondary schools. I think that the University ought to be in a position to insist upon efficient instruction in all institutions which it affiliates. The question of affiliated institutions has, I know, been very much canvassed, and it comes in with reference to the remarks I am now making. Institutions like the Otago University and Canterbury College have no doubt attained a standard of teaching that probably, for the present, no other institutions in the colony can attain, or will attain, for some years to come. At the same time, I think no opportunity ought to be lost of bringing the University—that is, University teaching—to the people throughout the colony. Now I do not think the people in all the different parts of a scattered colony, with a number of centres of population, will be brought to these teaching bodies only in Canterbury and Otago; and, practically, the usefulness of the University, as instituting and supervising a system of higher instruction, will be very much limited unless it goes out—as the Universities of Oxford, Cambridge, and London are now practically doing—into the provinces, and enables higher instruction, above that of the Government schools, to be given in the different centres of population. Therefore, for my part, I should be sorry to see anything done which would lessen the possibility of getting even a modicum of the higher instruction which is more completely given in Otago and Canterbury afforded elsewhere, in centres like Auckland, Wellington, Nelson, and, it may be, other places, according as population increases. I hold that the University Council, as a Council of Education, ought to be the advisers of the Government in making provision in every centre of population for a higher kind of instruction than is given in the grammar schools; and I hold, as I think I have indicated already, that these secondary schools will never come up to the mark, unless a much greater control is exercised over them in point of inspection, and in respect to the appointment of thoroughly efficient masters, capable of working up to the University, than is now exercised. At present, the appointment of masters and the appointment of professors is left (I admit with very great success hitherto in the cases of Canterbury and Otago) practically to local bodies, and that duty is not likely to be so efficiently carried out as it would be—and I say this both with regard to Canterbury and Otago in the future—if the University had, as it ought to have, a hold over the appointment of professors, and a voice in determining that efficient men shall be selected.

5046. Have you formed any opinion as to whether there should be only one degree-conferring body in New Zealand, or more than one?—I have a very decided opinion that there can be only one body which can properly grant degrees in New Zealand with advantage to the general system of education. I wish to see the University education the crowning-point of the whole educational system of the colony, and connected with our primary schools and secondary schools. I am of opinion, for instance, that a course which I think has already been taken to a certain extent by the general Education Department, I mean the insisting upon the acquirement of a liberal education by the schoolmasters of the country through the University, would form an important link with the primary schools. There would be a further link in the training institutions, which would form a special department in connection with what obtains elsewhere as a Chair of pedagogy in the University—the teaching of the art of teaching.

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That would be a special department in close connection with the liberal education as given in the University, which would qualify the masters for the primary and secondary schools, and elevate teaching into a profession. I think no worse evil could happen to the general system of education than to have two or three degrees, of probably different values, given throughout the colony. Such a state of things would be quite inconsistent with the view I have expressed of the relation of the University to the general system of education in the colony. I wish to add my strong opinion that the masters in the grammar schools, at least those teaching elementary subjects, ought to go through a course of training in the art of teaching.

5047. You are aware, no doubt, that an attempt is being made to combine the University education and grammar-school education in the one institution. Do you think that is likely to work well; or should the two branches of education be kept quite distinct?—I do not think I could have made it plain, in what I have already said, that I do not like that. I do not like the combining of the two. I think that the one is likely to very considerably prejudice the other, and that, indeed, physically very great difficulties arise in the same men doing their duty in two spheres. At the same time I feel very strongly that, pending more perfect arrangements, no opportunity of bringing the University, even in a certain degree, into connection with the higher education in the different centres of population should be lost. There are numbers of young men engaged in the practical business of life during the day to whom the opportunity of cultivating their minds and pursuing their education, even to a limited extent, by attending evening lectures, is invaluable. There are few as yet in the colony who can pursue a liberal education at the sacrifice of the opportunities of entering business houses and beginning to make their way. These secondary schools are really the only things on which you can graft a certain amount of higher instruction by lectures outside business hours; and, for that reason, until there is an absolute certainty of our being able to establish institutions such as are established already in Canterbury and Otago, I would not do anything to prevent such facilities being given for pursuing the University course, or a portion of it, as can be given in connection even with grammar schools. I should like particularly to say, with regard to these secondary schools, that the present position seems to me eminently unsatisfactory. You have bodies of men—I am speaking without reference to any one particularly—who have had no previous experience of public-school life, determining, by the action they are taking in respect to the funds at their disposal, what shall be the course of secondary education for years to come; and, from a want of definiteness in the connecting links of the system, without reference to either the Education Department or the University. Take, for instance, what I see is going on at Timaru. There, I understand from the newspapers, they are establishing a boys' and a girls' school together, without any control from outside. Take, also, the case of the Christchurch Boys' High School. The local governing body has determined to place upon an acre of ground, or possibly an acre and a half, buildings which in a new country ought to be placed on a block of at least twenty acres, if the school is to take the position of the principal training institution for higher education.

5048. *Dr. Hector.*] You mean the principal feeding institution for higher education?—Yes; as leading up to it.

5049. You mentioned that the Minister of Education should be on the University Council. I suppose you mean the governing body—the Senate?—Yes.

5050. *Professor Cook.*] Would you be in favour of establishing in the principal centres of population in the North Island—Wellington and Auckland—colleges similar to Canterbury College, the colleges being established principally at the public expense?—Yes.

5051. You are aware that there are certain endowments available in the North Island which would not probably be sufficient for some time to come to support these institutions?—I am aware of that.

5052. In the event of one of these colleges being established in Auckland, where already four institutions of the nature of grammar schools—two grammar schools and two theological colleges—are affiliated to the University, do you think that these institutions should be dis severed from their intimate connection with the University and relegated to the position of being merely feeders to the college proper? There are two grammar schools in Auckland—the Auckland College and Grammar School, and the Church of England Grammar School. There is also St. John's Church of England College, near Auckland, which is a theological college for the preparation of students for holy orders, and there is Wesley College, at the Three Kings, one of Sir George Grey's trusts. These four institutions are all affiliated to the University. Supposing a properly-equipped college, similar to the Canterbury College, were established in Auckland, would it not be both for the interests of University and secondary education that those schools should be dis severed from the University, and devote themselves to the preparation of students for the College proper?—I am inclined to think that that would be my view, as far as I can see.

5053. *Rev. W. J. Habens.*] Would you rather go in that direction than in the direction of affiliating the Boy's High School at Christchurch as soon as it is established?—Yes; I should see no reason for that.

5054. *Dr. Hector.*] What do you understand is the effect of such affiliation?—At present I think it has very little beneficial effect. The benefit of affiliation should, I think, be that of very active inspection and guidance, and help where required. I should not like anything to be done in too great a hurry which would affect any institution efficiently managed; and it would in my opinion be better for the Government to insist upon these secondary schools being brought to a very much higher pitch, before taking a step which might not establish such efficient institutions as those now in Canterbury and Otago. I feel very strongly that at present there is no guarantee for efficiency in these secondary schools, and, as long as that is the case, you cannot expect the University to be doing its fair work. I think I have already indicated that, in my opinion, the professors ought to have a very much closer connection with the University than they have at present, and that it would not be safe, as the general system of education goes on, to leave the appointment, and possibly the dismissal, of men of the stamp of those who ought to be in the position of professors, entirely in the hands of local bodies, variously constituted as they now are. I wish to be very clear in that. I see possible evils ahead in the interference with the professors—the possibility of the appointment of inefficient men, and the wrongful dismissal of others.

5055. *Professor Cook.*] I presume from what you have said that you have formed some opinion as to the desirability of a systematic inspection and examination of the secondary schools?—Yes. *Mr. W. Rolleston.*

5056. In whose hands would you like to see this inspection and examination left? I mean, who should appoint the examiners and be responsible—the Government or the University?—I cannot conceive a system of inspection in connection with the general system of education other than through the central authority. By the central authority I mean the Government acting in accord with the University, which would be in the position of a Council of Education, of which the Minister of Education would be a member *ex officio*, and which should generally advise and give guidance and practical assistance in respect to this and other educational matters. I think the appointment should certainly not be by the local bodies. *April 19, 1879.*

5057. Have you formed any opinion as to the value of inspection of secondary schools as distinct from examination—I mean, inspection of a character somewhat similar to that which is carried out in the case of primary schools?—I understood inspection to mean examination too.

5058. Are you inclined to attach any value to inspection, in the ordinary sense of the term, as applied to secondary schools?—I consider that inspection should go further than mere inspection—that it should include examination.

5059. Are you inclined to attach any value to inspection pure and simple?—Some; not much. I mean, that a practical man's first impression on seeing a class at work would generally be correct as to the efficiency of the teaching; but he would wish to test them by examination.

5059A. Do you think that to give it value the Inspector should be an officer of the Government, or a gentleman appointed by the University?—My own opinion is that, if the University took its position in regard to the State, with the Minister of Education on the Senate, it would be immaterial whether the Government or the University made the appointment. They would act in accord, the department of the Government availing itself of the resources of the University.

5060. *Dr. Hector.*] Have you thought whether it would be desirable to establish a Board, which would consist of gentlemen of high attainments, who would form an examining body for the University examinations and act also as inspectors of secondary and higher educational institutions?—I have not thought of that. It seems to me feasible.

5061. You are aware that the great difficulty in the work of the University is to find examiners. Do you think it would be possible to appoint as examiners persons whose reports on the general educational system and the working of the different institutions would be advantageous?—I was going to ask the Commission to let me state my view on the examination question. I have held very strongly that it is inexpedient to send the examination papers to Melbourne, as has been done, or to England, as is proposed to be done. I think the existence of the University presumes that amount of good faith and that capability, through its professors, of conducting examinations which renders it certainly inexpedient to send examination papers out of the colony. At the same time I am aware that the professors themselves, to whose opinions very great weight ought to be attached in a matter of this kind, have felt that it would remove any possible objections on the ground of partiality or unfairness if the course was taken that has been taken: and I think I am right in saying that the course was taken with their concurrence, if not at their suggestion. I have discussed the matter, and I remember discussing it with one gentleman who said, "The Auckland people would say at once that the papers set by Otago professors favoured the course of study that had been followed in Otago." I do not myself attach much weight to such objections and I think they could be outlived, and that the difficulties that arise from sending papers out of the colony are far greater than any difficulties that are likely to arise from the objections and suspicions of such people as have not confidence in the examinations which would be conducted under the direction of the University by the available men in the colony. At the same time if public opinion, and if, particularly, the teaching body, would be better satisfied with some outside authority, my own opinion is that it would pay the colony to import, say, two men yearly, possessing the latest knowledge of the state of higher education in England, who would be grouped with men of our own in forming such a Board of Examiners as must give satisfaction to the public. The objections that might be raised by individual teachers would shortly vanish, I think, and I do not very much respect them myself. There is a littleness about them. I do not think that such as have been raised indicate a very high view of the character of men who certainly deserve better than to have any suspicion as to their impartiality thrown upon them.

5062. *The Chairman.*] You expressed an opinion in favour of establishing in the chief centres of population collegiate institutions, such as exist in Canterbury and Otago. Supposing these were established, would you have them combined into a University something like the Queen's University in Ireland?—There is a double view of the University: one is that the University is an aggregation or kind of federation of colleges, like what I understand the Queen's University to be. At the same time I think that, in a new country like this, it has another phase, and is of the nature of a supreme council of education connected with the Government of the country. I do not know whether I have made myself clear. It has a double capacity. It should be a federation of the colleges—that is, of the teaching bodies—and it should properly represent the learning of the aggregation of these places. For instance, I hold that Otago and Canterbury, from the position they have taken in regard to higher education, should be largely represented in the University. As other centres arose, and as learning increased in them, such learning would be more largely represented in the University Council, as representing the federation or aggregation of colleges. But I think we have got an opportunity here of connecting the University, as a council of advice, with the Government of the country, thereby making it sensitive to popular opinion, and making it also a guiding body of the standard of education, which ought not to be lost sight of. The country will not delegate its powers in respect to the educational system to any body which is not more or less under its control.

5063. *Rev. W. J. Habens.*] You think that in any case the Government ought to be strongly represented on the University Senate—that a large nominating power ought to be in the hands of the Government?—I think so.

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5064. Do you think that the colleges in the different parts of the colony, either in their corporate capacity, or partly in that respect and partly through their professors, should be represented upon the governing body of the University?—I certainly think they should be represented. The measure of representation, and how it should be effected, are very difficult questions. There is no doubt in my mind that the more learning there is represented the greater will be the efficiency in respect to the national work. Before concluding I wish to say again that, in my opinion, no modification of the University will satisfy the requirements of the colony, which proceeds upon the idea that the youth of the colony can be induced to move their residence from the localities where their relatives live, or business has ties upon them, to pursue what is understood by a University course in the older Universities, away from the places with which they are connected. We want to disseminate culture as widely as possible, and the means of pursuing liberal studies should be as widely diffused as possible.

WELLINGTON, TUESDAY, 22ND APRIL, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Hon. W. Gisborne,

Dr. Hector,

Rev. W. J. Habens (Secretary),

Rev. W. E. Mulgan.

Hon. M. S. GRACE, M.D., M.L.C., sworn and examined.

Dr. Grace.

April 22, 1879.

5065. *The Chairman.*] There has been an idea abroad, Dr. Grace, in favour of the establishment of a medical school. Knowing that you have been for some time in practice in Wellington, we would like to hear your opinion as to the feasibility of establishing such a school in the colony, or in several portions of the colony?—I do not think it is possible to establish an efficient medical school, for completing a medical education, anywhere in the colony.

5066. Could the preliminary portion of a medical education be given in the large centres of population?—I do not think it would be advisable to attempt to give even a portion of a medical education in the large centres of population; but I think that in one large centre it could be easily managed. I think that in one large centre the preliminary education of medical students could be very beneficially undertaken.

5067. *Dr. Hector.*] Would it be necessary in that case that these preliminary studies should be recognized by some degree-granting body outside the colony, lest the time should be lost to the students?—It would be absolutely necessary that such preliminary education should be recognized by some degree-conferring body, and that is the reason why I think it would be necessary to confine such preliminary education to some one large centre; because I do not think any degree-conferring body would recognize several such medical schools in a colony of the size of New Zealand.

5068. *Rev. W. J. Habens.*] What portion of the studies of a medical student do you think could well be undertaken in the colony?—That would altogether depend, in my opinion, upon the efficiency of any particular hospital in the colony. If there was one hospital efficiently managed at which the preliminary instruction could be given, and in which the doctors were willing to devote sufficient time, and had capacity enough to do it, it would be quite possible, in my opinion, to give the two first years' medical education. It would be a great benefit to the colonists and to the students also.

5069. We have it in evidence that at Christchurch, with a hospital having 120 beds, it would be possible to establish sixteen lectureships, distributed amongst eleven teachers, who are willing to undertake the work of instruction. Do you think that, assuming the efficiency of the instructors—a question upon which, of course, I do not ask an opinion—such an arrangement as that would suffice for the first two years' medical study?—In answering that question the first difficulty that occurs to me is the character of the hospital, and the patients occupying these 120 beds; the second has reference to the capacity of such eleven teachers to impart sufficient technical information in a hospital occupied by such a restricted class of cases as are usual in our hospitals. An important difficulty arises from the fact that the custom of the country forces nearly all medical men into general practice, and that it is very difficult for medical men actively engaged in general practice to devote the necessary attention to the instruction of medical students.

5070. *Dr. Hector.*] In the event of a medical school being established in any part of New Zealand, do you think it would be advisable to procure lecturers from Home?—Yes; excepting where men of exceptional fitness are procurable.

5071. Would you think it advisable that persons holding the position of professors in a medical school should be debarred from private practice?—I do not think they ought to be debarred from private practice as consulting physicians and surgeons.

5072. Would that apply equally to all the Chairs?—It would apply to the Chairs in medicine and surgery, and probably to the Chair of physiology. It ought to exclude the Chairs of chemistry, and, of course, botany, geology, and so on.

5073. The Chair of anatomy for instance?—There is no reason why the demonstrator of anatomy should be excluded from consulting practice.

5074. And from general practice?—I consider that the men who are brought out to the colony for the purpose of teaching should be excluded from general practice, simply because the State would require a guarantee that they were devoting their time and attention to the education of their pupils. But I would make this distinction, which is most important: that they should not be debarred from a hospital practice, but should be *ex officio* permanently connected with the hospital.

5075. Then do you think the hospital should be under the control of the school of medicine, when such institution is established?—It is absolutely necessary, if you establish a school of medicine, that the hospital should be under the control of the professors.

5076. Does that control to your mind include the control of lay matters—the housekeeping, and so on?—Certainly not; it merely includes the control and management of the sick in the wards, the discipline of the institution, and the economy of its management.

5077. Have you any opinion on the subject of whether hospitals throughout the colony should be managed by one permanently appointed medical man, or generally by the medical men in the localities?—Seeing the enormous extravagance prevailing in almost all the hospitals in the colony, I am of opinion that a competent medical man ought to reside in each hospital, and have charge of its economy, discipline, and administration, but that the medical treatment of the important cases should be intrusted to medical men in the cities, of recognized ability and position, from whom, in these matters, the resident medical man should take his instructions.

5078. Who is better able to judge of what is necessary and unnecessary in the conduct of a hospital in the way of expense—a medical man in charge of that hospital, or an external Board?—Nobody can judge of what is necessary in an hospital except a competent medical man.

5079. Then, in the event of a medical school being established, what position would the resident medical officer in charge of the hospital hold to that school?—He might very well occupy the position, for example, of a lecturer upon physiology. If he were a very competent man, he might occupy the position of a lecturer on surgery or medicine. What is necessary in this matter is to look to efficiency and economy, and therefore you would have to be influenced by the character of the man and his capacity.

5080. Do you think the amount of work that would be thrown on a resident medical man would not interfere with his duties as lecturer?—Certainly not with his duties of lecturer on the practice of medicine, lecturer on surgery, or even lecturer on physiology.

5081. You mean the clinical lectures?—Yes. There is nothing to prevent his giving those lectures. His position would facilitate his work as lecturer.

5082. *The Chairman.*] Do you know whether there has been any desire on the part of the Wellington community to establish a medical school here?—Not the slightest. The thing is not dreamt of; we know it is impossible.

5083. You are aware that in certain other parts of the colony such a desire has been expressed?—I am aware that such a desire exists in Dunedin, and, I think, legitimately so. Such a desire exists also in Christchurch.

5084. It was stated in evidence at Christchurch that eight young men were anxious to obtain a medical education there, but were debarred from doing so in consequence of the want of a medical school. Has that want been felt in Wellington, as far as you know?—Hitherto, young men in Wellington who desired to study medicine have been sent to England.

5085. *Dr. Hector.*] Do you happen to know what arrangements exist at present for securing a sufficient technical education in the practice of pharmacy, for assistants in druggists' shops?—I do not think there are any.

5086. Do you think it is desirable that before a person is allowed to dispense drugs he should be required to produce some certificate of his competency?—I think it is of the very first importance. One's experience shows that the grossest ignorance prevails amongst what are called chemists' assistants.

5087. Could you mention any cases that have occurred in your own experience to show that some provision is necessary?—Yes, I could mention cases. I know of at least two dispensers who have never had any systematic education at all.

5088. Do you know of any miscarriages through that want of education?—I know of minor miscarriages. I will take one ordinary case: I ordered, the other day, a solution of nitrate of silver, one grain to the ounce of distilled water. My patient received a compound which was cloudy all through—perfectly muddy. The lotion was for the eye, in a delicate case of ulceration of the cornea. It was clear, in the first place, that the water used was not only not distilled water, but water of very bad quality for that purpose, owing to the amount of decomposition. It was evident that there was a larger amount of nitrate of silver than there ought to have been. But as soon as the dispenser had mixed his muddy compound, he had covered it carefully up with blue paper; showing that he had not the slightest idea what the paper wrapper was for—evidence, in short, of the grossest ignorance.

5089. And such ignorance might lead to serious results?—It did lead to serious results—to acute inflammation of the eye—and wasted three weeks of my treatment.

5090. Do you think that, as a rule, throughout the colony, with regard to young persons employed by druggists as assistants, and even druggists themselves, there is imperfect technical education?—Those who are raised in the colony as a rule have no accurate education of any kind.

5091. Do you think a better standard of technical education exists in England?—There is no comparison. The one is a standard in reality; the other is only imaginary.

5092. Do you know how the provision is secured at Home? What is the machinery?—It is secured in the first place, as I understand, by an indentured apprenticeship; in the second place, by a certain course of education; and in the third place, by an examination.

5093. By whom is the examination conducted?—There is an Apothecaries' Hall in England. There is no doubt that men educated in that way in England are very well educated indeed as regards accuracy, and as regards knowledge of their business. It is a pleasure to see them work.

5094. Do you know if there is any legal provision at Home requiring druggists' assistants to have a certificate from one of these institutions?—I think there is. I think there is a provision prohibiting the employment of an assistant without a distinct certificate of education.

5095. Do you think such a legal provision would be desirable in New Zealand?—I think it is imperatively necessary, and more required here than in England, because here all the druggists' assistants practice medicine.

5096. What amount of preliminary education should be insisted upon, and by whom should it be given? Should there be a special school, or should it be connected with some college?—The simplest way to manage it would be to have the teaching connected with the college through the instrumentality of lectures, and have the test of efficiency dependent upon examination. You could easily get a man competent to see whether a druggists' assistant was qualified.

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5097. Could the information be read up by the druggist without regularly-conducted studies?—I do not think so. I do not think you can educate a druggist without the assistance of a laboratory and specimens. But with a laboratory, specimens, books, and a reasonable amount of teaching, you can bring an intelligent man up to a very high state of efficiency. If his preliminary education is at all good you would be astonished at the state of proficiency he would attain in a couple of years.

5098. How much preliminary education would be required? I mean, what examination in classics, if any, would be necessary?—An ordinary high-school examination in classics would be sufficient. A man should know a book or two of Cæsar, just to show he has an outline of Latin. His education should come up to the extent of Euclid. Mathematics would be of infinite importance. Eighteen months or two years devoted with some regularity to the study of his subject, based upon such an education as that, would make a man quite efficient, provided he had the use of a laboratory and specimens. Under the present system I see growing up around me every day men of the grossest ignorance, and yet with the supremest confidence in their powers.

5099. I suppose it is a class of occupation in which there would be a good outlet for employment?—It is a class of occupation which is rising in public favour very much.

5100. Are not persons compounding and selling drugs in country districts often called upon in cases of emergency to undertake higher medical duties?—Yes, constantly.

5101. They make a practice of it?—Yes.

5102. So that on that ground you would consider it more important that their education should even be of a higher standard than that required at Home?—It is of the first importance that their education should be of the highest standard; because in England men confine themselves to certain forms or prescriptions which are furnished to them by medical men prescribing; here, there is no doubt, chemists originate combinations of a most ingenious character, and the result sometimes must be very serious—in fact, I know it is.

5103. You are talking now of the manner in which medical men prescribe?—No; the mode in which chemists prescribe. A chemist in England, when he does prescribe, almost invariably turns up a form, and he sees it is a good form and dispenses it, because the man is in terror of the coroner; but in New Zealand they indulge in spontaneities, and originate, and the result is very grave. I find men coming to me with their teeth falling out from the effects of mercury given to them by chemists.

5104. *Rev. W. J. Habens.*] Do you think a serious injury is done to a young man by apprenticing him to a chemist and druggist whose own education is very imperfect?—I think a serious injury is done to the public, because they do not know whether he is technically educated or not.

5105. If a young man honestly desires to prepare himself for the business of a chemist and druggist, and with that view is apprenticed to a chemist and druggist whose education is very imperfect, does that young man suffer seriously in his own preparation, and are his intentions to any great degree frustrated?—They are frustrated completely.

5106. Do you think that a chemist and druggist should be compelled to give some proof of his own education before he is allowed to take an apprentice?—Certainly. A youth apprenticed to an ignorant dispenser of medicine is pretty certain to be easily satisfied with the standard of his master.

5107. *The Chairman.*] Is there any regular system in the colony of apprenticing young men to chemists?—Not that I have heard of. There is no regular system of apprenticing young men. There is a kind of scratch method by which a chemist takes a boy at a low figure and agrees to keep him a certain number of years at a low figure.

5108. There is no legal recognition of apprenticeship?—I am not aware.

5109. In your opinion has the University of New Zealand assumed the position most calculated to advance the interests of University education throughout the colony?—I have no doubt of it. I have given the matter very great consideration for years, and I have come to the conclusion that the authorities have taken the course that is most likely to subserve the interests of high-class education throughout the colony, and the only course opening to them a clear prospect of succeeding in that object.

5110. *Dr. Hector.*] I suppose you look upon the University arrangements not as final, but such as will grow and improve?—I look upon the University arrangements as being in a state of growth—in a state of development. The virtue of the University arrangements consists in their capacity for easy adjustment to the circumstances of the colony—in their elasticity, in the absence of rigidity of outline, and the conservation of sufficient check to prevent high-class education from becoming a mere sham in the colony. These are the reasons why I look upon the determination of the University to spread itself out, so as to control high-class education, as being essentially in the order of wisdom.

5111. You are no doubt aware that in Otago and in Canterbury there are collegiate institutions capable of giving a University education. Do you think that system ought to be extended throughout the colony?—I think it would be a very desirable thing to have such a system extended throughout the colony. That is unquestionable.

5112. *Rev. W. J. Habens.*] Do you think that if several such institutions existed it would be well to modify the present mode of appointing the Senate of the University by allowing the governing bodies of those institutions, and, perhaps, also the professors, to have a direct voice in the appointment of a certain number of the members of the Senate?—I think so; the rather, because anything that gives life to the University is of the first importance to its interests.

5113. *Dr. Hector.*] Do you think that if the management of such matters as the prescribing of the curriculum and the general University requirements for examinations were left to a body wholly formed from the governing bodies of the local colleges, complications might not arise?—I think such complications would arise as to render it impossible for the students to make any real progress. I find that educational men as a body are so intensely theoretic that they overleap all reason in their requirements.

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MR. KENNETH WILSON, M.A., sworn and examined.

5114. *The Chairman.*] You are headmaster of Wellington Grammar School?—Yes.

5115. How long have you held that position?—I was appointed in April, 1874. I have been in charge four years and a-half.

5116. What was your educational experience before receiving the appointment?—I had been for over two years second master of King Edward the Sixth's Grammar School, in Southampton. Before that I had been for one and a-half years at a tutor's near London, where our chief work was to prepare candidates for direct commissions; and before that, for four years, senior assistant master of a private school in Cheshire, which was mainly preparatory for the public schools.

5117. You are a University graduate?—Yes; an M.A. of Cambridge.

5118. What are the duties of the headmaster of the college over which you preside?—He is responsible for the general direction of the work and discipline, and he has also to take the higher forms in the main body of their work—that is to say, in English and classics. At present there are only two of us who take the whole school in those subjects, there being a special master for mathematics, a special lecturer for natural science, and a special master for modern languages.

5119. With regard to the other teachers in the school, are they appointed by yourself or by the governing body?—Formally appointed by the governing body. Of course my recommendation is supposed to have more or less weight, but the governing body are entirely responsible for the appointments.

5120. *Dr. Hector.*] Has that state of things existed since your appointment?—I have, on several occasions, pressed the governors to define our relative positions in that respect, but it has never been done. On my appointment in England it was first intimated to me that I might probably be asked to select a couple of men and bring them out with me. That request, however, was countermanded, and when I came here I found the staff already provided. I was told by one or two members of the Board that if I was dissatisfied with any of the staff the Board would no doubt act upon my recommendation; but no formal arrangement was, or has yet been, come to on that point.

5121. Practically, have you ever been consulted as to the appointment of masters?—Yes, whenever there have been masters appointed. Until the other day there was only one appointment since I came, and in that case I was consulted, and my recommendation was accepted.

5122. You mean there has only been one case since you came?—There has only been one case since I came, until recently.

5123. *The Chairman.*] Is there any minimum age fixed for the admission of pupils to the college?—No. By recently-revised regulations they are supposed to pass an examination. Any boy who passes that examination, as I understand, is to be admitted irrespective of age.

5124. Would you describe the examination?—It is to be based on the Fourth Standard under the recent Education Act, which includes, I think, reading, dictation, English grammar, elementary history, geography, and arithmetic.

5125. What number of pupils are at present attending the school?—Seventy.

5126. Does that number include boarders?—Yes; twelve of those are boarders.

5127. Had you ever a larger number of boarders?—Yes; we had twenty-eight, which is about as many as there is accommodation for.

5128. Is Greek taught in the school as a part of the regular course of study?—Yes; but in this way: that in the two higher forms each boy must learn either Greek or German; as a matter of fact, by far the greater majority learn German. I think the greatest number we have had learning Greek at any one time has been seven.

5129. Is drawing taught as part of the school course?—It was until a year ago, when it was given up because the drawing-master did not give satisfaction, and we did not see our way at the time to getting any one else—there was a difficulty in doing so. I got drawing put upon the course when I came, and have always been extremely anxious that it should be a part of the school course. I only look upon the present arrangement as temporary, and shall restore the subject as soon as possible.

5130. Is the present staff of masters, in your opinion, sufficient for the conduct of such a grammar school as yours?—Until last Christmas we had a staff consisting of myself, a second master, and an assistant master—who took the general work in English and classics between them—a mathematical master, a modern-languages master, a natural-science master, and, until he gave up, a drawing-master. That staff was, I think, quite sufficient for the working of the school. Now, from the beginning of next term, the assistant master's services have been dispensed with. A fresh second master and a fresh mathematical master have been appointed, the other members of the staff being retained. That number I do not consider sufficient permanently to carry on the work of the school, even with our present numbers; certainly, any considerable increase of pupils would render the appointment of an assistant master, in my opinion, absolutely necessary for the efficient working of the school.

5131. *Dr. Hector.*] What was the reason for the reduction of the staff?—As I understood, the reason was a financial one.

5132. Motives of economy?—Yes.

5133. Was it not also desired to increase the efficiency?—Yes; but, apart from any personal question as connected with the individual members of the staff, I do not think it was considered that knocking off one master would increase the efficiency of the institution. I mean the desire to increase the efficiency was the reason for making the change generally; but the particular item of knocking off one master, I presume, was dictated solely by motives of economy, it being considered that an increase of twenty boys or so would provide sufficient means for the payment of an assistant master.

5134. *The Chairman.*] In your opinion, is much benefit derived from affiliation with the New Zealand University?—I do not think so, as far as we are concerned. So long as attendance at some given institution for a definite period is required by the New Zealand University, it is clearly a benefit. But that provision seems in itself to be a nominal one.

5135. Do you think that the combination of secondary education—by which I mean grammar-school education—and University education can be worked well in the one institution?—I think it can be worked well in the one institution, but not permanently by the same staff.

5136. Is the curriculum in your school framed in order to meet affiliation with the University of New Zealand?—Yes.

5137. *Rev. W. J. Habens.*] Can you say in what respect the curriculum, as it is now framed, differs from what you think would be in use in the school if Wellington College were not affiliated?—

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I am not sure that it differs at all, because if Wellington College were not affiliated, we should still—at least I imagine so—continue to send up boys for the University scholarships. Therefore, with the exception of the highest class, the curriculum would still remain the same, because we should have the same object.

5138. *Dr. Hector.*] Do you mean that the curriculum is intended to prepare for competing for scholarships merely, or to conduct the education of undergraduates?—Of course, the curriculum is, as I take it, framed mainly with the view to the preparation for scholarships and matriculation; while we should also generally have a higher class doing the work of undergraduates.

5139. Then, is there no part of your curriculum adapted for carrying forward students for degrees?—Yes; until last year we had students for degrees, and the work of the highest class was arranged with a view thereto.

5140. *The Chairman.*] What is the precise number of regular teachers in the College?—There is the headmaster, the second master, the mathematical master, the modern-languages master, and the natural-science lecturer—five. There is also a drill-sergeant.

5141. How many of the staff are University graduates?—Three.

5142. *Dr. Hector.*] What has been the maximum number of pupils?—I think the maximum was 118—you may say 120 in round numbers.

5143. In what year was that?—That was in the last term of 1875, or the first term of 1876.

5144. Can you attribute the falling-off in numbers to any definite cause?—Yes, I think so. From the opening of the new school the numbers went up steadily until the second term of 1876. In that term one of the boarders died from low fever, and in the third term two of the boys had scarlet fever, which necessitated the removal of the school to temporary premises in town. Accordingly, in the first term of 1877 the numbers dropped to ninety. I think that was the main reason. I think there were subsidiary reasons. The fever and other things gave rise to a good deal of discussion, and so forth, in which divers misstatements were made with regard to the institution. I regard those misstatements, without going into details, as being subsidiary reasons for the falling-off in the numbers.

5145. Having that experience, do you think it desirable in the interests of a large school that boarding should be carried on within the same building?—I think so. I think that any difficulty on that ground might be obviated by having—as is frequently done—a small detached hospital, to which any infectious case might be removed.

5146. Do you see any great advantage in having the boarding accommodation in the same building as the school—part of the same building?—No, I see no advantage. I mean to say that if the boarders were in a detached house it would be better.

5147. What I meant by my previous question was, do you see any disadvantage, having the experience before you which you have just referred to?—I do not think so, because even if the boarders were in a separate building it would be very desirable to have the detached hospital still.

5148. Have you such a detached hospital?—We have not.

5149. Is the building accommodation for the school purposes at present sufficient?—Yes; it is sufficient, as far as teaching is concerned, for our present numbers.

5150. Supposing the numbers increased again to anything like the same proportion to the population that attended in 1876—of course the number would be much greater than at that time—would you have sufficient accommodation?—I think that for actual teaching we could provide sufficient and good accommodation for 150. That, however, would take certain of the rooms which at present are used for boarders.

5151. Supposing the whole building now used for boarding and residence were required for teaching, would it be more desirable, in your opinion, to provide for boarders in a separate building, or rather to let the present building continue as it is, and add rooms for school purposes?—Not taking the question of expense into account, I should think it would be better to utilize the present building for teaching purposes, and build fresh accommodation for boarders and residence.

5152. Is it very important for the success of the school, in your opinion, that there should be boarding accommodation provided at all?—I think it is. I was going to say, absolutely essential.

5153. *The Chairman.*] Do country settlers send their sons to the school as boarders?—They did so largely until the illness I spoke of occurred; in fact, at one time I had to refuse one or two for want of room, and we have still several sons of settlers as boarders.

5154. What is the income available for the maintenance of the Grammar School?—The receipts for the year 1878 were £316 for tuition fees, £853 for boarding, £55 from the evening classes, £2 2s. matriculation fees, and £769 rent of reserves. In addition to those receipts there are special funds. The Government grant last year was £2,574, which, however, includes arrears from the previous year, and also some of this year's grant paid in advance; and then there is the Turnbull Fund. Exclusive of tuition fees the income received last year from endowments was £769.

5155. How does that arise?—From the rents of lands in Wellington and the district.

5156. *Rev. W. J. Habens.*] And what charges have to be deducted from that sum before any of it is available for the ordinary purposes of the school?—There was a charge last year of £243. This sum is the interest on a loan of £5,000, which expired the other day, and the governors are unable to obtain the money at less than 10 per cent.; so that now there will be a charge of £500 for interest on loan to come out of the £769. There is also a charge of £46 for insurance, and £27 for commission.

5157. *Dr. Hector.*] Is not a great part of the rental from the endowment swallowed up in interest on the building loan?—Yes; undoubtedly so. The items I have just mentioned make up nearly £600, which will have to come out of the £769; and that is not taking into account anything for the maintenance of the building.

5158. What was the charge for the maintenance of the building that year?—Two hundred and two pounds, in addition to insurance.

5159. *Rev. W. J. Habens.*] Does the College receive any annual grant from the Government?—It received a grant of £1,000 last year, and it received the previous year a grant of £1,500, which was an *ad interim* arrangement, and a continuation of what it had been previously receiving from the Provincial Government.

5160. And does this depend on an annual vote?—Yes, entirely.

5161. *The Chairman.*] What are the fees for day-boys?—The fees hitherto have been nine guineas a year for boys under twelve, and twelve guineas for boys over twelve. They have just been reduced.

5162. And for boarders?—Ten guineas a year for day-boarders—that is, those who get their dinner at the College; £45 a year for weekly boarders, and fifty guineas for full boarders.

5163. *Dr. Hector.*] There have been changes recently in the fees?—Yes. As regards the day-scholars, the fees have been reduced, the division being now not one of age, but position in the school. In the lower part of the school they are seven and a-half guineas, and in the upper part nine guineas.

5164. *Rev. W. E. Mulgan.*] The lower division of the lower school?—Yes.

5165. And when you go to the upper school it is twelve?—No; I do not think the governors have made any arrangement with regard to that. It is simply two—seven and a-half and nine at present.

5166. *The Chairman.*] Do you receive any allowance for procuring maps, diagrams, and scientific apparatus for the school?—No fixed allowance.

5167. *Rev. W. J. Habens.*] Is a sufficient supply of such things granted by the Board of Governors?—There has hardly been of late. I have refrained from asking for some items latterly—not very large ones in themselves—knowing that the governors were not in possession of funds for the purpose.

5168. *Rev. W. E. Mulgan.*] Have you a library in the school for the pupils?—We have about 150 or 200 volumes, I think—just the commencement of a library.

5169. Are they supplied by the governors?—No. The library was provided by gifts from private persons.

5170. *The Chairman.*] Who were the examiners who conducted the last periodical examination?—In languages—that is to say, Latin, Greek, French, and German—Mr. Gordon Allan, barrister; in mathematics, Mr. Edward Miller; in natural science, Dr. Hector; and in English, the Rev. W. H. West, B.A.

5171. These were all outside the staff of teachers?—Entirely; and every year since I have been here the examination has been conducted by gentlemen in no way connected with the staff.

5172. Are prizes awarded as the results of the examination?—Yes.

5173. Are they given according to the results of the examination, or the conduct of the pupils during the preceding period?—A union of the two. Speaking generally, the prizes and the final position on the school-roll of the year are decided about equally by the marks for the year and the examination-marks. In the lower classes, rather more weight is given to the marks for the year, and in the other classes rather more weight to the examination.

5174. What punishments are in use at the school?—Impositions, keeping the boys in, in case of any work that has not been done, and corporal punishment on occasions, administered by myself only.

5175. Do you receive any pupils from the primary schools?—Yes. Scholarships are given by the governors specially for boys from the primary schools, and an examination is held every year. There has been one, and sometimes more than one, given each year since I have been here. Those boys, of course, come to the College, and we receive a good many others from primary schools who come of their own motion.

5176. *Rev. W. J. Habens.*] Have you received any who have been sent up with scholarships from the Board of Education?—Not yet; there has been no examination held for that purpose.

5177. *Dr. Hector.*] With regard to the scholarships from the primary schools, what has been the nature of the examination hitherto?—The regulation requires that the examination should be in the subjects taught in the primary schools. The examination has hitherto been in English grammar, history, geography, and arithmetic, with a subsidiary voluntary paper in elementary science. Now, the examination is to be in the subjects of the Sixth Standard, with Latin accidence, the First Book of Euclid, and elementary algebra added, as subjects which may be taken up. But the main examination will be in the Sixth Standard; those extra subjects will only have a small number of marks allotted to them.

5178. *Rev. W. E. Mulgan.*] Is there one scholarship each year?—There are four scholarships, and they are tenable between the ages of twelve and sixteen, so that there must be at least one each year. As the scholarships at present consist simply—and they have always partly consisted—of the remission of fees, I have asked the governors, and they have acceded to my wish, on one or two occasions to give more than one, when I thought there were two boys very nearly of equal merit.

5179. And a boy who obtains one of these scholarships—to what class in the school does that raise him? What class of the school does he at once enter?—There has been a difficulty in that respect, in consequence of the fact that no Latin and no mathematics are taught in the primary schools. Boys who come to us with these scholarships could, as far as their knowledge of English is concerned, go into the third form; while, as far as their knowledge of Latin and mathematics is concerned, they should go into the first. As a matter of fact, we have been obliged to make a compromise, and treat them, to a certain extent, specially; and it is with a view to meeting that difficulty that these additional subjects are now introduced into the scheme of examination—in order that boys who come from primary schools may, if possible, have begun a little Latin and mathematics, so that we may be able to classify them in a more satisfactory manner.

5180. *Dr. Hector.*] You said there were four scholars from the primary schools. Are there any other scholarships given by the governors of the College?—Yes; two scholarships founded by Mr. Turnbull, of the value of £25 each, tenable for two years, which are given according to the results of the University examination which has hitherto been the junior scholarship examination, and which, in future, I presume, will be the entrance examination. There are also two other scholarships—one founded by the late Mr. Rhodes, and the other by the late Mr. Moore. I do not exactly know in what way the governors have invested the money—£500 in each case—but I suppose we may say the annual

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5181. How did the scholarships from the primary schools arise?—A sum of, I think, £1,200, which remained from some savings bank in Wellington that was wound up about the time of the commencement of the building of the College, was given to the governors to be devoted to the building fund, on the understanding that they should establish these four scholarships from primary schools of which I have just been speaking.

5182. *The Chairman.*] Are there any undergraduates of the New Zealand University at present attending your school?—Not attending the school; there are at present between two and four—I will not state the exact number—attending the evening classes.

5183. Have you a special master for conducting evening classes, or is the work done by some of the ordinary staff?—It is done by the ordinary staff.

5184. Are there any pupils at present preparing for matriculation in the New Zealand University?—Yes.

5185. How many? I cannot quite say how many I shall send up, because I have not had time yet to digest fully the new scheme of the University. I should think we shall send up about ten next Christmas for the entrance examination.

5186. *Dr. Hector.*] How far will these ten pupils, supposing they are successful at the entrance examination, have exhausted the teaching power of the College under the present arrangement? How far could they continue their studies after they have matriculated, with the present staff and arrangements?—They could continue their work up to the B.A. Standard, certainly as far as the compulsory subjects are concerned. I mean to say it would require no re-arrangement of our work to continue them in Latin and mathematics amply up to that standard. I can hardly say what we might be able to do in the way of English; but they might also be taken up to that point in modern languages.

5187. *Rev. W. J. Habens.*] Would you expect boys who have been a year in the fifth form to pass the entrance examination?—Yes.

5188. *Dr. Hector.*] You think that with the teaching appliances you have now, undergraduates continuing their studies at Wellington College would have a fair chance of competing for the degree examinations and for senior scholarships against undergraduates trained at institutions like those at Otago and Canterbury which are specially endowed, and devote their whole work to such teaching?—Certainly not. When I said we could continue our work up to the B.A. Standard, I only meant as regards the pass examination.

5189. If there was an institution similar to Canterbury College established at Wellington, to which the present Wellington College would act as a feeder, what number of pupils do you think, from your experience, you would be able to send forward to the higher college? I mean, what number of your pupils would go forward?—I do not think more than three or four.

5190. As a matter of fact, do any of your pupils at present go to Canterbury or Otago, where alone such institutions exist?—No.

5191. Do you attribute that to a want of desire on the part of parents to give their children a higher education?—Or to a supposed want of ability to do so.

5192. *Rev. W. J. Habens.*] Do you think there are any circumstances which render the people of Wellington less likely to avail themselves of opportunities of University instruction, as distinct from grammar-school instruction, than the people of other places of the same size?—Well, I presume the existence of the Government departments in Wellington acts against University education very considerably, by taking boys away from school at fifteen or sixteen.

5193. Do you think that, after the first effect of the establishment of the Government departments in Wellington has passed away, the tendency will be in a different direction from that which you have mentioned?—I do not wish to express a decided opinion on the subject; but it seems to me that Civil servants with very limited incomes are just the class by whom an immediate return is most likely to be appreciated.

5194. *The Chairman.*] Do you think the present New Zealand University has assumed the form best suited to the requirements of the colony with regard to University education?—No, I do not think it has.

5195. Perhaps you will explain what form you think it ought to take—whether a system of colleges established in the centres of population, combined into a University something like the Queen's University in Ireland, would be a suitable system for University education in New Zealand?—The first difficulty in answering that question is, it seems to me, that it depends so much on the probable increase in the population within the next ten or fifteen years. It does not appear to me that at present there is material to maintain residential colleges in the principal towns, if by your question I understand you to mean an institution giving University education to its students, and requiring a residence of two or more years as a necessary qualification.

5196. Have you formed any opinion as to whether the University of New Zealand should be located in one spot, with a staff of professors, as in the case of Oxford and Cambridge?—The question becomes involved to some extent with the previous one. If there is not at present, and if there is no probability of there soon being, sufficient population to maintain an efficient and tolerably numerous-attended college in each place, clearly it would be better that there should be one good one in the colony, rather than that there should be four or five starved ones. My own impression is decidedly in favour of that—of one central teaching University.

5197. *Dr. Hector.*] Do you consider that the New Zealand University up to the present time has been of service to the cause of higher education?—Undoubtedly I think it has been of service.

5198. In what way has it been most useful?—I think by its scholarships. Of its work in the matter of senior scholarships I have not much personal knowledge. I mean, rather, junior scholarships.

5199. That is one of its functions as an examining body, apart from teaching?—Yes.

5200. *Rev. W. J. Habens.*] At what age do you think the minimum for the holding of junior scholarships should be fixed?—Sixteen. *Mr. K. Wilson.*

5201. And supposing the holding of a scholarship involved the entry upon life in a collegiate institution rather than in a school, would you think that sixteen would then be a suitable age?—I think so, here. You might not have the arrangement of your collegiate institution quite the same as you would were the age nineteen; still, I think sixteen would be a suitable age. April 22, 1879.

5202. *Dr. Hector.*] Do you think it would serve any good purpose if the University granted degrees on examination without any residence, as is the practice of the London University?—Yes, I think it would serve some good purpose. You are not asking me whether I think that to be the better system or not under the circumstances of the colony?

5203. Under the circumstances of the colony which is the better system?—My own opinion is, that for a degree real residence should be required. It might be quite possible to combine with that some certificate of literary competency without any such requirement.

5204. Did I understand you to say you thought the best system for the circumstances of the colony would be to limit the operations of the University to one place, where it should also have teaching functions?—To limit its teaching functions to one place.

5205. What relations would it have with other places if it were to be a teaching body in one place?—It might be the examining body all over. It might be the recognized examining body for all the secondary education in the colony, and thereby retain the direction of that secondary education.

5206. While at the same time it had special teaching powers in one place?—Yes. The English Universities now do that to a considerable extent. Of course their teaching is confined to one place, but at the same time they are now very largely performing the function of examining the secondary schools.

5207. Do you think that if the management of the University interests of all parts of the colony were intrusted to one local college, which it would be if that were made the University, it would give satisfactory results?—No; not that any one local body should have the control.

5208. *Rev. W. J. Habens.*] Do you think that the residence, which in your view should alone count towards the obtaining of a degree, should be in this one place where the University would carry on the work of teaching?—I think so, under the circumstances of the colony; because I do not think there would be anything like sufficient numbers in the different centres to make that residence give anything like a University life. But, in expressing that opinion, I wish it to be understood that it is entirely dependent on what I commenced with stating—that I do not feel in a position to give a competent idea as to what the numbers would be.

5209. *Dr. Hector.*] What is the smallest number of undergraduates which if congregated together would give a sufficient basis for what you term University life, as apart from the instruction?—I should think not less than forty or fifty.

5210. *Rev. W. J. Habens.*] Supposing half that number of undergraduates were collected together, and with them were associated perhaps twice their number of students who were not pursuing the regular curriculum of the college, but attending certain classes at their own choice, do you think that would be of anything like the same value as regards the vitality of the place?—If it could be so arranged that this additional number felt themselves to belong to a corporate body, and were not merely voluntary attendants, it might. They must feel themselves sufficiently members of the University to mix with the others. If they were simply persons occupied, say, in business in a town, and just came to their class of an evening for an hour, and went away, and had nothing else to do with the undergraduates, I do not think that arrangement would mend matters much.

5211. *Dr. Hector.*] Do you think it a good plan to mix matriculated and unmatriculated students in the same course of instruction—I mean, the students who are completely under discipline, and students who are independent of discipline and control?—I should look upon it as rather a necessary evil where it was done. It might be better to do that than to have very small classes; but I do not think the mixture is a good thing in itself.

5212. *Rev. W. J. Habens.*] I should like to know whether in your previous answers you have had in your mind the model of a college in which actual residence is required, and where there is accommodation for the *alumni* to reside?—It has been in my mind, but not as the exclusive idea. I had rather in my mind the distinction between men who were devoting their whole time to University studies, and others who were engaged in other work during the day, and with whom the University classes were simply an incident.

5213. *Dr. Hector.*] You mean your answers would still apply to colleges where no residence was required?—Certainly. I take it that wherever there was a college there would be residence, in some shape or another, amongst a considerable number of the students attending.

5214. Are you talking of residence within college bounds?—Yes; in some shape or another. I mean to say, that wherever there was such a college there would be a number of the students who were not residents in the town otherwise than as attending the college, and who would require to reside somewhere with the special view to that attendance; and if they did so reside, they would probably be congregated together somewhere or other, and under discipline.

5215. But you had not in view a college the students of which were resident within that college?—No, because it did not seem to me a necessary part of the scheme.

5216. *Rev. W. E. Mulgan.*] Do you think there should be any limit of age with respect to admission into a University?—I presume that admission into the University would entitle the student, after a certain number of years, to a degree. As a general rule, if a youth matriculates, he can take his degree in two or three years' time. Under those circumstances I should say, decidedly.

5217. *Dr. Hector.*] Supposing it were contemplated that Wellington College should undertake what may be called the college duties alone, as distinct from those of the grammar school, and that other provision were made for the grammar school, how far would the present arrangements and the staff of the college be available for carrying undergraduates forward to degrees?—I think the present staff—at least, the incoming staff—would be thoroughly able to undertake that if they had not the other at the same time.

Mr. K. Wilson.
April 22, 1879.

5218. What would be the probable loss in income to the institution by dropping the grammar-school branch?—The immediate result would be, that it would lose nine-tenths of the boys and the fees.

5219. What forms would still be retained? What number of the average students, in other words, could pass the entrance examination?—Of our present number, I should say about ten.

5220. And could you do with any reduction of the staff if the institution were for purely college work?—No, I do not think so.

5221. Would you require any additions to it—to be on a par with other places, I mean?—I should say we should.

5222. Then the expense of the management of the College would be increased?—Yes.

5223. And the income would be diminished very considerably?—Yes.

5224. Would the maintenance of the grammar school, apart from the college, be materially less expensive than at present?—I do not think so.

5225. Is there any unsuitability in the present site of the College for a grammar school?—No, I do not think there is.

5226. Have you heard that alleged as a reason for boys not being sent to the school?—Yes.

5227. You do not consider that has had anything to do, materially, with the falling-off in the number of students?—No, I do not think so. It might have accounted for their not coming, but I do not think it could have accounted for their leaving.

5228. From your knowledge of the City of Wellington, and its shape, &c., do you think two grammar schools would be more convenient than one central one—two grammar schools placed at the extreme parts of the town?—I do not think so. I do not see any valid objection on the ground of distance from any part of the town with regard to the present building.

5229. But if that building and site were adopted for college purposes, and a new grammar school provided, do you think it would be better to have two grammar schools?—No.

5230. Is there any provision contemplated for teaching girls in connection with the high school?—Yes; classes are to be held two hours a day each day for higher girls' work.

5231. To be conducted by the same masters?—Yes, at present.

5232. And in the same building?—Yes.

5233. *Rev. W. J. Habens.*] At what hours?—From eleven to one.

5234. *Dr. Hector.*] What is your view of what should be taught at these classes?—I think mathematics should be taught—of course beginning with very elementary mathematics—Latin, French, German, and English literature and language, presupposing an elementary knowledge of English grammar. I think those should be the main subjects.

5235. What are the fees to be?—Nine guineas a year.

5236. *Rev. W. J. Habens.*] Will the sole attention of the teachers be devoted to the girls during the time they are there?—Yes.

5237. *Dr. Hector.*] Is the class to be conducted in a separate part of the building from the boys' school?—Yes.

5238. *Rev. W. J. Habens.*] Do you expect that the girls will do higher work than the boys are doing?—No.

5239. And do you think they are likely to do as well as the boys in less time? If the boys want five hours a day, do you think the girls can do with two hours?—I think they could probably do with less time devoted to actual teaching than the boys; but I do not think that difference is fairly represented as in the ratio of two to five.

5240. *Dr. Hector.*] I suppose the reason is, you cannot get any more time with the present resources of the College?—Yes.

5241. *The Chairman.*] Is there any provision made by the State for giving secondary education to girls in Wellington?—No, none at all. A grant of land was given to the governors of the College for that purpose last year; it has not been utilized yet.

5242. Do you think that if a girls' high school were established in Wellington a fair number of pupils would attend?—I think so.

WEDNESDAY, 23RD APRIL, 1879.

PRESENT:

Dr. Hector in the chair.

Rev. W. J. Habens (Secretary),

Rev. W. E. Mulgan.

HON. C. J. PHARAZYN, M.L.C., was examined.

Mr. C. Pharazyn.
April 23, 1879.

5243. *Dr. Hector.*] You are Chairman of the Board of Education for the Wellington District?—I am.

5244. Can you tell the Commission what has been done towards the establishment of a normal training institution in Wellington?—Nothing has been done yet. There is a vote of £1,000, which is quite inadequate for the purpose, and we scarcely know what to do with it. In the first place, there is a site to be procured, and then there is the building itself. We have not sufficient funds for these purposes. We quite appreciate the necessity for a normal school, and the value of such an institution. Our great drawback here is the want of properly-trained teachers; we are obliged to take whoever present themselves.

5245. Is the £1,000 you mentioned the total annual vote, or is it only a moiety of that vote?—It is the total annual vote for our district. I do not know whether or not a similar amount was voted for Wanganui. The vote may have been divided.

5246. Has the Board of Education considered any plan upon which it would proceed towards the establishment of a normal school if it were provided with sufficient funds for the purpose?—Yes. If we were provided with funds, and had a site for the school, we should take steps immediately, because we are alive to the great necessity for such an institution.

5247. What were the plans contemplated?—The usual plans for a normal school—to train teachers, *Mr. C. Pharaayn*, and have a proper staff of instructors in the various branches.

5248. Was it intended to utilize one of the existing primary schools in order to supply the training class?—No; we had no intention of that kind. April 23, 1879.

5249. How was it proposed to get the material?—We would have a separate establishment for them—that is, we would take our teachers out of the primary schools. We are trying the experiment in a small way, and have voted a salary of £100 for one year to Mrs. Holmes, who teaches drawing at her own rooms. We wish to see how the plan will succeed in regard to this one branch, drawing being one of the qualifications of a teacher.

5250. How is it proposed that the teachers should be taught to teach? They would require pupils to exercise on.—By proper professors. That is the only way, and it is a very expensive process.

5251. Perhaps you hardly understand the object of the question. To teach how to teach, there must be children to be taught. How is that to be provided? In other places the normal school is in connection with a practising school—one of the primary schools is used as a practising school.—We have not gone so far into the matter as that yet.

5252. *Rev. W. J. Habens.*] How is the Board of Education expending the £1,000, the moiety of a year's vote?—We have not expended it, the difficulty being that, according to our ideas, it is not sufficient for practical purposes—that is, for acquiring a site and erecting a building.

5253. Are you receiving periodical instalments of the vote?—No.

5254. *Dr. Hector.*] Is Mrs. Holmes not paid out of the vote?—She has not been paid anything yet.

5255. Do you propose to pay her out of the vote?—Unless we can take the money out of the general fund. We have not decided that question yet. I suppose the process would be to pay her out of the £1,000 vote. We have not applied for any of that vote yet, because we are not sure that we can expend it.

5256. Have any steps been taken towards establishing a school of art in Wellington for pupils, apart from the normal school?—Mrs. Holmes opened classes of that character; but they were not well attended, and did not succeed. That is the only attempt of the kind that has been made that I am aware of.

5257. Has the Board of Education any scholarships at its control that are devoted to secondary education?—I do not know that we have.

5258. *Rev. W. J. Habens.*] Are you not aware that the Government allows eighteenpence for each child in average attendance, to be expended by the Board in scholarships?—Yes.

5259. Do you remember any payment being made by the Board for scholarships in any way since you have been Chairman?—No.

Mr. DAVID PEAT was examined.

Mr. D. Peat.

April 23, 1879.

5260. *Dr. Hector.*] You are a resident of Wanganui?—Yes.

5261. How long have you resided there?—Twenty-one years.

5262. Are you acquainted with certain educational reserves there held under trust by the Church of England?—Yes; I am acquainted with a reserve called the Industrial School Reserve.

5263. Have you ever had any official relations with this reserve?—No.

5264. What opportunity have you had of acquainting yourself with the application of the funds?—I have taken particular notice of how the estate has been managed during the twenty-one years of my residence in Wanganui.

5265. Are you acquainted with the conditions of the trust?—I have read the grant.

5266. In your opinion are the conditions of the grant fully carried out at the present time?—No, not at all.

5267. In what respect do they fail generally?—My reading of the grant is, that the school should be open to children of both races and of both sexes; and it is only open to one-fourth of the whole people—that is, that only the male children of white people are admitted into the school; they will not take females or the children of any but Europeans.

5268. When you say that that is the reading of the grant, have you any reason to believe that it is the generally-accepted reading of the grant?—It is the generally-accepted reading of the grant in our district.

5269. Has there been any legal expression of opinion on the subject?—I do not know anything about that.

5270. Have you heard it urged that that is not the reading of the grant?—No.

5271. Then you think that the accepted provisions of the grant are not given effect to?—They are not given effect to; and the estate itself is badly managed—it does not produce the income which it ought.

5272. Do you know the extent of the estate?—Two hundred and fifty acres, I think.

5273. Do you know the position of it?—It forms part of the town of Wanganui.

5274. In what state is it at the present time?—It is let in small blocks, and some large blocks are used generally for paddocks. There are a few buildings on it; but in its present state it is detrimental to the interests of the town—the town is extending the other way on account of that being shut up.

5275. Is its position such that it would be favourable for occupation in town sections?—Yes.

5276. In your opinion it might bring in a much larger revenue than it does at present?—Much larger.

5277. What is the value of quarter-acre sections contiguous to this reserve?—Certain portions would have different values. The Avenue property—part of which fronts the main street—is much more valuable than the land at the back; but sections on the Avenue, immediately opposite this reserve, are selling at about £450 a quarter-acre.

5278. What would that be considered as equal to in annual value?—It would be worth about £30 per annum per quarter-acre.

Mr. D. Peat.

April 28, 1879.

5279. And how far would that value apply to the whole 250 acres?—The value of the reserve would not be near that amount.

5280. Could you give us an idea of the probable annual value that could be derived from the whole of the 250 acres—not hurrying it into the market at once, but taking it gradually, as a prudent person would deal with an estate of that kind?—About £12 an acre rent, all over, on building lease.

5281. That would make about £3,000 a year income?—Yes.

5282. You do not know the present income?—No.

5283. Are you aware that in 1869 a Commission appointed by the Legislature made a recommendation to the following effect:—“Looking at the magnitude of the grant, and the loss which the people of the place have suffered by the diversion of the land from its original purpose, the Commissioners recommend that the land should, whenever practicable, be laid out again, and rendered available for town purposes, and that the annual proceeds should be so appropriated as to give the inhabitants of every denomination and every class a fair share in the benefits accruing from the grant” ?—Yes.

5284. Has any action been taken to your knowledge in consequence of that recommendation?—None whatever.

5285. What provision is there for giving instruction to the children in Wanganui of a class similar to that intended by the Industrial School Trust? Independent of the Industrial School, is there any other school to which they can be sent to receive instruction?—There is a district high school.

5286. How is that endowed?—It is managed by the Board of Education.

5287. What is the attendance?—The attendance of boys and girls is estimated at about 500.

5288. How many of these would be upper-form pupils?—I do not know.

5289. But the majority would be primary-school children?—Yes.

5290. Then, is there a fair opportunity provided at the present time for giving high-school education in Wanganui?—There is now, with this high school established; but hitherto there has not been. The high school has only been opened within the last six or eight weeks, with a new staff of masters. There has been no time to tell the results of it yet.

5291. *Rev. W. J. Habens.*] Can you say whether any steps have been taken to establish a high school in Wanganui?—Yes, there have been steps taken.

5292. Do you know at what stage the promoters have arrived?—No, I could not say.

5293. There is no high school in operation?—No; but a grant of land has, I believe, been given for the purpose.

5294. *Dr. Hector.*] If the Industrial School Trust were carried out in the manner in which you think it should be, would it be of material benefit to the general population of Wanganui?—There is no doubt about it.

5295. Not merely to those who belong to one denomination?—There are now, and have been at all times, children of several denominations attending. My children have attended the school, and I do not belong to that denomination. I had two girls attending the school, and I got orders to take them away after they had been there for eighteen months. At that time there was no district high school to which they could be sent. I remonstrated upon the injustice that was done to me in being thus compelled to send my children away for their education—that was at Christmas last—and the master said it was the order of the Bishop.

5296. What was the order of the Bishop?—That girls should not be taken any longer at the school. I called on the Bishop and remonstrated strongly with him. He said he could not help it; that he thought it better to keep the boys and girls separate, and could not admit girls any longer.

5297. There was no provision made out of the trust for a separate girls' school?—No.

5298. Was any reason alleged for not taking girls, such as insufficiency of funds?—No; the only reason given was, that it was better to keep the boys and girls separate.

5299. But I understand that they have done away with the girls' branch of the school altogether?—There are no girls admitted at all: they refused them.

5300. That is not keeping them separate, but only making the school a boys' school?—Yes.

5301. *Rev. W. J. Habens.*] Do you think that if the funds arising from this estate were devoted to the establishment of a high school, or secondary school, for boys and girls, the objects contemplated by the trust would be thereby properly attended to?—My interpretation of the grant is, that it was for an industrial school, instead of a high school.

5302. *Dr. Hector.*] How would you define an industrial school in that sense?—A school for the poorer people of the district, and for the poor classes.

5303. And for giving primary education?—Yes.

5304. Since primary education has been provided for otherwise free of cost, if it were proposed to alter the destination of this endowment do you think it would still be necessary to apply it to an industrial school?—No.

5305. You said your boys had attended?—Only one boy.

5306. And has he made satisfactory progress?—He did for a long time.

5307. As a parent are you satisfied with the working of the school?—I was not satisfied after Mr. Godwin left. My children did no good all the time they were with the present teacher. They were not very long with him. I was well satisfied while they were under Mr. Godwin's care.

5308. Have you been able to complete your boy's education there?—No; I sent him to Nelson.

5309. Are you aware whether it is a general practice to send boys away from the district to complete their schooling?—If parents wish their children to be pretty well advanced they have to send them away.

5310. Your case is not singular?—No; there have been a great many similar cases.

5311. Showing there is practically a want in the district?—Yes.

5312. I observe mention made of a sum having been received by the trustees in compensation for land taken for the railway. Are you acquainted with the piece that was taken?—Yes.

5313. Do you know the extent of it?—I do not know the extent of it, but I know they got far too little money for it—at least about one-third of what they ought to have got. I think they received £450.

5314. You mean £450 would be a third of what, from your knowledge of the place, you think was its value?—Yes.

5315. I see that Mr. Anson received compensation for buildings and for resigning a lease?—I know his place very well.

5316. Are you sufficiently acquainted with the circumstances to offer an opinion as to whether £225 was a fair amount?—I do not think it was too high, considering the time his lease had to run. They gained that by increased rental. At one time it was notorious that if you got a lease from the Industrial School you could get £200, £300, or £500, according to the state of it, directly after it was made.

5317. That was a profit?—Yes; a bonus on the lease.

5318. How long ago was that?—In Major Durie's time.

5319. *Rev. W. J. Habens.*] How much of this estate is within the boundaries of the town proper?—The original boundary of the town included the whole of this land, and it was cut up in quarter-acres by the New Zealand Company. After this land was given to the Church, the inhabitants petitioned to curtail the extent of the town, and the portion of land opposite the Industrial School Estate was then laid off in suburban allotments. It is all now in the town proper, as the town exists.

5320. Has there been an authoritative change of the town boundaries?—No, I do not think so.

5321. Do you know whether the people of Wanganui generally are satisfied with the present condition of things with regard to this trust?—No, they are not; they are very dissatisfied.

5322. Will you state on what grounds the dissatisfaction is based?—They say the trust is not applied to the purposes for which it was intended, and it has always been mismanaged. The estate has not produced what it ought to have produced, and at present the school is only for a certain class—the wealthy class—and there are only a few—about twenty, I think—attending it. If the estate were well managed, it might be put to far better use.

5323. *Dr. Hector.*] You say there are about twenty attending?—I have been told that by the scholars themselves—about twenty this present quarter.

5324. You do not know what the average attendance last year was?—It was much higher. The numbers are decreasing daily.

5325. We have a return which states that it was thirty-six. Would that be about the number?—Yes, up to the end of last year; because at the beginning of last year there were about fifty, and the numbers decreased after Mr. Godwin left. I am speaking of the present quarter from what the boys tell me. I think there were about twenty-five last quarter.

The Right Rev. O. HADFIELD, Bishop of Wellington, was examined.

5326. *Dr. Hector.*] You are Bishop of the Diocese of Wellington?—Yes.

5327. In that capacity you hold some official position in connection with educational reserves held by the Church of England?—Not necessarily in that capacity. I am one of the trustees appointed by authority of the General Synod.

5328. In relation to the other trustees what is your position?—We are all on the same footing, except with regard to the Otaki School, which is conveyed to the Church Missionary Society, and is not necessarily under the Synod.

5329. But that is also under your charge?—I was appointed trustee of that reserve; the others I only hold as trustee under the authority of the General Synod.

5330. In your position as trustee are you well acquainted with all the circumstances of the trusts and their management?—Yes, I think I am.

5331. The first trust the Commission would wish some information about is the estate at Wanganui, granted originally for the purpose of an industrial school, and known generally as the Industrial School Grant?—The industrial element was to form a part of it.

5332. The religious, industrial, and English education of both races?—Yes.

5333. There have been previous inquiries into the state of that endowment and its management?—Yes, by the Legislative Council.

5334. Have you anything to add to, or any comment to make upon, the evidence you gave on previous occasions, so that we might start from that point?—I think not.

5335. Then all that is necessary is to ascertain the present position of the trust. You have made a return to the Commission of the present state of the accounts of the trust?—Yes.

5336. It is signed by Mr. Churton, the agent?—Yes.

5337. You are satisfied that it is a correct statement of accounts?—Yes. I may say that the accounts of all these school trusts, properly audited, were furnished to the Government last year.

5338. I notice in the accounts certain sums received for compensation for a portion of land taken for railway purposes. How has that money been dealt with?—It has been lent for the present at interest to the estate for the purpose of building a school; but it is only lent on interest until we see a good opportunity of investing it in land, as we are bound as trustees to do. There was no need for any additional land, and we thought we could best employ the money for the present just as a loan at interest.

5339. In the balance-sheet for the year, then, there would have been sufficient funds for meeting the year's liabilities without that money?—Yes. Within the last eighteen months old leases have fallen in, and the land has now been let at a much higher rate; so that we shall have funds enough to pay off this debt within a year or two, and allow that money to be free for investment in land. That is what we have agreed upon.

5340. Then is there any extraordinary payment on the opposite side of the account peculiar to the year? Does not that include the payment for the building?—The building cost about £1,000. It is now completed and paid for.

5341. So that the position of that compensation-money is, that it has been left for the purpose of being employed in building?—Yes; building on the estate.

5342. And the estate forms security for that money?—Quite so.

Mr. D. Peat.

April 23, 1879.

Bishop Hadfield.

April 23, 1879.

Bishop Hadfield.
April 23, 1879.

5343. *Rev. W. J. Habens.*] Has the estate any accumulated funds?—No. We hope we shall have money from the recent leases to pay off the debt.

5344. *Dr. Hector.*] How was the amount which was received for compensation determined?—I can hardly say. It was left to our agent to agree with the Government valuator.

5345. Was it considered an adequate value for the land parted with?—The trustees were rather blamed for not having attempted to get more out of the Government for it; but we left it to Mr. Churton to use his judgment, and to get what was supposed to be about the value of it. I may say that Mr. George Hunter and Mr. Baunatyne are the two other trustees; and we trust very much, in business matters, to Mr. Hunter's opinion.

5346. You are aware that there was a Commission appointed in 1869 which reported on this and other educational endowments?—Yes.

5347. And that they reported to the following effect:—"Looking at the magnitude of the grant, and the loss which the people of the place have suffered by the diversion of the land from its original purpose, the Commissioners recommend that the land should, whenever practicable, be laid out again, and rendered available for town purposes, and that the annual proceeds should be so appropriated as to give the inhabitants of every denomination and every class a fair share in the benefits accruing from the grant"? Has anything ever been done towards giving effect to that recommendation?—Certainly not. I did not give evidence on that point, and I do not know who gave evidence from which the Commission derived that opinion. I gave no evidence about it, and I do not know where they picked up their information. The subject was brought forward by Sir Julius Vogel in the House of Representatives, and there was a debate upon it which lasted five or six hours—from half-past seven until one o'clock in the morning; and the decision arrived at—there being a large majority against the Government of the day—was that the estate was being used precisely for the purpose for which it was given, and that it ought not to be disturbed. The debate appears in *Hansard*.

5348. Do you think that the present application of the funds arising from this estate is in strict accordance with the purposes for which the grant was made?—I have not the slightest doubt of it—with the exception of the industrial element; but the truth is, nobody cares for that. We tried to establish it at considerable expense, but no parents cared to have their boys taught any manual industries.

5349. Could you give us the details of what was done towards it, so that we may form some opinion as to what the Industrial School is?—I am afraid I cannot. It was before I was a trustee, and when the institution was under the charge of the Rev. Mr. Nicholls. There were out-of-door pursuits, and those connected with carpentering and other occupations. But it was found impossible to get either the Maoris or the English people to care about the industrial instruction, and, as it was an expensive part of the school, it was dropped. At present, with the exception of that one thing, I do not think there is any part of the trust that is not complied with.

5350. What do you understand by an industrial school? What construction would you put upon that phrase?—I do not know. That would be for a Court of law to determine. I suppose what we did at Otaki: We employed the boys for two or three hours in the afternoon in raising crops, and we taught them to plough and so forth. But the day has gone by for that in New Zealand; it is no longer a part of education. It was intended for the Maori population. When the subject was discussed in the Legislature it was considered that it was an obsolete thing, and ought not to be revived. With regard to the report of the Commissioners, to which you have referred, I cannot conceive on what ground they came to their decisions. I do not think they could have seen the grant, or, at any rate, to have understood its tenor.

5351. Is the estate administered in such a way as to obtain the full benefit of the endowment at the present time?—I think so. Mr. Churton, who has been our agent for some years, is one of the best business men in Wanganui, as is also Mr. Freeman Jackson, who advises with him. Those gentlemen are about the two best men who could give us advice.

5352. Has the existence of this grant prevented the development of the town in the direction in which the land lies?—I am decidedly of opinion that it has not.

5353. Are those parts which are let just now, let in the same way as if they were town sections?—No, I think not. They are treated more as suburban lands, and let in sections of three or four acres, four or five acres, twenty or thirty acres, and so on.

5354. If the land were cut up and dealt with in the same manner as town lands, do you think it would bring in a larger revenue? Have the trustees made any inquiries to satisfy themselves on that point?—Yes; I think they have. The land was let by auction recently, and the highest price was obtained for it. There is so much vacant and unoccupied land nearer the centre of the town that I cannot for a moment suppose it would be wanted. There is an immense quantity of land on the right-hand side of the Avenue as you go up.

5355. *Rev. W. J. Habens.*] Is there any difference between the purposes to which you understand this estate was intended to be devoted, and the purposes to which the estate at Otaki was intended to be devoted? Is there any such difference in the terms of the grants as to indicate a different intention as to the use?—I hardly think so—with this exception, that the Otaki estate was granted to the Church Missionary Society more especially for the benefit of the Natives. It was land almost given by the Natives themselves, and intended more especially for the benefit of the Natives than the other estate. The Otaki land was really given by the Natives, and backed by Crown grant to the society. I think that either, according to the terms of the grant, might be used for somewhat the same purposes. One was granted specially, primarily, for the benefit of the Natives; the other was primarily, perhaps, for the benefit of the white people; though the grants include both. I say this, understanding you ask me what I believe to have been the original intention.

5356. Do you think any weight ought to be attached to the description given in the grant, of the persons for whose benefit the trust was intended, as poor and destitute persons?—I do not know what is meant by that; I can hardly say why that was put in.

5357. Is the estate being administered now for the benefit of the poorer class in Wanganui, or for the benefit of a class above them?—The children who attend the school at present have to pay from £6 to £7 a year.

5358. *Dr. Hector.*] Are there any pupils taken who do not pay fees?—No.

5359. What is the class of instruction that is given in the school—I mean as compared with the course in a primary school?—A good many of the pupils have during the last few years passed the senior Civil Service examination. Unfortunately we had rather an eccentric schoolmaster until recently; and in the return they are put down as attending Mr. Godwin's school: so that in the published report it does not appear that they belonged to this school.

5360. That gives the upper range of the school. How low are the pupils?—We do not refuse any; we have taken them very young.

5361. To begin their education?—Yes; we have not refused them coming in that way.

5362. The only thing being that they pay the fees?—Yes; we could not have carried it on without doing so. I want to raise it to a much higher class of school if I can.

5363. Have children of both sexes been taken hitherto?—No; not girls. We had an eccentric schoolmaster, as I have just said, who did admit two or three girls without my leave or knowledge. When I heard of it, I told the new master that we could not admit girls—it was destructive to the order of the school.

5364. Would the funds not admit of having the school in duplicate—of having a second branch of the school for girls?—Certainly not.

5365. Is the time of the masters fully occupied with the number of pupils?—Yes; we have two masters, and their time is fully occupied.

5366. I find that the average number of pupils last year was thirty-six—twenty-two senior and fourteen junior?—Yes.

5367. Has that been the number in previous years?—I think it has been higher in previous years.

5368. Then there has been a falling-off in the school?—I do not care to say more than that the master we had for about twelve months—I did not know all the particulars about him—was eccentric, and that the school fell off without one's knowing much about it.

5369. Within what period?—I dare say there was a certain amount of dissatisfaction with the school for six or eight months.

5370. At what date?—He left, I think, in March or April last year. Previous to that there was dissatisfaction for some months.

5371. Do you think the school will recover its numbers under the new arrangement?—I think it will; I hope so. There is a Government school—a high school—established on part of this land, which we leased for a nominal rent; and how far that will affect our school I am unable to say.

5372. How far does your school, as at present managed, supply the place of a high school for Wanganui?—It did supply that place, in a great measure, for a long time; for we really made no religious distinctions, so anxious were we, feeling the absence of proper schools, to make it available for the community. There were a few verses of Holy Scripture and a short prayer read at the beginning of school, which those of a different denomination were not compelled to join in; and Roman Catholics, Presbyterians, and others attended the school.

5373. As a matter of fact, the school was attended by children of all denominations?—Yes; but possibly we would now be inclined to restrict it, and make it more of a Church school, if the community were well supplied with the high school and other schools.

5374. What kind of buildings have been erected out of the trust funds?—We had, till recently, very bad buildings. There is a master's house, which is separate, built some years ago. There is now one large school-room, with a large class-room and a lobby. It has only been completed about two or three months, and cost about £1,000. The contract price was £950. It is a handsome, commodious building.

5375. How many pupils would that accommodate?—The room, I think, is about forty-five or fifty feet long. It would accommodate, I dare say, seventy or eighty boys easily—perhaps more.

5376. Is there any subdivision, or more than one class-room?—There is only one class-room, besides the large room. It is a very good building.

5377. What is the present number of masters?—Two—Mr. Sanders and Mr. Ford.

5378. How do they manage, only having one teaching-room? Do they not teach simultaneously?—The room is quite large enough at present to enable them to teach simultaneously. I do not think they use the class-room. When I left Wanganui they had only been in the building about a month. The old building used for many years was a very bad one, but we had no funds to procure a better one.

5379. Where is the school situated in relation to the most populous part of Wanganui?—It is just at the end of the Avenue, quite contiguous to the town.

5380. *Rev. W. J. Habens.*] Are you aware of the existence at any time of any public opinion in Wanganui adverse to the management of the institution?—I am aware that there has been a very strong feeling adverse to it; but I am wholly unable to account for it, except on the assumption that those who entertained it had never seen the grant, and did not know its tenor. I think it arose from the fact that they did not know that it was a Church of England endowment. There was also, I believe, a feeling that there ought to have been some local trustees appointed.

5381. *Dr. Hector.*] Do you think any real advantage would arise from the trustees being local persons?—Certainly not. As far as my experience goes I think it is more important to have a matter of business brought before us by the intelligent agent on the spot for the consideration of all the trustees, who are resident in Wellington, and who can meet to consider it, than to have the trustees divided, when there is a difficulty in getting a meeting, or to have trustees who would be liable to have their judgment biassed by local influences or local pressure. I am strongly of opinion that to have a good agent is by far the best plan. That may be a private opinion of my own, but I entertain it very strongly.

5382. *Rev. W. J. Habens.*] The public feeling to which reference has been made was not, so far as you are aware, directed against the action of the trustees in devoting the income to the purposes of a grammar school?—I never heard that objected to at all.

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5383. Are there any Maori boys attending the school?—No, not now; but they would be admitted like others if they applied. There were formerly some, but there are hardly any now in any of the schools.

5384. How is Wanganui supplied at the present time with institutions for secondary education?—I do not know that I am competent to give an opinion. I have not been there very much.

5385. With reference to the Te Aute estate, you gave very full information on a recent occasion. Have you anything further to add to that?—No, I think not.

5386. Is the school at the present time in a satisfactory state?—Yes. I heard recently from the Rev. Mr. Williams, in whom I have great confidence, that it is in a fairly satisfactory state. I indorse the statement furnished by Mr. Williams on the subject.

5387. *Dr. Hector.*] There is an estate called the Porirua estate, as to which you gave evidence in 1875?—Yes.

5388. Have you any statement of the present condition of that estate?—We are really doing nothing at present, but allowing the funds to accumulate. We have not funds enough. The income is only about £70 a year, and we have not enough to undertake any educational work there at present. Seventy pounds a year is the rental, and we have about £1,570 invested, bearing interest.

5389. I observe that in your previous evidence you stated you had a balance in hand amounting to more than £2,000?—Yes. That is available for education there, but not all belonging to the trust.

5390. And that that sum might be devoted to the establishment of a school. And then you go on to state that there is no necessity in your opinion for a Native school there, as there is one at Otaki, and that “the grant of land was for the whole diocese, and for a higher class of education. The intention was to make it like St. John’s College, near Auckland.” That was in 1875. Has anything been done towards carrying that out?—Nothing has been done; we have not funds enough.

5391. Are you precluded from merging these funds with funds from other similar trusts?—I am afraid so.

5392. The estate is for the whole diocese?—Yes; it was granted for the whole diocese. We have three or four of these estates, and I think it is a pity that the grants do not admit of being combined, so as to enable the trustees to throw all the funds into one establishment. Now that we have railway communication and other advantages, we might establish one institution. That would answer every purpose. At present the funds from these separate estates are not sufficient to enable us to do anything on the spot at any one place.

5393. Have the trustees discussed such a scheme?—Not very formally. It has been mentioned on the Board that it would be advisable to proceed in that direction; but without an Act of the Legislature we could do nothing.

5394. If such a scheme were given effect to, would the trustees devote the whole of the funds to the maintenance of one school?—Yes; I think so.

5395. Where would it be situated?—Perhaps not necessarily upon the estate. That is what we should have liked. I was told by Mr. Travers that according to the terms of the trust we could not employ the money except upon the actual estate it was raised upon.

5396. Supposing all these difficulties were removed by legislation?—Then we might fix upon a central point somewhere.

5397. What would be the nature of the school that would be established?—I hardly know, not having yet considered it with the other trustees.

5398. How many schools connected with these estates are in existence at the present time?—There is the Wanganui School, and the Te Aute School, and also the Otaki School—but that is a different kind of trust.

5399. There are estates mentioned as the Wairarapa School estates. Are they producing any rental?—One is producing about £35 a year, and the other £30 a year at present. They were simply rough, uncultivated, and unfenced lands, let on short leases, with covenant to clear and fence; from which very little money can be obtained.

5400. There is nothing being done with that money?—No; it is accumulating.

5401. The estate at Otaki brings in £200 a year?—Yes.

5402. Is that applied to any purpose?—There is the schoolmaster’s salary of £150; and the balance of £50, or nearly all of it, is generally expended on necessary items. There is a little money in hand, but not much.

5403. What class of pupils are taught there?—Only Maoris, and a few half-castes.

5404. What is the limit of age?—We take pupils up to about fourteen or fifteen years of age.

5405. And what are they taught?—They are taught English, writing, arithmetic, and geography. The schoolmaster there was previously in charge of a Government school.

5406. Does he receive any assistance from the Government grant?—No; he only gets the £150 from us. But the institution is superintended by the Rev. Mr. McWilliam, who resides at Otaki.

5407. Do any white children attend the school?—A few.

5408. Is that provided for in the trust?—No. We make them pay £5 a year, or something, towards the school. The institution is not in so flourishing a state as it used to be in; but it is owing to the state of the Maori mind. All the Government Maori schools up the Wanganui River are now closed.

5409. To return to the scheme you said had been talked about: You have mentioned the Wanganui estate, the Te Aute estate, the Porirua and Wairarapa estates, and the Otaki property. They constitute all the different school trusts you have under your charge?—Yes.

5410. Was it proposed that the funds arising from these should be combined in one institution?—We had no regular scheme, because we did not know how we could arrive at the desired result. I cannot say that we have thoroughly discussed the matter. It has been in my own mind, and I have spoken of it occasionally. If there was a little relaxation of the absolute terms of the grant—if we were empowered to use the funds at our discretion for the same objects, without their having to be expended on the same spot—we might then devise a scheme and turn the estates to some account. But I confess

we have not gone fully into the subject, because of the legal difficulty. I think it is highly advisable; and that unless it is done, the estates will lie by a long time without being turned to account. I exclude Te Aute estate from this scheme. *Bishop Hadfield.*
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5411. Would there be any advantage in having power to convert these estates into cash, to be held in trust? You say some of these reserves are in remote places—rough country for which nothing can be got as leasehold?—I do not quite mean that. I meant to say that where you have simply a grant of land which is unfenced and in a rough state, unless you have some capital to work the land it can be turned to very little account, and only let on short leases. But the lands will rise in value. There is one estate near Masterton that will be valuable by-and-by, I believe; but at present it is let at a very low rental.

5412. But for present use these estates might be sold and converted into money, and the money funded. They might sell as waste lands?—I have not thought of that.

5413. You are aware that that is the way in which certain educational reserves have been dealt with in Canterbury and Otago?—I have not looked into that subject.

5414. *Rev. W. J. Habens.*] Can you state any probable reason for the limiting of the powers of the trustees to the expending of the money on the particular estates?—I hardly think it was contemplated.

5415. *Dr. Hector.*] What is the accumulated fund from all these various estates at the present time?—On 30th June, 1878, when the accounts were last audited, the balances in hand were: Papawai and Kaikokirikiri, £202 14s. 10d.; Porirua, £1,571 14s. 9d.; Otaki, at the present date, £275 4s. 7d. Te Aute and Wanganui have no funds in hand.

5416. I observe mention made of a reserve set apart, not for primary education, but described as a school site in Wellington, containing thirty-eight perches. There is no information opposite it?—It is in Sydney Street, and is now, as a temporary arrangement, let to the Education Board. It was in our hands until the passing of the last Education Act took these matters out of our control in a great measure. I do not know whether we are acting quite legally or not; but it is a merely verbal agreement, made for the convenience of the public, and terminable at six months' notice.

5417. Is any rent received?—No; they merely insure the building and keep it in order.

5418. What is it at present used for by the Education Board?—As one of the primary schools. Mr. Mowbray is the master. I dare say there is a slight irregularity in this way: It is conveyed to us for the purpose of religious instruction according to the Church of England, and at present the clergyman has simply leave to go in at a fixed hour and teach his own class if he likes. In that respect the arrangement is outside the Act; but it is merely of a temporary nature, and for the convenience both of the public and the Board of Education.

5419. I understand it is quite a temporary arrangement, and can be terminated at any time?—Yes; just a short notice is required.

5420. That is all we have to ask you about the reserves. We would be very glad to take the opportunity of your being here to inquire whether you have formed any opinion as to the operations of the University of New Zealand as a means of affording higher education throughout the colony—whether in its present state it appears to you to be doing useful work, and to be adapted to the wants of the colony?—The impression I have in reference to it generally is that it is doing a good work in the colony, and that it is highly desirable that it should be worked as efficiently as possible.

5421. In your opinion do you think the present constitution of the University, which provides that there should be only one degree-granting body throughout the colony, is the most suitable?—Most decidedly.

5422. And do you think that the functions of this University, which are at present purely examining functions, should be extended so as to include teaching powers? Do you think there is any absolute necessity for a University to teach except through colleges?—The difficulty in answering that question is, that the public are so scattered here. If we had a large central population I should not hesitate to say most decidedly that the University ought to teach as well. But the practical mode of applying that would be the difficulty. Under present circumstances perhaps the University being merely an examining body would be the best.

5423. You are no doubt aware that there are strongly-equipped colleges established in Christchurch and Dunedin?—Yes.

5424. Do you think it would be desirable that such colleges should be established, say, in two other centres of population, in the North Island?—If the population is large enough to supply students.

5425. Do you think it would be worth the expense?—I should hardly think so.

5426. Take the case of Wellington: Do you think there is a desire and a sufficient number of pupils to warrant the establishment of an institution purely devoted to college teaching?—I should say certainly not, as far as I am informed.

5427. Do you think that the affiliation of grammar schools, so as to permit of their carrying on a higher form towards the attainment of degrees—a higher form for studies that would enable pupils to pass for the degree—is a useful arrangement as a temporary plan?—I think it is most decidedly a useful arrangement. I think it would be most beneficial to do that.

5428. Do you see any great objection to combining the work of a grammar school and undergraduate work in the same institution?—I should decidedly prefer to see them separate. Of course, I bring old-fashioned notions to bear on the subject. Having been educated at a public school—the Charterhouse—and at Oxford, I may possibly have old prejudices; but I think the two ought to be kept separate.

5429. What amount of demand do you think would warrant the establishment of a college, as a branch of the University, distinct from a grammar school? Would you defer the establishment of such an institution until there was a prospect of its paying?—Yes. Looking at it all round, an enormous expenditure would be required for carrying out these things; and if they are premature I think it would be hardly advisable to undertake them.

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5430. *Rev. W. J. Habens.*] Do you know any collegiate institution, or any University, that pays its way without endowments or extraneous aid?—No, I suppose not. But you would require a certain number at first to justify the expenditure. Possibly, in a grammar school, the object of many of the boys would be to reach only a certain standard, and then they would leave the school. That would imply a different kind of education from that required for boys whose parents desired that they should attain to a higher class of education, and go on with it. I think the two ought to be on different bases. If it were only intended to keep boys at school until they were fifteen years of age, so that they might pass the Civil Service examination, or reach that standard, a special kind of teaching would be required. But if it were intended that they should become educated men, a different system would be required, and on a broader basis.

5431. *Dr. Hector.*] That is to say, that the bifurcation of the two systems of teaching should extend back into the secondary school even—should commence before the student went to college?—Yes, I think so. The present system of teaching aims only at a certain standard, and not beyond, and it tends to “cram,” instead of to the enlargement and education of the faculties.

5432. Have you formed any opinion as to what age should be fixed at which lads in this colony should be encouraged to commence their University course, by giving junior scholarships? At the present time the age is fifteen: do you think that is too young?—Yes, I think it is. I would sooner say sixteen. I think that boys, and even clever boys, are idle, and do not do their best until they are about sixteen. Many boys do not do themselves justice at all at the age of fifteen. I should certainly sooner see the age extended another year.

5433. That, of course, would have the effect of keeping the boys longer at the grammar school?—Yes; which would be an advantage, I think.

5434. And of raising the standard at which studies would be commenced at the colleges?—Yes.

Mr. HENRY JACKSON was examined.

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5435. *Dr. Hector.*] I believe you are one of the governors of Wellington College?—Yes.

5436. And also honorary treasurer of the institution?—Yes.

5437. How long have you occupied that position?—I have held the office of treasurer almost since I was first appointed a member of the Board—I think about three years ago.

5438. And you at one time occupied the post of Chief Surveyor for the Province of Wellington?—Yes.

5439. So that you have had facilities for knowing the nature and value of reserves which have been made for educational purposes?—Yes.

5440. Can you inform the Commission what were the objects for which the Wellington College was established, and the date of its establishment?—I think I may say that the Wellington College was established on its present basis about the year 1872. Before that date it was called a grammar school, and was established on the Terrace; but, the grammar school not being thought sufficient for the purposes of the education which it was desired to give, the then Superintendent of Wellington, Sir William Fitzherbert, undertook to place on the Provincial Estimates, subject of course to the approval of the Provincial Council, a sum of some £1,000 by way of absolute grant, and a further sum of £500 per annum towards an increase of the masters' salaries—in all, about £1,500; and I think a partial, if not an absolute, promise was made that, subject to the sanction of the Provincial Council, the said sums of £1,000 and £500 per annum were to be continued until the reserves set aside as endowments for the College should become reproductive, and enable the College to receive an equivalent income to the donations given yearly. Up to the time of provincial abolition, about two years ago, these grants were paid, and, although not acknowledged as grants, they have been paid by the General Government for the past two years by an annual vote of the Assembly. I am told, however, that probably we shall not get the money this year. If that should be the case we shall be unable to carry on the College upon its present basis.

5441. Was that subsidy from the Provincial Government secured for a certain number of years by an Act of the General Assembly?—Yes; by “The Wellington College Vote in Aid Act, 1873,” which is described as “An Act to authorize the Appropriation, for certain Purposes, of the Annual Sum of One Thousand Pounds for Four Years out of the Provincial Revenue of the Province of Wellington.”

5442. In altering the constitution of the institution in 1872 from a grammar school to a college, what was contemplated by the change?—That the students of the College should receive the benefit of a University education—should be able, for instance, to take the B.A. degree at the University.

5443. How were the original endowments of the grammar school, that were taken over at that date, intended to be employed?—I could not say; I am not acquainted with the original endowments.

5444. Did the Act of 1872, in your opinion, specify distinctly that the College endowments were to be applied for University education?—That, I believe, is a moot question; but in my opinion they were most decidedly intended to be applied in that manner.

5445. Have any further endowments been made since?—Yes; there have been a number of reserves made from time to time by the Superintendent; but notably, I should say, a reserve of 10,000 acres of rural lands, made within the last two years or so, which was only sanctioned as a reserve by the General Assembly last year.

5446. Had you any official duty to perform in connection with the selecting or setting-aside of these reserves?—Yes; I chose them myself.

5447. What was your understanding with regard to these reserves—were they to be applied to grammar-school or University education?—My orders were simply to recommend certain reserves to be set aside as an endowment for the College. Being a governor of the College at that time, I had no doubt in my own mind that setting aside reserves for the College meant an endowment for University education.

5448. We find in the return that, besides the two reserves amounting to nearly 10,000 acres, there are two other reserves—one at Fitzherbert, of 849 acres, and one at Palmerston North, of 32 acres?—Yes; those are the smaller reserves.

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5449. How were they set aside?—By the Superintendent.

5450. Were they set aside by the same action that reserved the 10,000 acres?—By the same action, no doubt—by the act of the Superintendent; but, I think, before the 10,000 acres were set aside.

5451. These small reserves do not appear in a confirming Act that was passed last session, confirming the grant of the 10,000 acres. Can you explain the cause of the omission?—I can only account for it by the supposition that they have been overlooked. There is no doubt they were set aside by the Superintendent, if not at the same time, a short time before, and exactly for the same purpose as that for which the two large blocks were set aside.

5452. Are you aware whether there are any endowments for purely grammar-school purposes within the Wellington Provincial District, apart from those which have been granted to the College?—No; I am not aware of any. Of course, the old building of the grammar school having been sold, and other reserves bought in lieu of it, I cannot say whether those were set aside specially for the grammar school or not.

5453. What are certain of the reserves which are bringing in revenue?—Yes.

5454. What is the amount of the revenue?—The income derived from rents of lands, just now, is £1,052 5s. 9d.

5455. In letting these reserves, has it been done by public auction? Have measures been taken to obtain the full value for them?—Yes; I think so. Since I have been a governor, and since I have had anything to do with the accounts, the reserves have in all cases been submitted to public auction.

5456. There is a reserve mentioned in the return, in the township of Carnarvon, of about 485 acres, against which there is no income placed. Can you tell us the value of that reserve, and how it is that it is not producing any revenue?—The reserve consists of Sections Nos. 153, 156, and 158, containing 346 acres, valued at £2 per acre, and leased for seven years from 10th May, 1873, at £25 18s. 3d. per annum; and of Section No. 200, containing 140 acres, also valued at £2 per acre. This latter section is not at present producing any revenue—I presume on account of its being a bushed section.

5457. There are several other reserves in the schedule which are not producing revenue. Can you explain their value, &c.?—Sections 42, 43, 44, and 48 in the Harbour District are almost valueless as they stand at present. They are mostly black birch bush, and part of very rough country. I do not think any of these sections would lease, except for a very long period—say, for forty years—and at a merely nominal rent for the first twenty years. I should think these sections would sell—I do not say they would sell immediately, because the times are bad at present; but as soon as there is a demand again for land—and it would be far better to sell them, and invest the proceeds in some more reproductive property, which would bring in an income at once. You might keep these sections for fifty years, and I do not believe they would then let for anything like a fair sum.

5458. There are four other reserves in the schedule?—With regard to those at Palmerston North, I should advise them to be kept for the present. I do not know them intimately; but, seeing that they only contain three acres, I should think they are what are called suburban sections; or, if not, they are town sections. I should advise that they be kept for the present; because, depend upon it, they can be leased, if not immediately, within a short time—say five years.

5459. There still remain the two large blocks which were conveyed by the Act of last session?—The Paraekaretu Block—those are bushed hill lands, not very rough. I believe that block, containing some 4,000 acres, to be very good soil. And the Rangitumau Block, containing some 5,000 acres, I believe also to be very good soil.

5460. They are bringing in no revenue at present?—No; and there is not the slightest probability of their doing so, from the simple fact that people will not lease lands unless they can get a purchasing clause. If we are debarred from either selling these two large blocks or leasing them with a purchasing clause, it is equivalent to not having them at all. In this case they are absolutely worthless as endowments.

5461. Then it appears to be your opinion that, with the restrictions imposed, the fullest possible value is at present being obtained from all the reserves in the hands of the College?—Yes; with the exception of twenty acres out of the sixty-nine acres immediately surrounding the College buildings. We are deriving the full benefit from all the other reserves.

5462. How do the twenty acres stand?—I believe they are very valuable building-sites, and may bring in eventually a revenue of from £400 to £500 a year.

5463. Would you inform the Commission how the governors have obtained power to lease?—An Act of the General Assembly was passed last session, empowering the governors to lease these lands, subject to certain conditions.

5464. What rental do you think will accrue from them?—From £400 to £500 a year.

5465. *Rev. W. J. Habens.*] Is the whole of the remainder of that block of sixty-nine acres suitable for building purposes?—I should think a very large portion of the remainder would be suitable for building purposes; but there appeared to be a very strong objection on the part of the Legislature last year to grant us permission to lease even the small quantity we asked for.

5466. *Dr. Hector.*] Do you not think it would be desirable to have a large reserve for the College to stand in—to surround the buildings?—If I recollect right, the lands that we propose to lease—the twenty acres I have just mentioned—surround the College; but inside there is sufficient land left to the College for playgrounds and so forth.

5467. Do you think the balance, after deducting the twenty acres, should all be reserved for college purposes?—No; I don't think it need be.

5468. How much of it would be sufficient, in your opinion, for playgrounds, and for an extension of the buildings in the future?—There would be remaining about thirty-five acres, very likely.

5469. And how much of that would be required for the purposes I have mentioned?—I should think half of it might be available for building sites, and the rest for college purposes.

5470. In your opinion a reserve of twenty acres would be ample for college purposes?—Yes; in addition to the ground already occupied surrounding the buildings.

5471. The land, power to lease which has already been granted, immediately surrounds the area upon which the College stands?—Yes.

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5472. And do I understand you consider that area quite sufficient for the College?—For the College and playgrounds.

5473. Then outside the land that is proposed to be leased there remains about forty acres; and of that how much do you think might be leased without injuring the future prospects of the College?—About half, I should think.

5474. The other half, you think, should be reserved for college purposes?—Yes, for grazing purposes. There are sixty-nine acres altogether.

5475. *Rev. W. J. Habens.*] Can you say how the College acquired that site of sixty-nine acres?—I could not explain fully; but Sir William Fitzherbert gave a detailed account of how these sixty-nine acres came to be given over for college purposes; and that account will be found in the proceedings of the Legislative Council of last year.

5476. My reason for asking the question is that this site does not appear in any authorized list of reserves issued from the Crown Lands Department that has come under my notice?—No. It was originally, if I recollect right, a hospital reserve, and it also formed part of the Town Belt. There can have been no dealings with such a reserve in the Crown Lands Office.

5477. Certain reserves, which have been already referred to, in the Township of Carnarvon, in the Harbour District, and in Palmerston North, are returned by the Wellington College as among their reserves; but, like the College site, they do not appear in any return of reserves made by the Crown Lands Office: Can you explain how that comes to pass?—No, I cannot.

5478. *Dr. Hector.*] From the documents in your possession as treasurer, can you give us some account of the transactions that have taken place with the endowments since the founding of the College in 1872? I want to know about how much has been spent on buildings, where it came from; and how much was annual revenue? I can only say that certain reserves were leased which bring in a certain income, and that there has been a sum of about £9,000 expended in building the present College. A sum of £1,372 was raised by private subscription; there was a vote of £1,500 from the Provincial Council; there was a transfer from the savings bank of £1,274; and there was a loan of £5,000 authorized by the Wellington College Loan Act of 1873. That £5,000 is still a debt on the College.

5479. Were the sums you have mentioned expended in buildings?—Yes. They make altogether nearly £9,000.

5480. What is the nature of the building? Does it include more than mere class-rooms?—Yes. One wing contains a master's residence, with dormitories, and all the requisites for accommodating at least forty boarders.

5481. Do you remember the cost of the central part of the building, intended for school-rooms?—About £4,000.

5482. And the remainder of the expenditure was for the boarding establishment and for improving the grounds?—Yes.

5483. At the time when the contract for the school part, which cost £4,000, was entered upon, had the governors sufficient money in hand to meet the contract?—Yes.

5484. And it was subsequently, when the additional building had to be erected, that the £5,000 had to be borrowed?—Yes.

5485. *Rev. W. J. Habens.*] Were the governors subjected to any kind of pressure to induce them to incur this liability on account of the boarding accommodation?—That was before my time. I cannot say.

5486. *Dr. Hector.*] Do you think the interest on a large sum for building was a fair charge against the annual revenue of the College?—Most decidedly not. I should think, considering the revenues of the College at that time, it was most absurd to suppose that the College could bear such a charge; and even now it cannot pay the interest.

5487. Then has the result been to keep the College management in perpetual financial difficulties?—Yes; in continual debt. I do not hesitate to say that until the College is relieved from this debt it cannot pay its way.

5488. How much annual revenue from endowments would be required to carry on the College as at present managed, independent of fees—I mean, taking the average number of scholars for the last three years as the basis of calculation?—Our tuition fees would amount to about £800 per annum.

5489. Have they ever exceeded that in any year?—Yes. When there were about 120 or 130 boys they came to something like £1,300 or £1,400. But during the last three or four years the numbers have decreased considerably, until at the present time there are only about 70 boys attending.

5490. Do you think there is a reasonable hope of the numbers increasing?—Judging from the changes we have made, and still contemplate making in the College, I think there is every likelihood of our numbers becoming doubled very shortly.

5491. Then, on that supposition, what income from endowments would be advisable in order to enable the College to be efficiently carried on?—At present, to carry on the College we require £2,600 per annum. If the attendance becomes doubled this next year, the receipts from fees will be about £1,400, leaving a deficiency of some £1,200. To meet that we shall have £1,052, derived from rents, which will still leave a deficiency of nearly £200, in addition to the £500 per annum which we are paying for interest on the building loan. So that, looking at it in the best light, if we get our numbers doubled, as I presume we shall, we shall still be some £700 a year to the bad.

5492. From your acquaintance with the history of the College, do you think that it was ever intended that the College should be conducted except in a building supplied free of all annual cost to the governors? I mean, in the arrangements which you have described to us as being made by the Superintendent, did they not contemplate supplying a building to the governors?—Considering the endowments that were made for the College, from which we are only deriving at the present moment a sum of £1,000 a year, I should think that those who built the College and placed it in the position in which it now is, always contemplated that the building should never become an annual charge on the endowments, or even upon the fees. That is my opinion; but I believe there are a few people who think otherwise.

5493. What is the present financial position of the College?—We have an overdraft at the *Mr. H. Jackson* bank of £1,200.

5494. In addition to the liability for the £5,000?—Yes. If we carry on with our present means, *April 23, 1879.* we shall be nearly £2,000 in debt at the end of this year, besides the £5,000. In fact, unless we get material aid from the Government—unless we get this sum of £5,000, which we owe for buildings, taken off our hands—we may fairly say that the College will be bankrupt, and the institution will not be able to carry on.

5495. How are the members of the governing body appointed under the Act of 1872?—A certain number become members by virtue of being members of the Assembly; the Mayor is also entitled to be a governor by virtue of his office; others are nominated by the Government. Formerly a certain number were nominated by the Superintendent, and a certain number by the Governor. I was one of those nominated by the Superintendent. But, since the Provincial Government was abolished, all nominations to vacancies have been made by the Governor.

5496. For what period do they hold office?—Ten years.

5497. What extent of power is intrusted by the Board of Governors to the headmaster—first, in relation to the appointment and dismissal of masters?—I do not think that, up to the present time, the headmaster has had any powers in that respect.

5498. Is he consulted by the Board in making appointments?—Invariably so.

5499. How far is he intrusted with the drawing-up of the curriculum of study?—Hitherto he has had the entire drawing-up of the curriculum.

5500. *Rev. W. J. Habens.*] Does he submit it to the Board for confirmation and approval?—That has not been done in my time; but if the headmaster made a change in the curriculum, or drew up a fresh one, he would, no doubt, have to submit it to the Board for approval.

5501. *Dr. Hector.*] Does the headmaster arrange the time-table of the school?—Yes.

5502. And, in the enforcement of discipline, do the Board ever interfere with the master?—Only when a complaint is made.

5503. Do you believe that the present curriculum of study is fitted for the education of the greatest number of the pupils who attend the school?—Yes; so far as the B.A. degree is concerned—the simple pass; but, except with the changes we have made in the staff, and a new curriculum to be fixed, I doubt whether students would be able to go up for honors.

5504. Are you now talking of the undergraduates who are at the institution?—Yes.

5505. You do not include in your remarks the grammar-school department?—No. I think that is perfect as it stands.

5506. Do you think it is a good arrangement that a grammar school should be conducted in the same institution with the tuition of undergraduates?—No; I do not think it is a good thing on the whole. But the fact of the matter is this, that unless we undertake the two classes of teaching in the same institution, we should altogether fail to attain what was intended by the establishment of the College.

5507. Do you think it was intended, then, that both grades of education should be provided, or merely that there is no other means of providing the higher education except by the fees obtained for conducting the lower classes?—Yes; I would say that, unless the two institutions—the lower school and the higher school—were kept under the same body, the higher education could not be provided, owing to the want of funds to procure the extra masters for the purpose.

5508. *Rev. W. J. Habens.*] Supposing it to be resolved, by an authority competent to carry out its resolves, that there should be two separate institutions—one for grammar-school education and one for University education—do you think that the Wellington College should drop the grammar school and become a University College, or that it should drop its higher work and become a grammar school?—In that case I should say the Wellington College should assume the functions of teaching higher education only.

5509. Do you think that in so doing the endowments would be applied to their proper object?—If not the whole, certainly three-fourths of the present endowments would be then thrown into the proper channel; because I must admit there have been some endowments for the grammar school.

5510. *Dr. Hector.*] Do you think that the circumstances of the community in Wellington are such that an institution wholly devoted to higher education would meet with sufficient support to warrant its establishment at the present time?—I most decidedly believe so. There is a growing tendency amongst the young men in this province to go in for higher education.

5511. Do you think that, for the purely grammar-school purposes, the present site of the College is convenient to the community?—At present I should say it is not; but I have no doubt it will be in the course of five years or so, when the town extends in that direction.

5512. Do you think the convenience of the community would be better served by having two grammar schools at distant ends of the town? If the College were devoted to what I understand you consider its original purpose, and grammar schools were to be established, would it be better to establish two grammar schools distant from one another?—Yes; in that case I think it would be advisable—one at each end of the town.

5513. *Rev. W. J. Habens.*] Do you think that two grammar schools in Wellington could be as efficiently and economically conducted as one, taking into account the supposition that increased accommodation might induce a larger attendance?—Viewing it in that light, I would answer the question in this way: I think it would be advantageous to have the two grammar schools, depending on the increased attendance defraying the extra cost of supplying masters for the two schools. If the grammar-school part is to be separated from the College, it is advisable, I think, that there should be two grammar schools, on account of the distance from one end of Wellington to the other. For instance: I live at the Hutt. At present I have two boys at the College as boarders, but next term I intend to send them in to College every day by the early train. But it would be impossible for me just now to get them at the College in time for its opening—they must be half an hour or three-quarters

Mr. H. Jackson. of an hour late. If there were a grammar school at the Thorndon end of the town, they could arrive in time for the opening. But at present, after reaching Wellington in the train they have still about three-quarters of an hour's travelling before they can arrive at the College.

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5514. *Dr. Hector.*] Can you tell us, approximately, what is the number of town residents in the Lower Hutt—persons residing there in consequence of its proximity to Wellington?—I should think that since the railway opened to the Hutt at least fifty families have gone there.

5515. And do you think that number will increase?—I believe it will largely increase every year. Of course I am only talking of the families who are likely to send their children to the College.

5516. Is there any institution in the nature of a high school at the Hutt?—Nothing whatever of that kind.

5517. Supposing it were determined to have two high schools, would it be a convenience to have one of them in the Hutt District and the other in Wellington?—No, I should think not.

5518. I mean, looking to the future?—It depends upon what the population of the Hutt would increase to. If you were to be tied to only two grammar schools, I think it would be better that they should be in Wellington. There might be a third one established at the Hutt eventually.

5519. Do you think that the starting of two district high schools, under the provisions of the Education Act, would be of assistance in that direction?—Unless the district schools would lead their boys up to the matriculation point, I do not think it would.

5520. Do you think that parents are generally satisfied with the extent and quality of the instruction afforded at the College?—Yes, I think so. As a governor, I was formerly not satisfied with the whole of the curriculum, because I did not think it was possible that students could go beyond the pass for the B.A. degree; but I think parents generally are satisfied.

5521. Have you formed any opinion as to the desirability of having the College inspected and examined, and by whom such inspection should be conducted?—I think the College should certainly be inspected once a year; and I should say the most competent person to perform the inspection would be the Inspector-General for the colony.

5522. That is to say, that the inspection should be conducted by a Government officer?—Yes. That inspection, however, should not interfere with the yearly examination by the governors, but should take place at some other time; because, otherwise, it would interfere somewhat with the functions of the governors. What is desired from the Inspector is a report to the governors on the general working of the College.

5523. Is the boarding establishment at the College under the control of the governors?—Nominally so.

5524. Under whose real control is it?—It is really under the headmaster; he receives the fees.

5525. The boarders, I think you have said, live in the College building?—Yes.

5526. Has that been found inconvenient in any case—through the occurrence of an epidemic causing the whole school to be suspended for a while?—Yes; such a thing has occurred. And I believe it has had a good deal to do with the falling-off in the attendance at the College.

5527. In the event of any additional buildings being erected, is it your opinion that the whole of the present buildings might be utilized for school purposes, and the boarding part of the building made separate?—I can hardly answer that question, because there are a number of small rooms in the present boarding establishment, and I do not know whether they could be adapted for class-rooms. If they could be converted into class-rooms, then I think that by all means the boarding establishment should be separate from the school.

5528. Do you think that the boarding establishment is a great convenience to the community?—Yes; because most of the boys who board at the College come from the country; and if it did not provide boarding accommodation I doubt whether the College would be nearly as popular as it is.

5529. *Rev. W. E. Mulgan.*] I would like to know what you mean by inspection. You spoke also of an examination by the governors?—The governors hold a yearly examination at Christmas-time, when there is a distribution of prizes. What I meant was, that the inspection by the officer appointed by the Government should not take place at that time, so as to supersede or interfere with the examination which the governors themselves make at that time.

5530. What should be the nature of the inspection?—It should be a general inspection—to see that the curriculum is a proper one, that the masters are able to impart the instruction that is expected to be given, and that the scholars show a knowledge of the subjects being taught to them.

5531. *Rev. W. J. Habens.*] Do you think the officer appointed by the Government should on such an occasion have an opportunity of observing the actual working of the school—that is, that he should see it in its normal condition, the teachers and the boys alike going on with their work in his presence?—Yes; that is exactly what I mean.

5532. So far as the institution provides for undergraduates, do you think that an officer of the Government, or a person appointed by the University, would be the more proper person to conduct such inspection?—I think, on the whole, the officer appointed by the Government; provided always that the Government knew that the officer would be required to make such an inspection.

5533. If the inspection which is now being spoken of were made to include examination, do you think it would be advisable that the whole of such examination should devolve upon one person?—I think one person would be quite competent to make the inspection. What I mean by inspection is such an inspection as the Inspector-General made last year of Wellington College; only it might go a little further, and include the process of observing the actual working of the classes; and a little more time might be spent in the task.

5534. You do not mean any testing of the degree of proficiency of the pupils?—No, not in that sense; but simply that they should show to what extent they really know what is being taught them by the masters.

5535. *Dr. Hector.*] In your capacity as head of the Survey Department in this district for a long time you have, no doubt, had some experience of the qualifications possessed by young surveyors entering the service?—Yes.

5536. Could you favour the Commission with your views as to how far these surveyors are qualified for their work, and whether there is a sufficient machinery in the country to give them the requisite technical instruction?—So far as my experience goes of surveyors in this country—and I occupied the position of Chief Surveyor or Director of Surveys for the Wellington Province, more or less, for seventeen years—I think that very little care has been taken to see that men who practise surveying have an adequate knowledge of mathematics. In fact, I may say that nine out of ten of the men are entirely ignorant of mathematics. In my opinion, before a person is allowed to practise the profession of surveyor, he should, at all events, be required to pass a certain test in mathematics. In the case of youths coming from the College and entering the Government service, that test could be very easily applied; but it is not so easy with private surveyors. These are men who generally commence surveying by going out as chain-men in a survey party. If such a person happens to be a little intelligent, he observes how the surveyor levels his theodolite and makes entries in the field-book, and, having acquired that knowledge, he immediately sets himself up as a surveyor. Therefore I think it is highly desirable that all surveyors, whether entering the Government service or going into private practice, should be obliged to pass a certain standard, and give evidence that they are not only acquainted with a certain amount of mathematics, but also with the practice of surveying. I think the examination in the practice of surveying should be left entirely with the Surveyor-General's Department; but with regard to the theoretical knowledge—mathematics and the general theory—a certificate of competency could be very easily given by the College. I should recommend this to be done, because I have myself tried to institute examinations before passing applicants for licenses under the Land Transfer Act, the Native Lands Act, and for other licenses issued to surveyors; I have given them a few ordinary questions to work—regular set questions—and the answers generally given have been perfectly ridiculous, showing a total ignorance of mathematics and of the simplest rules of geometry. Why I say that a certain amount of mathematics and instruction in the theory of surveying should be given at the College is because then applicants would be aware that they would have to pass a certain examination. At present they come up and ask you to give them a certificate as a matter of course; in fact, if you do not give them a certificate at once they consider themselves very ill-used, and in some cases go to the Surveyor-General, or somebody else, and have influence brought to make you give them a certificate. Whether a man has a sufficient practical knowledge of surveying is very easily tested, even by the length of time he has practised the profession; but that is not the case with regard to his theoretical knowledge: and I hold that before being permitted to practise surveying an applicant should be required to show, not that he is a first-rate mathematician, but that he really has a certain knowledge of mathematics.

5537. Do you think that in connection with any college system it would be desirable that there should be a lectureship, or some person appointed for the purpose of conducting the special studies necessary for training surveyors? For instance, the necessity for having a School of Mines, to train mining surveyors, has been talked of. Do you think land-surveying is less technical or less important?—I am decidedly of opinion that a lectureship in land-surveying, in connection with the New Zealand University, would obtain most beneficial results for the profession, and that such instruction is even of greater importance than in mining, considering the state of New Zealand at present.

5538. Do you consider there is a large outlet for the appointment of qualified surveyors?—Very much so indeed.

5539. More than you would expect for mining surveyors?—Far greater.

5540. And at the present time has a really qualified and highly-educated surveyor any advantage over one who is insufficiently qualified, in obtaining employment, either privately or in the public service?—Privately, if a man is known to be a well-qualified surveyor, he will stand a much better chance of obtaining employment than a surveyor who is not so qualified; but with the Government I do not think that consideration stands in the way at all.

5541. And how would the qualifications of a surveyor be ascertained in the case of private practice?—They are generally ascertained, at present, by the reputation which he bears.

5542. So that he has to do a certain amount of surveying before he is known; and if he is not qualified he must, in fact, have done a certain amount of damage to the interests of the country?—Exactly so.

5543. *Rev. W. J. Habens.*] Do you think that the course of mathematical studies necessary to make a man a fair surveyor differs in any respect from such a course of mathematical studies as forms part of an ordinary liberal education?—Certainly not. I would be content that a man should enter the Government Survey Department if he only knew mathematics as far as the matriculation point.

5544. Without trigonometry or logarithms?—It is decidedly necessary that a surveyor should know the elements of trigonometry and the use of logarithms.

5545. How much geometry would you exact?—The first four books.

5546. Would you confine the examination in that case to Euclid, or would you allow the candidate to be examined on some other text-book or some other system?—I think I should confine it to Euclid. My idea is, that a man should submit to a test on entering the service, that two years after that he should pass another examination, and that three years after that again he should pass a third examination, making altogether five years' service in the field, at the end of which time he should be a qualified surveyor, competent to undertake any department, provided he passes those examinations satisfactorily. At the test on entering, I think the candidate should be required to know Euclid, first four books; algebra, say up to quadratic equations; and have a certain knowledge of the elements of trigonometry and of the use of logarithms. At the second stage I would confine the examination to algebra up to the binomial theorem, and to trigonometry such as is contained in "Todhunter's Trigonometry for Beginners;" and at the third stage to trigonometry such as is contained in "Todhunter's Trigonometry for Colleges." If a man passed those examinations satisfactorily, he would be competent, so far as mathematics is concerned, to hold the office of Chief Surveyor. If he knew trigonometry well, as contained in "Todhunter's Trigonometry for Colleges," it would be quite sufficient, because that would imply a really good knowledge of geometry and mathematics.

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5547. *Dr. Hector.*] Are there any branches of study besides mathematics that are peculiarly essential or useful to a surveyor?—I should say that geology, to a certain extent, is a very necessary branch of study for a surveyor.

5548. Is there not much in the teaching of surveying, such as instruction in correct mapping, and what may be called applied geometry and applied trigonometry, that does not generally form part of a school course of mathematics?—I think that comes under the head of practical surveying. In addition to mathematics, for the theoretical part, a person, before obtaining a certificate as a surveyor, should be taught drafting to a certain extent. But I do not think he need go into applied mathematics in the way of measuring distances, and so forth; this latter could be well tested in the Surveyor-General's Department.

5549. *Rev. W. J. Habens.*] You would be disposed to trust a man with a liberal education to do that work he told you he could do?—Certainly—with a little practice, of course. I hold that no one should be able to pass a final examination as a surveyor until he has been five years practising in the field. Then he would be competent to do anything, provided he had received a liberal education. But in New Zealand nine out of ten of the surveyors cannot do a rule-of-three sum; yet these are the men who call themselves competent surveyors: and there is nothing as yet to check them from practising. I think it would be a very good thing indeed to institute some degree at the College for surveyors—something similar to the Institute of Civil Engineers.

5550. *Dr. Hector.*] I suppose if there was a chair of engineering established it would include a great deal that would be applicable to the education of surveyors?—Yes, certainly.

5551. Has there been any actual loss to the public through insufficient knowledge on the part of surveyors?—I can only answer that question by saying that I have known properties to be surveyed twenty times over without even then a definite result being arrived at. The public have to pay over and over again for surveys until something is done which satisfies the Survey Department, and which it can pass.

5552. You are aware that some years ago there was a report made on the state of the surveys by Major Palmer, who called attention to many defects in the work which had been done by surveyors?—Yes.

5553. How far could these defects have been obviated if there had been a proper system of checking and certifying surveyors?—My opinion is, that the whole of the bad surveying complained of by Major Palmer was done by ignorant surveyors; and that had there been a proper check upon the men who were then admitted as surveyors, and a proper supervision exercised over them, those complaints would not have been made.

5554. Do you remember at what amount Major Palmer estimated the probable loss to the country caused by this bad surveying?—Something like half-a-million of money I think—loss no doubt caused through the incompetence of surveyors.

5555. And you think that incompetence could be largely provided against if there was a proper system of examining and certifying surveyors before they were allowed to practise in the colony?—Certainly.

5556. Do you think there would be any great advantage in establishing a nautical school for teaching the elements of navigation and astronomy to the seafaring classes in the colony?—Yes; I think it would be very desirable.

5557. I suppose you know of no machinery in the colony at present by which a lad, devoting himself to a seafaring life, could obtain the instruction he requires?—I am aware that somebody has set up in Wellington lately who professes to teach astronomy and the rudiments of navigation; but there is nothing of that sort provided by the State.

5558. *Rev. W. J. Habens.*] Do you think the course of instruction should be simply sufficient to enable a man to use tables and instruments with accuracy, or that it should contain so much of pure and applied mathematics as to enable a man to understand, at all events, simple astronomical problems, such as are involved in his work?—I think the students should be taught the requisite amount of mathematics so as to be enabled to understand the simple astronomical problems.

Mr. ROBERT LEE was examined.

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5559. *Dr. Hector.*] You are Inspector of Schools for the Provincial District of Wellington?—Yes.

5560. Can you inform the Commission what steps have been taken, if any, towards the establishment of a normal training school in the Wellington District?—The matter has been brought before the Central Education Department by the Board of Education, and I have urged its importance upon the Board for several years past; but practically very little has been done. The Board have lately had the offer of a site from the General Government which might be suitable for a normal school.

5561. Where is that?—They had two sections offered to them on the reclaimed land, and the Board purchased another site in Sydney Street. Since then, however, we have been in hopes of obtaining a larger site—an acre and a quarter—on the Thorndon Flat, which will be more suitable in several ways—it is more central, contains a larger area, has more convenient approaches, and the land will be cheaper. It will be better to sell the sections on the reclaimed land, which is more valuable land, and invest the money to better advantage in this site at Thorndon.

5562. Does the Education Board receive any grant from the Government to be applied specially?—No. The Board had an offer from the Government of £2,000 for the purposes of a normal training school; but they were not able to utilize the grant, because they were crippled for want of buildings. I think the grant was in the first instance £2,000 for the year, and then it was reduced to £1,000 after half the year had elapsed.

5563. Was it contemplated to use one of the primary schools as the practising department of the normal school?—My suggestion was, that the training-school should be in Wellington, and that we should then use one of the large city schools as a practising school. But I thought it was also desirable that a model school should be more of the character of an ordinary country school; and for that reason I recommended the Board—and they have adopted the suggestion—to build a good

country school at Kaiwarrawarra, which is within a mile of the Thorndon end of the town. I think that perhaps, with the Thorndon schools as practising schools, and with the additional model school at Kaiwarrawarra, we should be very well provided with practising schools.

5564. Then what did you propose should be done at the normal school at Thorndon?—Having only £1,000, the suggestion now made by the Board to the Government is, that they should be allowed for this, and perhaps another, year, to appropriate the grant simply for building purposes. I suppose it was voted for the up-keep of a normal school; and, having no building, we are unable to use it for its legitimate purpose. I believe a similar grant has been made to Auckland, Christchurch, and Dunedin, where they have existing normal schools, and where, therefore, the grant can only be used towards the up-keep of such establishments. We are anxious, in the first place, to obtain some building, in order that we may be able to utilize future grants.

5565. What number of teachers would the class be composed of?—I am unable to say. In the first instance the general idea in the mind of the Board was, that one large training school for the colony might be the best; but, inasmuch as normal institutions have already been established in three large centres of population, it would naturally follow that Wellington, being a large centre, would expect the same consideration. If there had been a system of Queen's Scholarships, as at Home, where pupil-teachers out of their apprenticeship have to pass a certain matriculation examination for entrance into the training colleges, then of course the number of students would largely depend on the number of Queen's scholars.

5566. *Rev. W. J. Habens.*] Are you aware that the Education Board of Dunedin supplies such scholarships out of the vote of £2,000?—I knew scholarships were given there, but I was not aware they were of that character, and open to the whole colony.

5567. I think they are not open to the whole colony?—Then I do not consider them Queen's Scholarships. A Queen's Scholarship is open to any one in the United Kingdom.

5568. What number of pupils do you expect will attend the normal school?—I can hardly answer that. The suggestion last made by me was, that the Government should allow the Board to expend at least the £1,000, and more if they would, in putting up a large lecture-room, a students' class-room, and perhaps a private room for masters—buildings that would not run into very much money. We thought that with such buildings, if a normal master were appointed, he could commence the work of normal training with available candidates. For instance, this very day we appointed two men, who are pretty good scholars, but very little acquainted with school management. We are compelled to make such appointments. If such candidates could be placed for a short time under a normal master, something could be done towards making them familiar with the work of the management of a school. We hoped to make a start in this direction at once, if possible. We know, of course, this does not mean the establishment of a normal school in the full sense of the word. The Board has lately incurred an expenditure which should legitimately be a charge upon the normal school funds, and not upon those of the Board, and they thought the Government would condone the matter. They have recently appointed a teacher for a school of art. It is only a very small matter, the salary being £100 a year. The lady in question is going to open Saturday classes—in the morning for the head teachers and assistant teachers, and in the afternoon for the pupil-teachers.

5569. *Dr. Hector.*] And the only attempt to start a school of art in Wellington has been in connection with the normal school?—You may say so. The teacher began with a few pupils in a precarious way.

5570. But not connected with the Board?—No, not in a public way.

5571. Where is the present supply of teachers for this district generally drawn from?—We are dependent very much on chance applicants and pupil-teachers. We have had a pupil-teacher system in vogue now for the last five years, and of course we are in a measure training our own pupil-teachers in the schools, and these are just now coming out of their apprenticeship and becoming useful as assistants.

5572. How many of them would there be?—I do not remember at the present moment.

5573. Would there be fifty?—Not more than forty, I should say.

5574. I presume all these would be ready sooner or later to attend the normal school?—Yes.

5575. Then the pupil-teachers would form the section of the community from whom the normal school students would be derived?—Yes, largely. There are other besides.

5576. Have you felt in filling up appointments that you have derived any benefit from the existence of the normal schools in Christchurch and Dunedin?—No.

5577. Have you had any teachers from those institutions?—Only two female teachers.

5578. Then they do not seem to be producing teachers beyond their own requirements?—No; by no means.

5579. So that, as far as the present time goes, the existence of the normal schools in the South would be no reason for not starting one here?—No. Those institutions in the South are not felt in Wellington. In the case of the two female teachers to whom I have alluded, it was only by chance they came to our schools, as they were members of a family who removed to Wellington.

5580. *Rev. W. J. Habens.*] Do you remember that your Board intimated to the Government some time in the first half of last year that it would be prepared to establish a school as a normal school immediately, at a probable cost for the first year of £1,000 for ten students?—Yes.

5581. Has it been found impracticable to carry that out?—No; by no means.

5582. Then to what cause is the delay attributable?—We found that the Mount Cook class-rooms, which we thought would be available for this purpose, were almost immediately filled with children; so it became necessary for us to have a building before we could commence our work.

5583. *Dr. Hector.*] Would it not have been possible for the Board to have appointed a normal master, and obtained the use of some room temporarily?—I think it would. I may say that the thing is new to the minds of many members of the Board, and, although I have been fully impressed with its importance as an officer, I have not quite succeeded in convincing the Board as a whole that they could, if so disposed, take the matter up in this way. And that, I think, has been the cause of

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the delay. As, no doubt, you gentlemen are aware, these matters are perhaps brought on at a meeting, the members present do not quite see their way to take them up at once, a little procrastination occurs, and there is delay. Several members of the Board were not fully impressed with the fact that they could have done something in a temporary way. I am quite conscious myself that it could have been done.

5584. There are certain scholarships from the primary schools for secondary school purposes, provided for by the Education Act—a grant of 1s. 6d. per head on the average. Has any effect been given to that provision in the Wellington District?—Yes; all the scholarships are established, and the money is being utilized for the purpose.

5585. Have they actually been established?—No, not actually. This very day a meeting of the Scholarship Committee was called together. But we have issued regulations setting forth the number of the scholarships, the amount of each, and so on. The first examination has not been held.

5586. Where are these scholarships tenable?—At the Wellington College, or any high school within the district that is open to inspection.

5587. Over what range of country does your district extend? Does it include Wanganui?—It did formerly, but does not do so now.

5588. Will there be other scholarships available for a high school at Wanganui, if such is established?—Yes.

5589. Then what becomes of the 1s. 6d. per head on the Wanganui scholars at the present time?—I imagine it will be utilized by the Wanganui Board. I believe a school is being established at Wanganui, to which the scholars would go. I am not speaking from actual knowledge.

5590. Who will conduct the scholarship examinations?—That is not yet determined. Examiners will be chosen by the Board.

5591. What standard are the candidates to be examined in?—According to the Sixth Standard.

5592. Are there to be any additions, such as the rudiments of Latin, or of Euclid?—No, not for our scholarships; other scholarships are given by the College authorities.

5593. When is the examination for these scholarships expected to take place?—Shortly.

5594. Are you acquainted with the Wanganui District?—Yes; I was examiner for four years in the Wanganui and Patea Districts.

5595. Is there a want in that district for an institution giving grammar-school education?—I should say so.

5596. How far is that want supplied by the Church of England Industrial School?—To a limited extent.

5597. Is it because of a want of teaching power, or is there any objection on the part of the inhabitants to make use of that school?—I could not say. I think it has laboured very much under the disadvantages which generally attend private schools, as compared with public institutions which are endowed, and have other attractions. The late master was considered a competent man. He broke down for other reasons; but as a scholar and a manager he was considered competent. I have been inside the school, but could not speak as to the work done. The building was a poor one, and had not much accommodation.

5598. We have evidence that there is now a larger building. Do you think it will be made much use of by the community?—I cannot say. I have not been in Wanganui since it was built. I know that a large boys' high school has recently been built, on a portion of land leased from the Industrial School Estate, which I believe has been constituted a district high school; and I presume the Board's scholars will go to that school. But I am scarcely competent to give an opinion on these matters, because what I know of Wanganui just now is simply from hearsay.

THURSDAY, 24TH APRIL, 1879.

PRESENT:

Hon. W. Gisborne in the chair.

Rev. W. J. Habens (Secretary),
Dr. Hector,

Rev. W. E. Mulgan.

Mr. C. C. N. BARRON was examined.

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5599. *Hon. W. Gisborne.*] You are Secretary to the Civil Service Examination Board?—Yes.

5600. Who constitute the Board at present?—Mr. G. S. Cooper, Dr. Hector, Rev. W. J. Habens, Mr. Jonas Woodward, Mr. Hislop, and the Rev. Mr. Harvey. The latter gentleman is at present in England.

5601. Are they all Government officers except Mr. Harvey?—Yes.

5602. Who is chairman?—Mr. Cooper.

5603. Is the Board constituted under an Act, or under regulations of the Government?—Under an Act; and regulations are issued by virtue of that Act.

5604. The Act itself, I think, does not prescribe anything in detail, except that the examination shall not be competitive?—It merely provides that there shall be an examination as prescribed by the Governor.

5605. Does it not say that the examination shall not be competitive?—Yes.

5606. Could you tell us what the regulations are?—They are as follows:—[Regulations read.]

5607. Those who pass a certain standard are eligible for admission to the Civil Service?—Yes.

5608. There are two examinations, are there not?—Yes; one is called the junior examination and the other the senior.

5609. What do you think of the junior examination? Do you think the standard is a high or a low one?—I think it is a fair standard.

5610. What does it qualify for?—For admission to the Civil Service.

5611. Not for promotion?—No.

5612. *Rev. W. J. Habens.*] What is the minimum age of candidates for the junior examination?—Fifteen years.

5613. Do you know if that examination is made use of by any schools as a test of their own efficiency?—It is very largely used in that way.

5614. To what class of schools do you think it may be applied as a suitable test?—I should say to middle-class schools.

5615. Do you think it is a fair leaving examination for a good grammar school?—Scarcely high enough for that, I think.

5616. *Hon. W. Gisborne.*] The junior examination qualifies for entrance into the Civil Service; but the senior examination must be passed before promotion can be obtained?—Yes. The junior examination simply consists of English, arithmetic, history, and geography. There are four compulsory subjects for the senior examination, and, in addition, two other subjects which are at the option of the candidates.

5617. There are no optional subjects for the junior examination?—No.

5618. *Rev. W. J. Habens.*] Have you had any instances of boys coming up from the primary schools sufficiently prepared to pass the junior examination?—Exceptional instances have occurred; but very few.

5619. Do you know whether any of those boys passed?—Yes. But I know of one or more boys who won scholarships from primary schools and failed to pass the junior examination.

5620. *Hon. W. Gisborne.*] A candidate cannot pass the senior examination without first passing the junior?—No.

5621. *Rev. W. J. Habens.*] Do you think the primary school or the secondary school furnishes the best preparation for the junior examination?—The secondary school, as a rule.

5622. *Hon. W. Gisborne.*] Do you know the standards in the primary schools?—No.

5623. You do not know what the junior examination would correspond to?—No.

5624. How often are examinations conducted?—Twice a year—in June and December.

5625. *Dr. Hector.*] Is there any great advantage in having the examinations twice a year?—Yes.

5626. Do you think that in the case of the senior examination once a year would not be sufficient?—I think not.

5627. *Hon. W. Gisborne.*] Could you tell us the number of boys examined—say, at the last examination?—Last December 126 boys presented themselves for examination in both grades.

5628. *Rev. W. J. Habens.*] Would you be good enough to refer to the Sixth Standard for examination in the primary schools, as contained in the regulations under the Education Act, and, comparing that with the 3rd section of the Civil Service Examination Regulations, say how far you think any one well prepared in the Sixth Standard would be able to pass the junior examination?—The Sixth Standard is, I think, a little higher than that of the junior examination.

5629. *Hon. W. Gisborne.*] In the last report presented by the Board of Examiners to the Assembly it is stated that at the December, 1877, examination, "121 candidates presented themselves for examination—98 candidates underwent, and 49 passed, the junior examination; 35 candidates underwent, and 13 passed, the senior examination;" and that at the June, 1878, examination, "73 candidates presented themselves for examination—59 candidates underwent, and 26 passed, the junior examination; 29 candidates underwent, and 13 passed, the senior examination." According to these figures, for every two who present themselves one is what you might call "plucked." Was that the proportion at the last examination?—Very nearly; 72 passed out of 126 last time, showing a slight improvement.

5630. *Dr. Hector.*] What is the total number of candidates who have presented themselves for examination since the Board was formed?—Seven hundred and twenty-two.

5631. How many of these have obtained certificates?—I could not say at present. The examinations have extended over a period of ten years; but very few candidates presented themselves at first, and nearly all of the number I have mentioned were examined during the last four years. There were 126 last December.

5632. *Rev. W. J. Habens.*] Is there any one subject in which candidates on the average are weaker than in the others?—They are generally very weak in history.

5633. *Hon. W. Gisborne.*] And geography?—Yes.

5634. *Dr. Hector.*] When they take up science, how do they stand?—Not so badly.

5635. Do many take up science as an optional subject?—No, not many.

5636. *Rev. W. J. Habens.*] Can you account for the deficiency in history and geography?—I can only imagine that it is because those subjects are not taught thoroughly in the schools.

5637. *Dr. Hector.*] From what part of the colony do the candidates generally come? Is there any inequality in that respect?—A good many come from Auckland and from Nelson; not so many from Christchurch and Dunedin.

5638. Do you remember how many there have been from Christchurch and Dunedin during the last two years?—Probably about twenty from each place in the year.

5639. How do you account for there being fewer candidates from those places? Has the examination been as fully made known to the public there as elsewhere?—Yes. I cannot account for it.

5640. *Rev. W. J. Habens.*] Have you been able to form any opinion as to the comparative proficiency of the boys in two classes of subjects—in subjects, on the one hand, which rather require accurate memory, and those, on the other hand, which rather require a knowledge of principles and a power of applying them—whether the memory is cultivated, or the faculty of thinking developed?—That is rather a difficult question to answer, because some schools no doubt cultivate the one more than the other, and I have noticed great differences in that respect, judging from the papers of the candidates themselves. That is to say, you will find half-a-dozen boys from one school who have evidently been well taught, and taught to reason, and you will find the same number from another school who have been taught very much by rote and memory, and who are unable to answer any question requiring thought.

5641. Can you say which kind of proficiency in this connection the Civil Service examination tends to promote?—I should say it tends to cultivate the reasoning faculty.

5642. You think it is designed to do that?—I am sure it is.

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5643. Do the Civil Service examiners attach any very great weight to book-keeping and to *précis*-writing?—To *précis*-writing, certainly; but to book-keeping, not much weight—to *précis*-writing because I think it is a subject which the examiners consider requires a good deal of reason and thought.

5644. *Hon. W. Gisborne.*] And it is essential in the higher branches of the public service?—Yes.

5645. *Rev. W. J. Habens.*] Do you think that boys coming from school are likely to be well prepared in *précis*-writing?—No.

5646. *Dr. Hector.*] Do you think any of the schools specially prepare for it, and exercise the boys in it?—No doubt; but it is a subject which cannot be taught, and must be acquired by practical experience.

5647. *Rev. W. J. Habens.*] Then, do you think it would be wise rather to demand some evidence of a boy's mental power and general culture, and to trust to his after-experience to make him expert in the subject of *précis*-writing?—No, not from the Civil Service point of view; because the examination in which he is required to write a *précis* is the examination which qualifies him for promotion in the service.

5648. Do you not think it is very difficult for a schoolmaster to put into a boy's hands from day to day a sufficient amount and variety of matter to give him the necessary practice for becoming expert in *précis*-writing?—Yes.

5649. *Hon. W. Gisborne.*] Cannot a schoolmaster give a boy a page of any Blue Book?—Blue Books are not at the disposal of all schoolmasters, as a rule.

5650. Or any correspondence?—I think it would be difficult to provide the necessary matter in a school.

5651. Do you mean physically difficult in procuring matter?—I should think it would be so, because a school is not like a public office, in which there is always a large quantity and variety of correspondence available.

5652. *Rev. W. J. Habens.*] Do you think the same kind of difficulty exists with regard to the teaching of book-keeping in schools?—Yes.

5653. Do you think that a boy with an accurate knowledge of arithmetic, and some knowledge of mathematics beyond that, and who had shown a certain amount of ability that made him a promising candidate, would not very soon learn book-keeping when he had to deal with the actual accounts that had to be kept?—I should say so, most decidedly.

5654. *Dr. Hector.*] In judging of the *précis* papers do not the examiners generally treat them to a large extent as exercises in English composition and writing?—Yes.

5655. Do they not judge of the quality of the answer more from that point of view than from its being what may be termed an office digest of the correspondence?—Yes.

5656. What directions to the candidates accompany the *précis* papers?—They are as follows:—
1. The object of the abstract, schedule, or docket is, to serve as an index. It should contain the date of each letter, the names of the persons by whom and to whom it is written, and, in as few words as possible, the subject of it. The merits of such an abstract are—(1) to give the really important point or points of each letter, omitting everything else; (2) to do this briefly; (3) distinctly; and (4) in such a form as to readily catch the eye.
2. The object of the memorandum or *précis*, which should be in the form of a narrative, is that any one who had not time to read the original letters might, by reading the *précis*, be put in possession of all the leading features of what passed. The merits of such a *précis* are—(1) to contain all that is important in the correspondence, and nothing that is unimportant; (2) to present this in a consecutive and readable shape, expressed as distinctly as possible; (3) to be as brief as is compatible with completeness and distinctness. You are recommended to read the whole correspondence through before beginning to write, as the goodness both of the abstract and of the *précis* will depend very much on a correct appreciation of the relative importance of the different parts. Brevity should be particularly studied.

5657. *Hon. W. Gisborne.*] I suppose you find very few boys who are able to make a good *précis*?—Very few; occasionally there are one or two boys who do well.

5658. It is not taught in any of the schools?—I think so.

5659. Except with a view to the Civil Service examination?—That may be.

5660. *Dr. Hector.*] In your opinion, would it be advantageous to embody with the instructions all regulations that are made public prior to the examinations?—Yes.

5661. *Hon. W. Gisborne.*] What do you think of *précis*-writing apart from its special connection with the Civil Service? Do you think it is a good element in the examination from an educational point of view?—Yes, I do.

5662. It improves the composition and exercises the intellect in condensing and analysing?—Yes, very much.

5663. Besides being a very useful thing in after-life?—Yes.

5664. *Dr. Hector.*] You stated that the Act says that the examination should be without competition. Do the examiners hold that to relate to the appointment which shall be without competition, or to the examination; because I find that the candidates are classified in the order of merit?—Yes; that is with regard to the examination, which is comparative, but not competitive.

5665. *Hon. W. Gisborne.*] What I understand by the competitive examination is this: that if there is a vacancy in the Civil Service, people are examined, and the one who is the highest obtains the appointment; or, in other words, you have a competitive examination, and the highest candidate gets the first vacancy?—In that sense the examination is not competitive.

5666. *Dr. Hector.*] But in the sense of publishing the candidates' names in the order of merit it is competitive?—Yes.

5667. But it does not lead to an appointment?—No.

5668. Have you any register of the appointments made?—No.

5669. Do you know how far the roll of candidates who have passed these examinations is exclusively drawn on for appointments in the Civil Service?—I cannot say; but I am frequently applied to by heads of departments to know what candidates have passed, and to obtain their addresses, with a view to their appointment in the Service.

5670. You have already stated that fewer candidates come from the southern provinces than from the north. Do you know if there are fewer appointments made in the Civil Service from the southern part of the colony?—I am not prepared to answer that.

5671. *Hon. W. Gisborne.*] Do you know for a fact that many candidates present themselves for examination without their parents or their guardians having the slightest intention of putting them into the Civil Service; but only with a view to qualifying for employment in banking and other institutions?—Yes; I know that at present the majority of the candidates who present themselves do not intend to enter the Civil Service.

5672. *Dr. Hector.*] Is there a fee charged in cases where the candidate does not enter the Civil Service?—A fee of two guineas is charged for those who are not candidates for employment in the Government service.

5673. What do those pay who are candidates for employment?—Nothing.

5674. *Hon. W. Gisborne.*] What is the income from fees?—Fifty-four pounds ten shillings and sixpence was received last year. The amount is small, because the question as to employment in the Civil Service is nearly always answered in the affirmative.

5675. *Dr. Hector.*] What funds does the Board receive for carrying on the department?—Two hundred pounds is voted annually by the Assembly.

5676. How is that expended?—Last year the expenditure was as follows:—Advertising, £3 9s. 8d.; attendance of member of Board not being a member of the Civil Service, £25; books, £3 6s. 6d.; preparation and revision of papers, £80 10s.; supervision and expenses of rooms, furniture, stationery, &c., £131 0s. 4d.

5677. By whom are the examiners appointed?—The members of the Board are the examiners.

5678. Are the members of the Board who are also members of the Civil Service remunerated for the examination papers?—No.

5679. In the event of any proposal being made to combine the Civil Service examination with the matriculation examination for the University, do you think any serious inconvenience would be caused by confining the senior examination to one period in the year instead of its taking place twice a year?—I think it would be inconvenient.

5680. On what ground?—It would be inconvenient to candidates for employment in the Civil Service.

5681. Is it not frequently the habit for applicants for appointments in the Civil Service to be at work on probation for a certain period before they actually undergo their examination?—Yes.

5682. Could advantage not be taken of that to allow them to defer the examination until December in each year, without inflicting any inconvenience upon them?—No; it would be an inconvenience, because it would make their probation a year instead of six months.

5683. That is, supposing they entered the service in January?—Yes.

5684. I am now talking of the senior candidates?—Yes. Some of the departments allow candidates who have been unable to pass the first time to go up for examination again—this is done by the Survey Department and the engineer's branch of the Public Works Department—and in such cases the alteration which you suggest would make the probation two years instead of one year.

5685. *Rev. W. J. Habens.*] Do you know if the branches of the Service to which you have referred limit the option of candidates in the choice of their special subjects?—Yes, they do, judging from the applications of candidates who are probationers in those departments.

5686. The Engineer's Department, for instance, would require that they should take certain mathematical subjects?—Yes.

5687. *Dr. Hector.*] If the senior Civil Service examination were to be taken as a general examination by those leaving school, which would be the most convenient period?—December.

5688. Then the midwinter examination would be of special use for the Civil Service?—Yes, for the Civil Service alone.

5689. And especially for those who had failed at the previous examination?—Yes.

5690. Do you think, then, that the difficulty of adopting a midsummer examination to be identical with the University matriculation examination could be got over by having a special examination at midwinter?—Yes.

5691. What is your opinion as to the effect which would be exercised on the examinations by allowing the University to appoint the examiners?—I should think it would not have much effect on the Civil Service examination itself, but as combining that examination with others I should think it would have a most beneficial effect.

5692. Do you think the examinations would be apt to be too abstract, and of too hard a nature for the average of applicants who apply from the Civil Service point of view?—Possibly. I know that the Board has had the subject before it on previous occasions, and has felt that it ought to retain the examination of candidates for the Civil Service in its own hands.

5693. *Hon. W. Gisborne.*] Could you describe how the examinations are conducted? Who prepares the papers?—The Board of Examiners in Wellington.

5694. Do they prepare them themselves, or do they employ people for the purpose?—They nearly always prepare them themselves, the exceptions being papers on special subjects.

5695. Are you not employed to prepare them as secretary?—Not as secretary.

5696. But, practically, you have a great deal to do with the preparation of the papers?—Yes.

5697. Would you describe the process adopted with regard to the out-stations?—The papers are prepared by the Board of Examiners in Wellington. They are then forwarded to some responsible Government officer, or other person in whom the Board can rely, at each station at which candidates have applied to be examined.

5698. What precaution is taken to secure secrecy when the papers are printed, and before they are forwarded?—They are printed at the Government Printing Office under the responsibility of the Government Printer, and every care is taken, both by that officer and myself, as Secretary to the Board, to prevent anything being known.

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5699. *Dr. Hector.*] Has any miscarriage ever occurred to your knowledge?—None.

5700. No complaint has ever been made?—No; nor have I ever been able to discover in any way, or detect from the papers of candidates, that they have seen the questions before they were required to answer them.

5701. *Hon. W. Gisborne.*] Then, after the papers are printed, they are sent to some responsible person until the day of examination takes place?—Yes—sealed in envelopes, which are marked on the outside when they are to be opened. At the time indicated, the envelopes containing the papers are opened in the candidates' presence, and at the conclusion of the specified time the written answers are enclosed in envelopes in the presence of the candidates, and are then returned to the secretary, at Wellington.

5702. And the supervisor is constantly there?—He is, according to the instructions, constantly in the presence of the candidates.

5703. *Rev. W. J. Habens.*] How does the supervisor manage when he has to examine the reading of the candidates?—The Board has ceased to give reading lessons to candidates; it found the difficulty was so great.

5704. *Hon. W. Gisborne.*] There is dictation, is there not?—Yes; but the candidates are not asked to read.

5705. But the supervisor reads out the dictation?—There is no difficulty in that respect.

5706. Then the papers, when they are returned, are, I suppose, submitted to the Board?—Yes; and the members of the Board decide what candidates have passed, and the names are then gazetted according to the order of merit.

5707. *Dr. Hector.*] Have you had any opportunity of judging how far this examination has been appreciated by the public, and in what estimation it is held by teachers and others?—Yes. I have received letters from the heads of several educational establishments speaking very highly of it—in fact, going so far as to say, that they prefer preparing candidates for the Civil Service examination to preparing them for the University scholarship examinations. They say that there is such uncertainty with regard to the standard of the University scholarship examinations, that boys are disheartened in their preparation; whereas they know what is before them in the case of the Civil Service examination.

5708. Has there been any marked improvement in the work done in the schools of late years, as far as you can judge by the results of an examination of the candidates' papers?—There has been an improvement; but I should not like to say a very marked improvement.

5709. That, of course, might arise from various causes?—Yes.

5710. *Hon. W. Gisborne.*] You said educational establishments seemed to appreciate the examination. Do not other establishments—commercial establishments and the Government themselves—appreciate it, by admitting the boys who have passed the examination?—Yes. It is also appreciated by employers generally of clerical work. The senior examination has of late years been largely used for the lay examination for the law.

5711. How is it used?—The judges accept the certificate of candidates who have passed the senior Civil Service examination as equivalent to their having passed the general knowledge examination.

5712. *Dr. Hector.*] Have you any records that would enable you to ascertain the subsequent history of those who have passed the senior examination?—No; I think it would be impossible to obtain such information.

5713. Is there any general roll published, beyond the annual roll of those who have passed for the year, such as a University would keep of its graduates?—No.

5714. Do you think it would be advisable to publish such a register in some form?—I don't think so; because it is a technical examination, and not like a general test of education.

5715. *Hon. W. Gisborne.*] Have you ever heard any imputations of favouritism, or of injustice done to boys who have been examined?—There have never been any charges. I heard once, very indirectly, that a schoolmaster in Wellington had said something about none of his boys ever having passed; but it came to me so filtered that I could not really catch what it was: it was nothing I could take notice of.

5716. There have been no charges brought forward formally?—No.

5717. Can you show us a list of the candidates who have presented themselves, and their places of residence?—We do not publish the names of the candidates who fail. I do not know that it would be right to make them public without instructions from the Board.

5718. Can you say whether of the candidates who present themselves there is a larger proportion of boys who do not pass from the South than from the North?—Certainly not. The examination is less used by persons in Dunedin and Christchurch because, I suppose, they have their own colleges to test the candidates in the schools.

5719. Is it not the case that a great many boys come from Nelson in proportion to other places?—Yes.

5720. Have they made it a speciality?—Yes. At the last examination there were twenty-nine boys from Nelson College alone.

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Professor KIRK, F.L.S., was examined.

5721. *Hon. W. Gisborne.*] What is your occupation?—Lecturer on Natural Science at Wellington College.

5722. How long have you been employed in that institution?—A little over five years.

5723. What are your duties there?—To deliver lectures on the different branches of natural science.

5724. How often do you deliver them?—I lecture three days in the week, giving two or three lectures a day, as may be required.

5725. To any particular form, or to all the boys? Is attendance at the lectures optional?—The students who attend are selected by the principal from the upper forms.

5726. How many pupils have you?—The number has varied from ten to forty. At present I have thirteen.

5727. *Rev. W. J. Habens.*] To what forms in the school do they belong?—The two highest forms. *Professor Kirk.*
 5728. The Fifth and Sixth?—I presume they would now be termed the Upper and Lower Fifth.
 5729. *Hon. W. Gisborne.*] What do you lecture on?—Botany, zoology, and geology. It is open to the public to attend on payment of certain fees. *April 24, 1879.*
 5730. Do any attend?—No one is attending this course.
 5731. Are you connected with any other educational institution, or do you give lectures anywhere else?—I cannot engage in any other than College work without the consent of the governors.
 5732. And you do not engage in any other work?—No; I am not engaged in any other work officially.
 5733. Are you connected with the New Zealand Institute?—Yes; I am one of the governors.
 5734. I mean professionally. You do not give lectures there?—No.
 5735. You know all about the New Zealand Institute?—I am pretty well acquainted with its work and with its objects.
 5736. *Dr. Hector.*] Do you think the non-attendance of the public at the lectures you give at the College is due to some extent to the circumstance of its being a school?—I think it is, to some extent. Might I be permitted to add that arrangements are now in progress for the formation of classes for females. I understand that next term I am to be called upon to lecture to a class of females.
 5737. Have any arrangements been made for extra evening classes in connection with the College which will affect your department?—Not that I am aware of. The first year after I came to Wellington I delivered a course of evening lectures on botany. That was attended, I think, on an average, by four. I made arrangements to deliver a course of lectures on zoology, but no one came forward to attend.
 5738. *Hon. W. Gisborne.*] You were employed by the College then?—Those lectures were in connection with the College.
 5739. Were they given in town?—Yes; at the Provincial Buildings.
 5740. We wish to ascertain what your opinions are with regard to technical education. Is the New Zealand Institute a body adapted to give lectures and instruction in science, arts, and philosophy in different parts of the colony? I mean, could it get the men for the purpose if it had the means of paying them? I suppose it is represented in different parts of the country by branches?—The various scientific societies in the chief centres of population are affiliated with the New Zealand Institute, and may, of course, in a certain sense be considered as its constituents.
 5741. Wellington is the head-quarters?—Yes. In Wellington it is represented by the Philosophical Society, which is affiliated, and which is the second society in point of numbers in the colony.
 5742. Do you know the numbers?—Two hundred and thirty.
 5743. What is the subscription?—A guinea per annum.
 5744. And you have 230 paying members?—Yes.
 5745. Will you mention the other affiliated societies?—There is the Hawke's Bay Society, called the Philosophical Institute, numbering, according to the report, about 68 members; but I believe the number has since increased. The subscription is the same as in the case of the Wellington Society. There is the Auckland Institute, which at the same date comprised 278 members. The subscription there is the same, with an entrance fee of one guinea. At Nelson there is a society called the Nelson Association; but it is in a very poor state. The number of members is estimated at 50, but the society is not in a condition of activity. The Canterbury Philosophical Institute, at Christchurch, numbers 100 members. The subscription is the same: it was higher, but the Council found it necessary to reduce it. The Otago Institute, in Dunedin, comprises 224 members, the subscription being the same; and the Westland Institute is composed of 175 members.
 5746. Then what does the head-quarters at Wellington consist of?—A number of governors, partly elected by the various societies and partly appointed by the Crown.
 5747. What does the body itself consist of?—The body itself, as I take it, consists of the members of the affiliated societies.
 5748. There is not a separate body?—No.
 5749. It is a corporate body, and consists of the aggregation of the different affiliated societies?—Yes.
 5750. But it is a governing body itself?—Yes.
 5751. How is the money spent which is received?—The chief portion of the funds at the disposal of the Board of Governors is spent in the publication of the annual volume of transactions.
 5752. Transactions from different parts of the colony—lectures delivered and papers read on scientific subjects at the different branches?—Yes, on scientific subjects; more especially those intended to elucidate matters connected with the colony.
 5753. That volume has been published for how many consecutive years?—The eleventh volume is now nearly ready for issue.
 5754. It is a large volume?—It contains from six hundred to seven hundred pages.
 5755. It is circulated among the scientific societies in England, is it not?—Yes; and in all parts of the world.
 5756. Have you heard what opinion is entertained of it in places outside the colony?—Yes.
 5757. It is appreciated a great deal, is it not?—It takes the highest rank amongst similar publications in the British colonies.
 5757A. And that is all to be attributed to the efforts of the New Zealand Institute?—Entirely.
 5758. *Dr. Hector.*] Will you explain about the finance?—The money at the disposal of the Board of Governors is very small, and consists in the main part of an annual grant of £500 made by Parliament. The Wellington Society contributes a fixed proportion—I think a sixth—of its entire subscriptions. It is necessary for the other affiliated societies to spend a somewhat larger proportion of their income—a third—in maintaining a public library or a public museum in their respective localities.
 5759. They do not contribute in Wellington, I suppose, to what is called the Colonial Museum?—Not directly. One-sixth of the entire subscriptions of the Wellington Society is paid to the Board of Governors for the general purposes of the New Zealand Institute.

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5760. The Canterbury Philosophical Society does not contribute to the Christchurch Museum: it does not maintain a separate museum of its own?—No; but at Christchurch books are purchased every year to the extent of one-third of the subscriptions of the local society, and placed in the Public Library of the town.

5761. And at Auckland?—There the Museum is maintained entirely by the subscriptions of the members of the Auckland Institute.

5762. *Rev. W. J. Habens.*] In their capacity as members?—The Museum in Auckland is the Museum of the Auckland Institute, and has no income but that which it derives from the Institute itself.

5763. *Dr. Hector.*] It has grants from the Government, I think?—It had one grant two years ago, towards the cost of the building. The members of the Institute have erected a substantial brick building for their museum, and the Government two years ago made a very handsome grant to the society; but there is no grant in aid, and no endowment.

5764. *Hon. W. Gisborne.*] Do these different branches meet periodically?—Yes; each branch at its own centre.

5765. How often?—Not fewer than six times in the course of the year.

5766. And at such meetings lectures are given?—It would be more correct to say that papers are read.

5767. Do you know of any of these societies that have classes, or give instruction in any way?—I am not aware of any classes, except in connection with the Auckland Institute. There is now a collection of models for drawing; and a teacher is paid.

5768. Does the local society at Dunedin contribute to the Museum there?—Yes; the proportion of one-third of its subscriptions, I believe, is paid annually to the Museum.

5769. *Rev. W. J. Habens.*] Were the models purchased, and is the drawing-teacher paid, out of the funds of the Institute at Auckland?—The models were presented by a very enthusiastic member of the society; and the collection has been added to by another member. With regard to the drawing-teacher, as I understand, one member guarantees the salary, but it is paid by the Institute.

5770. One member makes himself responsible on behalf of the Institute for any difference there may be between the total amount of the fees and the sum due annually to the teacher?—As I understand, there are no fees; all persons who choose can take advantage of the instruction given by the teacher.

5771. Then, practically, the salary of the teacher is a private donation to the Institute?—Yes. I may say that I have no personal knowledge of this matter.

5772. *Hon. W. Gisborne.*] I understand that, with only the assistance of £500 a year from the State, the New Zealand Institute really performs the following functions:—It has branches at the different centres of population throughout the colony; it has papers read there periodically; it publishes annually a volume of philosophical transactions, which is widely circulated in the colony and abroad, and very much appreciated; it contributes through some of its branches to the maintenance of museums, and also to the public libraries? Are not those the chief functions which it fulfils?—I think the last one mentioned will require a little modification. It is rather the cause of contributions being made to public libraries than the source from which the contributions come.

5773. But it does all those things I have mentioned exclusively out of the funds derived from private subscriptions, with the exception of the £500 which is annually granted by the State?—Yes; if you include the New Zealand Institute and its branches. I think it is very desirable that it should be recorded that a volume of transactions is presented to each member of all the affiliated societies who has paid his current subscription; and I think more is done in that way towards keeping these societies going, and going in a somewhat vigorous manner, than would be done by a grant of three or four times the present amount expended in other ways.

5774. *Dr. Hector.*] How far does the value of the volume represent the amount of the subscription?—A book of its size, and got up in the same way, would certainly fetch a much higher price. If an edition of a similar size to that which we issue were published, it could not be sold for the price of the subscription.

5775. What is the price of the book?—It is supposed to be one guinea. No copy is allowed to be sold under a guinea. That represents the subscription. I may state that several of the volumes are now at a premium in the market, and copies are bought up wherever they can be got.

5776. Has the New Zealand Institute any land endowment?—No.

5777. Do you think there would be any demand in Wellington and the other principal cities of the colony for evening lectures of a technical character, adapted for artisans and persons engaged in business who might desire a little more education than they received at school?—I think there would be a demand.

5778. I am now talking of technical education, apart from that either provided or contemplated by the University arrangements; something coming, as it were, between the education received by the artisan and the lower stages of what you would term University education? I mean applied science, drawing, mechanics, and subjects of that kind, which bear directly upon the employment of the people?—To some extent I think there would be; but it would be a matter of growth.

5779. Are you aware that the New Zealand Institute Act contemplated the growth of such institutions?—Yes.

5780. Do you think it would be possible to intrust the development of such technical schools, for artisans and the classes who do not take advantage of the University, to the New Zealand Institute?—It could be done, certainly; but it would be necessary that the Institute should be furnished with funds for that purpose.

5781. Do the museums, as at present existing, more or less directly, in relation to the Institute, exercise, in your opinion, an educational effect?—To a certain extent.

5782. Do you consider that by proper organization that effect could be greatly increased?—Undoubtedly.

5783. How would you propose doing that?—With regard to the effect itself, I think one evidence of it may be seen in the increase of writers in the transactions. We have amongst our writers now several young men who have received the chief portion of their education in the colony. That fact alone, I think, shows that an educational influence has been exercised, not perhaps solely by museums, but by those institutions in connection with other agencies.

5784. Do you think that to obtain the full benefit from a museum in any place there should be lectures in connection with it?—Yes.

5785. Do you think it advisable that museums intended for the public, and organized and founded out of funds other than University funds, should be placed under direct control in relation to the University?—Not as the University is constituted now.

5786. *Rev. W. J. Habens.*] For what trades do you think, in the present stage of our progress in this colony, technical instruction is necessary, or would be highly valued by those for whom it is intended?—I should not like to say it would be highly valued by the bulk.

5787. I say, by those for whom it is intended?—Highly valued by a few amongst them—most of the decorative trades, for instance, and those engaged in ornamental work. I think we should find a few of the more intelligent amongst them who would like to avail themselves of technical instruction, and particularly artisans whose work is in wood or metal.

5788. Do you think that, apart from the question of the mere utility of instruction in science, such as could be given in connection with museums, it is desirable, for the sake of recreation and general enlightenment, that provision should be made in that direction?—Yes, decidedly. It would be held to be a piece of gross ignorance if any ordinary person were not able to indicate the position and chief peculiarities of any given country, and there ought to be a corresponding state of things with regard to the chief facts in natural and physical science; but nothing, I think, is more absurd than the blunders which persons of even more than ordinary intelligence occasionally fall into from ignorance of these subjects.

5789. You have already pointed out that there are some 1,200 subscribers to the different branches of the New Zealand Institute?—Yes.

5790. Do these persons take an interest in matters brought before the Institute purely from a utilitarian view; or is it because of a general interest in anything that is intellectual?—The bulk of them, of course, from the general interest they take in any intellectual matter; but the smaller number from a direct interest in the particular matter under consideration at the time.

5791. In your opinion how far would persons who have shown in that practical way that they take an interest in such matters, and who contribute towards them, and have already organized museums, be the proper persons to have the immediate control of an expenditure in organizing a system of lectures?—I am not prepared to answer that question off-hand. I certainly think the matter should be arranged under some system supervised by the central authority.

5792. Would the New Zealand Institute afford that central authority?—Yes.

5793. *Hon. W. Gisborne.*] I observe by the Act that the Museum at Wellington is part of the Institute, and that the officer who superintends the Museum is paid by the colony. Therefore that is so much more assistance the colony gives the New Zealand Institute. Is not that the case?—The Museum itself is the property of the colony.

5794. The 2nd clause of the Act says: "It shall be lawful for the Governor in Council from time to time to appoint a fit and proper person to superintend and carry out the geological survey of the colony, and also to superintend the formation, establishment, and management of a public museum and laboratory, to form part of the property of the institution hereinafter mentioned, and if required so to do to perform such other duties as are hereinafter mentioned, with such salary, not exceeding the sum of eight hundred pounds per annum, as to the Governor in Council shall seem meet." Then it is provided by the 4th clause that, "It shall be the duty of the person appointed to superintend and carry out the said survey, and if required by the Governor so to do, from time to time to superintend the formation and establishment of any museum or laboratory intended to be established by any society incorporated with the institution hereinafter mentioned; but the necessary travelling and other expenses of such person incident to such superintendence shall be borne and defrayed by and out of the funds of the society establishing the said museum or laboratory, and the same shall as nearly as possible be paid in advance." Now, I understand from those provisions that the Museum at Wellington is part of the property of the Institute. Is that correct?—It is evidently the case from the Act.

5795. *Dr. Hector.*] Referring to clause 10 of the Act, you will observe that it is only permissive for the Government to hand over the Museum. You are not aware whether the Museum property has been handed over by the Government to the Institute?—I am not aware that the Board has been formally placed in possession of it.

5796. As a governor of the Institute, are you aware of any direct control that the Board exercises over the administration of the Museum or of the Laboratory?—No.

5797. Do they apply any of the funds at their disposal in support of the Museum or Laboratory?—Not as far as I am aware.

5798. Are you aware how any property which the Institute receives in the way of specimens or books is entered in the books of the Museum?—Such things are considered to be the property of the Institute.

5799. And entered as deposits in the Museum?—Yes—available for the public.

5800. Have you any remarks to make with regard to University examinations in your department?—Yes, two—one with regard to a regulation laid down by the University, which has not been carried out. The regulation I refer to is the following:—"In each of the above subjects [zoology, botany, geology] the candidate will be required to show a practical acquaintance, by means of specimens, with the subject selected, and a candidate in any one of the three latter subjects must possess a competent knowledge of the general principles of biology." The first part of this regulation has never been brought into force.

5801. *Rev. W. J. Habens.*] And you think it ought to be enforced?—Decidedly.

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5802. *Hon. W. Gisborne.*] When was it first made a regulation?—In 1875. The other point I wish to refer to is the desirability of the University undertaking to produce a series of text-books on natural science, specially for New Zealand students.

5803. *Dr. Hector.*] Do you think it is an advisable thing that text-books should be mentioned in announcing the subjects for examination?—I do not think it necessary; but I certainly think all teachers of natural science in New Zealand ought to be required to pay especial attention to the local fauna and flora.

5804. Then your remark has not so much reference to the stating of text-books, but to the preparation of certain text-books which are not in existence?—Yes.

5805. Do you think it is the duty of the University, as an examining body, to prepare text-books?—Under the peculiar conditions existing at the present time, I think it is. We cannot expect private individuals to undertake it—the sale for some years would be so very limited.

5806. *Rev. W. E. Mulgan.*] Do many take up natural science for the B.A. examination?—I could not say the number. We have had three at Wellington College, all of whom have passed in that subject.

5807. *Dr. Hector.*] Have any of your students taken senior scholarships?—No; only one competed.

Mr. W. Clark.

April 24, 1879.

MR. W. CLARK WAS EXAMINED.

5808. *Hon. W. Gisborne.*] Are you not Treasurer to the Wesleyan Society in Wellington?—Yes, in conjunction with the resident minister.

5809. Who is the resident minister?—The Rev. Mr. Kirk, who has recently arrived.

5810. We wished to inquire about the Wesleyan Estate on the Terrace, part of which has been sold. The moneys received are the proceeds of the sale of trust property. Are those proceeds appropriated in conformity with the original trust, or are they used generally as money of the Wesleyan Society?—They are kept sacred for educational purposes; there has not been a penny of that money spent for the general purposes of the society.

5811. What has been received from the sale of the land?—The funds which have been received from the sale of the land are invested either in mortgages or in property in other parts of the province.

5812. And used for educational purposes?—Used sacredly for educational purposes.

5813. In the colony?—In Wellington and at Auckland.

5814. *Rev. W. J. Habens.*] Would you state to what institutions the income is applied?—In Wellington we are maintaining a day-school in Dixon Street, and £100 has been devoted for the last year or two to the Three Kings Institution at Auckland, where Native youths are being trained. The feeling of the trustees was that Native youths should be sent to that institution from the Wellington Province; but we could not procure them here, and they were sent from the Auckland Province.

5815. *Hon. W. Gisborne.*] But you subscribe money to the Three Kings?—Yes; we forward money year by year for that purpose. We are not obliged to send it, and would not do so if it were required in Wellington.

5816. Have you got a copy of the original grant of the land?—There is, no doubt, a copy in the possession of the trustees.

5817. *Rev. W. J. Habens.*] Can you state what sum is out at interest?—Two thousand eight hundred and forty-nine pounds ten shillings.

5818. What class of security is that invested in?—It is lent to the different church trustees in connection with the Wesleyan body, and they are paying interest.

5819. What rate of interest do they pay?—It was invested some eight or nine years ago, when money was more plentiful than at present, at 6 per cent.

5820. For what term is it lent?—It would be lent, no doubt, subject to a few months' notice. The trustees would not consider it fair to call it in at less than six months' notice. The borrowers have the privilege of paying off £100 or £200 at a time.

5821. Have there been any recent repayments?—Within the last twelve months the Manners Street trustees have paid off £100 or £150.

5822. What land, with the exception of the school property in Wellington, does the Wesleyan Methodist Society hold in Wellington for educational purposes under an educational trust?—There are three acres that were retained from the sale of the block, which is in addition to the money invested.

5823. *Dr. Hector.*] That is the difference between the seventy-three acres granted and the seventy acres sold in 1865 to the Superintendent?—We had those three acres let on lease for £60 per annum.

5824. What title does the Wesleyan body rely upon for holding these three acres?—I believe they rely on having sold seventy acres out of seventy-three, the three remaining in the original grant.

5825. Do they still hold the original grant?—I believe so.

5826. Was the conveyance required by the 3rd clause of "The City Reserves Act, 1871," duly made?—That is an error—the sale was only of the seventy acres.

5827. Wherein do you mean the error existed?—In the Schedule of the Act. The whole block was included; but it was an error.

5828. Then, as this Act stands at present, there is no title to the three acres?—We rely on the Registry Office. It is shown there that we have only parted with the seventy acres, and that the three acres really remain in our possession.

5829. *Rev. W. J. Habens.*] Do you know whether the trustees have ever sought to have what you have just described as a mistake in the Schedule rectified?—I cannot say. I do not think there have been any serious efforts made. We regard it as a clerical error.

5830. The rent from this land is devoted to the general purposes of the trust?—Yes.

5831. Do you know if the trustees hold that they are bound to consider the Maori race in the application of this money?—Decidedly.

5832. And do you know if they consider that the trust was intended rather for what may be called benevolent education than for higher-class education?—For benevolent purposes, I think, decidedly. That is clearly stated in the grant. *Mr. W. Clark.*
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5833. When money is contributed by the trustees, of whom you are one, for the purposes of the Three Kings Institution, you understand that the application of such grant is to the education of the Maoris in that institution, rather than to that of students for the Wesleyan ministry who are also there?—We consider it is for the Maori students. The trustees would not vote money to that institution, as far as I know their mind, for any other purpose than for the Maoris.

5834. Are there any Maori children attending the day-school which is held in Wellington?—No.

5835. Is it the view of the trustees that they are devoting a part of the money to the interests of the Maori race by making grants to the Three Kings Institution, and part of the money to the interests of the other subjects of Her Majesty in connection with Dixon Street School?—Those are the purposes to which the moneys are devoted.

5836. *Hon. W. Gisborne.*] If I remember the grant aright, the education was to be limited to persons in Wellington?—No; it would include Natives, I think—even those of the South Pacific.

5837. I understand that the proceeds of the sale are devoted exclusively to the purposes of the trust?—That is quite correct; there has not been one penny devoted to any other purpose.

Mr. JAMES MCKERROW was examined.

Mr. McKerrow.

5838. *Hon. W. Gisborne.*] You are the Assistant Surveyor-General of New Zealand?—Yes.

5839. How many years have you been in the service?—Twenty.

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5840. You have had great experience in connection with the education of surveyors?—Yes; I was examiner for several years in Otago.

5841. We wanted to know what your views were in connection with the education of surveyors, so far as the public are concerned—whether it could be included in higher education. Would you state how surveyors are qualified now—I mean surveyors both inside and outside the Government service?—The qualifications we desire are not always possessed by surveyors. We always desire that a surveyor should know the first six books of Euclid; that he should also know plane trigonometry, and have facility in computing by plane trigonometry; also, that he should know algebra as far as quadratic equations; and, of course, the use and adjustment of his instrument, and how to rectify it when it gets out of order. We also require considerable facility in map-drawing; so that the surveyor can make his work legible to the public or to the department. That comprises all we require of what I may call the ordinary surveyor.

5842. Would you explain if there is, by custom or by law, any society which requires any qualification?—There is not.

5843. Can any man who likes set up as a surveyor without having the slightest qualification?—He may, but he cannot do very much work: his plans would not be received by the Land Transfer Department or by the Government departments until he had obtained the authorization of the Surveyor-General's Department; and that would only be given to him when he had manifested what was deemed a competent knowledge of the subjects I have already enumerated; and—what is perhaps still more important in the case of men who come to the colony—we are exceedingly particular as to what experience the surveyor has had in the field—what actual service he has undertaken.

5844. That checks, in fact, private employment of unqualified men; because either the Land Transfer Department or your department would refuse to receive their plans?—Yes.

5845. Then what education is necessary on the part of a young man who desires to become a surveyor?—He would require to possess the qualifications I have mentioned.

5846. I mean, is there any examination held before you give the authority?—There is for young men. We will suppose a young man wants to join the service—

5847. Not the service, but wants to become a surveyor?—We have nothing to do with any person wishing to become a surveyor unless he wants to join our department.

5848. Then there is no Board or institution which would qualify him here?—No; there is no Board that takes cognizance of him when he enters upon his career. But before he can be authorized he must receive the approval of the Survey Department.

5849. But suppose I wanted to be a private surveyor—not to join the Government service—and I had survey work, and said I was competent—that would necessitate that the Survey Department should examine me to see whether I was competent or not?—Yes.

5850. Therefore you have to go into the question of the qualification of private surveyors?—At that stage, yes. I thought you were referring to the time when the surveyor began his apprenticeship.

5851. I mean, you do not go into the question at first?—No; only when he asks for authorization.

5852. Then you examine him?—Yes.

5853. You have to institute an examination of his qualifications?—Yes.

5854. How do you do that?—Partly by written examination—written examination in such questions as we may put to him in the six books of Euclid. We generally give him questions in plane trigonometry—just ordinary solutions of triangles; one or two algebraic questions—common equations; and we try him also in decimals. Besides that, we require him to make an actual survey, which we indicate to him—some survey about Wellington. We tell him to begin at one trig. station, and carry a trial survey over a piece of rough, hilly country to another trig. station. He would have to reduce this work, and show it in a tabulated form. That also enables us to see his style of mapping—whether he can make a presentable map or not. This examination, together with not less than two years' field practice, will entitle him to receive an authority to execute surveys, and his plans will be received at the various Government offices.

5855. Has the department to go through all that trouble without receiving any fee?—Yes.

5856. Therefore the Survey Office really acts as an Examination Board for surveyors generally?—Yes; and a very great trouble it is: the examination takes about three days.

5857. *Dr. Hector.*] Do you issue a certificate as a result of this examination?—Yes; we issue a diploma.

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5858. And has that diploma any weight outside the colony?—None at all, except that it is a certificate that the holder has gone through a certain course.

5859. Are similar diplomas issued by other colonies, and do they carry any weight with the Survey Office here?—Very little weight.

5860. *Rev. W. E. Mulgan.*] A man cannot practise as a surveyor without obtaining a certificate from you?—He may subdivide a gentleman's freehold estate, or estimate the amount of growing crops; but he cannot get his survey recorded.

5861. Does the Land Transfer Department require the authorization of the Chief Surveyor?—It does now, and has done so since the survey was placed under our department.

5862. *Dr. Hector.*] What amount of general preliminary education do you consider desirable for a surveyor to possess?—He should have gone through six books of Euclid. I look upon that as the technical requirement.

5863. That you have already mentioned?—Three years under the tuition and guidance of a thoroughly competent surveyor.

5864. That again is technical. I mean general education, apart from his duties as a surveyor?—An ordinary school education. It does not make a man a bit better surveyor if he is a good classical scholar; nor do I think a knowledge of history has any effect, except, of course, that an intelligent man is always better than one who has not that advantage.

5865. You have found, then, in practice that persons of educated intelligence make the better surveyors?—Those who possess a mathematical education are invariably the best surveyors.

5866. And you consider that a surveyor who, in the course of a survey, may be called upon to lay off roads, classify country, and probably set aside reserves, should not have a certain amount of scientific knowledge other than mathematical?—Yes, I think so.

5867. *Rev. W. J. Habens.*] In making an appointment to special work do you find it necessary to have regard to a man's qualifications outside those of a mathematical kind?—In appointing a Chief Surveyor to any district, we do not probably select the best arithmetician in the service. We appoint a gentleman who has tact, and would be a good administrator, and who would have command of his temper, and possess other characteristics that would insure for him respect. It is difficult to describe all the elements that enter into one's consideration; but the officer is selected from considerations apart from his mathematical knowledge. When you were speaking before about the qualifications of a surveyor I was thinking more of the mere science of measurement; but with regard to the classifying of land and the reporting on land, which have since been referred to, a surveyor for those purposes would be better to have a knowledge of surface geology, of farming, and it would be difficult to say what subject it would not be well for him to know.

5868. *Hon. W. Gisborne.*] Is there any institution in England, Scotland, or elsewhere, which requires qualifications on the part of surveyors, or which gives a certificate that is recognized here?—No.

5869. *Dr. Hector.*] There is nothing analogous to the Institute of Civil Engineers?—No. You can easily see why that is the case. At Home, surveying is much less important than it is in the colonies. Estates are all divided there, and things go on very much the same from generation to generation. The ordinary surveyors could not perform a trigonometrical survey, or survey a large area of country; they are men who simply lay off small blocks of ground for people to build houses upon, and mere land measurers.

5870. *Hon. W. Gisborne.*] Would a member of the Institute of Engineers be recognized by you as a qualified surveyor?—No; we are very particular on that point. Our experience is that engineers, as a rule, are very poor surveyors indeed. Even very eminent engineers are very poor surveyors. There is a sort of idea amongst engineers that they are a very superior class to the surveyors; and this idea—which is a mere piece of conceit—prevents them from taking that care and giving that attention to minute measurements which is necessary to make them good surveyors. Their surveying I would call fragmentary. In taking the levels for a bridge, or even for a railway-line, an engineer considers a few links more or less in a short distance of very little consequence; whereas a surveyor's work is all governed by trigonometrical distances, and he has to fix so many points over a diversified surface, which points have to be mapped as though this surface were level, and his skill is required to overcome all the inequalities of the surface, and to bring his work all in, so that it will close within eight links to the mile. In this rough country, with all the difficulties of an uneven surface, surveying requires continual plodding carefulness, and accuracy can only be obtained after several years' constant experience.

5871. *Dr. Hector.*] Could you describe the examination that cadets are expected to pass before entering the Survey Department?—We are just bringing out the second edition of the survey instructions, which are as follows: "The candidate for apprenticeship must exhibit a satisfactory certificate from his schoolmaster; also a certificate of his having passed the junior examination under 'The Civil Service Act, 1866.' He must be over sixteen and under twenty-five years of age. Besides the above, a satisfactory departmental inquiry, as to good eyesight for observing, a healthy constitution, a legible hand, and a taste for drawing, is necessary to qualify. . . . During apprenticeship, which extends over three years—one in office and two in the field—the senior examination under the Civil Service Act must be passed; otherwise no future engagement nor promotion is guaranteed. If this be passed, it will also be necessary to undergo a departmental inquiry as to knowledge of the first six books of Euclid, and use and adjustment of the theodolite, and aptness in map-drawing. A certificate of good conduct and competence from a Crown Lands Surveyor must also be shown. These requirements being complied with qualify for promotion into the grade of actual or section surveyor. In order to obtain employment in the geographical or standard branch a knowledge of spherical trigonometry and algebra will be necessary; the use and adjustment of sextant, alt-azimuth, and transit instruments; also of practical astronomy, particularly in reference to latitude, longitude, and true meridian."

5872. Is there any further examination beyond what you have specified?—No.

5873. *Rev. W. J. Habens.*] Does promotion depend on the judgment of the department is able to form of a man's ability in the course of years?—Yes; it is regulated by seniority to a great extent.

5874. *Dr. Hector.*] What facilities do you consider exist in the colony at the present time for

affording the special education required to pass these examinations?—I think the facilities are very great indeed. In each of the large towns there are ample facilities for persons to qualify for surveyors. In Otago—the place with which I am best acquainted—there has been, since the High School and the University in Dunedin have been fairly started, a marked increase in the number of eligible candidates for employment as surveyors; and not only an increase in the number, which, of course, may be largely owing to the increase of population, but a marked improvement in the style of the candidates.

5875. Does your answer apply to facilities for obtaining a knowledge of higher mathematics?—Yes. In my judgment, a student in Dunedin at present can be as fully educated in the science of mathematics as one can be at Glasgow.

5876. Do you think that in other parts of the colony besides Dunedin the educational institutions are sufficient to afford the education required by surveyors in the highest branches?—I believe they are in all the principal towns, if supplemented by private study.

5877. *Rev. W. J. Habens.*] Or by such instruction as may be imparted by the surveyor to whom the young man might be articled?—Yes; and I think that would be better.

5878. *Hon. W. Gisborne.*] Do you think surveying should be made a close profession, like medicine or law?—Yes, if it were practicable to do so; but I do not think it is practicable.

5879. Do you think some body could be appointed in connection with the University which should give recognized certificates of competency in surveying and engineering?—That is practicable, I think, and would be very desirable; but I see considerable difficulties in working it.

5880. Is the present system satisfactory, which allows the qualifications for private surveying to be regulated really by the Survey Department, and which puts the Government department to all that trouble and expense?—Yes; it is fairly satisfactory.

5881. The examinations at present are conducted in private?—Yes.

5882. Would it not be better to have a recognized body, whose proceedings would be above all suspicion of favouritism?—I think such a body as you indicate would have this effect: it would be very apt sometimes to set aside competent surveyors whom it would be desirable to admit. After a man has reached a certain time of life he is not very glib at figures or formulæ. This would probably be the case, for instance, in regard to many persons coming from the other colonies. A gentleman arrived from Adelaide to-day who is anxious to become an authorized surveyor. From the conversation I had with him, I have no doubt he is a competent man; and yet it is quite likely that if he had to undergo a written examination, and answer a lot of formal questions, he would fail, although he might be a very excellent surveyor.

5883. And you think he would be passed by your department?—Yes; because where you have discretion you can judge, and say, "Well, I know quite well this man will be a good surveyor, with a little oversight, and probably without attention or oversight;" at the same time you may be thoroughly convinced that he would entirely fail if you put a lot of figures and trigonometrical formulæ before him.

5884. You would judge him mostly by the practical work which you would set him?—Yes.

5885. I suppose an examining body would do the same?—If they did, it would be fairer and more satisfactory. I may mention that when the present Survey Department was instituted, this question of examining surveyors was very carefully considered, and the first idea was to have a Central Board at Wellington, who would examine all surveyors; but it was seen that the plan would not be workable, because if a surveyor, say at Invercargill, wished to pass, he would have to travel all the way up to Wellington to be examined.

5886. What means have you now of preventing that?—We make each Chief Surveyor an examiner, and he conducts the examination of persons who wish to become surveyors, and has a form with headings under which he enters the results of the examination. His certificate comes up to the Surveyor-General, who, if he approves, signs it, and the applicant is placed on the list. If the Surveyor-General disapproves, the candidate has to come up again. The examining surveyor sends a general representation of his opinion of the candidate. I may say that in examining surveyors who are somewhat advanced in life, and especially those who come from other colonies, we are very careful not to put any catch-questions. The examination is very simple—so simple that if a man cannot pass it, you have no hesitation in saying that he is not fit to be a surveyor. But the main point in the case of all such applications is the question, What is your experience? Where have you surveyed? Have you been under any system at all, and, if so, what system? That is the main point in regard to authorizing surveyors from outside.

5887. *Dr. Hector.*] Do you think that the machinery at present is so organized that those who are more competent as surveyors have a greater advantage in obtaining employment than those who are less competent?—Certainly. But for the last two years the working surveyors have had the ball at their feet. We could not get enough men.

5888. What number of surveyors do you think are employed in New Zealand at the present time, both in the Government service and in private practice?—There are about 120 employed in the Government service; but I have never thought about the number of private surveyors. I should say, however, at a guess, about an equal number.

5889. Is there much work done by private surveyors under contract?—Yes; a very considerable amount.

5890. Then surveying is a large opening for employment in the colony?—Yes; I look upon it as one of the most important openings for the young men of the colony—the surveying and engineering department; and it always will be a very extensive field for them, because the Counties and Road Boards all require the services of surveyors—surveyors who know a little engineering. I may mention that there is a tendency on the part of surveyors to become engineers—that is to say, men who can lay off road-works, and so forth; the reason being that the surveying requires that a man should be so much away from home that when he becomes married he gets tired of it; and it is very laborious to compute the work. It takes a man all the day and a great deal of the night to keep up with it. If a man is slow at computation, it is very trying work. Requiring the work to be tabulated, as we now do, and the error to be shown on the triangulation, and so forth, has had the effect of driving

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Mr. McKerrow. a number of surveyors out of the service—men who have been accustomed only to scale their work in a sort of rough-and-ready way.

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5891. You are aware that special Chairs have been established in some Universities for the education of engineers and of mining surveyors?—I am aware, from the newspapers, that there is such a Chair in the Otago University, and I know that a similar Chair exists in other Universities, and at Glasgow.

5892. Is there anything, in your opinion, sufficiently special in the direction which should be given to the studies of a young surveyor to warrant the establishment of a Chair specially for that purpose?—I think not. So far as the technical and scientific part of his education is concerned, I should think that attendance at a course of mathematics and of natural philosophy would equip a surveyor exceedingly well; and I would like to add to that a course of one year at geology; and a few months in the laboratory, to acquire a knowledge of mineral substances and of their component parts, and action of acids, and so on, would be exceedingly useful.

5893. How far would that apply to engineers?—It would apply much more to engineers.

5894. You think there is less necessity for a special Chair of engineering than for one of surveying?—No; I do not say that. I meant to say that a Chair of mathematics and a Chair of natural philosophy would afford a very good training to make a thorough surveyor, and also a thorough engineer. I had an opportunity of observing the late Professor Rankine's class at Glasgow. It was composed of only eight or ten students, and the Professor rattled off the formulæ on the board. I do not think it had a great bearing on civil engineering.

5895. You are now talking of the special lectures called the Engineering Lectures, not the lectures on applied mechanics?—Yes.

5896. *Rev. W. J. Habens.*] Do you think that an efficient and enthusiastic master of a primary school could do much towards laying the foundation of the knowledge which a boy would afterwards require for surveying?—Yes, very much—by taking the boys out to the fields on holidays, and showing the practical application of the principles he teaches in the class-room. One or two lessons in the field will fix the principles in a boy's mind in a way that no amount of diagrams on a blackboard ever can.

5897. What kind of illustrations, in that case, would you think he should use?—I would have him measure a field—measure it partly by theodolite, partly by chain, and altogether by chain, and show the boys the different degrees of accuracy, and how the one system closed upon the other. I would also have him measure a triangle by a base, and the other two sides by computation, and then measure on the ground the sides that were computed; and the boys who had the slightest mathematical taste would be delighted to see how near the computed and measured distances would agree. I remember in my own case how delighted I was when I could measure the distance to the steeple of a village church, about three miles off, without going near it.

5898. *Hon. W. Gisborne.*] Would it not be a good thing to encourage and stereotype that education by having a higher branch institution which would give degrees of competency in the science of surveying—an institution, we will say, in connection with higher education? Do you think that might be discouraging to people who have been educated and who have grown up?—No, I do not look at it in that light; but I am afraid you could not concentrate all the aspirants to the profession of surveying or engineering in one place in New Zealand.

5899. But there might be colleges in which there would be a Chair for surveying and engineering, and in which surveyors could take a certificate of competency which would be recognized throughout New Zealand, and perhaps outside the colony?—It would be an excellent start for a surveyor. But it would be utterly impossible in any college to fully equip a surveyor—that is to say, he could not leave the college and immediately enter into the practice of surveying. There is a great deal of routine and other work to be learnt in the office, and there is a great deal of experience to be obtained. Surveying is not only a science, but an art. It is like making a pair of shoes. You may be very learned, and be able to talk and write a good deal about how to do it, but still you could not make a pair of shoes. It is the same in surveying. There must be practice in the field.

5900. *Dr. Hector.*] That would apply to medicine, law, or any other profession?—Yes. In Victoria there is a regular Board of Examining Surveyors, composed of the principal scientific men there. I think Mr. Skene, the Surveyor-General, Mr. Couchman, the head of the Mining Department, and one or two gentlemen connected with the University, are the members of the Board. But there is this great difference between Victoria and New Zealand: Victoria all concentrates in Melbourne, whereas in New Zealand we have no particular centre.

5901. *Hon. W. Gisborne.*] But under the present system in New Zealand there is practically the same thing, only the examiners are officers of the department, who have to decide whether or not the candidate is qualified to act as a surveyor; because it is from their report that the Surveyor-General has to judge—he has no actual knowledge of the candidate or his capabilities, and judges from the report of his officer?—Just so.

5902. Therefore there is an irregular and irresponsible way of testing whether a surveyor is qualified or not. Would it not be preferable to have a plan recognized by the State, open to all, and under definite regulations, and in connection with institutions for higher education?—It would be better if you could secure that what I may call the discretionary practical part should be associated with the mere technical knowledge.

5903. But I suppose there would be no difficulty about that: A body examining a surveyor might easily set him some practical work to do, just as well as your own officers might?—It might be done. We are also very careful, before authorizing a surveyor, to be satisfied as to his personal probity and integrity; because a surveyor, if dishonest, may work an immense amount of mischief, which may not be discovered for years.

5904. Would you refuse a certificate if you felt the candidate was not of a good character?—We are very much troubled with drunkards, for instance—men who can pass the examination, but who get drunk and go on the spree.

5905. Such a person would be a most dangerous man. Would you refuse his certificate?—Yes.

5906. *Dr. Hector.*] Have you any means of cancelling certificates after they are once issued?— *Mr. McKerrow.*
Yes.

5907. How is that done?—If a surveyor sent in very inaccurate plans to the Land Transfer Office we would cancel his certificate; but we would not take that step until we had been very sorely provoked. April 24, 1879.

5908. *Hon. W. Gisborne.*] You could not do so because a man became a bad character—a drunkard?—No, not on moral grounds; only in case his work was inaccurate.

5909. *Dr. Hector.*] Referring to the course of instruction laid down in the Universities at Home for engineering and surveying, would such a course of instruction, followed by examination and the granting of certificates, if undertaken by the University, be of material advantage in securing a supply of competent surveyors?—It would, decidedly.

5910. *Hon. W. Gisborne.*] Do you recognize such a certificate from Home?—We recognize it as proof of an excellent preliminary training; and the possession of such a certificate would be a very good introduction for a young man; but we would not on the strength of it at once recommend the holder to an appointment as a surveyor.

5911. You would subject him to examination?—We would hardly do that, because we would accept a diploma from the Dublin University, for instance, as genuine; but we would simply say to the candidate, "You have certainly gone through an excellent course, but you do not possess any practical knowledge. You have been broken in, but you require to go through some service here—to go with some authorized surveyor for a year or eighteen months; and then, after you have had experience of surveying over this rough country, and understand the requirements in regard to mapping and the scales, and have acquired a slight knowledge of the land system of New Zealand, we shall authorize you."

5912. *Dr. Hector.*] Then I understand that no certificate that could be granted by the University of New Zealand would obviate the necessity of still requiring a certificate from the Surveyor-General as to field competency?—Precisely so.

His Honor Mr. Justice RICHMOND examined.

5913. *Hon. W. Gisborne.*] You are a Judge of the Supreme Court?—Yes.

5914. We wish to know if you have any observations to make on the question of law examinations in connection with the New Zealand University—whether you could shortly state what the present system is, and suggest anything which would improve it in connection with higher or University education?—I am not aware whether there is any Chair of law or jurisprudence in the colony.

5915. I will read the regulation passed by the Senate of the New Zealand University at its last session, amending regulation specifying terms to be kept and examinations to be passed for obtaining the degrees of Bachelor and Doctor of Laws. It is as follows:—

- I. "Candidates for the degree of Bachelor of Laws shall, subsequently to their matriculation, complete a term of not less than four years.
- II. "Candidates for the degree of Bachelor of Laws shall pass three University examinations—one at the end of their second or any subsequent year, the subjects of which shall be—(1) Latin Language and Literature, (2) English Language and Literature, (3) Jurisprudence and Constitutional History; the second examination at the end of their third or any subsequent year, the subjects of which shall be—(1) Roman Law; (2) English Law on (a) Personal Rights, (b) Rights of Property, (c) Rights in Private Relations; the third examination at the end of their fourth or any subsequent year, the subjects of which shall be—(1) International Law; (2) English Law on (a) Public Rights, (b) Wrongs (Civil and Criminal).
- III. "The first examination prescribed in Section II. shall be the same as for the B.A. degree.
- IV. "Candidates for the degree of Bachelor of Laws, who shall have attained the degree of B.A. or M.A., either after examination or *ad eundem*, may proceed to the degree of Bachelor of Laws by passing an examination in jurisprudence and constitutional history, and by passing the second and third examinations prescribed in Section II.; provided that any such graduate in arts may, at his option, take the second and third examinations together; and provided further that any such graduate in arts who shall produce satisfactory evidence of having already in his arts course passed the examination in jurisprudence and constitutional history prescribed by the University of New Zealand, or by any University recognized thereby, shall be excused by the Chancellor from examination in one or both of those subjects.
- V. "The subjects of examination for the degree of Doctor of Laws shall be—(1) Roman Law, (2) Jurisprudence, (3) The Principles of Legislation.
- VI. "Candidates for the examination for the degree of Doctor of Laws shall be Bachelors of Laws of at least two years' standing."

That is with regard to degrees. We want to know now what qualifies for the law?—The actual examination in law is conducted by the Judges. Under the new regulations they appoint other examiners than themselves in general knowledge. The latter is a very easy examination; but that in law is conducted by the Judges, and has two grades. There is an easier examination which qualifies the candidate for admission as a solicitor, and a more difficult one which enables him to enter as a barrister. But the Commission is no doubt aware that at present there is really no practical distinction between the two branches of the profession; because any person who has been admitted as a solicitor has a right to place his name on the roll of barristers and to practise in that branch of the profession, and *vice versa*.

5916. You say there are two examinations, and that if a person passes the easier examination, he can practise as a barrister?—Yes; only there is a premium upon passing the more difficult examination, because only three years are required, although the service differs somewhat in character. Candidates for the easier examination must show that they have been bound under contract to a solicitor as an articled clerk, and have served five years. Those who go in for the barrister's examination need

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only have read law for three years as pupils. That was intended to assimilate ours to the English system. It may seem anomalous, but the more difficult examination is passed by men whose term of service, or, at least, of legal study, has been shorter. They are, however, supposed to be, and, in fact, generally are, persons who have received a higher education. They do not attempt the higher examination in law unless they have received a liberal education.

5917. How many years has the Registrar or the Deputy Registrar of the Supreme Court to serve, before being admitted?—Three years.

5918. And does he submit to the higher examination?—If he chooses to present himself. My impression is, that he can pass as a solicitor after three years; but I am not quite sure.

5919. What is the general knowledge examination?—the senior Civil Service examination?—It is proposed to make it exactly equal to that. I am not able to say whether it is precisely the same or not.

5920. *Dr. Hector.*] By whom is it conducted?—Our present mathematical examiner is the Rev. Mr. Harvey, who is also, I think, one of the mathematical examiners for the Civil Service examinations. I think Mr. Gammell is taking it this time, Mr. Harvey being absent from the colony. There are half-yearly examinations. I had nothing to do with the last one. In fact, since my return to the colony I have had nothing at all to do with the examinations in general knowledge, except to look over a few papers when it was considered doubtful whether the candidate should pass or not.

5921. *Rev. W. J. Habens.*] Are the examiners you have named appointed for Wellington, or for the whole colony?—For the whole colony. Papers are sent simultaneously.

5922. Are the examinations carried on at different periods from the Civil Service examinations?—Yes; although I see not the slightest reason why we should have so many examinations. It is very desirable, in my opinion, that they should be consolidated; and I am not aware of any reason why either the junior or the senior Civil Service examination should not be taken as the general knowledge examination for candidates for the law.

5923. *Dr. Hector.*] Special subjects required by the Judges could be introduced into the examination as they are in other cases?—Yes. I do not see what special subjects would be required. We are rather particular about English constitutional history. That is the only special subject that I can recollect.

5924. *Hon. W. Gisborne.*] What would be the effect of a person taking a degree of Bachelor of Laws or Doctor of Laws in the University?—He would be exonerated from any examination in general knowledge.

5925. In England can a person qualify himself for the law in a University?—No; he would have to keep terms at the Inns of Court as well. A degree in law would only abridge his time. I suppose it would exempt him from the new examinations which have been instituted since I left England. No doubt a degree in laws would do that; but the difference would only be, that instead of being five years on the books of the Inns of Court he would be three years. But the Inns of Court do not allow a graduate in laws to enter forthwith without keeping his terms.

5926. Is there a Chair at the University in England which would enable a person to enter the profession of the law without taking a degree? Must he first take a degree?—No; a barrister need not take a degree. The great majority of barristers in England have not taken any degree in laws.

5927. Do you think that the examination of candidates for the law in New Zealand could with advantage to the public interests be transferred to the University?—Not wholly—not at present.

5928. Would you state with what qualifications?—The examination in jurisprudence, and in law as a science, might be wholly transferred to the University; but there would remain a necessary examination in law as a practical art, which could not be committed to the University.

5929. Would you apply that examination to a person who took a degree of Bachelor or Doctor of Laws?—I think he should undergo some practical examination by the Supreme Court. I should not like to put my own business into the hands of any gentleman, however distinguished a graduate in jurisprudence, who had never been inside a lawyer's office. I have known men who have been distinguished at the University, but who were never in a lawyer's office, and who have been ignorant of things which a boy who swept out the office could have told them. A man who is in a lawyer's office learns the work, but does not know how, and probably never knew there was anything to learn—he learns it in the course of practical business; but I apprehend that in a University he could not learn it.

5930. That raises another question. Would you superadd to the University education a certain time to be passed in a lawyer's office before a candidate was qualified?—I do not know that I would make it an absolute condition. I should be satisfied myself if the examination could be passed. I think an examination paper prepared by a practical man would be a sufficient test.

5931. *Dr. Hector.*] Would that apply equally to barristers and solicitors if the two branches of the profession were separated?—I think it would. A barrister cannot dispense with practical knowledge even when the two branches are separated; and I do not expect to see them separated in my time. The feeling of the profession would be strongly against it. It is an impossible thing at present, in my judgment.

5932. Do you think the degrees in law which will be granted by the New Zealand University will be of any real advantage to practitioners?—I feel unable to say. This is certain: that modern English law is becoming more and more scientific. There can be no doubt that the study of comparative jurisprudence is much more pursued than it was; and we are getting rid very fast of our merely national law—of the old feudal real property law in one branch, and of the old rules of pleading in the other—and are so rationalizing our whole system that the study of law as a science has become more and more necessary, and it will tell more than it has ever done before.

5933. Is there any way in which holders of degrees in law would have precedence or advantage over practitioners who did not hold degrees?—That could be considered. I think that the taking of degrees in law ought to be encouraged; but I am not prepared to say that it ought to be made a condition of admission to the Bar. I think we are not prepared for that. But everything should be done to encourage young men in the preliminary study of jurisprudence.

5934. *Hon. W. Gisborne.*] I suppose there is no official way of encouraging degrees. They presuppose a higher status in the knowledge of law, and the public encourage them by going to the holders?—They could be encouraged to a certain extent by the Judges admitting the studies pursued at the University as preparatory. I am entirely in favour of doing that, so far as regards the scientific study of law; but I still think some practical acquaintance with the profession should be required, because these examinations are for the protection of the public.

5935. What is the system of admitting solicitors in England?—The examinations are under the control of the Incorporated Law Society of Solicitors. I do not know who really prepare the examination papers; but the plan used to be, I think, for a number of the leading solicitors to form by themselves a body of examiners, and to prepare the papers. The Incorporated Law Society is a voluntary association of solicitors.

5936. But I suppose a person could not practise as a solicitor without some recognition by the Society?—There is no way of becoming a solicitor except by passing the Incorporated Law Society's examination. It is a very easy one, apparently; I have known men who have passed it fail here.

5937. Can a barrister in England practise as a solicitor if he chooses?—Certainly not.

5938. He would have to go through another examination?—Yes; he would have to be articulated. The two branches are quite distinct.

5939. And he could not practise both?—No. It is against the etiquette of the Bar in England to take instructions directly from a client, except in regard to the drawing of a will.

5940. We wish to ask you some general questions with regard to University education. You are a member of the Senate of the New Zealand University?—Yes.

5941. We would like you to state whether, in your opinion, that institution, as at present constituted, has assumed the form best suited to the requirements of the colony; and, if not, in what way you think it might be improved? You know what the State has done for primary education; you know the condition of secondary education—there have been private endowments, assisted by public endowments and money, which have maintained secondary education; and you also know what the present position of the New Zealand University is. Our object, as I understand it, is to put aside primary education, and place the two other grades of education on such a footing that they will develop primary education to the highest growth, and also put higher University education and secondary education on such a footing that a boy in a primary school may, if he has the ability, have every assistance in rising up to the top rung of the educational ladder. That is the general object; and we should very much like to have your opinion on the subject?—My general impression is, that in taking the shape of a mere examining body the University has assumed the only shape which is possible at present. That is the inclination of my opinion. I do not think we should find it practicable to undertake the function of teaching. We do, I believe, to some small extent; but that is anomalous.

5942. *Dr. Hector.*] Do you think the equipment of the affiliated colleges is at the present time equal and sufficient in all parts of the colony?—They appear to me to be very unequally equipped. But the quality of the product must always depend on the material as well as upon the tools that are employed in manufacturing it. I believe there are very efficient staffs of professors at Christchurch and Dunedin; but it seems to me that they have not got students to work up. It is possible that institutions far inferior to them in the number of their professors, or in the completeness of their preparations for giving higher education, may turn out a larger proportionate number of students who are able to take a degree, simply because there is material to operate upon.

5943. How far do you think it might be due to the closer relation which the less well-equipped institutions have to the primary schools than the better equipped colleges, which are completely separated from the secondary schools?—It must be a disadvantage to be completely separated from the secondary schools. In Nelson, where the institution is on a very small scale, I think its efficiency has been proportionately very great. There they very early adopted a plan of giving exhibitions to pupils who distinguished themselves in the common schools.

5944. Do you think that Nelson College—taking that as an instance—gives a sufficiently high standard of education to be called a college education in any sense?—No, I do not. But I am inclined to think that the circumstances of New Zealand will require the New Zealand University to do without affiliation, and to dispense with the present requirement as to keeping terms at an affiliated institution, and that we shall have to adopt the plan, which the London University has fallen back upon, of allowing any one to come up for examination, and of letting the sole test be the ability to pass the examination.

5945. Admitting that, do you think it would be the duty of the State to do anything towards equalizing the advantages for obtaining a University education, so as to fit for examination in different parts of the colony?—I should say it would be politically fair; but that is my individual opinion. I do not understand on what principle of equity the institutions in certain provinces are rolling in wealth, whilst others are quite pauperized. I think it is a vain expectation that the youth of the colony will be sent from one extremity to the other to receive the higher education at that distant part of the colony. Parents who are prepared to send their children away from home would rather send them to the mother-country than to a distant part of the colony. I do not think, therefore, that it is practicable to attract the youth of the colony to a single corner of New Zealand to receive higher education there. That being so, I do not think it is fair to lavish resources upon a few institutions.

5946. Do you think that giving a higher education, amounting to a University education, culminating in a degree, is of such importance as to warrant a large expenditure for its attainment, considering the number who would come forward for such degrees in the colony—a large expenditure in various places?—I do not think we are warranted in maintaining very expensive establishments. If we were completely equipped, we should require as many professors and as many chairs as there are at Universities in European capitals.

5947. *Hon. W. Gisborne.*] You mentioned the London University, and its system of giving degrees to any one who comes up and can pass the examination. Do you think the application of that system in this colony would be preferable to that of Cambridge or Oxford, where there are a number

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of colleges which constitute a University, and which combine the teaching and examining power together?—I think it is the only practicable system; it is not because I think it better. I quite recognize the advantage of requiring the candidate not only to pass an examination, but to show that he has gone through a certain course of training. I fully recognize that; for, after all, the examination test is a very poor one, and other influences to which a young man is subjected during his University course tend to form his mind and character. I only dispense with that because I do not think we can apply it. I think at present the keeping of terms is illusory.

5948. Could a plan work something like this: having a college at each of the principal centres of population—say, Dunedin, Christchurch, Wellington, and Auckland—and having those colleges combined into a New Zealand University, just like the colleges at Cambridge or Oxford, which University should give degrees after examination, while the colleges would teach at the different places?—The expense of such an establishment, I should think, would render it impossible. It is not that I do not think it desirable.

5949. *Dr. Hector.*] In what does your conception of such an arrangement as that mentioned by Mr. Gisborne differ from the present New Zealand University?—In no wise, except that it is quite certain that many of the affiliated institutions in New Zealand do not possess the necessary equipment. That is the only difference; and, if the New Zealand University maintains its present rule, I do not see any hope of a change in that respect. It would occasion great heartburning to reject some of the institutions that have presented themselves. The religious element comes in a little, because amongst these affiliated bodies there will always be some maintained by particular religious denominations, as in the case of the London University; and it is a very invidious thing to deny affiliation to one of these religious seminaries: at the same time they are very often not at all fully equipped for giving higher education. The University of London had a number of these bodies affiliated, and I suppose it felt the difficulty of enforcing sufficient equipment.

5950. It has no body affiliated to it now?—No; but it did have affiliated to it a number of dissenting and Roman Catholic seminaries; and I dare say that in many of these the provision for teaching was exceedingly imperfect. To reject one of these bodies would be felt to be a very invidious thing, and they have been let in, in fact. It is also felt as an indignity by the better-equipped bodies that they are put upon the same level with these other institutions. The better way is, I think, to do away with the level altogether, and see who can prepare most successful candidates for the degree; that is the only test. But I should take a man from private tuition. I think that is our necessity at present. I do not think it is wholly desirable, but I do not see anything else practicable.

FRIDAY, 25TH APRIL, 1879.

PRESENT:

Dr. Hector (in the chair).

Hon. W. Gisborne.

Rev. W. E. Mulgan.

Rev. W. J. Habens (Secretary).

Mr. S. H. Cox.
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Mr. S. H. Cox was sworn and examined.

5951. *Dr. Hector.*] You are the Assistant Geologist for the New Zealand Government?—Yes.

5952. How did you obtain your appointment?—I was appointed by Professor Ramsay, Director-General of the Geological Society at Home, who was commissioned by the New Zealand Government to select an Assistant Geologist.

5953. You are an Associate of the Society of Engineers, and a Fellow of the Chemical Society?—Yes.

5954. You had received special education fitting you for the duties of an Assistant Geologist?—Yes; I took certificates in the School of Mines, Jermyn Street, London.

5955. Is that the usual way in which men are appointed to the Geological Survey in Great Britain?—Yes; when there are any vacancies the selections are made from the students at the School of Mines.

5956. Could you give the Commission some account of what preliminary education you had before you commenced your special studies at the School of Mines?—I was at Christ's Hospital, where I went through the ordinary course of Latin and Greek, and mathematics up to the *binomial theorem*.

5957. When did you leave Christ's Hospital?—At the age of fifteen. After that I was apprenticed to engineering for six years.

5958. During that time did you continue your studies?—Yes; in the evenings.

5959. *Rev. W. J. Habens.*] During the time that you were apprenticed to an engineer did you receive technical instruction from him?—No; I was working in the shops, and afterwards in the office.

5960. *Dr. Hector.*] Did you go up for any examination during that time?—Yes; I went up for four or five science and art examinations each year.

5961. Did you get certificates?—Yes.

5962. How long were your hours of practical work in engineering?—From six to six.

5963. And besides that you found time to prosecute your studies for these examinations?—Yes; I used to study in the evening.

5964. What was the nature of the examinations you passed in science and art?—I passed in mathematics, applied mechanics, natural philosophy, and chemistry.

5965. Had you the benefit of private tuition in studying those subjects?—I had in chemistry. I attended evening classes.

5966. You then went to the School of Mines?—I was at Messrs. Vickers and Co.'s Steel Works for two years, and then went to the School of Mines.

5967. How long did you study there?—Two years.

5968. In what subjects did you get certificates?—In chemistry, physics, mechanical drawing, geology, mining, mineralogy, and applied mechanics.

5969. Were you engaged in business of any kind while you were at the School of Mines?—I used to do engineering, drawing, teach pupils, and do other things. *Mr. S. H. Cox.*

5970. *Rev. W. J. Habens.*] Did you regard the two years at the School of Mines as forming a proper step towards the completion of your education as an engineer?—Yes; I was preparing for mining engineering, and under those circumstances I did. *April 25, 1879.*

5971. As a special qualification—that is to say, for a special department of engineering?—Yes.

5972. *Dr. Hector.*] You consider that the whole of your education from the time you left school, including the practice and the attendance at classes, was continuous?—Yes.

5973. Do you think, from your experience, that it is possible for persons engaged in business to prosecute their studies in technical science in a regular manner, and with success?—Certainly; if there are evening classes.

5974. And without taxing their energies too much?—I do not think it taxes their energies much more than spending their evenings in any other way.

5975. *Rev. W. J. Habens.*] When you were working for two years at the School of Mines, was the greater part of your time devoted to study?—Yes. For about a year and a-half I was working in the laboratories all day, and doing other work at night.

5976. *Dr. Hector.*] Could you give us some account of the course of study at the School of Mines?—It is divided into three-year courses. The course in the first and second year everybody has to take up. The first year's course when I was there consisted of chemistry, physics, and mechanical drawing.

5977. How many hours, in all, were devoted to these three subjects?—On an average, there was a lecture of an hour's duration every day, and the whole of the remaining time was devoted to the chemical laboratory.

5978. *Rev. W. J. Habens.*] When you say "generally one lecture a day," do you mean one lecture in each subject, or one lecture in some one of the subjects?—One lecture in some one of the subjects.

5979. *Dr. Hector.*] What examinations were there during the first year?—At the end of the term there were examinations in the three subjects I have mentioned, but there were none during the course. The examinations extended over the last two months of the year. Each examination only lasted one day, but there were intervals between them during which the students had an opportunity of devoting special attention to the particular subject of the next examination.

5980. What was the course of study in the second year?—Mineralogy, applied mechanics, and geology. I am not quite certain whether geology came in the second or the third year, but I think in the second. There was no laboratory course in the second year.

5981. What was the usual course prescribed in the third year?—In the third year there were three courses—for the mining, geological, and metallurgical associateships. You could take whichever of those branches you chose, or all of them.

5982. What did the geological include?—Geology and palæontology; no laboratory work. The mining branch included mining, geology, and metallurgy, laboratory work, and assaying; and the metallurgical included metallurgical lectures and the metallurgical laboratory.

5983. Do you think that evening classes leading up to such a course of study would be of use to those sections of the community who are not likely to be able to avail themselves of a University course?—I certainly think so. I think they could pass most of the examinations through the means of evening classes. They could not very well obtain the practical experience in a laboratory, although they could get a certain amount.

5984. Could practical work in a laboratory not be taken as part of a course of evening lectures?—Yes, but it would have to extend over a considerable period before the requisite amount of knowledge was acquired.

5985. *Rev. W. J. Habens.*] Is the practical work done in the laboratory of such an institution as the School of Mines principally work of real commercial or scientific value, or work made, as it were, for the students for the sake of giving them examples and illustrations?—It is generally work given for practice. First of all, the students have to go through the ordinary experiments in making oxygen, hydrogen, &c.; then they go in for qualitative analysis, taking various groups of salts separately; then solutions are made up for them to analyse; and afterwards they get ores given to them: finally, they get quantitative work for three months, if they are sufficiently advanced with the previous work; if they are not, they do not pass the examination.

5986. *Dr. Hector.*] In such a course of study would specimens such as are to be found in the museums here be necessary and sufficient?—I think so.

5987. I mean such as exist in the colony already?—Speaking of the colonial laboratory in Wellington, I should say that for chemical lectures more apparatus would be required.

5988. You mean apparatus for the use of the students?—No; I mean for lecture purposes. The students generally find their own apparatus.

5989. What would be the probable cost of a complete set of apparatus requisite for a course of lectures in chemistry of the kind you contemplate?—About £200 or £300.

5990. *Rev. W. J. Habens.*] Supposing it were extended so as to meet the requirements of a physical laboratory, as well as a chemical?—There would have to be a considerable expenditure; I could not say how much. A great many very costly things would be required.

5991. Do you think it would come to £1,200 or to £1,500?—I should think it would, very nearly, to set up the thing thoroughly.

5992. *Dr. Hector.*] Do you think there would be an adequate attendance on such lectures if they were established in different parts of New Zealand?—I think if there were any inducements offered students would attend.

5993. Inducements in what way?—In the form of scholarships which would entitle them to attend a regular course afterwards.

5994. *Rev. W. J. Habens.*] Scholarships to be taken at the end of the training obtained in evening classes?—Yes.

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5995. *Dr. Hector.*] How many pupils in practical chemistry could be carried on in one class—say in the Wellington Laboratory?—Eight in day classes. I think you might take ten in the evening; but if you were working in the laboratory yourself there would not be room for more than eight.

5996. You mean without interfering with the ordinary work of the laboratory?—Yes.

5997. And do you think the other branches of study, such as natural history, could be carried on successfully?—Most of the others would simply require lectures, diagrams, and specimens.

5998. *Rev. W. J. Habens.*] What would the metallurgical course consist of?—Principally lectures, illustrated by diagrams, and, of course, assaying, which could be done in the laboratory.

5999. *Dr. Hector.*] If such lectures were established do you think they would be sufficient for giving the scientific education required as part of a University course, in addition to their applicability to another class of students?—I think so.

6000. *Rev. W. J. Habens.*] Do you think it desirable that an attempt should be made to provide technical instruction to prepare young men within the colony to be mining engineers and assayers?—Yes. It is a question whether there are sufficient students desirous of such instruction. If there is any demand, I think it is desirable that the attempt should be made.

6001. Do you observe anything in the circumstances of the colony that renders it probable that a less proportion of young men would avail themselves of opportunities of such instruction than is the case in England?—No.

6002. *Dr. Hector.*] Do you think any practical instruction and work in a mine would be necessary as part of the education of a mining surveyor or engineer?—Certainly. I think a school course only commences or finishes his education—that the practical knowledge must be acquired either before or after.

6003. Which do you think best—before or after?—I think it is best before, if a man can leave his work for a time to acquire the theoretical knowledge afterwards.

6004. *Rev. W. J. Habens.*] Is that on the ground that a theory is so much better understood when the matter with which it is concerned is familiar to the student?—Yes.

6005. *Dr. Hector.*] In conducting such a course it would be necessary to establish the school in a mining district, would it not?—If you combined the practical instruction with the theoretical it would certainly be necessary.

6006. *Rev. W. J. Habens.*] Have you had any opportunity of observing whether those students in a mining school who have had some practical work in mines have greater facility in acquiring their education at the school?—Yes; they seem, as a rule, to pass the examinations better.

6007. *Dr. Hector.*] Are there any mines in New Zealand where students could get a sufficiently varied experience in mining at the present time?—The coal and gold mines are the only ones that are opened up very much; but in the neighbourhood of Nelson there are a large number of minerals which are almost certain to be worked in the future.

6008. You are Inspector of Mines for the colony?—Yes.

6009. Do you think that as a rule the working of mines at present is in competent hands?—Not as a rule.

6010. Is that from a deficiency of education on the part of the managers?—In many cases the managers are utterly uneducated.

6011. *Rev. W. J. Habens.*] That is to say, in that special department?—Yes; they have only learned what they know in the mines they are working in.

6012. *Dr. Hector.*] So that at present the mines would not illustrate a proper system of mining to students visiting or working in them?—No; the students would learn the names for the different kinds of work, and how mining was carried on, to a certain extent.

6013. If the person appointed to conduct studies in mining was in constant communication with the mining managers, and constantly visiting them with his students, do you think it would exercise a beneficial effect on the management of the mines?—It would depend upon whether the managers would take any notice of those visits.

6014. Would it not tend in that direction?—I think it would; and I think that students visiting an improperly-conducted mine with a competent instructor would learn quite as much as they would if it were the best-conducted mine in the colony.

6014A. They would learn by contrast with what they were taught should be done?—Yes.

6015. *Hon. W. Gisborne.*] How would you establish a school of mines in this colony adapted to its circumstances, if you were setting about it? Would it be a good thing to establish a faculty of engineering and practical science in the University?—It is almost necessary.

6016. Then there ought to be schools in which pupils could get tuition in order to qualify them to take degrees in the University?—Yes.

6017. Then, having come to that, would it be better to stipulate that in certain high schools there should be so much teaching a week in chemistry, mechanics, and mining, in order that the pupils might become qualified?—I question very much whether you would get a sufficient number of men to teach who understood anything about these subjects.

6018. Are any certificates now given to mining managers—underground managers—and captains of shifts?—No.

6019. There is no provision by law that they shall be given?—There is a provision that every manager shall be a qualified man, but there is no examination at present.

6020. Who gives the certificate of qualification?—I think the provision has been taken to apply to Home managers.

6021. *Dr. Hector.*] You are now referring to “The Mines Act, 1874,” which has just been brought into force?—Yes.

6022. *Hon. W. Gisborne.*] Do you think it is possible to institute evening classes and day classes in certain high schools for teaching mining, and then to have a faculty of mining in the University, so that persons should be able to qualify themselves to take degrees?—I should think it would be easier to have lectures at the different museums, and make the students attend them from the various high schools.

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6023. Through the means of the New Zealand Institute?—Yes.

6024. Would you still have a chair in the New Zealand University?—Yes. If there was not, there would be no inducement to go up for the preliminary examination.

6025. Professor Pearson, in his report on public education in Victoria, says,—“The staff of teachers that a college of practical science will need may be roughly estimated, I think, at—(1.) A lecturer of mathematics and mechanics, with a salary of £400. (2.) A lecturer of chemistry, specially qualified to assay metals and explain the chemistry of commerce, £400. (3.) A lecturer on land surveying, and the mapping of mines, £250. (4.) A lecturer on mining, geology, and mineralogy. It should be contrived, if possible, I think, that this lecture should be given by the University lecturer of mines, who might run down once a week to lecture, and receive £100 a year from each college for his work. (5.) A lecturer on practical mining. This could probably be given by some mining manager at Ballarat and Sandhurst, £100.” Do you think that, for that expense, which would be £1,250 a year, the State in New Zealand could establish a practical and useful school of mines on this principle?—On that principle I suppose it could.

6026. Do you not think it absolutely necessary that there should be somebody appointed to give certificates of qualification to captains of shifts and underground mining managers?—Yes; I think there should certainly be a Board appointed for the purpose.

6027. And every facility, you think, should be given for the education of people in the science of mining?—Yes.

6028. What is your opinion about the Kaitangata accident; would it have occurred if the persons had had proper scientific knowledge, and had taken proper care?—If the mine had been thoroughly inspected every morning there would have been far less danger of the accident occurring. You cannot always absolutely prevent those accidents.

6029. *Rev. W. J. Habens.*] Are you familiar with the arrangements which have been made in Otago for the establishment of a school of mines in connection with the Otago University?—I have seen the course proposed by Professor Ulrich.

6030. Does that seem to you to be sufficient?—It seems to me rather more than is necessary.

6031. *Dr. Hector.*] Are you talking now of a school of mines such as you referred to in the early part of your evidence, or to the faculty of mining which Mr. Gisborne has just alluded to?—I was referring to a practical school of mines.

6032. Did you consider that the school of mines you first referred to would culminate in a competition for scholarships leading to a course of study in mining in the University?—Yes.

6033. You looked upon the scholarship as a reward after the course of study in the school of mines?—No, after the preliminary course of evening classes—that the scholarships would admit boys or young men into a University or school of mines, where they would acquire certificates of thorough competency.

6034. Then you did not mean that the evening classes were to constitute the school of mines?—No, not entirely.

6035. *Hon. W. Gisborne.*] Would you read what Professor Pearson says relating to the School of Mines in Victoria, and what he recommends on the subject, and furnish the Commission with a memorandum of the principles of a scheme which, in your opinion, would effectively create a school of mines adapted to the circumstances of this colony; and also give your opinion of the arrangements which have already been proposed in this colony for a school of mines?—Having carefully read that part of Mr. Charles H. Pearson's report on the state of public education in Victoria which refers specially to schools of mines, I am of opinion that his scheme is applicable to New Zealand, if certain modifications were adopted. Briefly, what I consider would be the most desirable course to establish would be as follows:—(1.) That a school of mines should be established in connection with the New Zealand University, at any one suitable mining centre, and that a faculty be established in the various branches of mining, geology, and metallurgy in connection with the school of mines. (2.) That in each of the other large towns lectures in mathematics, applied mechanics, physics, chemistry, mining geology, mineralogy, and mine-surveying, and a practical laboratory course in chemistry, be given, to either day or evening classes, or both, as may be found necessary. (3.) That certificates be granted in the various subjects to students who pass their examinations, and that a certain number of scholarships be instituted in connection with this course, which shall entitle the successful students to a free course of study at the school of mines, and shall be of a sufficient money value to enable them to live during the term of their attendance at the school. (4.) That students attending these classes shall be permitted to go up for examination in any of the subjects included in the two first years' courses at the school of mines, the examination taking place in the various towns on the same day. (5.) That, for final certificates in mining and the other branches of the school-of-mines course, it shall be necessary to have at least one year's course at the school of mines; and that this certificate, with a two-years' certificate of service in a mine or mines, shall authorize the holders to take appointments as mine managers throughout the colony. With regard to the expense which these classes would entail, I have little doubt that competent lecturers could be found who would undertake the various courses at £150 per annum each, so that the annual expenditure would be £1,200 in each town. If travelling lecturers were appointed, no doubt some of this expense could be saved; but the arrangement would, I think, be likely to clash with any made for general examinations. The first expense of establishing these classes in Dunedin and Canterbury would be *nil*; while in Wellington it would be comparatively small, owing to the appliances which already exist; but in Nelson, Napier, and Auckland a considerable first outlay would be necessary in order to obtain the necessary apparatus and specimens, and also to fit up laboratories such as would be required.

Rev. J. PATERSON examined.

Rev. J. Paterson.
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6036. *Dr. Hector.*] You are one of the governors of Wellington College?—Yes.

6037. How long have you held that position?—About four years.

6038. How long have you resided in Wellington?—Nearly eleven years.

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6039. And from your general duties have you had your attention directed to the educational requirements of the place?—Yes; I have always taken a deep interest in education.

6040. How far do you consider that Wellington College at the present time supplies the instruction it was intended to afford?—I think it supplies the instruction it was intended to afford as well as can be expected from the means at the disposal of the governors, but I think very imperfectly compared with what it ought to do.

6041. To what instruction do you refer—to that which it gives as a grammar school, or as an affiliated branch of the University?—More especially its instruction as an affiliated college of the University.

6042. We have had it in evidence, however, that the greater number of the pupils are really grammar-school pupils?—Yes, they are.

6043. Do you think that the expenditure of the endowments is properly devoted to the grammar-school branch of the College?—I am not sufficiently acquainted with the original intention of the endowments; but I think, considering they were made for college education, they are properly expended on higher education. They ought to be devoted specially to higher education.

6044. Do you think there is sufficient demand for grammar-school education in Wellington to support an institution purely for that purpose, without endowments?—I do not know whether there would be sufficient without endowments: at any rate, if such an institution were established and made thoroughly efficient, it might draw a sufficient number of pupils to be self-supporting; but I do not think it would be self-supporting at the commencement, or for some time.

6045. What do you think, from your general experience, would be the number of boys who would attend a grammar school here?—I think there might be 200 or 300.

6046. And what would be the cost of conducting such a school?—It would require, I should think, at any rate, from £1,500 to £2,000 a year.

6047. Do you think the fees at present charged in the College are suited to the circumstances of the population?—I think so.

6048. I mean, they are not too high or too low?—No, I think not.

6049. Could they be raised without materially injuring the school?—We have been lowering the fees a little, believing that by doing so we would attract a larger number of pupils to the institution; and, considering that the education in the primary schools is free, I think we ought to make the education in secondary schools as low as possible. I believe that is the general feeling throughout the community.

6050. In the event of the higher education being separated from the grammar-school education, which department do you think the present College should undertake, and its endowments be devoted to?—That would depend a great deal on the original intention in giving the endowments. The endowments were for college education, which I always understood to mean University or higher education; and I think it would be quite a legitimate disposal of those endowments to devote them to University education proper.

6051. Do you think that the mode in which the governing body of Wellington College is constituted shows that it was intended for the control of an institution for higher education, or of an ordinary grammar school?—I think it shows that it was intended to control an institution for higher education. I have always understood that Wellington College was the only institution we had for higher education. Surely it was never contemplated that the capital of the colony should be without the means of furnishing higher education. I always understood that to supply such an education was the object of the College; while, at the same time, we having no grammar school, it combined the two; and with our limited means we contrived to do the best we could: but the combination does not work well.

6052. You mean that the combination of grammar-school education with University education does not work well?—No, it does not. You will not get students advanced both in age and attainments to attend an institution where there are mere children, perhaps, or boys, such as you would expect to find in a grammar school.

6053. Do you think there would be sufficient attendance at a purely collegiate institution to warrant its establishment in Wellington?—Yes, I think so. I know, for example, of three young men connected with the Presbyterian Church who went to Otago last year to prosecute their studies, and of one or two more who are going this year—just because they will not attend Wellington College: not that they think the masters there are not qualified to give them the education they require, but they do not care to mix with mere boys, they themselves being men.

6054. Have you heard of any other instances of lads having to leave Wellington in order to get higher education?—Yes; I have known several others who have gone South within the last few years.

6055. Have you heard of any who have been sent Home to the Universities who might probably have completed their studies in this colony had their been the means?—Yes, several.

6056. *Rev. W. J. Habens.*] Do you think that a staff, with a headmaster and assistants, is a suitable arrangement for a University institution?—In a University institution there is usually a principal, with a staff of professors. There must be a head: but it is not in the sense of a headmaster with assistants, but it is rather a sort of organized body with a recognized head or principal.

6057. The principal is more like the chairman of a Board?—Yes, or like the moderator of a Presbytery, or the president of a corporate society.

6058. *Dr. Hector.*] You mean that, as far as their teaching functions are concerned, the professors are equal with the principal?—Yes; each is, as it were, supreme in his own department.

6059. And that is not the constitution of Wellington College?—No.

6060. Is it constituted now more like a grammar school?—Yes, with a headmaster and second master, &c.

6061. You are not now talking of the constitution of the governing body, but of the teaching body?—Yes, of the teaching body.

6062. *Hon. W. Gisborne.*] Have you seen the original grant of the land which was conveyed as an endowment for Wellington College?—I have glanced over it, but not examined it with sufficient care to enable me to give an opinion about it.

6063. Nearly all the endowments from which income is derived were made by Sir George Grey *Rev. J. Paterson.* when he was Governor of New Zealand about 1848—is not that the case?—I believe it is, but I am not well acquainted with those matters, which occurred so long ago, and before I came to the colony. *April 25, 1879.*

6064. Do you recollect whether, when Sir George Grey made those endowments, they were not made for a Wellington Grammar School as well as College?—They were made long before I came to the colony.

6065. But is it likely he would have made endowments at that time merely for University education?—Very likely not in the early days. I dare say they thought more then of what you might call grammar-school or high-school education than of University education; they might not then have contemplated University education. But that was a long time ago, and the colony was then in its infancy.

6066. But, until 1872, was not the Wellington Grammar School or College together what you would call in Scotland a high school and in England a public school?—Yes; I believe so.

6067. Then it became affiliated to the University, and professed to give an education which would qualify for degrees?—Yes; and I understand that at that time it was, as it were, elevated out of its former position, and recognized as a College.

6068. At that time, under an Act of 1872, and I think before the Act was passed, the Superintendent of the province made reserves for the Wellington College, and it was called the Wellington College; and the question then would arise whether from that time it was not intended to be the means of giving what is called University education?—I should think that, if it was at that time elevated from the lower position of a simple grammar school and raised to the higher position of a College, retaining all its former endowments and receiving additional ones, that those in the Legislature who did that must have believed they were legitimately disposing of the former endowments, and that there was nothing inconsistent in applying them, as they did, to the higher education.

6069. Would it not be a very dangerous thing, if there were endowments for a Grammar School, for the Legislature to alter the trust so as to make those endowments applicable only to University education? Would that be a proper thing, do you think, for a Legislature to do?—I do not know; the Legislature of the day must consider what is best for the country, and what the best use to make of educational endowments.

6070. But ought it to interfere with endowments made, say, by private individuals, or by the public, for a certain purpose? I am not talking of the legal power, but do you think it is right for the Legislature to alter a trust?—If the Legislature felt that the endowments were not serving the purpose for which they were devoted, and that it could more usefully apply them to another cognate purpose, I think it quite legitimate for it to do so: it is the supreme power. The State can surely revise and re-arrange its own trusts.

6071. I will put it in this way: grammar-school education means education to poor and destitute people—to the mass of the people. The grant, I think, recognized that it meant elementary education to the poorer class. Assuming that that is the case, would it be right for the Legislature afterwards to say that, although these reserves were being used for that purpose in conformity with the original trust, yet that they should only be used for giving high-class University education, and not for the purpose for which they were originally made?—If they were endowments devoted by the Legislature to the education of poor children, and if there were still poor children to be educated—in other words, if they could be used for the purpose to which they had been devoted, I think it would be a misappropriation to take them away from that object and apply them to another.

6072. *Rev. W. J. Habens.*] Have you any reason to believe that this was an endowment for the benefit of poor and destitute children?—No; I never dreamed it was.

6073. *Dr. Hector.*] Do you know of any endowments held by the College which were made otherwise than by the Legislature of the country?—No; they are all, I believe, State endowments.

6074. These original endowments were made by the Governor at the time he represented the interests of the country?—I understand so.

6075. There were no private endowments, and no trust imposed by any private authority?—Not that I am aware of.

6076. *Hon. W. Gisborne.*] The original grants to which I referred were not made by the Legislature. They were made by the Governor of the country under an authority which he may have had from the Constitution Act; but they were not made by the Legislature?—They were made by the State. The act of the Governor, as such, was the act of the State.

6077. Well, supposing the endowments were not made for the benefit of the poor classes, but for the purpose of giving an elementary English education to the majority of the people—that is, to the general middle and lower classes—supposing the trust was for that, besides for college education, and it stated a college education, would it be right for the Legislature to exclude altogether the original intention of the trust as far as regards English elementary education, and apply the proceeds of the endowments solely to University education? Supposing these endowments had been devoted to the two-fold object, would it be right for the Legislature to say that they should only be devoted to one object?—It it were found by experience that the two-fold object of a college and a grammar school could not be satisfactorily combined in one institution, and that it must be divided and made into two separate institutions; then, in that case, I think the Legislature should either say, “Well, as we are about to separate the institution into two—a college proper and a grammar school—we must make a distribution of the endowments;” or, “Let the one institution take all the endowments, and we will make ample provision for the other.” I think that would be fair. The Legislature must see that both institutions are in an efficient condition.

6078. *Dr. Hector.*] Considering that the Legislature has provided free primary education, and has established a number of scholarships which can be obtained by the most deserving pupils at the primary schools to carry them on, free of cost, to a secondary or even to a University education, do you think the Legislature has a right to revise the destination of the original endowments?—I think so. The Legislature, in my opinion, has a perfect right to revise the original intention at any time.

6079. *Rev. W. E. Mulgan.*] Of course you are not referring to private endowments?—No. I am alluding to the college endowments made by the State.

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6080. *Rev. W. J. Habens.*] Do you know if the trusts of the Wellington College are similar to those of the Auckland College and Grammar School?—I cannot say. I am not acquainted with the nature of the Auckland Grammar School trust.

6081. In the absence of a copy of the original grant, for which the Commission has made application, the questions at this stage of your examination are necessarily somewhat problematical; but, assuming a case, that a grant to an institution like the Wellington College was expressly given for the purposes of college and grammar-school education, do you think that the State might, at this stage of our colonial progress, fairly, and without any injustice, divide those two objects, and place them under separate managements?—Certainly, it might do so, if it thought it would better carry out the objects. My reason for saying so is this: that the State—I use the word State, because I understand it was the Governor as the head or representative of the State—in the infancy of the colony, devoted endowments towards maintaining grammar-school and college education, and believed that those two classes of education could be carried out in one institution in a given locality. Some twenty or thirty years afterwards, when the circumstances of the country are totally different, when there is a large population, and when there is need for higher requirements in education, it is found that you cannot carry out that twofold object efficiently in one institution; that, in fact, you must divide the institution and establish a college in the proper sense of the term, and a grammar school or a high school. Well, I say it is quite legitimate for the State to revise these endowments, and to re-apportion them—to establish the two institutions, and, if found necessary, even to have two separate governing bodies. I think that is quite within the powers of the State.

6082. *Hon. W. Gisborne.*] But you recognize the claim of both those objects to a distribution of the reserves? If they were jointly interested in the reserves, would you, when the separation took place, recognize the right of each to an equitable distribution?—I simply recognize this: that the State can say to one institution—to the college, for instance—“You take all these endowments; and we will endow a high school: we are setting it up as a separate institution, and we will endow it out of other funds, or, at any rate, see that it is put in an efficient condition.”

6083. *Dr. Hector.*] You stated that the probable attendance at a high school in Wellington would, in your opinion, be between 200 and 300?—I think there might be 300.

6084. And that the required expenditure would be about £2,000 a year?—Yes; about £2,000.

6085. At the present rate of fees, the institution would therefore pay without endowments?—Yes, nearly so.

6086. Provided it were not in debt for building?—Yes; if it were free. In Scotland these institutions—high schools and grammar schools—are for the most part self-supporting. I do not know that the masters in the high school at Edinburgh or the Academy are assisted by endowments. The endowments are required for University education, as it is necessary to have men with the highest qualifications in each department of study, and in order to secure such men you have to give large salaries; and there may be only a limited number of students.

6087. As far as the education of the poor and destitute is concerned, to what extent do you think that need is supplied by the present system of free primary education and scholarships?—I think it is admirably met by the free education given in the primary schools throughout the country, and that liberal bursaries and scholarships will enable aspiring youths even of that class to prosecute their studies in the higher institutions.

6088. Do you consider that the expenditure by the State at the present time upon free education in Wellington exceeds in amount the income derived from the original endowments made by Sir George Grey's grants?—Vastly. In Wellington City alone we have expended on school buildings within the last two or three years—or will have expended by next year—the sum of £20,000.

6089. *Hon. W. Gisborne.*] Do you know whether this grant from the State for primary education has in any province neutralized the reserves which were made for primary education? Is it not considered that the State aid is in addition to the proceeds of the reserves for primary education? Has not that been the rule?—It should be the rule, at any rate; where there is a plethora of endowments there should be less given by way of grants.

6090. Do you know any instance in any province where the reserves for primary education are diverted from the purpose for which they were made, in consequence of the establishment of State primary education?—I am not aware of any—not in this province, at any rate. In some of the other provinces where the endowments may have been on a more liberal scale it may be the case, but I am not aware that it is so here.

6091. *Rev. W. J. Habens.*] Are you aware that the revenues at present received in any district from the primary reserves are applied in abatement of the grant of £3 15s. per head made by the Government to that district?—No; but it may be so.

6092. *Hon. W. Gisborne.*] The word “college” does not necessarily mean University education, does it? Are there not in England institutions that are called colleges which are not Universities?—All my training and all my experience have led me to the conviction that a college should be an institution that gives University education.

6093. Is not Eton called a college?—Yes. I believe such institutions in England are called colleges; but I was educated in Scotland, where colleges are synonymous with Universities.

6094. Are you aware of any institutions in England which are called colleges, and yet which do not give University education?—I believe there are some. There is the Liverpool College, but it is affiliated to the London University. I have no doubt that the Wellington College was intended to be an institution which would qualify for any of the learned professions.

6095. And what do you understand by the expression “Wellington Grammar School,” which is used?—I understand by that a lower department, which would qualify the pupils to enter the higher institution. In the early days, when the pupils were few in number, it was thought they could combine the two departments in one institution; but I do not think we can much longer do that satisfactorily.

6096. *Dr. Hector.*] Are the funds at the disposal of the Board of Governors sufficient for carrying on the institution as at present constituted?—They are utterly inadequate. On the building itself there is a heavy debt of £5,000, for which we are now paying interest at the rate of 10 per cent. That

is a heavy incumbrance on the institution. That sum, with the necessary expenditure for repairs and other contingencies connected with the maintenance of the building, will nearly absorb the whole of the proceeds from the endowments. *Rev. J. Paterson.*
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6097. *Hon. W. Gisborne.*] From inquiries you have made, was it an understanding, when the building was erected, partly out of private subscriptions and partly out of provincial grant, that there would be a provincial grant in aid until the reserves which were made at that time should be productive of income?—Yes; that was clearly understood.

6098. Have the reserves that were made about the year 1871 or 1872 been productive of any income?—No; not yet.

6099. They are mostly in the country,?—They are in the rural districts.

6100. Are they not utterly unproductive at present, in consequence of there being no power of sale or mortgage?—Yes.

6101. Are they likely to continue to be unproductive for some years to come, under these circumstances?—Yes.

6102. *Dr. Hector.*] Was it an understanding that the building should be built out of revenue?—It could not have been. It would be an absurd idea to erect a building like that out of revenue.

6103. A free building was to be part of the foundation of the institution?—Yes; it certainly ought to be.

6104. *Hon. W. Gisborne.*] Was it not in consequence of the provincial reserves being made by the Superintendent that the College governors erected a large part of the building available for dormitories, so that pupils from the country districts might be admitted into the College?—Yes. The College was always regarded, not simply as a city institution, but as one for the whole province; and for that reason a grant from the Provincial Treasury was given to it. It was thought proper to make provision for boys from the country districts, and that led to its being a more expensive building. There is an item in our revenue which we have lost, which fact is sometimes forgotten. I allude to the grant of £300 a year which we received for three years from the University funds towards the teaching of science in the College. On the faith of that grant we appointed the present lecturer in natural science—Professor Kirk. We have lost, in fact, £1,800 a year through changes over which the governing body had no control. When I became a member of the governing body nearly four years ago, we had £1,800 a year by way of direct grant—£1,500 from the Provincial Government and £300 from the University—which income has been entirely swept away, and the College left to struggle on without it. It is therefore, of course, in difficulties, and will continue to be so unless the Legislature help us. The endowments have increased a little in value, but nothing at all in proportion to that loss.

6105. The increase in the value of the endowments in that time has been, I think, from £650 to £1,000?—Yes; the increase has been, I think, about £400.

6106. Are you aware of any State grant for erecting college buildings in Auckland?—Yes; I have heard of it, but am not sufficiently informed to speak definitely. I believe a grant of £5,000 was made last year by the Legislature to Auckland.

6107. *Rev. W. J. Habens.*] Do you know how the Wellington College acquired certain estates in the township of Carnarvon, in the Harbour district, and at Palmerston North?—They were endowments made by the Provincial Government.

6108. *Hon. W. Gisborne.*] Are you aware that when the building on the Terrace formerly occupied by the College was given up the Provincial Government allowed a valuation on the building to the amount of £800?—Yes.

6109. Are you aware that that £800 was given by the province in the shape of land or reserves at Carnarvon and Palmerston North?—Yes, I believe it was so. The land at Carnarvon was given as an equivalent for the money value of the building formerly occupied by the College, and now known as the Terrace Public School.

6110. *Dr. Hector.*] You are a member of the Senate of the University of New Zealand?—Yes.

6111. Do you consider that the University, as at present constituted, has that form which is best suited to the requirements of higher education in the colony?—Yes, I think so.

6112. *Rev. W. J. Habens.*] Do you think that the present method of appointing the Senate is a satisfactory one?—I do not know of any other method that would be better. Of course, when the Council is completed by the graduates the regulation will come into force by which they have a voice in the appointment of members of the Senate; but until then I do not know of anything better than the present arrangement.

6113. *Dr. Hector.*] You think that, as long as the Government provide the whole of the funds for the maintenance of the University as an examining body, they should have a large voice in the appointment of the Senate?—Yes.

6114. Do you think that the affiliated colleges in all parts of the colony are sufficiently and equally endowed?—I think they are very unequally endowed.

6115. I asked that question because you said that, as at present constituted, you felt satisfied with the New Zealand University?—I did not refer to the affiliated colleges, but to the University as an examining body.

6116. You think the University should be purely an examining body?—Yes; and to confer degrees. But I think there ought to be colleges affiliated, giving University education.

6117. Do you think the colleges in Christchurch and Dunedin are upon a proper footing, and on a sufficiently enlarged basis, at the present time? Are they properly established as regards endowments and equipment of professors?—Yes; I think they are very well established in that respect—at least, as compared with our colleges in the North.

6118. Do you think similar institutions should be established in other parts of the colony?—Yes; I think that in Auckland and in Wellington there ought to be institutions put upon the same footing as to endowments, staff of professors, and so forth.

6119. *Rev. W. J. Habens.*] Do you think that if other colleges of the kind now under consideration were established it would be advisable to grant to the governing bodies of the colleges, and perhaps also to the professors, as well as to the graduates of the University, some voice in the

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appointment of members of the Senate?—Yes; if all these institutions were put upon the same footing as to endowments and teaching power, I think it would be.

6120. Do you think that in that case the Government should still retain a considerable power of nomination?—Yes.

6121. *Hon. W. Gisborne.*] Are you in favour of State scholarships ascending from the primary school to the University, so as to enable pupils, if they possess the ability, to rise up to the highest education the State can afford?—Yes, certainly.

6122. *Dr. Hector.*] Do you think the object of State assistance should be to educate the whole of the young, and to raise the average, or that it should be to select the most able and rush them ahead of their fellows?—I think the most important thing is to raise the average education all over the country; at the same time there ought to be encouragement given to lads with peculiar gifts and special aspirations to prosecute their studies in the higher departments.

6123. *Rev. W. J. Habens.*] Do you think that the fostering of special talent, and making use of it for the good of the whole country, will in the long run tell upon the average education?—Yes, I believe it will.

6124. *Hon. W. Gisborne.*] Is not the present system, which provides primary education, and which also assists University education and secondary education, and yet does not facilitate boys rising from the primary schools to the higher-class education—is not that really class education, giving the persons of the greater means the benefit of high-class education, while excluding the lower class of smaller means? Is not the present system really a class education in favour of the persons who have got more means than others? According to the present system primary education is given free; but if pupils in the primary schools have ability, and yet have no means, they are not enabled by the State to rise up to University education?—There are scholarships—I do not think there are so many as there ought to be; but still there are a few scholarships in connection with each institution, and open to all.

6125. *Rev. W. J. Habens.*] Are you aware that the State allows each Education Board the sum of eighteenpence per child per annum, on the average attendance, for the purpose of creating scholarships to be held at high schools and grammar schools?—Yes. I am a member of the Wellington Education Board, and we offer, I think, seven scholarships yearly to enable boys at the primary schools who may succeed in obtaining them to prosecute their studies at the College.

6126. *Dr. Hector.*] And when they are at the College there are junior scholarships that lead on to the University?—Yes.

6127. And, as a matter of fact, are these ever taken by the same boys?—The time has been so short that we cannot tell yet.

6128. There is no reason why they should not be?—No. I think it is very likely that a boy who has distinguished himself at a primary school, and taken the scholarship, and has continued his studies at the College, will take a University scholarship, and prosecute his studies up to the very highest point, till he take his degree.

6129. And that boy might take a special honor scholarship under the new arrangement of the University; and that would enable him to go Home and study for three years?—Yes, quite so.

6130. *Hon. W. Gisborne.*] The present system of State aid to secondary and high-class education is, I suppose, very imperfect and unequal in different parts of the country?—Yes; no doubt of that.

6131. Then anything which removes that, and makes the system more equal and more comprehensive, will not be open to the imputation of being class education, but rather the reverse?—Of course it would be placing the facilities for prosecuting higher education within the reach of a larger number.

6132. There is an idea in some quarters that by assisting higher education the State is assisting people of larger means, to the exclusion of those of smaller means. What I want to ask you is, if what we propose, State education, should be rendered more equal and more comprehensive throughout the different classes of education, would it not be a fallacy to suppose that that would be assisting the rich to the exclusion of the poor?—Yes, it would be; for, on the contrary, it would tend to bring the higher education more within the reach of the poor, especially if the State would, as it were, bridge over the gap between the primary schools and the higher schools or colleges. If it would bring these two together by a system of middle schools and of scholarships and bursaries, assistance given to higher education would be bringing it within the reach of the many in the lower schools. But the State must see to it that by the assistance given to higher education it almost comes down to, or touches and overlaps, the primary schools.

6133. *Dr. Hector.*] Do you consider that the means afforded for effecting that are insufficient?—Yes; quite insufficient.

6134. And that they could be extended with advantage?—With great advantage.

6135. *Rev. W. J. Habens.*] Do you think that the scholarships provided by the Government ought to be avowedly of an eleemosynary character?—Certainly not.

6136. Then, supposing they are perfectly open, do you not think that boys of a certain social standing are more likely to carry off the prizes than those who have less advantages in that respect?—I do not know. I rather think not; because boys who feel that they need the scholarships to enable them to carry on their studies will likely work harder to gain them. The education which brings them up to the point when they can take a primary scholarship is as good and cheap for a poor boy as for a rich boy. I believe the education given in the primary schools is superior to that which the richer boys would receive in a small select school; and if you begin the scholarships at that point you place them within the reach of the very poorest boys, and yet they are not of an eleemosynary character.

6137. *Dr. Hector.*] Do you think from your knowledge of Wellington that, in the event of a grammar school being established, independent of the College, it would be advisable to divide it into two schools, situated at different parts of the town, for the convenience of the pupils?—No, I think not. I would have one large grammar school.

6138. You do not think the distance would be a substantial inconvenience to any portion of the inhabitants?—No, I do not think so.

6139. Have you formed any opinion as to whether it would be desirable to establish district high

schools in the Wellington District?—I think these district high schools ought to be encouraged throughout the whole educational district. It would be beneficial to the teachers—it would tend to keep up their scholarship, and inspire them with an ambition for the character of their schools; and these district high schools would act as feeders to the colleges. *Rev. J. Paterson.*
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6140. What had you in view as to the peculiar characteristic of a district high school?—That, in addition to the ordinary education given in primary schools, classes would be formed for elementary mathematics and for Latin and elementary science, the mathematics embracing, say, the first six books of Euclid, and algebra to simple and quadratic equations.

6141. Have you had experience of such classes in the Home-country?—Yes. In all the parish schools of Scotland they have these classes. I received my own education at a parish school, and went direct from there to the University at Glasgow without attending any intermediate high school.

6142. *Rev. W. J. Habens.*] Do you approve of the provision of "The Education Act, 1877," under which such subjects as you have spoken of, and as distinguish the district high school from the mere district school, are to be paid for by the fees of the children?—Yes, I think so. If they take a special subject they pay a special fee for it, but not a high fee.

6143. *Dr. Hector.*] Have any steps been taken by the Board of Governors towards the establishment of a girls' high school?—If we had the means we certainly ought to have a girls' high school.

6144. What steps have been taken by the College governors?—We asked the State to assist us in establishing a girls' high school; and last year the Assembly voted three thousand pounds' worth of land for the purpose, but gave us no power to sell. It is rural land, and we get really nothing from it, and there is no likelihood of receiving much for some years; so that we are no better off than we were. We have nothing with which either to erect a building or pay rent for one, and are utterly without means to establish a girls' high school. The governors have made arrangements with the Principal of the College by which two hours will be devoted by the masters daily to giving instruction to girls at the College in separate classes. That is the very utmost we can do at present, but we feel that it is quite inadequate.

6145. What attendance is there expected to be at these classes?—I could not say. There may not be a large number availing themselves of them at first; though I expect a considerable number. I have no doubt if a girls' high school were established in Wellington it would have a very large attendance.

6146. How many, approximately?—There might be from seventy to a hundred, or perhaps considerably more.

6147. What ages would they range from—from the time they left the primary school until they completed their education?—Yes; say, from twelve or thirteen up to sixteen or eighteen.

6148. Are the girls who will attend the special classes at the College to be taught in a separate room from the boys?—Yes; they are to be taught in the College museum.

DUNEDIN, SATURDAY, 21ST JUNE, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the chair.

Rev. W. J. Habens (Secretary),
Dr. Macdonald,
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand,
Professor Ulrich.

MR. WILLIAM MACDONALD, M.A., LL.D., was sworn and examined.

Mr. Macdonald.

6149. *The Chairman.*] You are rector of the Otago Boys' High School?—Yes.

6150. How long have you held that position?—I came to New Zealand in November, 1878.

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6151. And you entered upon your duties at that time?—Yes.

6152. What was your previous educational experience?—I was for five years a pupil-teacher under the Privy Council at Home; for two and a-half years tutor of a boarding school in the west of Scotland; for four years master in a private school in Edinburgh; for three years assistant to the Professor of Greek in the University of Edinburgh; and for eleven years one of the classical masters in the High School of Edinburgh.

6153. Are you not a graduate of the Edinburgh University?—I am a Master of Arts and a Doctor of Laws of the University of Edinburgh.

6154. Have you any evidence to offer to the Commission with respect to the Otago Boys' High School?—Very full information about the High School is contained in the answers which have been furnished to the schedules issued by this Commission, and, as my connection with the school is of so recent a date, I think any further information the Commission may desire as to the history and working of the school would be best supplied by my senior colleague Mr. Brent, the mathematical master, who has been on the staff of the school since its foundation sixteen years ago, and who has on several occasions acted as interim rector. With respect to my own position and duties I hand in a copy of my agreement with the Board of Governors, from which it will be seen that my duties are defined in the following terms:—"To undertake, in virtue of his office, such superintendence of the High School as is generally performed by headmasters, and to conduct the Latin and Greek classes in the upper school . . . but subject to the control and direction in all respects of the Board." The engagement is for three years, and thereafter subject to six months' notice on either side. By this agreement the remuneration for my services is partly in the form of salary and partly in the form of capitation allowance, and in no case to be less than £700 a year. Since the date of the agreement the £700 has been altered to £800. With respect to matters relating to secondary education generally, I hope to have an opportunity of laying my views on these subjects before my fellow-Commissioners when they come to the consideration of them, and I do not therefore deem it necessary to offer you any formal evidence with respect to them.

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6155. Is there any connection between your school and the Otago University?—There is no official connection between the High School and the Otago University.

6156. There are no scholarships founded by the Otago University for the encouragement of learning in your school particularly?—There are none. The Richardson Scholarship is held at the University of Otago by pupils of the High School; but it is a private scholarship founded by the late Sir John Richardson.

6157. Has your school derived any pecuniary benefit from the New Zealand University?—During the time of my connection with the school one of the boys has carried off a junior scholarship.

6158. My question rather had reference to the fact that at one time certain schools received a grant of something like £300 a year from the University?—The High School of Dunedin has never received any money from the University of New Zealand; it has never been affiliated to that institution.

6159. Have you any acquaintance with the efforts now being made at Home for giving a University education to young ladies?—There are schemes of that kind, I think, in connection with all the four Universities of Scotland. The only scheme that I have had any opportunity of observing the working of is that carried on by the Ladies' Educational Association in Edinburgh. The University professors in Edinburgh have conducted classes for several years in such subjects as English literature, mental science, Latin, Greek, and branches of physical science, with very great energy and success. I could easily obtain from Home, for the use of the Commission, the reports for several years past of the Ladies' Educational Association, which would convey the fullest information on this point.

6160. I suppose that up to the present time the Edinburgh University has not granted any degrees to ladies?—No Scotch University has taken that step.

6161. Do they grant a certificate of proficiency?—They do.

6162. Are girls' high schools established throughout Scotland on the same principle as the Dunedin Girls' High School?—They are not in any sense generally established throughout Scotland; but one of the chief features of recent educational movements in Scotland has been the establishment of girls' schools of that character. For example, in connection with the reform of the Hospitals, which has been the most prominent educational movement with respect to secondary education in Scotland for many years, the Merchant Company of Edinburgh has two large and admirably-appointed girls' schools. And the same remark applies to the more recent reform of the Hutchison Hospital funds in Glasgow—they have a magnificent girls' high school in connection with their foundation.

6163. And is it chiefly through these institutions to which you have referred that girls' secondary education is provided for in Edinburgh?—I could not say chiefly; but, when I tell you that in the principal girls' school in connection with the Merchants' Company no fewer than 1,200 girls are attending, you must see that they at least occupy a very prominent position in the system of girls' education in Scotland. But there are in Edinburgh very many excellent girls' schools of a private character.

6164. *Rev. W. J. Habens.*] Is the High-School building at present in use in Dunedin well adapted for its purpose?—The question of providing more suitable accommodation for the school has been for some time under the consideration of the Board of Governors, and a few weeks ago ground for a new site for the school was reserved under an Order in Council.

Mr. D. Brent.
June 21, 1879.

Mr. D. BRENT, M.A., was sworn and examined.

6165. *The Chairman.*] You are the mathematical master of the Otago Boys' High School?—Yes.

6166. How long have you occupied that position?—Sixteen years.

6167. What was your educational experience before you received the appointment?—I was mathematical master for three years in Tonbridge School, Kent.

6168. I think you are a University graduate?—Yes; I am an M.A. of Cambridge.

6169. You have, I think, on some occasions, acted as rector of the High School?—Yes.

6170. For how long?—I was acting-rector during the interregnum between Dr. Macdonald and Mr. Norrie, and also, previously, between the resignation of Mr. Hawthorne and Mr. Norrie's appointment.

6171. Were you appointed by the headmaster or by the Board of Governors?—I was appointed by the agents at Home, at the time when the school was founded.

6172. At what salary?—Four hundred and fifty pounds a year, with a house allowance.

6173. Has your salary remained at that?—It is now £525 a year, without a house.

6174. *Rev. W. J. Habens.*] How are the masters of the High School generally appointed?—By the Board of Governors. I was appointed at Home. The school was started with a staff of three masters, who were obtained from Home.

6175. Selected by a Commission?—Yes.

6176. *The Chairman.*] Who were the other two masters?—Mr. Campbell, who was drowned in the harbour, and never entered upon his duties, and Mr. Abram, who has since resigned.

6177. Is there a minimum age fixed for admission to the school?—No, I think not. At first the age was fixed at nine; but the rule afterwards fell into abeyance, and now there is no minimum age.

6178. Is there any test for admission by way of examination?—There is no formal test. A boy must be able to read and write fairly, and know the first four rules of arithmetic.

6179. For how many hours per week do the students attend the school?—Twenty-five—five hours daily for five days.

6180. Then Saturday is a whole holiday?—Yes. The upper classes attend for twenty-six hours; there is an extra hour given for drawing.

6181. *Rev. W. J. Habens.*] Is drawing taught to all the boys?—Yes.

6182. As part of the school course?—Yes.

6183. *The Chairman.*] How often in the week is drawing taught?—In the senior class twice a week, an hour each lesson, and in the junior class an hour's lesson a week.

6184. Who is the teacher of drawing?—Mr. Hutton, the provincial drawing-master, who has two assistants.

6185. *Rev. W. J. Habens.*] Is singing also taught in the school?—No.

6186. *The Chairman.*] Is there a library connected with the school; and, if so, on what conditions is it accessible to the pupils?—There is a library, and the terms are 2s. 6d. per year subscription.

6187. *Rev. W. J. Habens.*] Are the subscriptions applied to the renewal of books?—Yes.

6188. *The Chairman.*] Are the books allowed to be taken home, or must they be used on the premises?—They are allowed to be taken home, and must be returned at stated intervals.

6189. *Rev. W. J. Habens.*] Do you find that the boys generally avail themselves of the use of the library?—Not a very large number of the boys do so.

6190. *The Chairman.*] Of what class are the books—educational books or books of amusement?—Books of amusement mainly.

6191. *Rev. W. J. Habens.*] Is there any reference library connected with the institution?—Yes. There is a portion of the first rector's library, which was purchased by the Government for a reference library.

6192. And have the boys, as well as the masters, access to it?—The boys can use it whenever they like, and, as a matter of fact, they do use what books they want. A small number of these books was brought out from Home by the masters for the purpose of a reference library, a small sum of money having been granted by the Government for the purpose.

6193. Are additions made to this library annually?—Additions are made at intervals, but not with any very great regularity. The Provincial Government used to give a pound for every pound raised by means of subscriptions; and as soon as we had obtained any money from the boys' subscriptions we used to hand it in to the Provincial Treasury, where it was added to in the proportion of pound for pound, and the sum applied to the purchase of books from Home, from which we made a selection.

6194. *The Chairman.*] Has that system been kept up since the abolition of the Provincial Government?—Not since the passing of the Public Libraries Subsidies Act of 1877.

6195. Is there any connection between your school and the New Zealand University?—No; we are not affiliated.

6196. Has the curriculum of study been planned with the object of bringing it into relation with the New Zealand University course?—Since the foundation of the school we have always endeavoured to make the line of study preparatory to a University course, and since the establishment of the University changes have been made in text-books and subjects.

6197. *Rev. W. J. Habens.*] Have you formed any opinion as to the suitability of the present arrangement, by which the year is divided into four quarters, as compared with another arrangement, by which there would be three terms, with two short recesses and one long one during the year?—I think it would be better to have the term arrangement, making shorter divisions—to have three terms, instead of four quarters with a fortnight's holiday between the two half-years.

6198. Do you think that the strain of the many months of work, with scarcely any break, is felt by the studious boys?—I think that the tendency is in that direction, but I cannot say that I have observed any particular instances of serious results of that kind in the High School.

6199. Do you think that the holidays under the term system come at a more suitable time of the year, so far as weather is concerned?—Yes. I am much in favour of the three-term system, provided the sum total of the holidays throughout the year is not materially increased.

6200. *The Chairman.*] What arrangements are made for the periodical examination of the school?—I believe the Board of Governors have made arrangements for annual examinations.

6201. *Rev. W. J. Habens.*] Does the High School receive any boys who hold scholarships under the Board of Education?—There are five provincial scholars now at the school.

6202. Do you know if any arrangement has been made for acting upon the requirement of the Education Act in this respect, that schools receiving such scholars shall be subject to inspection by an Inspector of Schools?—I am not aware.

6203. Do you know if there has been any such inspection as required by the Act?—No; I do not think so.

6204. Regarding inspection as distinct from examination, do you think that high schools should be subject to inspection by any outside authority?—Yes.

6205. Have you formed any opinion as to the authority by whom this inspection could be best conducted—whether by the Government, the Board of Education, or the University?—I have not formed any opinion on that point.

6206. *The Chairman.*] Is there any system of giving prizes in the High School?—Yes. The Board of Governors annually vote a sum of money for prizes to be given at the December examinations; and, in addition to these, there are prizes given by the Chamber of Commerce, the Mayor, and other friends of the school.

6207. Are these prizes given as the result of the examination, or as the result of the past half-year's work, or are they awarded upon a combination of the two?—Some of the special prizes are given on examination, but the bulk are given according to the results of the class-work and the examination combined.

6208. What punishments are in use in the school?—Corporal punishment is administered in certain cases, but not frequently, and the general punishment is by keeping the boys in and impositions.

6209. Do you think that the examination prescribed by the New Zealand University for the junior scholarships is a suitable examination?—I think the range of age (fifteen to twenty-one) too wide. An examination suitable for young men of twenty-one is surely too difficult for boys of fifteen.

6210. Are there any evening classes in connection with the High School?—No.

6211. Do many of the pupils from your school matriculate at the Otago University?—I notice in the last calendar the names of eleven old High-School boys amongst the undergraduates.

6212. Is there any class being taught in the school with a view to matriculation at the next entrance examination?—There are four boys studying with a view to matriculation.

Mrs. Burn.

June 21, 1879

Mrs. BURN was sworn and examined.

6213. *The Chairman.*] You are Lady-Principal of the Otago Girls' High School?—Yes.

6214. How long have you held that position?—Eight years and a-half.

6215. Had you been engaged in teaching previously?—Yes; for fifteen years. I had schools for that time, and I taught privately in Edinburgh before coming to the colony. There was an interval of six years between my two schools. I began one when I landed in Australia. I married; and after six years had to begin a school again; and I taught in Geelong for seven years, when I got my appointment here.

6216. What is the number of pupils at present attending your school?—One hundred and thirty-nine.

6217. Have the pupils to undergo any examination before admission to the school?—For the upper school they have. I can admit them to the lowest class of the lower school without examination; but only to the lowest class.

6218. Is there any fixed minimum age?—The age is nine—or about nine. I have some younger who read better than some girls of twelve or fourteen. I may make an exception in such a case as that; but nine is about the age at which we admit them.

6219. How many assistants have you?—Four female assistants and one master attached to the school, besides visiting masters for French, German, and science.

6220. By whom are the assistants appointed—by yourself or by the Board?—By the Board.

6221. Are you consulted before the appointments are made?—Yes; the testimonials are always sent to me for my opinion.

6222. Is there a boarding establishment in connection with the school?—Yes.

6223. How many boarders are there?—There are seventeen at present.

6224. Under your charge?—Yes.

6225. Are there any charges for extras at the school?—Yes; for music, dancing, and gymnastics.

6226. Are the modern languages taught free?—Yes; they are included in the course.

6227. What vacations are there?—Between seven and eight weeks at Christmas, a fortnight at midwinter, two days at Easter, and two at Michaelmas.

6228. *Rev. W. J. Habens.*] Do you think that the division of the year into four quarters, with holidays such as you have mentioned, is preferable to a division into three terms?—I have had no experience of the terms. I sometimes think that three weeks' interval would not be bad, and sometimes fancy the terms would not be a bad arrangement for the work of the school. My reason for coming to that conclusion is that several of my best workers have every year "given in" during the last quarter. Very many of those who work best are not strong, and they give up then; and I think if they rested during a better time of the year than the midwinter holiday they would possibly be able to finish the year. It is a question which I have debated with myself many times, and wondered whether the term system would work better than our present arrangement; but I have had no experience of it yet.6229. *The Chairman.*] Do any of your pupils come from the public primary schools?—Yes. I anticipated that question, and looked over my roll last night; and I find that half of the present number of pupils have attended district schools before coming to me. I did not reckon those who had attended private schools after leaving primary schools; and they constitute about a third more. About half of the school—71 out of 139—came direct from primary schools. I could not give any answer with regard to former years. I have always a prejudice in favour of those who come from primary schools; I find them better prepared for our work.

6230. Do any of these pupils who come from primary schools hold scholarships at the Girls' High School?—Yes; there is one who holds a scholarship from the Education Board.

6231. Are any of your pupils at present studying with a view to competing for the Education Board's scholarships?—Two are preparing for the junior and one for the senior. I have it in view to send up some for University scholarships next year, not this; they are too young at present.

6232. Did the girls who held scholarships in your school pay the ordinary fees, or did they get their tuition free?—They got their tuition free. I do not know about the girl who at present holds a scholarship; but under the old régime they did not pay fees.

6233. Are there any special scholarships offered for competition amongst the pupils of the Girls' High School?—No.

6234. *Rev. W. J. Habens.*] Do you know whether any arrangement is made for acting upon one of the requirements of the Education Act, which is to this effect: that any school which receives Board scholars must be subject to inspection by a Public School Inspector?—There has been no definite arrangement made for inspecting our school. In 1875 a special commission was appointed for the purpose. Two years after that the Board's Inspector examined the lower school, but only the lower school, and only in English.

6235. And, so far as you are aware, no arrangement has been made to comply with this requirement of the Act?—I do not know of any definite arrangement. I know it has been spoken about.

6236. *The Chairman.*] Are there annual examinations or half-yearly examinations held at the school?—I hold quarterly examinations. Last year I held an examination every six weeks. I had a purpose in so doing. It was an experiment of my own. I thought it would perhaps help my work, and enable me to see where deficiencies existed, so that I could apply the remedy sooner. This year I revert to the old arrangement of quarterly examinations.

6237. By whom are the examinations conducted?—By the teachers. The results are recorded, and the prizes at the end of the year are determined according to these examinations.

6238. *Rev. W. J. Habens.*] Do you think the inspection of the school, as distinct from examination, has any value?—Yes, I think it has; because in an examination only a minority of the school probably would give any very good result, whereas the same amount of trouble is taken in teaching them all. I think inspection by persons qualified to judge is a good thing in itself, apart from examination.

6239. Have you formed any opinion as to the authority by which such inspection should be directed—whether the Board of Education, the Government, or the University?—I should feel

disposed to say by the University. I think our school has a direct connection with that institution; at least, that is the idea I have myself—that we are preparing our highest pupils with a view to their going forward to the University.

Mrs. Burn.
June 21, 1879.

6240. *The Chairman.*] Which University?—The Otago University, I suppose. I did not think of any one in particular. And with that idea I should like the inspection to be conducted by the University authorities.

6241. Do any of your pupils attend lectures at the Otago University?—None at present.

6242. Have you ever had pupils attending the University classes?—Yes; the junior mathematical class. About three years ago, at the time when a most efficient master left us, I thought it necessary, in order to carry on the work of certain advanced pupils, to take them to Professor Shand's classes in junior mathematics; but I found the work was too heavy for girls of school age.

Mr. P. G. PRYDE was sworn and examined.

Mr. P. G. Pryde.
June 21, 1879.

6243. *The Chairman.*] You are Secretary to the Board of Education in Dunedin?—Yes.

6244. How long have you held that office?—Eighteen months.

6245. How long have you been connected with the Education Office?—About ten years.

6246. What appointment did you previously hold in the office?—Clerk.

6247. Is the Normal School connected with your department?—Yes.

6248. How long has it been established?—Three and a-half years.

6249. *Rev. W. J. Habens.*] Do you know how many students there are in the Normal School at present?—There are fifty-two, of whom twenty-four receive maintenance allowance.

6250. Do the students pay anything for the instruction they receive?—No. The students attending the Normal School who have served their apprenticeship as pupil-teachers receive £1 a week during the time they are in training at the Normal School.

6251. Is the £1 a week granted to young women as well as young men?—Yes.

6252. Do you find that the Normal School students, on completing their course, readily obtain occupation in schools?—Yes; more readily, I believe, than other teachers.

6253. Do you think the supply of teachers issuing from the Normal School is large enough to meet the present necessities of the district?—Not nearly large enough. Of female teachers there are about enough, but there are not sufficient male teachers.

6254. Will you inform the Commission from what source the ranks of the male teachers are principally recruited?—Within the last twelve months they have chiefly come from Victoria. I could not say where they came from before then. Of course in former years we did not require such a large number within such a short space of time as has been the case recently; for within the last twelve months the increased attendance at the schools under the Board has been something like four thousand.

6255. *The Chairman.*] What is the total attendance?—The total average attendance last quarter was very nearly 14,000.

6256. *Rev. W. J. Habens.*] From what source is the income of the Normal School derived?—The Board gets an allowance of £2,000 from the Government, and the deficiency is made up out of the Board's ordinary fund. That is, in regard to the training department; the cost of the practising department is provided in the same way as for any other primary school.

6257. Is the excess of the cost beyond the £2,000 considerable?—I should say it is about £500.

6258. Is any part of the rector's salary charged to the practising school?—No.

6259. Is any part of the headmaster's salary charged to the training school?—No.

6260. *The Chairman.*] Can you inform the Commission how many scholarships are given by the Board of Education, and what is their value?—There are twelve at present—six senior and six junior scholarships. The value is £40 in the case of pupils who do not reside at home, and £20 in the case of pupils who live with their parents.

6261. *Dr. Macdonald.*] How many girls carried off scholarships at the last examination?—Two.

6262. Are you aware that the Board of Education and the High School Board of Governors have recently passed a resolution giving provincial scholars at the Otago high schools free education, in addition to the scholarships?—Yes.

6263. *Rev. W. J. Habens.*] For what time are the scholarships tenable?—Junior scholarships for two years, and senior for three years.

6264. Will there be any examination next year?—Yes; it is the Board's intention to award scholarships next year.

6265. Then the cost of the twelve scholarships now current by no means exhausts the Board's resources in this respect?—No.

6266. *Professor Shand.*] Can you tell us how many of the present scholars receive £40, and how many receive £20?—Four receive £40, and eight receive £20.

6267. *Rev. W. J. Habens.*] Can you state what number of scholarships the Board expects to have current at one time when the scheme is in full operation?—About thirty.

6268. *The Chairman.*] Is there any limit of age with regard to the pupils by whom these scholarships can be held?—Yes; for junior scholarships, under thirteen, and for senior scholarships, under fifteen.

6269. Are these scholarships open to the students at the boys' and girls' high schools?—Yes.

6270. And by whom are most of the scholarships carried off—by pupils from the country schools, or from the high schools in Dunedin?—I cannot answer the question fairly from a single year's experience.

6271. How many district high schools are there under the Board?—Four.

6272. Do you find that there is a considerable amount of competition for these scholarships throughout the country schools?—Yes, there was last year; we have only had the one competition.

6273. How many candidates were there for the twelve scholarships?—There were seventy-one candidates in the two classes.

6274. By whom was the examination conducted?—By Mr. Petrie, Mr. Taylor, Mr. Fitzgerald, and Mr. White, one of the teachers in Dunedin.

Mr. P. G. Pryde.
June 21, 1879.

6275. *Rev. W. J. Habens.*] I understand that you are referring now to the first examination for scholarships under the Education Act?—Yes.

6276. Had the Board established any scholarships before the passing of that Act?—Yes; but they had all expired. The Board's old scholarship scheme came to an end on the abolition of the provinces.

6277. What arrangement has the Board made for carrying out the provision of the Education Act, section 51, as to the inspection of schools at which the Board's scholars are being instructed?—With the exception of the High School, where I think there are six scholars, all the schools are under the Board's control, and subject to inspection by its Inspectors.

6278. And what does the Board propose to do with regard to the High School?—I do not think the matter has been considered yet.

6279. *The Chairman.*] What are the conditions under which these scholarships are held?—The junior scholarships are tenable for two years, on condition that the holders during that time attend either the Dunedin High School, or any school under the control of the Board at which the higher branches of education are taught. The senior scholarships are tenable for three years, on condition that the holders shall, during the first year, attend any public high school in the educational district of Otago, and during the remainder of the period the Dunedin High School.

6280. Are the scholarships open to all comers, or are they confined to students coming from the Government schools?—They are open to all comers. The condition is that the scholarships shall be open to children "whether attending public schools or not."

6281. *Rev. W. J. Habens.*] Is the Board of Education directly interested in the special classes in elementary science for teachers now being conducted by Professor Black at the University?—No.

6282. *Dr. Macdonald.*] Are you aware whether these lectures are conducted under the auspices of the Educational Institute of Otago?—Yes, I believe they are.

6283. *The Chairman.*] Are there any evening classes held at any of the primary schools in Dunedin for the instruction of young men engaged during the day?—I do not think so. The evening classes that are held in Dunedin are conducted in connection with the Caledonian Society, and are carried on in one of the Board's schools—the Normal School. All the teachers employed in conducting these classes are in the service of the Board, and engaged in the schools in Dunedin.

6284. *Dr. Macdonald.*] Is it within your knowledge that a class for chemistry in that connection meets in the laboratory of the High School, and has the use of all the apparatus there?—Yes.

6285. *The Chairman.*] Is there any pecuniary aid given by the Government to the Society for conducting these evening classes?—No; the Education Board gives the free use of the building, and pays for gas.

6286. Have you any idea how many students avail themselves of this opportunity of instruction?—About four hundred. The subjects taught are, English composition, arithmetic, book-keeping, mathematics, engineering, and chemistry.

6287. *Rev. W. J. Habens.*] Could you state whether the character of the instruction generally at these evening classes is simply such as to assist those whose early education has been neglected, or whether it is such as those who have gone through the full course of the primary school may be glad to avail themselves of?—I think it applies to both—there are advanced classes and elementary classes. I know there is a class for mathematics and a class for chemistry.

6288. *The Chairman.*] Could you state generally what is the difference between the curriculum at what you call the district high schools and that of the ordinary primary school?—There is no difference in the lower standards; Latin and mathematics are taught in the highest class. The district high schools are ordinary schools with an upper department added—an additional class, which is generally under the charge of the rector.

6289. Does the schoolmaster get extra remuneration for the upper department?—The fees charged are divided among the teachers employed in giving the instruction.

6290. *Rev. W. J. Habens.*] In proportions determined by the Board?—By the school committee. I should mention that there is a fixed salary of £350 for the rectors of district high schools, and in the case of the second masters and mistresses they receive an additional £30.

6291. Then, as a matter of fact, the high schools are more expensive to the Board than other schools?—Yes. The regulation of the Board on this subject is as follows:—A fixed salary of £350 (bonus included) will be paid to the headmaster of every district high school; and £30 will be added to the salaries to which the headmistress and the first assistant master are entitled according to the scale in Rule 2; provided that the first assistant's salary, inclusive of his share in the fees, shall not be less than £200.

6292. Could you furnish the Commission with a statement showing, in the case of each of the district high schools, what would be its income from the Board supposing it were not a high school, and what is its income from the Board, it being a high school; and also showing how much is received from fees in each case, and how those fees are divided?

STATEMENT showing the Incomes of the several District High Schools; also, the Incomes they would receive were they treated as ordinary District Schools.

Name of School.	Average Attendance.	Present Income as High Schools.			Income as District Schools.		
		£	s.	d.	£	s.	d.
Oamaru	435	1,340	0	0	1,273	0	0
Lawrence	282	915	0	0	811	0	0
Milton	317	1,030	0	0	955	0	0
Port Chalmers	392	1,200	0	0	1,100	0	0
Total ... ..	...	£4,485	0	0	£4,139	0	0

Amount of Fees received by District High Schools during 1878.—Port Chalmers, £17 17s.; *Mr. P. G. Pryde*.
Lawrence, £17 10s.; Oamaru, £31 10s.; Milton (no fees charged at this school; instruction in
higher branches given free). June 21, 1879.

Division of Above.—Port Chalmers: Rector, two-fifths, £7 2s. 9d.; first assistant (male), two-fifths, £7 2s. 9d.; second assistant (female), one-fifth, £3 11s. 6d.: total, £17 17s. Lawrence: Rector, £17 10s. Oamaru: Rector, five-tenths, £15 15s.; first assistant (male), three-tenths, £9 9s.; second assistant (female), two-tenths, £6 6s.: total, £31 10s.

Mr. W. S. FITZGERALD was sworn and examined.

Mr. Fitzgerald.

June 21, 1879.

6293. *The Chairman.*] You are rector of the Normal School in Dunedin?—Yes.

6294. How long have you held that position?—Three years and a-half.

6295. Had you any experience in normal-school work before your appointment to the post?—Not as a teacher. Having been trained in a normal school, I had experience.

6296. Were you the first rector of the Normal School?—Yes.

6297. It was established under your charge?—Yes.

6298. What proportion of the attendants at the school are students as compared with the number of pupils?—We keep the attendance in the two departments distinct. In the practising department we have an average of about six hundred and thirty; in the training department the attendance is fifty-four—thirteen males and forty-one females.

6299. *Rev. W. J. Habens.*] Had many of these been teachers before they came to you?—About one-half; but I cannot give you the exact number.

6300. In what capacity?—As pupil-teachers and teachers in charge of schools.

6301. *The Chairman.*] What is the special course of study for these students?—The course prescribed by the regulations for examination in E and D certificates; and also preparation for higher certificates by means of work done in connection with the University.

6302. *Rev. W. J. Habens.*] Is all the instruction necessary for a D certificate given in the institution?—Yes, the whole; but the optional subjects are limited to Euclid, algebra, and German.

6303. And students who wished to take other optional subjects would get their instruction at the University?—Yes. We purposely exclude Latin. We consider that we cannot give such training in Latin as is desirable in the short time we have the students with us. Those who are capable of profiting by the class at the University, we advise to attend the University; for those who are not, we consider it better to take German at the Normal School.

6304. *The Chairman.*] Could you give us a general idea of the number of students who have been turned out of your Normal School as teachers?—I think I am within the mark when I say seventy or seventy-five. That number does not include the teachers already in schools, but who had their holidays extended to permit their spending one, and in some cases two, months in the Normal School.

6305. Is there a constant demand throughout the province for students who qualify themselves under your tuition as teachers?—There is.

6306. *Rev. W. J. Habens.*] Is the supply of students at all adequate to the demand which exists for teachers?—The supply is not adequate for male teachers, and, until this year, has not been for female teachers.

6307. Have you been able to form any opinion as to the reason of the disparity as between the sexes?—I think that the salaries offered to male teachers do not form so strong an inducement as the salaries offered to female teachers—that is to say, with the exception of our larger schools. Most of our male students have been appointed either as headmasters of small country schools, or assistants in large schools.

6308. *The Chairman.*] What are the students charged?—They pay no fee. Some, instead of paying fees, receive maintenance allowance at the rate of £1 per week. All do not receive maintenance allowance. Hitherto all who have passed the entrance examination have received maintenance allowance, but this year the sum granted by Government has not been sufficient to give maintenance allowance to the whole class; only those who have been teachers or pupil-teachers have received the allowance.

6309. *Rev. W. J. Habens.*] Though the others have passed?—Yes.

6310. *The Chairman.*] What is the nature of the entrance examination?—The entrance examination is the first-class pupil-teacher examination—the last examination passed by pupil-teachers.

6311. By whom is the entrance examination conducted?—By myself and the headmaster. Pupil-teachers, however, and teachers in charge of schools, are entitled to entrance without examination, the former having already passed the examination as pupil-teachers.

6312. *Rev. W. J. Habens.*] And are they entitled to the weekly allowance without examination?—They are. Teachers in charge of schools are admitted without examination on the recommendation of an inspector.

6313. Is the entrance examination very much higher than the Sixth Standard examination for the schools?—Considerably higher.

6314. Are there additional subjects in it?—Yes; the candidates have a choice of Latin, French, Euclid, or algebra.

6315. *Professor Shand.*] How many of these subjects have they to take?—They are compelled to take one.

6316. *Rev. W. J. Habens.*] Is the standard of examination in arithmetic and grammar, for example, much higher than the Sixth Standard?—Considerably higher.

6317. Would a syllabus of the examination be apparently higher, or do you make the distinction simply by reason of the greater severity of the examination?—The syllabus is apparently higher—quite as high as the old Otago third-class certificate examination, with the addition of the optional subject.

6318. *The Chairman.*] Could you give us a general idea how you so arrange matters that the normal school department does not interfere with the ordinary school-work of the pupils?—You refer to the means we adopt to give the students practice in teaching?

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6319. Yes; and also the teaching you give them through your own masters?—With regard to the teaching given by the masters, the time-table of the practising school is so arranged that the master required by the students is set at liberty during the hours he is required, his class being engaged either at drawing, drill, or some other extra subject. For drawing and drill we have visiting masters. In some cases Mr. Montgomery, the headmaster, or I, have taken charge of the teacher's class. To prevent the pupils suffering from the practice of the students the latter are carefully instructed in the subject which they are to teach in the practising school, with a view to their teaching it as well as possible. A great part of the work is done in draft-teaching—that is, large classes are cut up into small drafts, so that the pupils receive almost individual instruction from the students. The master whose class is cut up himself takes charge of a draft composed of the laggards in the class. The teaching by the students is superintended by myself and the headmaster.

6320. *Rev. W. J. Habens.*] How far is the master of a room responsible for the work done by the students who may be teaching under his eye?—We do not hold the master responsible. While the students are teaching he is engaged doing what we consider valuable work—work that more than compensates the class for any possible loss. The headmaster and I hold ourselves responsible for the students' work.

6321. You never in any instance require a report from the master of a room as to what the students are doing?—We do receive reports, but seldom.

6322. And not as a matter of course?—Not as a matter of course. I may add that each student is furnished with a notebook, in which are the names of the pupils in the draft he has charge of. When the lesson is finished he enters notes of the work done for my inspection. Those notes treat not only of the work, but also of matters of discipline.

6323. *The Chairman.*] Are the students all taught in one class, or are they divided into separate classes?—They are taught in one class.

6324. How many hours a day are the students under tuition?—Five hours.

6325. I mean as distinct from the teaching they do themselves?—They are three and a-half hours under instruction.

6326. And does that only leave one hour and a-half for experimenting as teachers?—Yes.

6327. *Rev. W. J. Habens.*] What stay does each student make in the institution as a rule?—The average is one year.

6328. Have you found much less than that to be of any real benefit to students tolerably well instructed in the ordinary subjects of school-teaching?—I found great difference in the students. Some will make very great advance in a shorter time in the art of teaching, while others will make very little.

6329. *Professor Sale.*] You said that each student was under instruction three and a-half hours a day?—Yes.

6330. That does not, of course, include the time he has to devote to preparing for this instruction?—No.

6331. Then what time during the day do you think each student will require to be actually working in order to do himself justice?—He would require to have fully four hours for private study.

6332. In the case of students attending lectures at the University, you deduct one hour from the three hours and a-half?—We have a two-fold arrangement for students attending the University. Six of our students are attending two classes at the University—Latin and mathematics, or mathematics and chemistry. During the University session those students are set free from Normal-School work.

6333. From the whole of the three hours and a-half?—From the whole work of the Normal School—the whole five hours. They have been either teachers in charge of schools or pupil-teachers, and have shown themselves well acquainted with the art of teaching. The students who take one class at the University are set free for an hour or two hours, the time depending on the work done in the Normal School during the different days.

6334. *Professor Shand.*] What is the number of your students at present attending the University?—Six males and eight females are attending the University. Five are taking Latin, eleven mathematics, two chemistry, one mental science, and one French.

6335. *The Chairman.*] Have they to pay any fees at the University?—They pay the usual fees.

6336. *Professor Sale.*] Those students, then, who take two classes at the University have no other work than University work to do?—No. I do not, however, count taking the chemistry lectures and the laboratory as two classes. The two classes are Latin and mathematics, or mathematics and chemistry. I consider these furnish sufficient work. I should state, in connection with this point, that these students are required to report to me, periodically, their attendance and the results of their examinations. Should these not prove satisfactory, they will be recalled to the Normal School. Of the six who are taking two classes, four are matriculated students.

6337. *Rev. W. J. Habens.*] Would these students be in precisely the same position if the Board of Education, instead of admitting them to the Normal School, gave them scholarships of £50 a year each in the University?—They would not. Though free from Normal-School work, only two have required the entire freedom; the others, of their own accord, attend certain classes, and partially prepare for them. Having to report periodically on attendance and results of examination, they are under Normal-School influence during the University session, and, at its close, will return to the school.

6338. And resume its full work?—Yes. The Normal-School work, however, is arranged in two sections. During the University session we take one specially suited to the students who remain with us. Between the end of the University session and the March examination we shall take another section in which special attention is paid to subjects omitted in the other section, with a view to benefiting those who are attending the University. In illustration of that, I may mention such subjects as elementary science, history, and the greater part of the science of teaching. The school management taken during the University session is chiefly practical, with just as much theory as is necessary to carry on the practice.

6339. *The Chairman.*] Has your Normal School been framed on any particular model?—I have followed to a considerable extent the practice of the Free Church Training College, Edinburgh, but have departed a good deal from the practice there in the manner in which I conduct the practice of teaching.

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6340. *Rev. W. J. Habens.*] Are your students more fully engaged in the practice of teaching than is the case with the students of the Free Church Training Institution in Edinburgh?—Much more so.

6341. And from your knowledge of the effects of the Edinburgh Training Institution and of your own school, do you consider yourself justified in the opinion which you evidently hold that the larger preparation in practice is necessary?—I am fully persuaded of it. I may say also that the attendance at the University is a considerable improvement on the course followed in the normal schools at Home. I believe that now the students at Home have the privilege of attending the University, but I think it has only recently been so.

6342. Do you think that the practical training that a student gets depends more upon the amount of time he spends in actual teaching, or upon the amount of supervision and guidance he receives while he is practising the art?—He must spend a considerable time in the practice of the art; a short time, even with strict supervision, will, in many cases, fail to make him an efficient teacher.

6343. Supposing a pupil-teacher comes to you who has been engaged four years in the practice of teaching, do you think it likely that the practice which is permitted him in the Normal School, being under supervision, would be of more value to him than his four years' previous practice?—I think not. In our schools in Otago most of the pupil-teachers are under skilful teachers, and for that reason I feel myself at liberty to give them the privilege of attending the University. They are deficient, however, in a knowledge of the science of teaching. What they know of it they have gathered from their practice rather than from special instruction.

6344. Are you able to make any comparison of the aptitude shown respectively by those who have been pupil-teachers, and by those who have had no former practice, to make use of the instruction in the science of teaching when it is imparted to them?—The pupil-teachers are the best in this respect. That fact, to a certain extent, has induced the Board to grant pupil-teachers maintenance allowance while denying it to the others.

6345. *The Chairman.*] Are any of the students instructed in either vocal or instrumental music?—They are all instructed in vocal music, and most of the female students have been instructed in instrumental music. The latter, however, forms no part of their course.

6346. What evening work, if any, is done by the students?—They are supposed to spend their evenings in preparing for the work of next day.

6347. No tuition, then, goes on in the evenings?—No.

6348. Are there any special examinations held?—Yes. Examinations are held periodically—monthly examinations and quarterly examinations.

6349. Conducted, I presume, by yourself and Mr. Montgomery?—Conducted by all those who have charge of instructing the students.

6350. Are prizes given?—No.

6351. *Professor Shand.*] There is no provision, I think, for boarding the students in training?—No.

6352. Do you think it would be an advantage to have such provision?—I think it would be a great advantage, especially to the female students. At present most of our female students are drawn from Dunedin and the neighbourhood, and the most of them remain with their parents, some travelling perhaps thirty or forty miles a day by rail.

6353. Are you aware whether there is any difficulty in finding proper accommodation for female students in Dunedin?—I cannot say from personal knowledge. I think there is a difficulty, but I have not inquired particularly into the matter. The advantage would be not only the provision of suitable lodgings, but of proper supervision of health and conduct, which would give parents confidence in sending their sons or daughters to Dunedin. The superior conveniences and appliances for study which might at a small cost be provided, would also be to the advantage of the students.

6354. You mentioned that the Board had been obliged to withdraw the maintenance allowance from a number of the students. Do you think it would be an advantage to the school if the Government grant was such as to provide that allowance for all students in training?—It would be a great advantage. We have lost several promising students in consequence of the want of maintenance.

6355. What grant would be sufficient to defray the additional expense? I mean how much in addition to the £2,000?—This year we would require another thousand. The maintenance allowance I consider absolutely necessary if we are to have male students. Young men of eighteen or nineteen years of age will not remain two years in training, with the prospect of the salaries generally given in our public schools, unless they have maintenance. If they have maintenance and the advantages of attending the University, I think we can depend upon having a good class of students preparing for teaching.

6356. *Rev. W. J. Habens.*] But do I not understand that those who are eligible to attend the University are already in receipt of the maintenance grant?—They all are; but we would have others whom we have had to deny. At present we have one, who is in receipt of the maintenance allowance, who was anxious to take Latin at the University, and who was well prepared, but could not afford it. Those who are attending the University can receive assistance from their parents towards University fees, books, and so on.

6357. *The Chairman.*] With whom does it rest to say whether maintenance-money shall be granted or not?—With the Board of Education.

6358. Could you tell us generally how the £2,000 grant is expended? Is it in maintenance-money or in supplementing the teachers' salaries?—Speaking generally, £1,000 goes to maintenance, the remainder to teachers' salaries and a share of the expenses of the school.

6359. Do any of the students compete for the provincial scholarships?—No; they are beyond the age.

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6360. With regard to the other branch of the school, I understand it is an ordinary primary school?—Yes.

6361. *Rev. W. J. Habens.*] Would you be good enough to state what features, distinct from those of an ordinary primary school, have been at any time introduced into it?—We have recently introduced four model schools, corresponding with country primary schools, in which the students will acquire experience in school-management, in addition to what they have already received in class-teaching.

6362. I understand that in the Normal School the classes generally are much larger than your teachers would expect to find when they went out to schools to which they might be appointed. They would very likely have to deal with small schools, and these model schools you mention are representative of the smaller schools?—Yes. Hitherto our students have found themselves at considerable disadvantage in taking charge of schools containing four or five classes, and being required to conduct these classes unassisted.

6363. I think you stated that singing and drawing were taught throughout the school?—They are.

6364. Is military drill taught?—Yes.

6365. And is there anything equivalent to that for the girls?—Yes; to a certain extent drill is taught to the girls. We have not commenced to use the gymnasium yet, but it is almost ready, and a master has been appointed.

6366. And do the students all receive instruction in drill and calisthenics, so that they may be able to impart the instruction when they go out?—Yes.

6367. From your knowledge of students of both sexes, do you find any difficulty in getting the young women to master the subject of arithmetic?—The young women have hitherto shown themselves as capable of mastering it as the young men who have been with us. In some cases the young women have surpassed the young men.

6368. Then would you be disposed to say that the deficiency in arithmetical knowledge shown by many female candidates for certificates, for example, is rather a sign of defective education than of a want of capacity?—I should consider that to be the case. There is one matter I would like to refer to with regard to the subjects for examination. I should like to have reconsidered the possibility of finishing geography and history during the pupil-teacher course. I feel convinced that we could be more profitably employed with our students if we were set free from these two subjects. The time spent at geography and history would suffice to give excellent instruction in English grammar, in Latin, or in mathematics, and thereby confer a great benefit upon our students.

6369. You are speaking now of the examinations for teachers' certificates?—Yes. Their knowledge of geography and history, however, would require to be secured before they entered the Normal School.

6370. So that, unless the Government took over the pupil-teacher examination as well as the other, the Government would have no guarantee except such as is afforded by outside authorities?—They would have no guarantee; but I think it would be well if we had a uniform pupil-teacher system, as we have in the elementary schools, and in our examinations for teachers.

6371. Do you think that the time spent in preparing for the examination in geography is very much increased if the examination is of a kind that requires minute topographical knowledge? Supposing that the examination were very largely concerned with the principles of mathematical geography, would you have the same objection to it that you have now?—Certainly not. It is the time spent in acquiring the minute topographical knowledge that I grudge.

6372. *The Chairman.*] Is there any other remark you would like to make on the subject of examinations?—Were it possible, I should like the students who have taken passes at the University of Otago, or the Canterbury College, to be excused from the subjects as optional subjects in the D examination. They will have gone in their University class beyond the amount prescribed for the D examination; but in the interval between the close of the University session and the March examination they will require to keep their knowledge on the subject fresh by revision. I feel that when these students return to the Normal School to complete the Normal School syllabus their time will be fully occupied. I am aware of the difficulties in the way of such a proposal; but I think if it were adopted a great boon would be conferred on our students.

6373. *Professor Shand.*] If it were the case that the D examination was conducted under the authority of the University of New Zealand, and that the examinations took place in November, would that go any way to meet your objection to the present arrangement?—It would. The students would come to the examination fresh from their University studies, and we would simply have to alter the division of the Normal-School year.

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Mr. D. PETRIE was sworn and examined.

6374. *The Chairman.*] You are Inspector of Schools for the Educational District of Dunedin?—Yes.

6375. How long have you held that office?—Five years and a-half.

6376. Would you tell the Commission what number of scholarships are established by the Board of Education in this district?—There were twelve offered last year.

6377. Is there a general desire amongst the country schools to compete for these scholarships?—Yes.

6378. I believe these scholarships are also open to the students of the High School?—They are open to all comers of certain ages.

6379. What is the limit of age?—For the junior scholarships the limit of age is thirteen years, and for the senior scholarships fifteen years.

6380. Is it part of your duty to inspect the Normal School?—It is part of my duty to inspect the day-school in connection with the Normal School.

6381. But not the training department?—It depends on the interpretation of the Education Act. I am not quite sure how it should be interpreted. As I read it, it belongs to the Education Depart-

ment to examine the training school, and take control of it. But there does not seem to be any definite arrangement laid down by the Act for the control of the training school. *Mr. D. Petrie.*

6382. Is there any attempt made in Dunedin to make the elementary schools lead up to the secondary schools?—All the public schools have the course of instruction laid down by regulations under the Education Act, and in these schools four hours a day are always taken up in the subjects of instruction required under the Act. In some cases—they are not very numerous—there are extra subjects studied—elementary mathematics for the most part, and occasionally Latin and French; but nothing further, so far as I know.

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6383. And these are subjects outside the course prescribed?—Yes. Then there are the district high schools, which are intended to bridge over the interval between the public schools and the secondary schools, or even the University.

6384. What constitutes a district high school?—They are constituted under the Education Act. They differ from an ordinary public school in making it part of their aim to give instruction in such subjects of higher education as there may be a demand for. These subjects are quite unlimited by the Act, but practically they are not very numerous. I may mention as subjects that are so taught, Latin, Greek—very elementary—algebra, geometry, trigonometry, French, higher arithmetic, and higher English.

6385. Is the headmaster of the elementary school the master who instructs in these higher branches, or is there a special master for the high-school department?—There is no distinction between the high-school department and the school as a public school. The headmaster is headmaster of the high school as such, the high school being a public school with the addition of, perhaps, an extra class, or, at any rate, a number of extra subjects, to the usual routine of study. The instruction in the extra subjects is given chiefly by the headmaster, and partly by the first assistant.

6386. *Rev. W. J. Habens.*] So far as your experience goes, is the ordinary elementary instruction, such as would be imparted in a simple elementary school, at all neglected in these district high schools?—I think the ordinary programme of study is as fully and as efficiently carried out in these schools as in others.

6387. And how are the masters remunerated for the higher work they do?—There is a fixed salary of £350 in the case of the headmasters of the district high schools, with a residence provided; and the first assistant master receives £30 in addition to the salary to which he would be entitled under the Board's regulations, this addition being made to secure a teacher of higher scholarship.

6388. Are these additional expenses covered by the fees which the children pay for the higher branches?—No. The fees are handed over to the School Committee to be divided amongst the masters in such proportion as they think fit. The fixed salaries of the headmasters and of the first assistants are provided entirely by the Education Board out of the usual grant for the support of education.

6389. *The Chairman.*] Is there a fixed scale of charges for the district high school?—The fees are fixed by a regulation under the Education Act.

6390. What are the fees?—Ten shillings a quarter.

6391. Is it competent for every large primary school to grow into a district high school, or is there any regulation whereby they attain the position?—Any large school that is isolated, and where no other provision for secondary education exists, may be raised into a district high school; but if there is provision for higher education in the same district, as in Dunedin, I think the Education Board would be reluctant to establish a district high school in the neighbourhood.

6392. How many district high schools has the Board under its charge?—There are four district high schools in this district. By the Education Act the sanction of the Minister is required for the establishment of any additional high school.

6393. *Professor Shand.*] All the district high schools in Otago were established as district grammar schools, were they not, before the passing of the present Education Act?—Yes; they were all in existence before the existing Act came into operation.

6394. *The Chairman.*] Has any application been made during your term of office to have a primary school brought under the category of a district high school?—We have had one or two such applications.

6395. How were they dealt with?—They were not granted, for the reason that the work in the schools was very elementary, and the circumstances of the districts did not appear to warrant the establishment of district high schools in them. One application of this nature has been dealt with during the last year. In that case the highest standard reached by any pupil in the school was the Fourth Standard. It would hardly seem necessary in such a case to provide for the teaching of any extra subjects.

6396. *Rev. W. J. Habens.*] Are the existing district high schools in the four largest centres of population outside of Dunedin?—I believe so.

6397. You do not know of any schools beyond Dunedin or the suburbs larger than the smallest of these district high schools?—No.

6398. *Professor Shand.*] What is the attendance in the upper department of these schools?—The number of pupils taking extra subjects are—at Milton High School, 43; at Port Chalmers, 30; at Lawrence, 34; and at Oamaru, 39. The great majority of these pupils are doing the work of the Fifth and Sixth Standards, and cannot be said to constitute an upper department.

6399. Is it your opinion that the secondary instruction—I mean the instruction given in the upper departments of these district high schools—is really an important matter for the province?—I think it is important. Very substantial work is done in one or two of the grammar schools. Some are situated so close to Dunedin that probably most of the students who would do advanced work are sent to the Dunedin high schools. But in the cases of Oamaru and Milton, especially, I think there is important work done.

6400. You mentioned, I think, that in the ordinary primary schools, which are not district high schools, there were in some cases additional classes. Are you aware whether these additional classes have increased or diminished since the passing of the Education Act?—I think their numbers are very much the same.

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6401. Do you think the passing of the Education Act has had no tendency either to encourage or discourage them?—It has had no tendency to encourage them, at any rate, by reason of the time required to be given to the prescribed programme of study. Four hours a day must be devoted to these subjects in all circumstances.

6402. To the upper branches of education?—No; but to the elementary subjects required by the Act. In all schools it is imperative that four hours a day be devoted to the subjects of instruction laid down by the regulations of the department.

6403. Are you aware whether it is customary to charge fees for those extra subjects taught in the primary schools?—I do not know any case where fees are charged. I know one or two cases where the instruction is given gratis.

6404. Do you think the fact that there is no power on the part of either the teachers, the committees, or the Education Board, to exact fees for such extra subjects tends to discourage the schoolmasters from taking up such classes?—I have little doubt it may have a tendency of that kind. In Victoria, where the ordinary subjects are supplemented by extra subjects there is a fee prescribed; and this arrangement has led to a great deal of work additional to the programme-work being done in the schools. Indeed, the fees for extra subjects have there materially increased the salaries of the teachers in many cases.

6405. You think it desirable, then, that the committees or the Education Board should have the power of charging fees for such extra classes?—I think it would be desirable that they should have the power of charging a small fee, which, while it would remunerate the teacher, would not discourage the taking of the subjects.

6406. In the absence of any such power to charge fees in the primary schools would you be in favour of one or more of the Dunedin district schools being declared a district high school?—I think that, on the whole, it would hardly be advisable to declare any school in Dunedin a district high school. It would come into conflict with the existing high schools, and probably there would be two institutions to do the same work.

6407. If you consider the fact that the fees in the High School are four times as high as those charged in the district high schools, do you not think that providing a district high school in Dunedin would meet the wants of a certain class who are not able to pay the fees at the High School?—I do not doubt that it would be a convenience to many; but I think the end is largely attained already by the teaching of the extra subjects gratis, and that the recognition by the Act of specified extra subjects, with prescribed fees, in connection with the primary schools would be sufficient to meet the case.

6408. *The Chairman.*] Do you find any difficulties in the management of the district high schools?—We find it difficult to give the headmaster sufficient time for superintending the classes not under his immediate charge. His time is mainly taken up in taking the highest class in the programme-subjects and in the extra branches, and in one or two cases I am satisfied that the general efficiency of the school has suffered from the almost exclusive occupation of the headmaster in this work. The first assistant is generally engaged during the greater part of the day in taking the programme work of the Fifth Standard, and is therefore unable to relieve the headmaster, to any extent, of the programme-work for the Sixth Standard; while any extra time he may have must be devoted to assisting the headmaster with the extra subjects. Another difficulty encountered consists in the fact that the staff is too limited for the amount of work to be done. The Education Board has to make provision for these district high schools out of the ordinary capitation allowance received from the department, no special subsidy being received for the support of this higher work. As a district high school is more costly than a public school of the same size, I think it is reasonable that the department should make a special allowance for their support, such as would enable the Board to give them a more liberal staff, equip them more fully for the higher work, and set more of the headmaster's time free for general superintendence. These are difficulties which I have felt a great deal in advising about the organization and management of these district high schools, and I am satisfied that the only way to remedy them is to have an additional master—in fact, to supply to each of these district high schools one master in excess of the number that would be supplied to a primary school having the same average attendance. To do this would probably absorb more money than the Education Board would be justified in expending on these schools, unless it received some special grant for carrying them on.

6409. Would you go the length of recommending that the secondary education administered in the district high schools should be wholly separated from the primary school education?—I should not go the length of recommending that at present. I should recommend that payment by results, or something of that kind, for the extra subjects, should be made to the Education Board by the Central Department for the support of the higher work in these schools.

6410. *Rev. W. J. Habens.*] Do you think the case may be met by the Board altering the scale of fees? As I read the Act, I imagine the intention is that the fees should pay the extra cost of these schools. Supposing, for example, that in a place where a district high school is established for the benefit of parents who cannot afford to send their children, say, to the Dunedin High School, a fee were charged something more like the fee that is paid at the Dunedin High School?—I do not think it would be advisable to raise the fees much above the present charge.

6411. Do you see any claim that the parents residing at Oamaru, Tokomairiro, Port Chalmers, and Lawrence have, greater than that of parents in other districts, to have secondary education imparted to their children?—No.

6412. Do you think that the plan of charging one amount to cover all extra subjects that may be taught works well, or would it be better to have a special fee for each subject?—I think it would be better to have a fixed fee for each subject. The plan of charging one fee for all the subjects I find has the effect of inducing pupils to take a great many subjects—in fact, more than they can do justice to; and the headmasters in one or two of the schools have got to fight against this tendency on the part of pupils to take up four or five subjects in addition to the regular programme, when two or three would be as much as they could fairly overtake.

6413. Have you formed any opinion as to the possibility of introducing a larger measure of what

may be called secondary education into the primary schools, and as to the best means of doing it?—I am of opinion that so much secondary education as is required in rural districts and in small villages could be readily given in the shape of certain specified extra subjects with specified fees, if the teaching of such were recognized under the Education Act, and instruction in them could be given in any school outside the four hours required for instruction in the programme. That method was largely adopted in Victoria. There they have no such thing as district high schools, and nearly all the larger schools have large classes that receive instruction in defined extra subjects, for which there are specified fees, and in many cases outside teachers think it worth their while to come and take charge of these classes, receiving the fees payable under the Act as remuneration. I see no reason why a similar system should not be applied in New Zealand to many districts where it would not be advisable to establish a district high school, and I see little reason why a system of this kind should not make it possible to supersede district high schools entirely.

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6414. *The Chairman.*] Do you know if there is any provision made by the State in Victoria for giving secondary education in country districts?—It is usual in every school in Victoria to impart a certain amount of secondary education, provided the teacher is able to give the instruction. There is added to the general programme of study a number of special subjects for which special fees are fixed, and these may be taught at any school.

6415. In the school hours?—I am not sure whether the four hours are not to be devoted to the ordinary subjects. I think it is so; so that these special subjects must be taken outside the compulsory four hours.

6416. *Professor Shand.*] Has it not been proposed in Victoria to have State schools for secondary education as well?—These, I think, are intended to be grammar schools, pure and simple, without any elementary schools attached to them. Still, they would fulfil the functions of district high schools, and would be supported by the State out of special funds, and not out of the general funds for conducting elementary education, as is the case with the district high schools here.

6417. You mentioned Victoria. Is it not the case also in Scotland that the ordinary schools are expected to supply a certain amount of secondary education?—I am not conversant with the arrangements for secondary education under the Scotch Education Act.

6418. When you were acquainted with the schools in Scotland was not that the case?—It was certainly customary fifteen or twenty years ago, in every school where the teacher was able to give the instruction, to take any subject that might be required, and for very moderate fees.

6419. *The Chairman.*] Is the supply of schoolmasters tolerably equal to the demand in the district under your charge?—We encounter considerable difficulty in finding sufficient teachers for the smaller schools; but wherever there is a fair salary we generally find a fair teacher for the position.

6420. Have you found the Normal School assist you much in supplying schoolmasters?—We have found it very useful in supplying female teachers.

MONDAY, 23RD JUNE, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Cook,
Rev. W. J. Habens (Secretary),
Dr. Macdonald,
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand,
Professor Ulrich.

The Rev. Dr. STUART was sworn and examined.

6421. *The Chairman.*] I believe you are Vice-Chancellor of the University of Otago, and Chairman of the Board of Governors of the Otago High School?—Yes.

6422. How long have you held the office of Vice-Chancellor of the University?—About eight years.

6423. Were you previously a member of the Council?—From the outset.

6424. You are aware that there was a proposal to amalgamate the New Zealand University with the Otago University?—Yes.

6425. Can you tell the Commission how the proposal to amalgamate fell through?—Mr. Fox, who happened to be in Dunedin shortly after the establishment of the Otago University, expressed great satisfaction with what we had done. In the course of conversation on the subject, he asked me if a colonial status would benefit our institution. On my stating that it would, he was pleased to say that he would do his utmost to obtain it for us. It was chiefly through his exertions that the New Zealand University Act of 1870 was passed. But, in consequence of the Council of the New Zealand University not being summoned till the period within which the amalgamation of the two institutions could be effected had expired, when the Council met in Dunedin they discovered that the time had expired, and that they were not under any obligation to give a locality to the New Zealand University.

6426. Then, do I understand that no opposition to amalgamation was shown on the part of the Otago University?—We were most anxious for it, because our belief was—Mr. Fox led us to believe so—that amalgamation would secure the localization of the University here.

6427. Did Mr. Fox, at the period you allude to, see your University at work here?—No; it was not at work then. But he spent a month in Dunedin, and came a great deal in contact with the Council, and especially with myself, at that time.

6428. *Rev. W. J. Habens.*] Do you regard the failure to summon the first meeting of the University Council within six months as the sole or principal reason why the two institutions were not amalgamated?—I do not think so. That is a tender point.

6429. *The Chairman.*] In your opinion is the mode of appointing the members of the Otago University Council a satisfactory one?—I think so.

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6430. I believe those appointments are for life?—Yes. I may say—what most of us know—that changes take place very frequently in colonial institutions, and our University Council has already undergone a considerable change.

6431. Do you think the Council, as at present constituted, is well fitted to manage the affairs of the University?—I think it is fairly well fitted to do so. Allow me to add that the Professorial Board is charged with all matters connected with classes and internal organization; so that really the Council has very little more to do than to elect the professors and manage the financial arrangements.

6432. *Rev. W. J. Habens.*] Is the Professorial Board, in making those internal arrangements, entirely independent of the Council?—Not entirely. I think that, generally speaking, the arrangements are submitted to the Council, and, as a rule, are always indorsed.

6433. But, as a matter of form, the arrangements must be submitted to the Council?—Yes. The Council are responsible, and they ought to have some say in the matter.

6434. *The Chairman.*] What is the present financial condition of the University?—At present we have got a little into debt—perhaps to the extent of £6,000—mainly through our building operations. We have also, perhaps, been in rather too great a hurry to extend our professorial staff. But our difficulties are not very great, and they are mainly in consequence of our building operations.

6435. Are you pinched for means at the present moment?—We are in debt to the extent of £6,000; but we have authority from the Government to borrow £10,000 at 8 per cent. on the security of our endowment—or, rather, of the rental of our endowment. We cannot mortgage the endowment itself.

6436. *Professor Cook.*] Does the interest come out of the fund available for University work proper? I will explain what I mean. In a return made by the Chancellor of the Otago University to this Commission I find a sum of £4,600 put down for University work, salaries, and so forth. Will the interest come out of that fund?—The interest will be a first charge on the income of the University. I may add that the University Council got permission to sell its first building in town, and sold it for £27,000 or £28,000—a sum deemed amply sufficient to provide us with increased accommodation at the north end of the town. But the actual cost has exceeded the architect's estimate by something like £8,000, or even a higher figure. I suppose every one who has had experience in building operations knows very well that architects' estimates have to be supplemented to the extent of 20 or 30 per cent. The interest on the money to be borrowed must come out of the amount mentioned in the Chancellor's report. But the leases of some of our runs are about to expire. For instance, there is one of 30,000 acres, not far from Dunedin, which will fall in in 1880; and the Assistant Surveyor-General assures me that, instead of receiving, as at present, £500 a year from that run, we will then get about £2,000 a year from it. It is at present let as a run; but, on account of its being so near town, and the land being comparatively low-lying, we expect a revenue from it of £2,000 a year. I refer to Barewood Run, which, I think, is about eighteen miles from Dunedin.

6437. *The Chairman.*] I think you have stated that you have an overdraft at the bank of £5,000. What other liability have you?—No other liability.

6438. Is the new building paid for?—No. We have not succeeded yet in borrowing.

6439. *Professor Shand.*] You seem to admit that there is an overdraft of £5,000 at the bank?—No. There is an overdraft of £1,000 at the bank, and something like £4,500 due on contractors' account.

6440. *The Chairman.*] Is it necessary for you to borrow the whole sum of £10,000 in order to free you from your obligations?—No; but we think it will be necessary for us to possess £10,000 to carry on the University until we get the additional rents.

6441. *Professor Shand.*] So that part of this sum will be expended on the current expenses of the University?—Yes; of course part of it will be.

6442. *Professor Cook.*] And on apparatus?—Yes; and, one regrets to say, on salaries. But, at the utmost, it will only be for twelve or eighteen months. In fact, we might even now have had a large increase of revenue if we had given an extension of leases to the present leaseholders. But we were assured that we could make much more of our endowment by allowing the leases to expire. We have no great difficulties.

6443. When the University building in town was sold for £27,000, was it put up for sale by auction, tender, or any other kind of competition?—It was advertised for sale, put into the hands of agents two or three times, and ultimately we got an offer from the Colonial Bank. I think the best price was got at the time. The property was looked after by several parties. One party thought of purchasing it for a great hotel. Those negotiations all came to nothing, but at last the Colonial Bank, through Mr. Cowie, bought it.

6444. *Professor Shand.*] Do you know the cost of the building which was sold for £27,000?—Something like £35,000. That was for the building alone, without the site. But you must remember that the building was erected for a post-office in a very dear time, when material and labour were very high; and, having been put up by the Government, I dare say it cost a trifle more than it should have done. The foundations alone cost something like one-fifth of the whole.

6445. Do you consider that the site of the building is in itself of great value?—Yes; I consider it is of great value.

6446. Do you think there is any site in town equal to it?—I think the site is most excellent. If the site had no building upon it, it would be of great value.

6447. Do you not think it would have been more to the advantage of the University to lease the property than to sell it?—That question was before the Council, and we had a report from Mr. Petre on the subject. But the Council thought that the cost of management would be so very considerable, and the interest on money to build new premises so heavy, that, after all, the best thing for the University would be to sell right off. I am still of that opinion.

6447A. Do you recollect what was Mr. Petre's estimate of revenue?—I do not remember all the figures, but his estimate of income from that source was deemed much above the market value without a large outlay for alterations.

6447B. Can you give us the estimate?—The Registrar would be able to give it to you.

6447c. I think it was £1,600 for the lower story. At that time were you not getting £250 for the basement story?—The members of the Council—many of whom were business men—looked at the thing, and came to the conclusion that it was a wiser plan to sell the property right off. I agreed with that.

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6447d. *Professor Sale.*] At the time this building was sold was there any immediate necessity for selling it? Was the Council in want of money?—No; but what induced us to sell was this: We were anxious to secure two things—dormitories for the students and houses for the professors. The Council was very much influenced by those two considerations. We have only to some extent succeeded in getting houses for the professors, and I am sorry to say that the dormitories for students are still only in the air.

6448. Are the professors' houses of any practical use to the University without students' dormitories?—Well, I believe they are. The Council desired very much to get houses for the professors and dormitories for the students. Personally, I attached extraordinary importance to the dormitories, and I do so still. I find that in America, in connection with their colleges they have dormitories. I find, even in Scotland, that at St. Andrew's they have erected a hall for students; and since its erection the attendance has increased. Classes now attend that University, since the hall was erected, who did not frequent it before—the Duke of Argyle's family, for instance.

6449. You have hardly answered my question. I asked if the professors' houses, without dormitories, were of practical benefit to the University?—I think they ought to be. I think it of importance that the professors should be resident somewhat near the University. At all events, it was done in the interests of the University and of the professors, whether the houses are of service to the University or not. They were erected in the belief that the University would be benefited by the professors residing in the neighbourhood. I may say that the idea of having residences for them received an impetus by a remark of Sir Julius Vogel. Seeing that the professors were scattered all over the place, he asked, "Why do you not locate them about the building, and create an academical atmosphere in the neighbourhood?"

6450. *Professor Shand.*] Did the Council expect to be able to erect sufficient accommodation for the professors, and dormitories for the students, as well as the University buildings, for £27,000?—We did. Our notion was to have plain, unpretentious, but comfortable buildings. We knew that all the students would not expect dormitories. They were merely intended for students from the country and the other provinces.

6451. How do you explain the different result?—I have told you already. We were, in fact, grievously misled. We were told that the University buildings, including six professors' houses and dormitories for students, would not exceed £23,000. The architect's figures, backed by the statements of experienced contractors, were: University, £8,200; anatomical and chemical division, £4,130; six professors' houses, £6,864; and dormitories, £3,800.

6452. *The Chairman.*] Is that the total amount expended up to the present?—It is not the total. The Registrar will tell you the total.

6453. *Professor Cook.*] You have not succeeded in getting the dormitories. What accommodation have you got for the actual total?—I may say that before we accepted the plans we submitted them to the Professorial Board; and, although the plans they agreed to were reduced to some extent, yet they were not reduced as regards accommodation for classes—they were reduced only as regards anterooms, and rooms of that kind; so that before the University Council accepted the plans, they took the Professorial Board into their counsel, and had their opinion upon all those matters.

6454. *Professor Shand.*] Would you have any objection to produce the letters from the Professorial Board?—Not the least. [Letters read, as follows:]

SIR,—

University of Otago, 8th June, 1876.

I have the honour to inform you, on behalf of the Professorial Board, that it learned with great satisfaction, from statements made on the occasion of the recent deputation to the Superintendent, that it was the intention of the Council to proceed at once with the erection of a portion of the new University buildings. There can be little doubt that the present state of suspense, if continued, would be injurious to the progress of the University, as the professors consider the time inopportune to ask from the Council the accommodation and appliances which are necessary for the development of the arts course. In support of this statement, I need only mention that a class for physical science has not yet been commenced, and it cannot be commenced without an expenditure for arrangements and conveniences which it would be inexpedient to lay out in the present building.

With the view of assisting the Council to form an estimate of the expense of the buildings required for the proper accommodation of the arts classes as at present arranged, and with a certain regard to the future, the Board beg to submit the following statement of the rooms which will be required:—Classics and English—Lecture-room and retiring-room; Mental science—Lecture-room and retiring-room; Law and modern languages—Lecture-room and retiring-room; Mathematics and physics—Lecture-room, physical laboratory, instrument-room, small instrument-room, retiring-room, and two large well-ventilated cellars; Chemistry—Lecture-room, laboratory, private laboratory, instrument-room, retiring-room, and large well-ventilated cellar; Anatomy and physiology—Lecture-room, dissecting-room, anatomical-specimen room, physiological laboratory, retiring-room, and large cellar; Natural science—No provision need be made for the classes in this subject, as they could be most conveniently taught in the Museum; General—Library, writing-room adjoining library, Council-room, Registrar's room, spare lecture-room (to be fitted up as an examination-room), students' waiting-room, janitor's quarters. Without counting janitor's quarters and cellars, the number of rooms proposed amounts to twenty-seven. Of these, the library, of course, should be a large, fine room. Three lecture-rooms (physics, chemistry, anatomy), two laboratories (physics, chemistry), and the dissecting-room—in all six rooms—should be large—say, 36 by 22 feet. The other three lecture-rooms, the examination-room, the two instrument-rooms, and the students' waiting-room—in all seven rooms—may be smaller—say, 25 by 20 feet. Six other rooms—namely, the anatomical-specimen room, the physiological laboratory, the private laboratory

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(chemistry), the smaller instrument-room (physics), the Council-room, and the writing-room (library)—might be about 20 by 18 feet. The retiring-rooms and the Registrar's room—seven rooms—might be about 16 by 14 feet. It is desirable that the apartments for chemistry and anatomy should be placed in a detached building, or, at least, that they should be completely separated by interior walls from the other rooms.

The Board would like to lay special stress on the desirability of having the laboratories well appointed and fitted up, as it is in them that the most important part of the scientific work of the University will be done.

The Board has not the special knowledge required to form an estimate of the sum—no doubt a considerable one—that would be necessary to provide the above extent of accommodation, but it has no reason to suppose that the expense would be beyond the present resources of the University.

I have, &c.,

JOHN SHAND,
Chairman of Professorial Board.

The Rev. the Vice-Chancellor.

SIR,—

University of Otago, 26th August, 1876.

I have the honour, on the part of the Professorial Board, to inform you that at a meeting held to-day a conversation took place on the subject of the proposed new buildings for the University, and, in particular, on the probable expense of furnishing and equipping the laboratories, and of providing the instruments and apparatus required for class demonstrations. The Board desires to offer to the Council an estimate of the amount of this expenditure, as it will necessarily enter largely into their calculations and deliberations.

In the opinion of the Board the things which are really essential to the welfare of the University, and require to be immediately provided for, are—an adequate amount of class-room accommodation, the proper equipment of the laboratories, and the purchase of the instruments and appliances necessary for efficient scientific instruction. These form the indispensable conditions of the educational success of the institution, and are therefore entitled to be considered first; the other matters, such as advantages of site, architectural effect of building, residences of the professors, accommodation for the students, &c., are subordinate. Without doubt, some of them are of importance, but they are not essential, and they must be dealt with according as the funds at the disposal of the Council will allow, after all that is essential has been provided for.

The Board considers that to furnish the laboratories and provide instruments in a reasonably complete manner (although, of course, on a very limited scale as compared with similar institutions at Home, and especially in Germany) will require at least six thousand pounds (£6,000). This amount may seem large, but it is a sum that may very easily be absorbed in buildings or other works that would be of little real benefit to the University; whereas if expended as suggested by the Board, it would do much to place the University in the front rank of the institutions for the higher education in the Australian Colonies. The laboratories will also require a certain yearly expenditure for maintenance and the cost of assistance, and this circumstance should also be taken account of by the Council.

In my last letter no reference was made to a central hall, or to the accommodation that would be required for the residence of students. Both objects, however, were fully discussed; but the Board considered that, if they were dealt with now, the cost of the buildings immediately required would be thereby doubled; and it did not consider either of them as pressing. Indeed, the Board is of opinion that the question of the residence of students is one which should receive the most careful attention on the part of the Council before any expenditure having this object in view is incurred. It is a question, moreover, that can be dealt with at any time, and does not at all call for immediate settlement.

Of course the Council understands that, although the accommodation proposed in my last letter would be sufficient for the present and the immediate future, the designs of the buildings should provide for very extensive additions. It is to be hoped in the course of time the arts faculty will become greatly developed, and that around it will grow up a school of medicine, a school of law, a school of mining and engineering, and perhaps various other schools or departments, requiring very extensive accommodation. Perhaps it would be sufficient at present to erect only one wing of the complete building, leaving the central portion and the other wing to be added as circumstances may require.

I have, &c.,

JOHN SHAND,
Chairman of Professorial Board.

The Chancellor, University of Otago.

Dunedin, 13th August, 1877.

SIR,—

I have the honour, by direction of the Professorial Board, to inform you that in accordance with your desire they have carefully examined the plans for the new University buildings. The design marked "To B or not to B" the Board considers by far the most suitable, mainly for the following reasons:—It is more conveniently arranged than any of the others, and gives more accommodation. It also admits of easy extension, or diminution if the expense be found too great, and it puts the dormitories in a separate building.

The Board is unanimously of opinion that, rather than curtail the accommodation, it would be much better to erect the building entirely of brick. In the event, however, of the Council deciding otherwise, they would respectfully point out that this plan is capable of affording all the accommodation that is immediately required, even if the whole of the right wing, both of the front and back building (scientific part), be for the present omitted.

The Board, in view of the probable establishment of the school of mines, and other extensions of the University, believe that the scientific laboratories should, if possible, all be on the same block with the Museum; and generally they are of opinion that a great saving of expense and increase of convenience would result were the whole building erected on the Museum Reserve.

I have, &c.,

D. MACGREGOR,
Chairman.

The Chancellor, Otago University.

6455. If the proposals of the Professorial Board had been adopted by the Council, what do you estimate the expense of putting up the buildings in brick would have been?—I really do not know. In this town we find there is scarcely a brick building that is sound. The brick is so inferior that it soon wastes, and would not give us anything like permanence. I would sooner build in wood than brick. I believe brick would have been cheaper; but at the time we had no good brick in town.

6456. I merely wish to ask your opinion, apart from the advisability of building in brick, as to whether the proposals of the Professorial Board could not have been carried out with the resources then at the command of the University Council—that is to say, whether buildings could not have been erected, with laboratories fully provided with instruments, and sufficient additions made to the library, with the money then at their disposal?—I am not able to answer that question. My experience in erecting churches and other buildings really prevents me from saying whether it could be done or not. I think the paper received from the Professorial Board was very valuable. It received full consideration, and the Council came to the conclusion that, as they were anxious to put up permanent buildings, they should be of stone, and be put up piecemeal. They might have been more cheaply put up in brick.

6457. If you are informed that the North Dunedin School, containing twelve large rooms, each accommodating a hundred children, has been erected for £6,500, do you think that the University, as recommended by the Professorial Board, could have been erected for £12,000 or £14,000?—We were told that the accommodation we required could be erected in stone for £17,000. Taking the North Dunedin School as a factor, I think the buildings you suggested could have been put up in brick for the sum you mention. I am only giving a rough opinion. I know the buildings could have been put up more economically in brick. In the comparison, it should be remembered that the University fittings are more expensive than those of common schools. The sitting accommodation in a University class-room for fifty students, done according to the directions of a professor, cost £155.

6458. The result is, that if the course recommended by the Professorial Board had been adopted, the Council would not only have £5,000 or £6,000 to expend on apparatus which they have not now, but they would even have a balance to their credit, instead of being £5,000 in debt?—I do not think it follows. I do not think the wisdom of the Professorial Board is so great that you can conclude a certain thing will follow because they have made an estimate on paper. Making an estimate and carrying it out are two different things.

6459. I do not say that it follows from the wisdom of the Professorial Board, but it follows from the figures which you gave us just now, by merely performing a sum in addition.—I merely give a very rough opinion. I say that, taking the North Dunedin School as a factor, the University might have been put up for the sum you mentioned. But it is easy to be wise after the event has occurred; and very likely, with the wisdom we have gathered, if we had to get the thing done again, we would make fewer mistakes.

6460. *Rev. W. J. Habens.*] Do you think the style of the North Dunedin School would satisfy you for a University building?—I believe the Professorial Board were right in saying that style was not the first thing to seek after; but, at the same time, we had some old-world notions, and liked to have the University with some style about it. I may add that, although the University is at present in straits as regards means, yet we expect to be in ample means before five years are over, and, of course, to provide all the apparatus and all that is necessary for fully equipping the University. The Council have never lost sight of the necessity of providing many things yet wanting, but we remember that in these colonies Governments and all institutions have to grow somewhat slowly; and we fully anticipate being able to provide everything necessary, for the thorough teaching of all the branches we undertake, in the course of four or five years.

6461. *The Chairman.*] Has there been any attempt made to clear off your liabilities?—Yes. We expect to have £10,000 in the course of this week.

6462. Were all the buildings included in one contract?—No. We were obliged to have two contracts, because we wanted very special accommodation for the anatomical and chemical departments of the University. The second part of the University was a distinct contract. There was also a distinct contract for the professors' houses: three contracts in all.

6463. Is the building for the anatomical school completed?—Yes, and the contractor paid off long ago.

6464. Do you know what that particular building cost?—It is all included in the £24,000. That is exclusive of the professors' houses. The two contracts for the University alone amount to close on £24,000.

6465. *Professor Cook.*] What accommodation have you provided for those professors who have not houses at the University?—One professor, who requires to reside in the country on the score of health, gets an allowance of £100 a year.

6466. I do not mean that. You said anterooms were cut out of the plans.—There is fair accommodation. There is a common room for the professors, with necessary conveniences.

6467. *The Chairman.*] I understand you to say that there is a lodging allowance of £100 a year to one professor?—Yes, to one professor. There are two without lodging allowance. I may say that a lodging allowance or house is not part of the contract with the professors, although there has always been a desire on the part of the University Council, when in funds, to make the professors as comfortable as possible.

6468. Do the Council contemplate erecting buildings for the other professors, or giving them all lodging allowance?—My belief is, that they intend to do so when in funds, but they refuse to commit themselves to it. I do not think the Council would like to make fish of one and flesh of another.

6469. *Professor Cook.*] Then I suppose you think that for the present those two professors have no lodging allowance because they are the youngest?—Precisely. Professor Hutton is in possession of a house purely through the ill-health or incapacity of Professor Sale to live in town.

6470. *Professor Sale.*] The original intention of the Council was to build six houses?—Yes, if we had the means.

6471. Then would not the Council have saved a considerable sum of money, if they had adopted

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the course taken by the Canterbury College, and allowed the professors £700 a year each instead of £600 a year, and left them to find houses for themselves?—It is very likely; but the Council were of opinion that the houses could be built in terraces at something like £1,000 or £1,200 each; and then we always thought of the great advantage of having the professors near the University. We thought of that, and were prepared to exceed probably £100 a year in interest in the hope of benefiting the University.

6472. But when the students are scattered all over Dunedin, is there any advantage in the professors residing close to the University?—Yes, this advantage: that the professors can become better acquainted with the students, and probably may be in circumstances to invite them occasionally to their residences. At all events, it was in the interests of the University and of the professors that it was done. It is quite possible, as events have turned out, that it would have been much better to pay the professors £100 a year, and to keep ourselves out of hot water. But it is easy to be wise behindhand.

6473. *The Chairman.*] Are you aware whether the late Sir John Richardson, when Chancellor of the University, took pains to ascertain what was the value of the premises sold to the Colonial Bank?—Yes; he took great pains. He was deeply interested in everything connected with the University, and entirely approved of the resolution to sell. In fact, it was through his influence that the new University was built upon its present site. During the years the negotiations for sale went on he took the leading part in them. He quite approved of the sale at the price which we obtained. I may add that in view of selling those premises we obtained a first-rate site on the road to Roslyn, consisting of eight acres; but Sir John Richardson was so enamoured of the spot on which we now are—having lived in the neighbourhood when he was Superintendent—that through his influence Parliament consented to a change, gave us this site, and allowed us to part with the other.

6474. Do you know if the premises you sold were ever valued at a higher sum than £27,000?—Yes. We valued them at one time at £40,000, and gave the Colonial Government the refusal at that figure, and subsequently at £30,000; but Mr. Bradshaw and several other agents were employed, and a higher figure than £27,000 could not be got.

6475. Was there any feeling in Dunedin that the Colonial Bank had got a very cheap bargain in acquiring the premises?—Some people, when the bargain was ended, congratulated the Bank upon its cleverness; but those very people wanted the premises themselves for even a lower figure. The offer of the City Council was £21,000; of a private party £22,000. Neil and Co. intimated that they could get a purchaser for £25,000. But you know well that when a man makes a clever bargain for his institution he is generally congratulated.

6476. Have you any idea as to what the bank values the premises at in its assets?—I forget. They value them highly; but they have laid out much upon them. They have laid out £5,000 or £6,000. The premises internally were ill fitted for the purposes of a University, and before they could be so fitted a large sum of money would be required.

6477. Were the Council unanimous in selling for that sum?—I believe they were.

6478. Were any shareholders of the bank members of the Council?—Yes. I think, for instance, that Mr. Strobe was chairman of the bank directors, and probably Mr. Reynolds might also have been one of the bank directors, although I do not know. I know that Mr. Strobe was a director. But Mr. Strobe took no active part in promoting the sale. He is a very honourable man. He, however, thought it was the best price that could be got at the time.

6479. *Professor Sale.*] I understood you to say that Sir John Richardson agreed to the sale?—Yes. I forget whether he was a member at the time of the sale; but he not only approved of the property being sold, but took an active part in looking out for a purchaser.

6479A. At that price?—He agreed to let Neil and Co. have the disposal of it, with a reserve of £27,000. He was a leading man in advocating a transference.

6480. In answer to the Chairman you said that Sir John Richardson took great pains to ascertain the value of the property. What was the value he arrived at?—He agreed to let it go for £27,000.

6481. Is it on record?—It is very likely.

6482. *The Chairman.*] The Otago University became affiliated to the New Zealand University. What object had the Otago University in affiliating?—The negotiations for affiliation began with Canterbury College, and I think the Canterbury institution sent down Mr. Bowen and the Rev. Mr. Habens to advocate affiliation. We resolved, as the result of the conference, that if we could get the Act modified and certain changes introduced, we would agree to affiliation; but only on condition that we might withdraw whenever we pleased. The result of the conference was that the authorities of the New Zealand University agreed to ask for a new Act. An Act was passed which fairly satisfied us, and which we believed secured fair attention to the higher education. Down here we had a dislike to the affiliation of mere schools, and to the expenditure of the endowments of the University in subsidizing those mere schools. Until, at all events, that blot was removed we could never see our way to affiliation; but that evil was removed by the new Act, and with Canterbury College we became affiliated.

6483. *Rev. W. J. Habens.*] You say that the affiliation of the Otago University took place on condition that the Otago University could withdraw from affiliation at any time. Do you mean that there was an expressed condition?—I know that the Council of the Otago University, when I was sent up, reserved that power, and it is on record. In fact we were not unanimous for affiliation. Some members thought we should still stand out; but they insisted upon the condition that we might withdraw whenever we liked.

6484. Was that a condition made between the delegates from Canterbury College and the Otago University?—I was not aware of such a condition—I cannot precisely say whether it was insisted on as a condition when the conference took place. If you remember, the conference was only tentative. The result of the conference was that we were only to apply to the New Zealand University for a modification of the Act. But the Otago University made it a condition that they might withdraw.

6485. Can you refer to any document which shows that that condition was expressed as between the Canterbury College and the Otago University?—I find it stated in the minutes of the Otago Council, of March, 1874, while the professors counselled affiliation, in a letter signed by them

they also suggested that provision should be made for reinstating the Otago University in its original condition in case of any unavoidable separation from the New Zealand University. This suggestion was in accord with the mind of the Council; but what use was made of that minute I cannot recollect. I know that the Council, in sending Mr. Cutten and myself up North, impressed this upon us: "If you think affiliation is beneficial, go in for it; but we reserve the power to withdraw." In fact, I think any affiliated body can withdraw. We only made that sort of condition because the Superintendent and some members of the Council were opposed to affiliation. They said, "You will repent it;" and we replied, "We can withdraw at any time if we find that it does not answer our purpose."

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6486. *Professor Cook.*] Were those changes made by the New Zealand University which the Otago University and the Canterbury College desired?—Yes.

6487. Well, if those changes were made, do you think the University of Otago retains the right of withdrawing, in honour?—Well, our opinion now is, that the difficulties connected with examinations are so considerable, and so provoking and tiring to students, that, upon the whole, we would answer the ends for which we were established by conducting our own examinations and giving our own degrees.

6488. You said you entered into a kind of agreement with Canterbury College. Do you not think that the Otago University is going back on that agreement in seeking to withdraw without consulting Canterbury College?—Probably we should have given notice to Canterbury College.

6489. Do you disapprove of the connection with the New Zealand University principally on account of the difficulties of examinations?—Yes; that powerfully influences me.

6490. Do you think those difficulties are insuperable?—I do not think so. After trying examiners in the colony and in Victoria, we are now seeking them in England. I am confident we have men, in our several scholastic institutions and outside them, in the colony, quite competent to examine for degrees. I do not think it is creditable to our colonial professors and learned men that we should go to England for examiners.

6491. Would you indicate any course by which the difficulty might be avoided?—I have so much confidence in the men at the head of our educational institutions in this colony, that I would commit the examinations to them, in the full belief that the colony would accept their judgment in these matters as the judgment of honourable men, amply qualified for the work.

6492. When you say "the colony," you mean to include Wellington, and Auckland also?—Yes. I believe the people would accept their judgment.

6493. *Professor Sale.*] Are you in that answer contemplating separate examinations, conducted in separate institutions, or one general combined examination for all the educational institutions?—One general combined examination. That is all I looked for in affiliation. I would have you, or some other man equally qualified, to conduct all the classical examinations for the colony.

6494. *Professor Cook.*] Supposing there was an institution, or institutions, in the North Island similar to the Otago University, I suppose you would have no objection to the examinations for Otago men being partially conducted by them?—I would entirely approve of that.

6495. *Rev. W. J. Habens.*] It is not in evidence, but it is known to us, that the Otago University has sent a memorial to the Crown, seeking for a charter, and complete, distinct existence as a University. Can you furnish the Commission with information as to the contents of that memorial?—It is a second application of ours. We applied for a Royal charter years ago, and our application did not succeed. New blood came into the Council, and the question was brought up again. A second application has been made, and I believe has been transmitted to the Government.

6496. Does that memorial set forth the reasons which, as far as you know, are the principal reasons on the part of the University Council for desiring an entirely independent existence for the University?—It simply asks that we get this privilege in order to a more perfect fulfilment of the duties and functions of the University. It does not say a word against any other institution. It simply expresses the opinion that we would better perform the duties and functions of our University if we had the privilege.

6497. Can you furnish the Commission with a copy of the memorial?—I think it could be furnished. I have no objection.

6498. *The Chairman.*] In becoming affiliated did the University surrender any of its powers?—Its degree-conferring powers for the time being. By our old Act we can resume them at any moment. We agreed not to use those powers while affiliated.

6499. At that time was any opinion expressed as to a Royal charter. I find it stated in the University Calendar that you waived your claim to a Royal charter?—Of course, when we affiliated we did; but only for the time being.

6500. Has the Otago University as yet absolutely determined to disassociate itself from the New Zealand University?—No.

6501. And while affiliated you make an application for a Royal charter?—Yes. With your permission I would like to state a view of the higher education which I have long entertained, and with which many of the people here are in sympathy. We have difficulty in getting reconciled to the affiliation of schools, which lack the means of giving such instruction in classics, mathematics, and philosophy as we naturally look for in the higher educational institutions of the country. I would have, in Dunedin, a college with an arts faculty and schools of mining and engineering; in Canterbury, a college with an arts faculty and school of agriculture; in Wellington, schools of law and medicine; and in Auckland, a college with a fully-equipped arts faculty. I am of opinion that if something like that were done the higher education would be very fully provided for, and the old grievance of affiliating mere grammar schools would disappear. I believe that if such a course were taken it would meet with great acceptance, because it would be a move quite in the direction of higher education. By giving to leading towns one or two faculties, economy would be consulted, while at the same time the means of higher education would be extensively diffused.

6502. *Rev. W. J. Habens.*] If there were four such colleges, located as you suggest, do you think they should be separate Universities, or that the colleges should be co-ordinated under one University?

Rev. Dr. Stuart.—I believe that, if the colleges were established in the way I suggest, it would be better to co-ordinate them.

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6503. If such a plan were adopted, do you think there would be any desire in Otago to be separate instead of united?—No. I believe, if that were done, there would be general concurrence in Otago, and in the Otago University.

6504. *The Chairman.*] Do you think the Otago University would consent to stand on the same level as Canterbury, Wellington, and Auckland, provided they had professors of the same standing as your University?—I think so.

6505. *Professor Shand.*] Would you contemplate those colleges ultimately developing into separate Universities?—I would; when the population got very large. For instance, down here we have an extent of country which, in fifty or sixty years, will certainly maintain two or three millions. With a feeding-ground like that, probably the wisest thing would be to have a completely-equipped University. Meanwhile, with a sparse population, I think the course I have suggested would be the best.

6506. *Professor Cook.*] Do you not think the degrees would have greater value in the eyes of the New Zealand public, and of the world generally, if there was only one University in New Zealand, while the population is so sparse?—Perhaps so; but, after all, I find that the people do not attach a very high value to a degree; for I have heard them remark of some who have a degree, that they are next door to "duffers." One's conclusion is, if a degree only means that, what is the great value of it? I do not undervalue degrees; but I think, upon the whole, that the value of our higher institutions entirely depends upon the men who conduct them, and not upon the degrees. If you get men who are efficient and whole-hearted in the work, they will draw students and bring them from every quarter. That is the reason why I am so anxious that the professors should have a good status; for I know that upon them and them alone depends the proportion of the population that will swell the University.

6507. *The Chairman.*] Have you any acquaintance with the system of collegiate instruction founded by the late Sir Robert Peel in Ireland?—Yes. Not personally; only through reading and conversation with students who have attended there.

6508. I presume you know the system is, that several colleges were established which have no power of conferring degrees, the degrees being conferred by a combination of all those colleges into a University?—Yes.

6509. Do you think that such a system would be suitable to the circumstances of New Zealand?—I think so. I highly approved of the system at the time for Ireland, although I am sorry to say it has not been accepted in Ireland.

6510. Do you think the present salaries of the professors of the Otago University are sufficient?—I think that no learned man, either minister or professor, is adequately paid; but they must just do with the best we can give them.

6511. Is it contemplated to increase their salaries, or has the question ever been under the consideration of the Council?—Well, their houses are intended to make them a little more comfortable.

6512. Has it ever been suggested that the professors, or some of them, should have seats in the Council?—Yes; and it was opposed by the Council.

6513. Do you not think that their experience as professors, and their connection with the University, would be advantageous to the Council?—I think we get their experience and counsel as a Professorial Board.

6514. Are there any scholarships established by the Otago University?—No. We have no funds for them. We have two scholarships in connection with the University; and some religious bodies, for their own purposes, give scholarships for the undergraduate course. There are none given by the University itself.

6515. Is there anything done by the Otago University to develop education at the Dunedin High School?—I think the University indirectly influences the High School by its entrance examination, and generally by the influence of the professors. Some of them are members of the Board of Governors, some have been examiners, and some were on the High-School Commission. In those various ways I think the University has influenced the High School.

6516. In your opinion does it, as a grammar school, come up to what it should be as a feeder to the University?—Not as yet. In these colonies, and especially in a school popularly founded like this one, the masters cannot always determine the branches taught. We have been obliged, under the force of circumstances, to bifurcate the studies. There is a modern side and a classical side. We find that as a rule there is a strange dislike to classical studies. The difficulty is to induce parents to continue their children sufficiently long to get any particular benefit. Besides, in my judgment, the High-School authorities have allowed an undue increase of subjects, making scholarship almost an impossibility.

6517. *Rev. W. J. Habens.*] When you say that there are sides, do you mean that separate classes are at work on commercial subjects, while others are on classical subjects?—Well, yes; only those who take the modern side must take a modern language. If they choose they can obtain exemption from classics. It increases the difficulty of tuition.

6518. *Professor Cook.*] Is not Latin on the modern side?—Latin is not necessarily taken on the modern side.

6519. *Professor Shand.*] They do get some amount of Latin. Is not Greek the differentiating language?—Yes. The result is, that the Latin they get is, comparatively speaking, worthless. If I had my way I would lay more stress upon Latin in the High School, and in that way I believe you would feed the University.

6520. *The Chairman.*] Is not the curriculum of the High School framed with a view to getting students for the University?—No; still, it goes in that direction. Our great wish is to see boys passing from the High School to the University. In my humble opinion that will take place more and more in coming years. Hitherto there were half-a-dozen situations for every lad who reached the age of fourteen or fifteen years. That was a great temptation to leave the High School. Those situations are not so common now, and I think the University in coming years will have a larger number from the High School.

6521. Would not the establishment of scholarships have some effect in inducing students to study

for the University?—Probably it would; but I observe that the New Zealand University has hitherto offered a great many more scholarships than have been taken. Scholarships have been redundant.

6522. *Professor Cook.*] But, seeing that those scholarships are for the whole colony, do you not think that the examinations are necessarily of a higher character than those for local scholarships would be?—Yes. I am strongly in favour of scholarships. There is a proposal afloat in Otago to try by Act of Parliament to divert a part of the educational funds that belong to the Presbyterian Church, to the establishment of scholarships.

6523. *The Chairman.*] What system of examination is there in the Otago University?—There is an entrance examination. Then there are class examinations, in some classes weekly, in others monthly or bi-monthly. I notice that the student who does not pass the final class examination is deemed to be plucked.

6524. Are there any prizes given on the occasion of the examinations?—There are some prizes given; but, as a rule, I am sorry to say they have been given by the professors themselves, and not by the University. The fact is, the University has perhaps been too precipitate in establishing Chairs. Part of its difficulties have arisen from undue haste in establishing Chairs. Through being so anxious to provide a large teaching staff, they have crippled themselves in the way of giving prizes. However, that is only temporary.

6525. Has the Council abandoned altogether this idea of making provision for students from a distance?—No; I hope not. My confidence is, that ere long some of our moneyed men will show liberality towards the higher education, and will help us to provide many things which are now lacking. I have not lost all hope of some of them. For instance, in Scotland, Glasgow University got a quarter of a million, and Edinburgh University over £100,000, from private sources, for the erection of their buildings. I am still hopeful that before long some of our private citizens with means will enable us to provide accommodation for country students.

6526. Are there many students from the country taking advantage of the University?—A considerable number. I expect to see here just what has taken place in America. Yale, for instance, gets about one-half of its students from the country; and that ancient University, knowing this fact, conducts its entrance examination at the end of the first term, giving country fellows who have no great advantages an opportunity of rubbing up their scholarship and of passing with some credit. If they pass the entrance examination at the end of the first term they are considered to have fulfilled their term. The Scottish Universities have always been much indebted to the country. I am sure that in Otago a great many students will come from the country.

6527. Has anything been done by the Council towards establishing a University library?—Yes; we have a University library. We call it a reference library. We asked the community to subscribe, and we got something like £1,200, for which the Provincial Council gave us pound for pound.

6528. What is the total amount expended in procuring the library?—Fully £2,000 or £3,000. I cannot remember exactly. Each professor was allowed £50 for the purchase of such books as he thought would be suitable for the students sitting under him.

6529. Is there an annual sum set apart for making additions to the library?—Not at present. Our difficulties have cut off that provision; but on paper we have made provision. A resolution was passed that a considerable sum—£200 a year, I think—should be expended on books; but during the last eighteen months I fear that has not been done.

6530. *Rev. W. J. Habens.*] In the event of the establishment of other colleges upon an equal footing, how do you think that the Senate of the University should be appointed?—I would certainly give the Government, who provide the endowment, an opportunity of nominating a proportion of the Senate. I think the Government is especially in a position to look out for men of broad views and large experience. At the same time I would give to the graduates a considerable influence in the government of the University and in appointing members of the Senate.

6531. Do you think the authorities of the several colleges should have a voice in the matter?—I think so. They should appoint a proportion.

6532. Do you think that the professors as professors should have a voice?—Yes. I have no objection whatever to the teaching staff. I certainly think they ought to have voting power, because they are acquiring in the prosecution of their vocation a large and valuable experience, and I would be sorry to deprive the country of that experience.

6533. If the Government, governing bodies of colleges, professors, and graduates were all represented in the Senate, do you think that would make the Senate completely representative?—I think it would.

6534. *The Chairman.*] Do you think that the professors themselves should be eligible for seats on the Senate?—I do not think that they should be excluded. As a man I have a great dislike to excluding men because of their occupation. I think if they were elected they should be allowed to sit. I think it is a wicked thing to exclude a man from a public office on account of his profession.

Mr. WILLIAM HENNING MANSFORD was sworn and examined.

6535. *The Chairman.*] You are, I believe, Registrar of the Otago University?—Yes.

6536. How long have you held that office?—About five years and nine months.

6537. Who were your predecessors?—Mr. Henry Clapcott and Mr. Livingstone.

6538. Would you inform the Commission how much money has been actually expended up to the present on the new buildings, including the detached building and the professors' houses?—The amounts have not all been finally passed, but, as near as it is possible to make it, the total amount is £33,547 11s. 3d. The separate amounts are: University offices (temporary), £798 3s. 6d; chemical division, No. 1 contract, £6,551 0s. 4d.; main building, No. 2 contract, £17,037 18s. 2d.; professors' houses, £6,553 9s. 9d. Those amounts will not agree with the total, because there are contingencies, general purposes accounts, and architect's fees, which are to be apportioned among the buildings. The amount due to the contractors is £4,470 10s. 8d.

Rev. Dr. Stuart.

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6539. Can you give the Commission any idea of the amount by which this total sum expended exceeds the estimate of the cost of those buildings?—Although the cost of the main building exceeds very much the estimate, yet, at the same time, there were some additions to it. The professors' room and the room over it are extras, and also the tower, which, of course, made a great deal of difference. The architect's estimate for the main building was £8,200, which has been extended to £17,037.

6540. *Professor Sale.*] Did that estimate include the cost of foundations?—As far as we understood it. There was nothing said about foundations.

6541. Did not the architect say that the foundations were to be done at schedule prices?—I do not recollect. The original estimate for the main building is £8,200; the chemical division, £4,130; professors' houses (six), £6,864. But several other plans were since made for the professors' houses. The architect, in a letter, informed the Council that he had carefully gone through the estimates with experienced contractors, who were prepared to carry out the works at the prices mentioned, and said that on these data "the Council might act with confidence." Most of the tenders received were about 100 per cent. beyond the estimate. Then the concrete foundations were an extra which the Council were not aware of.

6542. How were the Council unaware of the expenditure for foundations?—Nothing was said about it. It was understood that everything was included in the estimate.

6543. *The Chairman.*] Did the architect's estimate not include foundations?—They were in the specification; but the Council did not see that specification.

6544. *Professor Cook.*] Did the Chancellor of the University sign the contract without knowing what was in the specification?—The specification was not seen when the contract was signed. It was signed by all members of Council present on the occasion.

6545. *The Chairman.*] Could you give us any idea of what the cost of the foundations amounted to?—The total cost of the foundations was £3,657 16s. 4d.—that is for the three buildings, distributed as follows:—Chemical division, £136 10s.; main building, £2,207 7s. 6d.; professors' houses, £1,313 18s. 10d.

6546. *Rev. W. J. Habens.*] What was the original estimate for the main building?—The original estimate was £8,200; but the cost of the tower was one cause of the great difference in price. It is impossible to say what the tower cost separately. Besides the tower, there were two extra rooms.

6547. *Professor Cook.*] What provision was made in the specification as to foundations?—It was as follows:—"The contractor to allow in his estimate for sinking of three feet under footings of walls for concrete foundations. Concrete foundations will be paid for by measurement. The sum per cubic yard to be named in tender." Now, for this particular building the sum was not mentioned in the tender. In the tender for the first building—the chemical division—the amount was mentioned.

6548. Since no price was mentioned in the tender for foundations of the main building, how was the price regulated?—Mr. Bury, the architect, spoke to me about it, and told me he intended to put down for the main building the same price as was charged for the foundations of the chemical division. The contractors charged a great deal more, but he would not allow it, and knocked off £200 or £300.

6549. You paid the same for the foundations of the main building as for those of the chemical division?—Yes.

6550. *The Chairman.*] What special fund have the Council to meet this expenditure on the building?—The Council have nothing to rely on but a loan.

6551. What had they when they contemplated building?—The sale of the old premises for the sum of £27,000, which, with interest on the deposits, made a total of £28,272 3s. 4d.

6552. Do you know if the Council formed any estimate of the value of the old building before they sold it?—Some considerable time before the building was sold there was an estimate made. I cannot put my hand upon the memorandum drawn up at the time, but to the best of my recollection it was something like £40,000; and at that price it was offered to the General Government.

6553. *Professor Sale.*] Whose estimate was that?—It was made up by Sir John Richardson and myself, mainly by getting the prices at which other buildings and sites had been sold. The land was valued at a price ranging from £15,000 to £18,000.

6554. *The Chairman.*] Was Sir John Richardson Chancellor at the time of the bargain?—No; but he was Chancellor at the time the estimate was made. He had ceased to be Chancellor when the property was sold. He was not a member of the Council when it was sold. He resigned his seat in the Council and the Chancellorship at the same time.

6555. *Professor Sale.*] Do you know whether, as a private citizen, Sir John Richardson thought it a wise step for the Council to sell at £27,000?—I could hardly charge my memory with that; but I know that he was under the impression that it was a low price. The price fixed at the time Sir John Richardson was in the Council was £30,000. That is what it was offered at. It was placed in the hands of two brokers.

6556. Was Sir John Richardson in favour of that?—Yes. I could not say whether he was personally in favour of it. He made no objection to it. It was placed in the hands of two brokers in Dunedin for two months; but they failed to make any sale or to get anything like a good offer.

6557. *The Chairman.*] Was there any feeling that the building was sacrificed by parting with it at that price?—The general impression is that the building was sold below its value; but it was the highest price obtainable.

6558. Were there any dissentients in the Council from the sale of it at that sum?—I believe not.

6559. *Professor Cook.*] Were there any other offers received in excess of £27,000?—There was one offer previously by the Colonial Bank of £27,550. That was on the 2nd December, 1875. The Council advertised for tenders. Two tenders came in—one from the Municipal Corporation of Dunedin for £21,000; and the other from the Colonial Bank for £27,550.

6560. Was there an offer made by Mr. Francis Fulton?—Mr. Fulton was in negotiation with the Council for the purchase of the building, but there was no direct offer made by him.

6561. Why did the negotiations break down?—He had to communicate with England, and before he gave a positive answer the bank made its offer. The Council were anxious to close, and they did so. The date of the sale was 18th May, 1877.

6562. How long would they have had to wait for a reply from England?—I cannot tell.

6563. *Rev. W. J. Habens.*] The Colonial Bank offered more at one time than they ultimately gave?—Yes; £550 more. But the terms were different.

6564. *The Chairman.*] Did the sale require the ratification of the General Government?—Yes; the bargain was ratified by the Colonial Government.

6565. *Professor Sale.*] Did all the members of the Council agree to the sale?—There was no objection to it.

6566. Was there a full meeting?—There was a quorum. There were seven members present out of twelve. Those present were—Rev. Dr. Stuart, Mr. Strode, Mr. James Fulton, the Rev. Mr. Stanford, Dr. Burns, Mr. Harris, and Mr. Reynolds.

6567. *The Chairman.*] What is a quorum of the Council?—Six.

6568. How is it proposed to provide for the extra cost of the new buildings above £27,000?—The only way is to pay it out of the loan which the Council have authority to raise.

6569. *Rev. W. J. Habens.*] Have you reason to believe that, had there been a full meeting of the Council when the sale was agreed upon, the Council would then have been unanimous?—There might have been a division, but the decision would have been exactly the same. Mr. Macandrew was a member of the Council at the time, and he wrote a letter some days previously indicating his willingness to accept an offer of £27,000; so that the decision would have been the same. He wrote as a member of the Council. I do not know that there would have been any opposition; but, even so, the decision would have been the same. I think the Chancellor was in Melbourne at the time.

6570. *The Chairman.*] Has the Council entered into any negotiation for raising a loan to pay off its liabilities?—Yes. Negotiations have been going on for two months.

6571. Is the building completed at present?—It is just about completed.

6572. Has the contractor offered to hand it over yet?—No; not that I know of.

6573. *Professor Sale.*] At the time that the late University building was sold, was the Council in any immediate want of money?—No; not for any other purpose than for building.

6574. Was the building itself insufficient for University purposes?—I think there was every accommodation there that could be required. In fact, there was more accommodation than we did require. We were letting off rooms bringing in a rental of £400 or £500 a year, and could have let more.

6575. You remember that there was a part of the building previously devoted to the School of Art. Was that handed over to the University about the time that the sale was effected?—It had been handed over some time previously.

6576. So that there was ample accommodation for the University at the time?—Yes, certainly; ample accommodation.

6577. *Rev. W. J. Habens.*] Can you state how many students attending during this session are matriculated students, and give the corresponding numbers for 1877 and 1878?—In 1877, twenty-eight undergraduates; in 1878, thirty-seven undergraduates; and in 1879, forty-four undergraduates.

6578. A statement was made to us in Auckland, by Mr. Farquhar Macrae, as to the number of students in attendance at the University of Otago. He said, "In the years 1871 to 1877 inclusive, the following were the numbers of matriculated students attending the Otago University:—1871, 0; 1872, 7; 1873, 12; 1874, 5; 1875, 6; 1876, 8; 1877, 9." Do you think that can be a correct statement?—Mr. Macrae's statement is altogether inaccurate; he has evidently mistaken the number that matriculated in each year for the number of undergraduates attending the classes.

6579. *The Chairman.*] Has the Council any prescribed time for meeting?—Meetings are held monthly; special meetings may be called as required.

6580. On those occasions when monthly meetings should be held, are you unable to proceed with business for want of a quorum?—That does frequently happen. Sometimes it happens very frequently, and especially during the parliamentary session.

6581. Has business been retarded through your not being able to obtain a quorum?—I do not know that business has often been retarded—not seriously. The members present generally proceed to what business they can do; and it is confirmed at a subsequent meeting, when there is a quorum.

6582. Have there been any complaints about the quorum being large?—Yes. It has often been suggested that the quorum should be reduced, or that the number of members of the Council should be increased.

6583. Is the quorum fixed by Ordinance?—By the Provincial Council Ordinance. First of all it was fixed at nine.

6584. *Rev. W. J. Habens.*] What is the number of members?—Twelve. Many members live in the country.

6585. *The Chairman.*] Can you account for the frequent want of a quorum?—It is owing to the fact that several members of the Council live at a distance from town.

6586. *Professor Sale.*] At the time that Sir John Richardson was Chancellor, did he take a very active part in the affairs of the University?—Yes; he devoted a great deal of time and attention to it.

6587. As a matter of fact, did nearly the whole business of the University devolve on him?—Yes, practically. He used to come to town frequently; and when he came into town he made the University office his sitting-room, and devoted his whole time to it.

6588. Did Sir John Richardson resign the office of Chancellor before his death?—Yes; some considerable time before.

6589. Can you state the reason why he resigned?—I believe there was some little unpleasantness, but I cannot recollect it at this moment.

6590. *Rev. W. J. Habens.*] Can you state, by reference to the minutes, how many monthly meetings during the last year have lapsed for want of a quorum?—The last year has not been so bad in

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- that respect as previous years. There was no quorum at six meetings out of the last twelve regular meetings.
6591. *The Chairman.*] Is there always business requiring the attendance of the Council once monthly?—Yes.
6592. Has the Chancellor any power to deal with the business of the Council of himself?—He has no power conferred on him by the Ordinance. He must always act subject to the Council.
6593. How many students have completed their University course at the Otago University?—Six have taken degrees in the New Zealand University.
6594. How many students presented themselves for the last matriculation examination?—Eighteen.
6595. How many passed?—Fifteen.
6596. Is that about the average?—It is above the average.
6597. *Professor Cook.*] Are you aware whether the Council passed a resolution setting apart an annual sum for increasing the library?—I cannot say from recollection that they have done anything of the kind, but I know it was talked about at one time. There are really no funds at all for the library. It was suggested at one time that the college fee should be devoted to the library; but that would not amount to £100 a year.
6598. *Professor Sale.*] You are aware that the Council are now establishing a Medical School in Dunedin. Do you know whether there has been any difficulty in settling the amount of fees to be paid by the medical students for instruction at the Hospital?—There has been considerable difficulty about it.
6599. Are you aware what fees the Hospital Committee proposes to charge?—I believe they are £10 for the first year, and £5 for the second year.
6600. Were those fees objected to?—They were objected to by Dr. Scott, the Professor of Anatomy.
6601. What steps did the Council take in the matter?—The Council appointed a deputation to wait on the Hospital Committee.
6602. With what result?—With a very poor result so far. It ended in an understanding that the Hospital Committee were to communicate with the Council on the subject, which they have not done. There have been some interviews between Dr. Stuart and one or two members of the Committee.
6603. Are you aware that the Hospital Committee passed a resolution to the effect that they would adhere to the fees which they had imposed, failing any statement from the Council of reasons against such fees being charged?—I believe something of the kind was done.
6604. Did Professor Scott furnish the Council with materials for making such a statement?—He did.
6605. Has the Council made any such statement?—No.
6606. Do you know why?—I do not know. I believe Dr. Stuart has been in personal communication with some members of the Committee; but more than that I cannot say.
6607. Then, so far as you know, the fees which will be charged remain at the original sum fixed?—Yes; so far as I know.
6608. *The Chairman.*] Have you any idea of the cost of maintaining the Medical School?—At the present time there is the salary of the professor and the salary of the lecturer on surgery, amounting together to £800. Then there is the man who waits in the dissecting-room during the summer, £60. Total, £860 a year. That is all at present. The incidental expenses do not amount to very much.
6609. *Dr. Macdonald.*] With regard to the School of Mines, is the salary of the professor the only expense?—At present no actual expense can be charged against the School of Mines except the professor's salary—£500 a year of that we get from the Government.
6610. The University pays only £100 a year towards the School of Mines?—Yes.
6611. *The Chairman.*] Are all the University endowments let at present?—Yes; they are all let. The leases of some of them are now expiring.

TUESDAY, 24TH JUNE, 1879.

PRESENT:

Mr. G. M. O'Rorke, M.H.R., in the Chair.

Professor Brown,	Rev. W. E. Mulgan,
Professor Cook,	Professor Sale,
Hon. W. Gisborne,	Professor Shand,
Rev. W. J. Habens (Secretary),	Professor Ulrich,
Dr. Hector,	Dr. Wallis.

Professor Scott.

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Professor Scott, M.D., was sworn and examined.

6612. *The Chairman.*] What is your position in connection with the University of Otago?—Professor of Anatomy.
6613. How long have you held that appointment?—Two years.
6614. By whom were you appointed?—By the Agent at Home.
6615. Had anything been done towards establishing a medical school in Dunedin previous to your arrival?—Yes; Dr. Coughtrey was my predecessor.
6616. How long had it been in existence before you came out?—I think about two years.
6617. Would you tell us what are the arrangements for the conduct of the Medical School?—There are lectures on chemistry, zoology, anatomy, and surgery; and the Hospital has been thrown open to the students by the Committee.
6618. How many professors are engaged in teaching?—The Professor of Chemistry, the Professor of Zoology, the Professor of Anatomy, and a Lecturer on Surgery.

6619. Are the duties of these professors devoted exclusively to the Medical School?—No; the Lecturer on Chemistry has comparatively few medical students—his students are mostly arts students. The same remark applies to the Natural History Lecturer: I think at present Captain Hutton has three medical students, but his class numbers about ten. In the surgery and anatomy classes all the students are medical students.

6620. How many students have you at present?—Five.

6621. I presume the same five that you had last year?—No; three began this year, who fill the places of those who went Home. You may count last year as being the first year during which there was a regular class.

6622. Did I understand you to say three had gone Home?—Yes.

6623. To complete their medical studies?—Yes. The present class consists of two of my old students and three new ones.

6624. Do these students who have gone Home for the completion of their studies receive any assistance from the University?—No; not those who went Home last year: they went at their own expense.

6625. What course of medical instruction is it proposed to give in the Medical School under your charge—how many years?—What I should like would be merely to give two years here in the meantime, and let the student go Home with his medical education in such a state as to enable him to complete his studies in one of the Universities in two years more. I should like the student to have two qualifying years here, until the Hospital is larger. It would be very unsatisfactory indeed to attempt to give a complete medical education, either here or in any other part of New Zealand, until the hospitals are larger.

6626. What are the arrangements whereby the Hospital is thrown open for the instruction of the students?—The Committee throw it open, and the medical and surgical staff attend at certain hours, and instruct the students clinically. The students have the right to go round the wards at a certain hour, when the members of the medical staff are supposed to attend and give them instruction.

6627. Do you attend to give instruction to your pupils?—I applied to be put on the hospital staff, but my application was refused: at least it was never considered, which I suppose is tantamount to a refusal.

6628. And you have no opportunity of giving lectures or explanations in the Hospital to your students?—No.

6629. Is there any charge made for permitting the students to walk the Hospital?—None has been made. There is a difficulty in the matter at present. It is admitted that a charge ought to be made; but the medical staff differ from the Council as to what the charge ought to be. The Council, as advised by me, would recommend a charge of three guineas per annum; but the majority of the medical staff say they will not sign the students' certificates of attendance unless a charge of £10 for the first year, and £5 for the second year, is made.

6630. *Rev. W. J. Habens.*] How does that charge compare with charges of the same nature in hospitals in older countries?—It is much higher. In Edinburgh the charge for hospital attendance is £10 for a perpetual ticket; in Glasgow it is about the same; in Aberdeen the charge is £6; in the Paris hospitals no charge is made; in London you cannot exactly say what amount is charged for hospital attendance, pure and simple, because they include clinical lectures, *post mortem* attendance, and things of that sort in the sum which is put down for hospital attendance.

6631. When you applied to the Hospital Committee to be put on the staff, did you do so in your private capacity as a medical practitioner, or in your official capacity as Professor of Anatomy?—I did not state any capacity at all. I merely answered the advertisement. They advertised for applications, and I applied.

6632. *The Chairman.*] Could you tell us how the medical staff of the Hospital is appointed?—It is appointed annually by the Hospital Committee, by ballot.

6633. How many compose the staff?—Six. There were seven last year.

6634. *Rev. W. J. Habens.*] By whom is the Committee appointed?—I cannot say.

6635. *Professor Cook.*] Is it a perpetual Committee?—I do not know.

6636. *Dr. Hector.*] How is the Hospital supported?—Principally by the Government, I believe, but to a certain extent by voluntary contribution.

6637. *The Chairman.*] Is there a medical man permanently at the hospital?—Yes, there is a resident surgeon.

6638. *Rev. W. J. Habens.*] What is the number of beds?—About 120.

6639. *Dr. Hector.*] Do you know how the medical men divide the work in the Hospital?—There are three physicians, and three surgeons.

6640. And do they take separate wards?—No; their cases are scattered about through the different wards.

6641. Have they days upon which they take cases coming in?—No; the house-surgeon gives cases in rotation.

6642. *The Chairman.*] Do you know whether they receive any remuneration for their services?—No, they do not.

6643. *Dr. Hector.*] Would these proposed fees of £10 go to them?—Yes.

6644. *The Chairman.*] Do you think the circumstances of the City of Dunedin were such as to warrant the establishment of a medical school?—I think it was premature.

6645. *Professor Cook.*] Even if it were only contemplated to give a two years' course?—I thought the intention was to give a complete course. If a two years' course was contemplated, perhaps it was not premature; and I think now that a two years' course can be given perfectly well.

6646. *The Chairman.*] What is the special instruction given in the two years' course?—Chemistry, zoology, anatomy, and I should like physiology. These are the scientific foundation of medicine.

6647. *Rev. W. J. Habens.*] Are there no lectures on physiology at present?—No.

6648. *Professor Cook.*] And none on botany?—No. Professor Hutton did teach both botany and zoology; but, to allow of his lectures being recognized by the Edinburgh University, he can only teach

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one subject. It is one of the regulations of the Edinburgh University that a man can only lecture on one subject, if his lectures are to be recognized.

6649. *Dr. Hector.*] Then, how far does this two-years' course of study go towards a medical degree elsewhere?—These classes, along with attendance at the hospital, and physiology, would put the student here in the same position as a two-years' student at Home, with the exception of his not having had botany.

6650. Would that apply to any college at Home?—It would not apply to London hospitals, because they arrange their courses somewhat differently.

6651. Would it apply to any of the University degrees in Scotland?—Yes, it would apply to Scotch Universities.

6652. That is to say, the lectures given here are recognized by all the Scotch Universities?—No, only by Edinburgh.

6653. Then, would the course here only go towards taking a degree at Edinburgh?—Yes.

6654. And at no other place?—No.

6655. So that, as far as medical education is concerned, the Otago College is affiliated to the Edinburgh University?—Yes. It is hardly right to say the lecture on surgery is recognized yet, because Dr. Brown's recognition has not come out. I am told, in letters from Home, that it is in a fair way to be given; but it has not arrived yet.

6656. Is there any recognition, by the General Medical Council at Home, of these medical lectures given here?—No; but I do not think that is material at all.

6657. Has it been ascertained that, in the event of a student taking two years of his course here, and completing his education in Edinburgh and taking his degree there, no question will be raised by the Medical Council as to whether a degree granted partly by the University, and partly on the strength of studies carried on out of the University, would be sufficient for the Medical Registration Act?—I do not think that question could arise, because Edinburgh grants its degrees either after attendance on its own lectures, or lectures recognized by its Court; and Professor Black's lectures, and Professor Hutton's lectures, and mine, are recognized by the Court.

6658. *Rev. W. J. Habens.*] Then does the registration court recognize the Edinburgh degree without further inquiry?—Yes.

6659. *Dr. Wallis.*] You mean the College of Surgeons and College of Physicians, not the University of Edinburgh?—No; I am speaking of the University.

6660. *Dr. Hector.*] Would the lectures that are given here go towards qualifying for the Licentiate's Certificate of the College of Surgeons of Edinburgh?—I should fancy that the College of Physicians and the College of Surgeons, Edinburgh, would recognize what the University recognized. I have no resolution of theirs to go upon in saying so, but the College of Surgeons and College of Physicians, Edinburgh, grant a lower class degree, and I should say they would be satisfied with what the University accepted.

6661. Do you think the arrangements for this Medical School were as fully organized as they might have been before it was started, to secure the recognition of the work done by the students? When you say it was premature, do you mean in that respect?—No; I meant, by premature, that I did not think the Hospital was large enough yet.

6662. In your opinion, is it desirable that the recognition of the Medical School should be obtained, and its position determined, before its establishment, by correspondence with the authorities at Home, who can alone grant a medical status?—Edinburgh recognizes individual lecturers.

6663. But you are aware that no medical man can practice in Great Britain unless he is on the Medical Register?—I am aware that he cannot—at least, he would do so at his own peril.

6664. Well, would it not be better to ascertain what is requisite to enable the medical course given in the colony to be recognized by the Medical Council at Home, and then adapt the course to their requirements? Would not that be the better course?—No; because the Medical Council is not an examining body. The Medical Council has no power to grant degrees.

6665. But they fix what is necessary?—No; they recommend what they think desirable, but the individual examining bodies please themselves, and do what they think necessary. Edinburgh has its course, and the College of Surgeons, London, has its course, and there are differences between them. The College of Surgeons was applied to by the University here to recognize its classes, but replied that it could only recognize a complete school.

6666. Are you aware that medical degrees granted by the Melbourne University are not recognized by the Medical Council at Home?—Yes. The Medical Council, I believe, have been discussing that question. A change has been proposed in the registration of foreign and colonial degrees. At present no colonial or foreign degrees can be registered at Home.

6667. *Dr. Wallis.*] What are the medical degrees granted by the University of Edinburgh, as distinct from the College of Surgeons and College of Physicians?—The University degrees are: Bachelor of Medicine, Master of Surgery, and Doctor of Medicine. The College of Physicians gives the Membership and the Licentiate'ship, and the College of Surgeons gives the Licentiate'ship; both of them give a fellowship in addition; but the examination degrees of these two bodies are the Licentiate'ship.

6668. In what respect, then, are the degrees granted by the College of Physicians and the College of Surgeons inferior?—There is a shorter course required. You can pass with three years' attendance at the College of Surgeons, and four years' at the University. There are fewer subjects taken up, and the examinations are easier.

6669. What subjects taken up at the University are not included in the course required by the College of Physicians?—Botany, geology, and systematic pathology.

6670. Are they not in the course for the College of Physicians and the College of Surgeons?—They are not required for the licentiate'ship or membership.

6671. They are required for the entrance examination, which is the same thing?—No; though a knowledge of them is recommended.

6672. *Rev. W. J. Habens.*] Is there sufficient opportunity for the practice of dissection here?—Yes, I think so. Last year, for the five students, I had five bodies; but this year—I cannot say why—I have not had a body yet. I know there was one, but I was not informed of the fact. *Professor Scott.*
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6673. *Dr. Wallis.*] Is not one body per annum for each student in excess of the number obtained in the Scotch medical schools?—Yes. I could have had more last year, but five was all I required. Of course, all these bodies were not merely for dissection; two of them I took up with my lectures. The students dissected three, and two I used for lecture purposes.

6674. *The Chairman.*] Are the medical students required to attend an arts course?—No; they are required to pass a preliminary examination in arts subjects, but not to go through an arts course.

6675. *Professor Cook.*] Is that the entrance examination to the University, or a special examination for your school?—It is a special entrance examination.

6676. *Dr. Hector.*] Do you think the entrance examination is unnecessarily hard, or hard enough, for the pupils?—I think that, as it is recognized by the General Medical Council, and by Edinburgh, it is quite hard enough.

6677. *Dr. Wallis.*] When students go Home from the Medical School here, I suppose you certify that they have attended a certain number of your lectures?—Yes; I certify that they attended my course.

6678. Do you state the number of lectures in the course?—I stated last year that they began on a certain date and ended on a certain date—six months.

6679. A student may be absent from many of the lectures?—If a student were absent beyond a certain number of lectures I should state that; and if the absence were due to illness the lectures would be allowed to count; but if the student had no good excuse to offer I should decline to give him a certificate.

6680. *Dr. Hector.*] I suppose your certificate is given in the same form as that given by the Professor of Anatomy in Edinburgh?—Practically the same.

6681. *Dr. Wallis.*] I understand that in the medical schools in Edinburgh the number of lectures attended is invariably specified in the certificate?—In the case of those with which I am best acquainted—and I have myself written a great many of them, Professor Turner's, for instance—the form is: I hereby certify that Mr. So-and-so attended my course of lectures beginning on such-and-such a date and ending on such-and-such a date; that attendance was ascertained twenty-six times, and that Mr. So-and-so was present on so many of those occasions; and the certificate is headed "Edinburgh, Winter Session." These lectures are five hours a week.

6682. *The Chairman.*] Are the students who went Home continuing their medical education in Edinburgh?—Two of them in Edinburgh; one went to London.*

6683. *Dr. Hector.*] Then will the one who went to London lose the time he spent here—have to take that over again?—Yes.

6684. *The Chairman.*] Could you tell us what is the total cost of the Medical School in the Otago University as it stands at present?—About £1,100—£600 for the Chair of Anatomy; £200 for the Lecturer on Surgery; £200 as parts of the salaries of the Chairs of Chemistry and Zoology; and £100 covers any additional expenses.

6685. *Professor Cook.*] Are there no arrangements at all for teaching botany in connection with the Otago University?—Not now.

6686. Do you not think it would assist your students if there were botany lectures in connection with the Medical School?—It would assist them; but I do not think the assistance they would get would counterbalance the expense which would be entailed upon the University.

6687. *Rev. W. J. Habens.*] What do you think is the greatest defect in this preparatory course at present?—Want of physiology.

6688. *Professor Brown.*] I thought your chair was originally a chair of anatomy and physiology?—I think it was; but I can only lecture on anatomy. I am not allowed to lecture on anything else as well.

6689. *Dr. Hector.*] If it were permitted by the Edinburgh University, do you think it would be incompatible with the duties of the Professor of Anatomy that he should also conduct a class on physiology, where the number of students was very small?—I think a certain amount of instruction could be given in physiology. I do not think that, along with anatomy, physiology could possibly be taught in the way in which it is taught now in the Home schools.

6690. Do you think physiology as it is taught at Home could be taught without a knowledge of botany?—No; but I would put botany among the preliminary subjects.

6691. *Rev. W. J. Habens.*] Your meaning is that, as the subjects are taught at Home, one man could not teach two subjects well?—Could not teach both anatomy and physiology well.

6692. *The Chairman.*] Have you any knowledge of the Medical Schools in Australia?—Not much. I know that Professor Halford teaches anatomy, physiology, and pathology in Melbourne; that chemistry is taught there, and that the rest of the course is made up by lecturers.

6693. And do they confer medical degrees in Melbourne?—Yes.

6694. Which degrees, I believe, are not recognized in the United Kingdom?—No; no colonial degrees are recognized.

6695. Have you any idea whether there are many medical men turned out by the Medical School in Melbourne?—I think there are about three or four, or perhaps five, in the year. Though there were seventy students last year, a great many of them went Home to complete their studies, and I think only four or five took their degree in Melbourne.

6696. The Melbourne University undertakes to give a complete medical course, and a full medical degree?—Yes; a five-years' course.

6697. *Professor Shand.*] Do you know whether the Melbourne medical degrees are in good repute in Australia?—The men who have passed have hardly had a chance yet; they are quite young.

* The witness wishes to make a correction, in these words: "I have heard since that all three went to Edinburgh."—*Sec., R. Comm.*

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6698. *Dr. Hector.*] Which do you think would be the better course—for the University of New Zealand to have a medical degree recognized by the Medical Council at Home, or to continue the present system, by which the Otago College is affiliated, in a manner, to the Edinburgh University alone? Which would be most useful?—The present plan is much the most useful, because recognition by the General Medical Council at Home does not confer any privilege at all.

6699. It gives you a right to practice?—No. No colonial degree can be registered.

6700. But I mean supposing a recognition giving the right to practice were obtained by the University?—But until the law is altered you cannot get that.

6701. Supposing the law is altered, which it will be, I believe, next session?—In that case, of course, the present arrangement in Otago would become to some extent unnecessary.

6702. Which would be the better course—to endeavour to continue the present arrangement by which degrees can be taken only at the Edinburgh University, or to endeavour to get a recognition for the New Zealand University degree?—I think the present plan is better, on account of the size of the hospitals—mainly on account of the size of the hospitals. When the colony is older a full course would be better, but I do not think it is old enough yet.

6703. *The Chairman.*] Have you made any suggestions to the University Council for the improvement of the Medical School?—When I came out they asked me what I would recommend so as to give the students a two-years' curriculum here, and I said they would require a lecture on either surgery or physiology, and that I would prefer that they should get out a lecturer on surgery. That is the only recommendation I have given in writing. They thought they had two qualifying years when I came out. They taught nothing but anatomy, chemistry, and zoology. But I now see that, to put the students on a par with those at Home, physiology also must be taught.

6704. *Professor Cook.*] Do you think physiology could be properly taught by a lecturer who only devoted a small portion of his time to the work, or would it need a professor who would give the whole of his time to the duties?—I do not think it is so much a question of time as of training.

6705. But, in a subject that is making such rapid strides as physiology, would not the lecturer or professor require a large amount of time to work at it?—Yes.

6706. *Professor Ulrich.*] You would require a good laboratory for physiology?—Yes; a good laboratory and a good library.

6707. *Professor Cook.*] Then do you think it could be properly taught by a lecturer?—I do not quite understand what you mean by a lecturer.

6708. A lecturer is a man who devotes only a limited portion of his time to teaching, and receives perhaps £100 or £200 a year for his work?—If a lecturer were a competent man, and would give the proper amount of time to his work, I do not see why he could not teach physiology.

6709. Let me put the question in another way. The lecturer on surgery here gets, I think, £200 a year. Would that be sufficient remuneration for a man to teach a subject like physiology?—You could not get a man for that sum; because no man who has come out to New Zealand as a general practitioner could teach physiology as it is taught at Home, and as it ought to be taught. He would not have had the training. You need a special training to teach physiology properly.

6710. Then does it not come to this—that you would require to procure a professor from Europe who would devote his whole time to the subject?—You would require to procure a man from Europe who could teach the subject.

6711. *Dr. Hector.*] Would he require to give the whole of his time to it?—Professor Bennett, of Edinburgh, who was one of the best men of his day, taught physiology, and had private practice.

6712. *Professor Brown.*] Then the subject is not so absorbing as to preclude the teaching of anatomy along with it, if a man can also take general practice? Supposing he were to give up his general practice, could he not, in the time which he would thus save, teach anatomy along with physiology?—I do not think so.

6713. Would you explain why?—If his anatomy took him eight hours he could give an hour or two to practice, but physiology could not be taught in the hour or two which he gives to practice.

6714. *Professor Shand.*] Is it usual for professors and lecturers in the medical schools at Home to have private practice?—It is unusual to have it forbidden, and in the small schools it is usual for them to have private practice. Of course in the larger schools—in a school like that of Edinburgh, where there were 647 anatomy students last year—there is no time to do anything else. Not only is there no time, but there is no necessity, as the income derived from the chair makes a man perfectly independent of practice.

6715. *The Chairman.*] Are you required to devote your whole time to your professional duties?—Yes; I am forbidden to practice.

6716. *Dr. Hector.*] You have no consulting practice?—No.

6717. Not even consulting in surgery?—No; nothing.

6718. Do you think, from your experience elsewhere, that it would be for the benefit of the people in the place, that a person holding the position of Professor of Anatomy should have a consulting surgical practice? I mean, putting yourself out of the question, and supposing you were deciding the matter for another place?—I would not put it on that ground, but I think it would be for the benefit of the school to allow their professors to practice, because, as salaries go, they are decidedly less than the incomes of the general practitioners of the town; and here the vacation is so long.

6719. The vacation is so long that you could practice?—Yes.

6720. *Professor Brown.*] Do you think an increase in the salary and a shortening of the vacation would take away any necessity for a consulting practice?—What I mean is, that it would be for the good of the school if you gave a man a certain inducement to stay in the school.

6721. *The Chairman.*] And do you think the Professor of Anatomy in Dunedin could, without undue interference with his professorial work, carry on a general practice?—Not a general practice, because no man teaching anatomy could, with justice to his patients, take midwifery cases; and of course midwifery is the great key to general practice. All that a man teaching anatomy could do would be little more than consulting practice.

6722. *Professor Cook.*] You spoke of the Medical School in Melbourne. Are you aware whether the professor there is allowed any practice?—I know that he does practice. *Professor Scott.*

6723. As a consulting practitioner?—He has a red lamp over his door. He had when I was in Melbourne a few months ago. *June 24, 1879.*

6724. *Dr. Hector.*] Have you a residence which requires you to live at the College, or any particular place?—No.

6725. Residence is no part of your arrangement with the University?—No.

6726. *The Chairman.*] Has anything been done by the Council towards establishing a library for the use of the Medical School?—A few books were obtained originally, but not a single book has been procured since I came out. The class-books we have are now all old editions.

6727. *Dr. Hector.*] Where are they kept?—In the University library.

6728. What is the nature of the library? Is it a public library?—It was partly obtained by public subscription.

6729. Is it under the control of the University Council, or of a committee?—Of a committee appointed by the University Council.

6730. *The Chairman.*] Do I understand there is no distinct medical library for the use of the medical students?—There are a few medical books.

6731. Are they mixed up with the general library?—Yes.

6732. There is no distinct library for the Medical School?—No.

6733. And none of the medical publications taken in as they come out from Home?—The journal on Anatomy and Physiology is the only one.

6734. *Professor Shand.*] Would it be desirable to have a special library for a Medical School?—No, I think not. It would be desirable that a certain sum of money should be spent in getting out medical books, but they could be kept with the other books.

6735. *Professor Cook.*] It would be still more desirable that the medical journals should be taken?—Equally desirable.

6736. *Dr. Hector.*] Would first- and second-year students be likely to consult the medical journals?—The professor would.

6737. *Professor Brown.*] Do you think the constitution of the governing body of the Otago University and institutions of the same sort could be improved in any way?—It would be improved by some men being put on the governing body who had some qualifications for ruling a technical school.

6738. Do you think any change in the tenure of office would improve the character of the Council?—Yes; I think it would be an improvement if there was a provision that a member should cease to hold his seat who had absented himself from the meetings of the Council for a certain number of times consecutively.

6739. Could you state how the Otago University Council is appointed?—The members are nominated by the Government, I believe.

6740. Do you think that system could be improved in any way?—I do not know that it could. I think it is perhaps as satisfactory as any method.

6741. *The Chairman.*] Are there any medical men on the University Council?—There is one.

6742. Have you more than one class of students at present?—One class in two divisions: the anatomy class, seniors and juniors.

6743. *Professor Brown.*] Do you find that the medical element on the Council assists you?—It has not assisted me much yet.

Professor HUTTON, F.G.S., was sworn and examined.

6744. *The Chairman.*] What position do you hold in connection with the Otago University?—I am Professor of Natural Science; I teach zoology and geology. *Professor Hutton.*

6745. How long have you held that post?—Rather more than two years. I think I was appointed in March, 1877. *June 24, 1879.*

6746. Some portion of your instruction is devoted, I think, to the Medical School?—The students of the Medical School may attend my zoology class. They are not obliged to do so, but, if they attend, it counts as a course of lectures at the Edinburgh University. But they have to pass an examination when they get Home. Attendance here only prepares them, and, if they have a certificate that they have attended my lectures, they can go at once to the examination when they get Home.

6747. How much time per week is devoted to lecturing on zoology?—Five hours a week to the arts students; three hours a week to the medical students.

6748. Had the attempt to establish the Medical School taken place before you joined the University?—I was a lecturer, but not a professor, before the school was started. I was a lecturer at the University for three years before I was a professor. The Medical School was started when I was Provincial Geologist and Lecturer at the University.

6749. How far back does your connection with the University date?—Since I first came down here in October, 1874, I have been connected with the University, but not always as a professor.

6750. *Rev. W. J. Habens.*] On what principle is a shorter amount of time given in zoology to medical students than to other students?—According to the Edinburgh regulations they are only obliged to attend fifty lectures, and as Dr. Scott wants them twice a week in the afternoons, for instruction in dissection, he can only allow me to have them three days out of the week.

6751. *Dr. Hector.*] That is to say, zoology is taken as part of the winter course here, and as a summer course at Home?—Yes.

6752. The shorter number of hours per week being continued for a greater number of weeks to make up the full period?—Yes. The students have three hours per week for twenty-six weeks, so that they have more than the number of lectures they are obliged to attend.

6753. *Professor Cook.*] Do you have to make a special arrangement for lectures at which the medical students do not attend?—It puts me out a great deal. The arts students attend the same lectures as the medical students, and in addition they have two other lectures, which, as there are no medical students present, are entirely devoted to dissection, so as to go over the work again which the medical

Professor Hutton. students have been through by lectures. The medical students do not attend the practical dissection part. That is the way I have managed to get over the difficulty, but it has been very awkward for me.

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6754. *Dr. Hector.*] Does not that render the tuition of zoology less perfect to the medical students?—Decidedly.

6755. *Rev. W. J. Habens.*] What subjects did you teach before the Medical School was established?—The same—zoology and geology.

6756. You did not teach botany?—I gave one course of lectures in botany here, before I was recognized as a teacher at Home. Now that I am so recognized, I cannot well teach botany, as it is not supposed that I should teach more than one subject—the one I am recognized in.

6757. Do you think that the loss of opportunity of imparting instruction in other subjects is compensated for by the benefit of having a medical school established here? You have lost the opportunity of teaching certain subjects which you are willing and qualified to teach?—I think, of the two, it is more beneficial to have a medical school.

6758. *Professor Shand.*] At the time you gave a course of lectures in botany did you also give a course of lectures in zoology?—No; I advertised for a class, but nobody came forward.

6759. *The Chairman.*] Have any of your students in zoology gone Home and proceeded with their medical studies?—No; this is the first year I have had medical students.

6760. *Hon. W. Gisborne.*] How many medical students are there?—Three attend my class now; there were four, but one has given up.

6761. Is that the whole number?—No; I have also seven arts students.

6762. How many medical students are there in Dunedin?—Professor Scott would be able to tell you.

6763. Do they not all take zoology as well?—Yes; but they do not all take it the first year. They need not take it at all unless they like; they can take it at home. They do so merely to save a certain number of lectures.

6764. *Dr. Wallis.*] How many hours a week do you teach in all?—I teach six hours a week now; but the whole of my forenoons and Saturdays are taken up with Museum work. That is part of the University work just as much as lecturing. I am at work from half-past 9 o'clock until 4 o'clock every day, either giving lectures or at the Museum.

6765. *Dr. Hector.*] You are curator of the Museum, and it belongs to the University?—Yes.

6766. *Dr. Wallis.*] Would you have time for one course of botany to the medical students, and another course of botany for the arts students?—Not if I had to look after the Museum too. I ought to explain, with regard to my lectures on zoology, that considerable time is taken up, not only in preparing, but in collecting specimens. I teach the subject practically, and all the students dissect, and consequently I have to procure a large number of specimens. Each student, for instance, has to have two or three specimens of some animal—say a star-fish or a worm—for dissection, and a great deal of my time is occupied in obtaining these specimens, especially in the winter, when animals are difficult to get. In fact, some portions of zoology, like entomology, cannot be taught properly in the winter, as it is impossible to collect specimens.

6767. *Dr. Hector.*] How would it answer if there was a summer course and a winter course?—It would suit me much better.

6768. Could you then take a class in botany?—I could do so, provided it was chiefly physiological botany and cryptogamic botany that was taught. As the examination papers are now set, most of the botany is simply the systematic botany of flowering plants. I am not sufficiently up in this subject to teach it. I could teach the branches I have mentioned, and the main points in phænogams; but I would not attempt to bring students up in a course of systematic botany, because I could not do it; it is a part of the subject I have never studied.

6769. You know that the physiological part is the most important for medical studies?—Decidedly. So it is with natural history. I consider the students are losing the most important part of that subject, but I cannot avoid it on account of the examination. Dissection they will not be examined in at all at home. All they have to be examined in is simply the classification of animals, which has to be crammed up.

6770. *Rev. W. J. Habens.*] Is there no examination in physiology at all?—There is in human physiology.

6771. Not in comparative physiology?—There is a small amount, just what they get from books. But physiology, to be taught practically, ought to be taught by means of experiments. I teach morphology—that is, the structure of animals.

6772. *Dr. Hector.*] You said that the Museum was part of the University. Is it supported entirely out of University funds, or out of funds under the control of the University?—It is under the control of the University.

6773. My question was with the view of finding out whether the Museum is managed for the purposes of the University, or mainly as a public museum?—The object is chiefly the instruction of students. It is principally a natural-history museum. The Museum was endowed in the session of 1877 with a block of 11,000 acres of land lying between Silverpeaks and the Taieri River.

6774. *Hon. W. Gisborne.*] By whom?—By the General Assembly.

6775. *Dr. Hector.*] Was the land placed in trust?—Yes, in trust for the Museum.

6776. Who were the trustees?—The University Council. The land consists of portions of two runs—Run 20, 10,630 acres, and Run 77, which is about 370 acres. The lease of Run 20 expired on the 2nd January, 1878, and the lease of the small run expired on the 15th July, 1878. By clause 118 of "The Land Act, 1877," these runs had the right of extension at the old rates to the following March; so that Run 20 was extended to March, 1878, and Run 77 to March, 1879. The Museum was taken over by the University on the 18th December, 1877. At that time the amount of money due to the Museum by the General Government, who had kept the institution after the Provincial Government was abolished, was £295 3s. 1d. The University paid this sum to me, and the Government afterwards paid in £119 14s. 8d., which was for wages. There was therefore a balance of £175 8s. 5d. left, which the

Government really owed to the Museum. The Council never made any attempt to get this money from the Government, but charged it against the Museum revenue. Then the next step was that these Museum reserves were advertised for lease in August, 1878—long after the leases had expired. They were then withdrawn again, because it was proposed that some alterations should be made in the boundaries. However, no such alteration was made, and the run was again advertised for lease, and was let on the 14th December, 1878. In the conditions of lease, possession of Run 20 was said to be given on the 1st January, 1879, and of Run 77 on the 1st March, 1879; but the rent was not to begin until the 1st May, 1879, so that the former tenants had possession of the land for sixteen months rent-free.

6777. Did they actually occupy it for those sixteen months?—Yes; the former tenants took it again.

6778. *Professor Ulrich.*] Then the Council lost a great deal of money by that?—Yes; through that, and through not recovering the money from the Government, they lost about £1,000. The University Council neglected to lease the run when the term expired, and sixteen months elapsed from the 1st January, when they might have got some money, until the 1st May, 1879, and during that time the tenants had the run for nothing at all.

6779. *Dr. Hector.*] Then, is the whole rental of these lands devoted to the Museum now?—No. The rent of the run is now £916 13s. 4d. a year; the land-tax, which has to be deducted from that, amounts to £45 17s. 6d. That leaves £870 15s. 10d. Of that, one-tenth has to go to the Athenæum, which is the proportion that has to be so applied when the annual revenue exceeds £700. Deducting, therefore, £87 1s. 6d., there is a net revenue left for the Museum of £783 14s. 4d. There is a Museum Committee of the Council, but they have only met twice. They met once and took over the institution, and they met again last March, after the run was let, and they then informed me that they would allow the Museum £600 a year, in order to carry it on, and that the balance of the revenue would be retained by them until they had repaid themselves what they had previously expended on the Museum.

6780. Previous to what?—Before they let the run.

6781. That is to say, what they had expended on the Museum during the time they had allowed the run to remain unleased?—Yes; and also the money they did not recover from the Government. According to their books, on the 31st of March, at the close of the financial year, the Museum was in debt to the University Council to the amount of £597 9s. 5d.

6782. That is according to their statement of accounts?—Yes—which sum the Museum has to pay off before it gets the benefit of the whole of its revenue. I cannot say for certain, because I have never seen the lease, nor have I been consulted about it in any way; but I am told that in the lease there is a clause to the effect that, if any alteration is made in the boundary, the Museum will have to bear all the expense of the removal of the fences. The tenants are not to pay for anything of that kind; and that may be a liability hanging over the Museum of the extent of which I am ignorant.

6783. On the other hand, what would be the balance due to the Museum supposing the runs brought in revenue continuously?—I should say that between £900 and £1,000 has been lost.

6783A. Instead of the Museum being indebted to the University Council to the amount of £597, you consider that the University Council should properly have paid to the Museum Account nearly £1,000 more than it has done?—Yes. I may say that, of the £600 a year which the Museum gets, £450 goes in wages to keep the institution up, so that there is very little indeed left for all necessary purposes.

6784. *Professor Ulrich.*] You have, in fact, only £150 a year with which to purchase specimens?—Yes; and out of that sum I have to pay for gas and coals for the University lectures. The University uses three lecture-rooms, which have to be supplied with gas, coal, &c.

6785. *Hon. W. Gisborne.*] If the Museum is part of the University, I do not understand how you separate the accounts. The University is as much responsible for the proper conduct of the Museum as for any other branch, is it not?—Yes; but this particular endowment must be spent on the Museum and the Museum alone.

6786. And it is with reference to this particular endowment that you are speaking?—Yes, this particular endowment only.

6787. But otherwise the University is liable from all its revenue for the proper management of the Museum?—Yes, I suppose so.

6788. *Dr. Hector.*] Was the endowment made to the Museum as a public museum, or as a college museum?—As a public museum. It was made before the Museum was handed over to the University; the University did not take it until it was endowed.

6789. *Hon. W. Gisborne.*] But, when they took it, you hold that the proceeds were to be applicable only to the Museum?—Yes.

6790. *Dr. Hector.*] What control does the University Council exercise over the management of the Museum, apart from the finance?—None at all. There was a sub-committee appointed, but, as I have said, they only met twice.

6791. *Professor Ulrich.*] During what time?—Between the 18th of December, 1877, and the present date.

6792. *Dr. Hector.*] Is there any annual report of the operations of the Museum?—The annual report for this year has been sent in to the Council of the University.

6793. Is it required by law, or by resolution of the Council?—Nothing has been settled; but I thought it better to send the report in.

6794. To whom did you send it?—The Registrar of the University.

6795. But it is not required under the Museum Act?—Not that I am aware of.

6796. *Professor Cook.*] Would you have any objection to tell us how the £600 is expended? I think you said £450 was spent in wages?—Yes.

6797. Did you get part of that sum as director?—No; I get nothing. I am paid £600 a year as Professor of Natural History.

6798. And the curatorship is connected with the professorship?—Yes. The taxidermist gets £220, the articulator gets £150, and the janitor gets £80. That is how the £450 is made up.

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6799. *Dr. Hector.*] Is there a library in connection with the Museum?—Yes. It is kept up out of the Museum funds.

6800. Out of the endowment provided by the Act?—No; because that has not come in yet. The Museum library was started in this way: When I was Provincial Geologist I was allowed so much money for travelling expenses, and I was told I could spend it as I liked. I found that I could keep my travelling expenses a good deal below the sum that had been voted for me; and, having been told that I could spend the money as I liked, I applied the balance to the purchase of books, which I put in the Museum library. The Provincial Government also gave me a vote of, I think, £250 for the library. That is how it was started. Then, under the New Zealand Institute Act, one-third of the revenue of the Otago Institute is handed over to the library, and is spent in the purchase of books.

6801. Then is it a public library?—No; it is part of the University library.

6802. Is the University library a public library, wholly or in part?—It is partly a public library. The authorities are bound to allow it to be open to the public. It was got up by subscription; and the Museum library, I suppose, is exactly on the same footing.

6803. Under the New Zealand Institute Act, the library that is assisted by Institute funds must be a public library?—But this subscription is paid to the Museum, and I appropriate it to books.

6804. Handed to the Museum as a public museum?—Yes.

6805. *The Chairman.*] Is the Museum better off for funds now than when it was under the charge of the Provincial Government?—No. It would be if it had the whole of the endowment. It used to receive £600 a year from the Provincial Government; and, besides that, I had some money for travelling expenses, which was invested in the library of the Museum.

6806. *Dr. Hector.*] What rule is adopted in dividing the University library into two portions—putting one part in the Museum, and another part in the University building?—There is no rule. What books I buy I keep in the Museum, and what books they buy they keep.

6807. Are they all put in one register?—No.

6808. Is there a regular catalogue kept?—There is a manuscript catalogue of the Museum library; I have nothing to do with the other. I have catalogues of the Museum library under my charge.

6809. Then are you responsible for the part of the library that is under your charge?—Yes.

6810. There is no one else responsible for it?—No.

6811. It is not in that sense, then, part of the University library?—No; it simply belongs to it because the Museum belongs to the University.

6812. Is there any arrangement made for preventing the same books being bought for both parts of the library?—I know nothing of what is going on in the University library. I am sure, however, there is no fear of duplicates being bought, because the University library does not buy anything at all.

6813. Have they no funds they can expend for the purpose?—I believe not. The University Library Committee has only met once.

6814. *Professor Cook.*] I suppose practically the difference would be that the books in the Museum would be books on natural science and geology?—I buy enough natural-science books for working the Museum.

6815. And the general library might possibly not contain natural-science books?—No; they are a different class of books altogether.

6816. *Professor Ulrich.*] Was it originally intended that the Museum should not remain purely a natural-science museum, but should also become a technical museum?—The original plan which I submitted to the Provincial Council, and which was agreed to, was that the Museum should consist first of the central part, which is built now, and that two wings should be added as soon as funds could be obtained; the north wing was to be a technological museum, and the south wing was to be for the New Zealand collection and an aquarium. That was the intention when the Museum was first started, but it has not been carried out owing to want of funds.

6817. Was it originally intended that the University should be erected on the same ground as that on which the Museum stands? I heard that that large block of land could have been obtained for the University, and both the Museum and the University built on the same block?—Mr. George McLean told me he had offered it to Dr. Stuart, who had declined to take it. The professors recommended that the University should be built on the same block as the Museum, but the Council did not accept the recommendation.

6818. *Professor Cook.*] Seeing that the natural-history lectures are delivered at the Museum, would it not have been a great convenience for the University building to be close to the Museum?—A very great convenience indeed for the University.

6819. On account of the loss of time, I suppose?—Yes.

6820. *Dr. Hector.*] At whose cost was the Museum built?—The Provincial Government's. They voted the money, but the province was abolished before the building was finished, and it was completed by the General Government, the amount being made a provincial liability.

6821. What did it cost?—The building cost £10,000, and the fittings £2,000, and there were extras which would amount to about £1,000. The total cost would be something like £13,000.

6822. Did the land on which the building stands cost anything?—No.

6823. Then it has been handed over to the University Council as an additional endowment to the land?—Yes; an acre of land.

6824. An acre of land and the building have been handed over as part of the endowment of the University, in fact?—Yes; only to be managed for the particular purpose of a museum.

6825. *Professor Ulrich.*] Have you not, through insufficiency of money, been obliged to appeal to the public in order to obtain funds for cases in which to put your specimens?—I had to go round with my hat once. I had a quantity of fishes and reptiles which had been sent to me, and which were spoiling for want of bottles and cases, and I got up a subscription and collected £240, of which the City Council paid £100; and that enabled me to preserve these specimens. That was since the University Council took charge of the Museum. I never had to ask for subscriptions before.

6826. *Dr. Hector.*] And this was a presentation from the public to the University?—Yes.

6827. *The Chairman.*] Then, is it your opinion that the present revenue is insufficient to keep the Museum in an efficient state?—It is sufficient to keep the Museum; it is not sufficient for an enlargement. It is not sufficient to buy the cases and specimens to keep it going. It is just sufficient to prevent the things going to the bad. I have always said I could keep up the Museum for £600 a year—just keep it up.

6828. *Hon. W. Gisborne.*] Have you represented the claim you now state on behalf of the Museum to the University Council?—Very shortly after the University took over the Museum I went over to Sydney. When I returned, which was about the end of April, I found that no steps at all had been taken towards leasing the endowments. Dr. Stuart, about a week after I returned, came to the Museum and said there was no money, and gave the taxidermist notice of dismissal. That, however, was not carried out. I repeatedly went to the Registrar and pointed out that the endowments ought to be leased at once, and that no time should be lost; but nothing was done until the date I have mentioned.

6829. But I understood you to say that the proceeds of the endowments were not altogether devoted to the Museum. Is that the case now?—They are kept back to pay off debts. The University advanced money to the Museum before it leased the run, and it kept a separate account of that, and made a charge against the Museum, and now it is recouping itself by impounding a part of the Museum's revenue.

6830. Is the site of the Museum better for public access than the site of the University buildings?—Yes, much better; it is much more central, and cabs run along the street, and the pavements are good.

6831. *The Chairman.*] Do you think the circumstances of Dunedin, as regards its population and the number of hospital patients, were such as to warrant the establishment of a medical school?—I should not like to give an opinion on that point. Any opinion of mine would be valueless.

6832. Are any of the lectures given by you open to the public, or are they confined exclusively to students?—I give a lecture on geology every Monday evening at 8 o'clock, which is open to the public.

6833. *Professor Shand.*] Are these lectures largely attended?—Yes. The highest number at one lecture was 195, and the smallest number has been 90. The attendance is, of course, a good deal affected by the weather.

6834. You deliver them every week?—Yes.

6835. *The Chairman.*] During the session?—Yes.

6836. *Dr. Wallis.*] Are they free?—Yes.

6837. *The Chairman.*] Where are they delivered?—In the Museum.

6838. *Rev. W. J. Habens.*] Do you find that from the attendants at these lectures you get a supply of real students?—I think that the lectures I gave a year or two ago, on the principles of biology, enabled me to make a class the next year. I think it started my class. I could not get anybody when I advertised at first, but the session after I had given the lectures I made a class, and have had one ever since.

6839. *The Chairman.*] Do you think the present mode of constituting the Otago University Council is a satisfactory mode?—No, decidedly not.

6840. Have you formed any idea as to what would be a better mode of appointing the Council?—Yes, I have thought it over. In my opinion the institution ought to be a college of the New Zealand University, governed by a Board of Governors, consisting probably of twelve, of whom, say, four should be appointed by the Governor in Council, four elected by the Professorial Board, and four by the graduates of the New Zealand University who had been educated at the college when they reached a certain number—say twenty. Until that number was reached I think the Governor in Council should nominate eight. The Board of Governors should choose an annual chairman.

6841. *Rev. W. J. Habens.*] Would you make such a mode applicable at once, to the extent of removing the present Council and beginning anew, or simply apply it to the filling-up of vacancies?—The sooner the better.

6842. *The Chairman.*] The power of appointment at present, I think, rests with the Government?—Yes, altogether. The Government appoint the members for life, and no change can be made.

6843. *Professor Brown.*] Would you make any condition as to the term of office, in the constitution you propose?—I think one of each of the four should retire every year, and be eligible for re-election.

6844. *Hon. W. Gisborne.*] Do you also propose that the ones who are named should retire and be eligible for reappointment?—Yes.

6845. *Professor Brown.*] Would you explain what you mean by "a college of the New Zealand University"?—I mean that the New Zealand University ought to consist of a certain number—say four colleges, each financially independent, but each educationally under the Senate of the New Zealand University.

6846. *The Chairman.*] Would you have each college to grant degrees?—No; they would be educationally under the New Zealand University, which is the only body granting degrees. And I think each of these colleges ought to have a revenue of not less than £3,000 a year. I think that ought to be made a *sine qua non* of affiliation with the New Zealand University.

6847. *Professor Brown.*] From endowments?—Or from Government vote.

6848. *Professor Shand.*] You mean £3,000 available for University instruction, I presume?—Yes.

6849. *Professor Brown.*] And separate from the fees?—Yes; either by annual vote from the Government, or by endowment.

6850. *Professor Cook.*] Do you think £3,000 a year would be enough for a college?—Yes, I think it would be enough to start upon.

6851. *The Chairman.*] How many professors would you contemplate for £3,000 a year?—Four professors, and one or two lecturers.

Professor Hutton.

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Professor Hutton.
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6852. *Dr. Hector.*] Supposing part of that £3,000 was derived from fees taken from a department of the college devoted to secondary school instruction, would you think it fair to include that as part of the £3,000?—So long as it was not the fees of the students themselves; because it would not be fair to the professors of the colleges if they got less remuneration than the professors in other colleges. They ought to be on an equality all through New Zealand.

6853. But I mean would it be desirable that a grammar school should be attached to a college in order to produce revenue?—Very undesirable.

6854. *Professor Cook.*] Would you contemplate that any grammar school should be affiliated to the University?—No.

6855. *Professor Brown.*] Would you state your objections to the affiliation of grammar schools?—They cannot, in the first place, teach up to the University standard, and consequently they must always be attempting to bring down the University teaching to the grammar-school standard.

6856. *Professor Cook.*] Are you aware whether such has been actually the case in the history of the New Zealand University?—No. I am of opinion that it has been; but, not having been on the University Senate, I have no personal knowledge of the fact.

6857. *Dr. Hector.*] In what part of New Zealand has the college standard been brought down to that of the grammar school?—I think they tried to bring it down in Auckland.

6858. Do you mean it was originally a college educational standard, and has been brought down?—No. The authorities of affiliated grammar schools have attempted to lower the University standard, in order to be able to pass their students.

6859. *Professor Brown.*] Have attempted to lower the standard of the course for University students?—Yes.

6860. *Dr. Hector.*] Is the University standard in any way influenced by affiliated grammar schools?—They have some members on the Senate.

6861. *Professor Shand.*] Can you tell us, as a matter of fact, whether the standard of the New Zealand University has been raised, consequent upon the affiliation of the Canterbury College and the Otago University?—Yes. One of the conditions on which the Otago University affiliated was that the standard should be raised, and it was raised, and has been kept up ever since.

6862. Do you consider that the standard was too low for a University degree before?—Certainly.

6863. *Dr. Hector.*] But was not that to some extent due to the fact that they could not get any higher teaching before?—You should not put the examination to catch the lowest. You should make the examination high, and compel them to work up to it.

6864. What would the money be spent on in the meantime?—Keep the money if nobody comes forward, and invest it.

6865. But do you think that if the New Zealand University had stood with its hands folded, and done nothing with its annual grant, and had waited until students of a sufficiently high standard came forward, it would have succeeded in establishing a University at all?—I think it would have got people to come forward.

6866. *Professor Brown.*] Do you think the funds of the New Zealand University would have been better expended on grammar schools directly, than on trying to make grammar schools Universities?—I do not think it right to spend the funds on one or the other object. I think it would be a misappropriation of the funds.

6867. *Dr. Hector.*] You held the position of lecturer, and were paid out of a grant from the New Zealand University, for the purpose of establishing a lectureship in Wellington with the view of raising the standard of the Wellington College?—I was teacher of natural science in the Wellington College for a few months, and received a salary at the rate of £150 a year; but how the money was derived I do not know.

6868. *The Chairman.*] For what period did you receive that salary?—I think about six months.

6869. *Hon. W. Gisborne.*] I am not quite clear what you mean by affiliation. What do you mean by a school being affiliated to the University?—I should like to do away with the term "affiliation" altogether. I should like the New Zealand University to consist of the colleges, and have no affiliation at all.

6870. And the secondary education would be given in the public schools, which would prepare for the colleges?—Yes.

6871. Then the University would grant the degrees?—Yes. After a student has matriculated he should not be kept on in the same establishment in which he was educated up to his matriculation.

6872. He would receive his education in the college?—Yes.

6873. Then do you think the New Zealand University ought to be stationed in one place?—The New Zealand University, I think, should meet at the different centres, as it does now. But I think the Senate should be constituted very differently to what it is now.

6874. How do you think the Senate should be constituted?—I think it should be constituted in this way: that each college of the University should send up, say, four representatives to the University Senate. I should propose that the Board of Governors of each college should elect four of their own body to represent the college in the Senate; and then I would have a certain number of members—say eight—appointed by the Governor in Council.

6875. *Professor Brown.*] Would you propose that these should hold office for life?—No; they should retire in the way I indicated before—by rotation.

6876. *Rev. W. J. Habens.*] Do you think the graduates should be directly represented on the Senate?—I think the way I have mentioned would be preferable. They would be indirectly represented under that plan: they would choose a certain number of the governors of the colleges, and the governors of the colleges would elect members to represent the colleges on the Senate.

6877. Would you prefer that the representation of the professors in the constitution of the Senate should be of the same kind?—I think so; because the governors of the college would be better acquainted with the wants of their college, and be better able to represent it on the Senate than outsiders who might be elected.

6878. *The Chairman.*] Would you propose that the professors of the colleges should be eligible

for seats on the University?—Yes, and on the Boards of Governors also; but they should not be allowed to vote on any question relating to their emoluments. *Professor Hutton.*

6879. *Professor Cook.*] But on the Senate of the New Zealand University no such question would arise?—No. June 24, 1879.

6880. *Dr. Hector.*] Would you have the Government nominate any members to the Senate of the New Zealand University, apart from the Council?—Yes: I said eight; and four to be elected by each college.

6881. The Council of each college being partly nominated, to begin with?—Yes.

6882. *Hon. W. Gisborne.*] Supposing there were six colleges, would you still recommend that they should each elect four, and that the Government should appoint eight?—I think so. If there were six colleges, they would keep one another in order pretty well.

6883. Do you see any objection to the adoption in this colony of a system similar to that which I believe exists in England, in connection with the Universities of both Oxford and Cambridge, by which local examinations are held for schools which like to come under the conditions, and certificates of award given?—No, I see no objection to that.

6884. Affiliation, in that view, you do not object to?—No.

6885. I suppose the objection to affiliation, as it exists at present, is that the grammar schools are really made part of the University; and what you propose is that, instead of that, colleges should constitute the University?—Yes.

6886. And grammar schools be eliminated, and stand in the same position to the University as all the public schools do in England?—Yes.

6887. But that the University itself should consist of colleges?—Yes.

6888. Colleges to be financially independent, but educationally to constitute the University?—Yes.

6889. And that the University alone should grant degrees?—Yes.

6890. And that there should be one University in New Zealand, which should be peripatetic?—Yes.

6891. *Rev. W. J. Habens.*] Do you think that the University Senate as at present constituted has a sufficiently direct relation to the colleges, and sufficient control over them?—No; I think it is the weak point of the present system, that the University Senate has no control over the colleges, except by appointing examiners and fixing the standard of examinations.

6892. Would you describe the extent to which you think control should be exercised?—I think that if each college were represented on the Senate considerably more control might be exercised, especially in the fixing of the dates of terms and vacations, so that examinations might be arranged properly and with fairness to every person, and also with regard to what is meant by the keeping of terms, as to which there should be a uniform practice throughout all the colleges of the University.

6893. Do you think that, if the colleges were represented as you propose, the Senate of the New Zealand University should have any voice in the appointment of professors in the separate institutions?—I think the colleges should be allowed to found Chairs or appoint professors in the faculties of arts and science; but that no college should be permitted to establish a Chair of any technical subject except by the authority of the Senate of the New Zealand University.

6894. With what object do you propose that restriction?—To prevent the multiplication of technical schools all over New Zealand.

6895. To secure differentiation, in fact?—Yes; so that the University Senate might settle where the technical schools were to be established. I think also that the Senate should have the power of appointing Chairs of technical subjects itself, provided money was voted for that purpose.

6896. Supposing the University were to consist of a certain number of colleges, as you propose, would you allow a student who was not an *alumnus* of one of those colleges to study for examination and to take a degree?—Yes.

6897. *Professor Brown.*] That is to say, you would allow a student to get his degree merely on examination, without any attendance or keeping of terms?—I do not think it is a good system; but under the circumstances of the colony it is perhaps necessary.

6898. Under certain conditions?—Yes.

6899. *Professor Cook.*] And you contemplate such cases as being exceptional?—Yes.

6900. *The Chairman.*] From your knowledge of the colony, how many colleges do you think would be sufficient at present, for distributing University education throughout New Zealand?—Four, I think—at Dunedin, Christchurch, Wellington, and Auckland.

6901. Are you acquainted with the system of collegiate institutions established in Ireland, by the late Sir Robert Peel, under the name of the Queen's Colleges?—No; I know nothing about them.

6902. The reason I ask is because your own suggestion is almost identical with that system?—I have never read anything about it; I have given my own ideas on the subject.

6903. If such a system were established, do you think the New Zealand University could obtain suitable persons within the colony—say, from the professors themselves—to conduct the examinations?—I think so. I think, that with the Senate constituted as I recommend, they would be competent to choose the best possible mode of examination; and I think it can be done within the colony. It is highly desirable that it should be.

6904. From the body of professors?—Yes; examining one another's classes.

6905. *Rev. W. J. Habens.*] Do you think that examinations in science which are confined entirely to paper work are of much value?—Not much.

6906. Have you thought of any way of securing that there shall be a certain amount of practical knowledge of a scientific subject shown, in an examination which is held at the same time in several parts of New Zealand?—I think it could be done by the Senate appointing some person. There are plenty of medical men who would do to act in conjunction with a teacher, in examining the students in practical work.

6907. And that should be done at each examination centre?—Yes.

6908. *Professor Cook.*] Are you aware whether any difficulty is found in England at the different

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local examinations conducted by the Universities, in examining practical work?—I am not aware, but I think there must be. I have no knowledge of that subject; I do not know how the examinations are conducted. But teaching, even at Home, is not so practical as people wish it to be, and the difficulty of examination is the very thing which keeps it back.

6909. You are aware that, under the present regulations of the New Zealand University, practical work in natural science is prescribed?—It is prescribed in a way, and yet it is prevented from being carried out by the examinations. I am under great difficulties in this respect. I have to waste a great deal of time by teaching practice, simply because, although it is the only part which really teaches the students natural history, it is thrown away so far as examination is concerned.

6910. You mean that the examiners ignore the regulations, in fact?—No; they cannot do that, because the examination is set down from a class-book. In regard to the classification of animals, for instance, the whole animal kingdom is given, and we have to prepare our students in the whole of the animal kingdom, whether the animals are found in New Zealand or not; so that a great deal of that has to be entirely book-work. It is just like learning geography, spelling, or anything else. The teaching ought, in my opinion, to be restricted to a certain number of animals, which can be obtained in New Zealand, and those animals the students should know thoroughly.

6911. *Hon. W. Gisborne.*] Do you think Nelson a good place for a college?—Nelson is the best place in New Zealand for teaching natural history and geology.

6912. *Dr. Hector.*] Do you consider it a good place for the study of mineralogy?—Yes; it is the best place in New Zealand also for mineralogy.

6913. *The Chairman.*] What examinations, under your scheme, would you have conducted by the New Zealand University—merely the degree examination, leaving the other examinations to be conducted by the colleges?—Probably the matriculation examination and the degree examination; but the annual examination should be conducted by the colleges. But what is required is that the students should know all about the keeping of terms, and the examinations they have to pass. The annual examinations should be uniform, and therefore regulated by the Senate. Keeping of terms should not mean one thing in one college, and another thing in another.

6914. *Professor Cook.*] Would it be likely to mean one thing in one college, and another thing in another, under the system you propose?—It would if it were left to the colleges to say what the keeping of terms should mean in their own colleges. There must be an outside authority to regulate it, if it is to be uniform.

6915. Do you contemplate that the examination which is at present required for keeping terms should be still left in the hands of the colleges?—The number of subjects the students have to take up, the number they have to pass in, and the amount of attendance to constitute the keeping of terms, should be prescribed; but the examination should be left entirely in the hands of the colleges.

6916. *Dr. Hector.*] At the present time you teach only students going in for the arts course and for the medical course?—I am also teaching four belonging to the Mining School.

6917. Is there a degree in mining?—There is a certificate.

6918. Do you think it is desirable that there should be any degrees given purely for science, apart from science taught in the arts course?—I am of opinion that science never will be properly taught until there is a degree for science, separate from the degree for arts.

6919. To what extent do you think classical knowledge should be made compulsory in such a case?—I think the matriculation examination is sufficient.

6920. How many students have you for mining certificates?—I have four for assaying certificates.

6921. What are they learning from you?—Physical geology.

6922. *Rev. W. J. Habens.*] Do you think the obtaining of 20 per cent. of marks in an easy Latin paper at matriculation proves a sufficient amount of knowledge of Latin for a graduate?—I do not think anybody with 20 per cent. should pass.

6923. *Professor Cook.*] Will you tell us what should be included in a science curriculum?—I think that, as in an arts curriculum, certain subjects should be made compulsory and others optional. The compulsory subjects should certainly be chemistry and physics, and in the optional subjects the students should be able to take up either a biological or a physical side. I think the scheme recommended by the Commission on Scottish Education is a very good one. Something of that kind might be modified to suit New Zealand.

6924. Are you aware that mathematics always forms a considerable portion of the compulsory part in an examination for the science degree?—No; according to the curriculum as recommended by the Scotch Commission. Physics does. Applied mathematics is one of the optional subjects. It is not necessary that a biologist should know any mathematics at all, except what is necessary for the matriculation. Very often a man who would make a splendid biologist is utterly incapable of learning mathematics.

6925. I think I am right in saying that a science degree is never given anywhere without a considerable knowledge of mathematics being required—always an amount greater than that required for arts?—If so I think it is very wrong. In the case of many people who might make very able biologists, it might keep them back altogether if they were compelled to go into high mathematics.

6926. *Dr. Wallis.*] What subjects would you propose as compulsory in connection with an arts degree?—The same as at present, mathematics and Latin.

6927. *Hon. W. Gisborne.*] Have you any suggestions you can offer with a view to the establishment of a good mining school, which would be available to all the mining districts in the colony?—I think a mining school should either be complete or not exist at all.

6928. Have you any suggestions to offer with regard to the establishment of a complete one?—I think it should be under the Government. Technical schools should not belong to the colleges at all. They should be under the Government, and attached to a college. They might be administered directly by the New Zealand University, out of funds voted to that body by the Assembly for this special purpose.

6929. Why should not mining be part of the learning imparted at a college, and degrees be given for proficiency in it?—A mining school should be attached to a college where the faculty of arts is

taught, in order that advantage may be taken of many of the teachers engaged in the arts course. A mining school, unless you could afford to start one completely by itself, would have to be an adjunct to the college, and not the college an adjunct to the mining school. A mining school might with advantage be established in connection with the geological survey of New Zealand.

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6930. *Professor Shand.*] What would be the advantage, then, of having it managed by the Senate of the University, rather than governed by the college?—When I said “managed,” I only meant the funds being provided for it. The management, of course, would have to be in the school of mines itself; and in the college the professors of the technical schools would form part of the staff, and be on exactly the same terms, and on an equality with the teaching staff of the college.

6931. So that, practically, the management of the mining school would require to be in the hands of the governing body of the college too?—Yes. When I said the “management,” I meant that the University Senate ought to state where the schools are to be located, and provide the funds for them; but their internal management would be left, of course, to the colleges to which they were attached.

6932. *Hon. W. Gisborne.*] Have you any observations to make with regard to schools of agriculture?—I think that the schools of agriculture might be very usefully employed in teaching chemistry and natural history.

6933. *Dr. Hector.*] You mean they might employ the arrangements in existence at the colleges?—If they have funds, I think some of those funds might very fairly be used for teaching subjects which are connected with agricultural chemistry, natural history, and botany.

Professor BLACK, M.A., D.Sc., was sworn and examined.

Professor Black.

6934. *The Chairman.*] What position do you hold in connection with the Otago University?—
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6935. How long have you held the position?—Eight years last May.

6936. Were you the first professor of chemistry at the University?—Yes.

6937. How were you appointed?—I was appointed while at Home, having been elected by the University Council.

6938. Are there many pupils attending your class?—I have three classes. In one class there are twenty-three, in another class about twenty, and in the third class there are a few private pupils—a few doing advanced work who come irregularly.

6939. Have you any lectures open to the public?—No.

6940. *Rev. W. J. Habens.*] Is no one admitted to your class who has not matriculated to the College?—Oh, yes! as many as choose to apply; but they have to pay a fee. In that sense my lectures are open to the public; but they are not free.

6941. Have you not, just at present, a much larger class—a special class?—I have a separate class, open to teachers only.

6942. What is the scope of the work of that class, and how many attend it?—The subjects of lecture are chemistry and chemical physics, and practical chemistry in the laboratory. I deliver a lecture every Saturday, extending over three hours, and at the end of that time take an hour in the laboratory with all my teacher-students—there are about 180 attending.

6943. *The Chairman.*] Is there any fee charged?—There is a fee of 5s., which is for the use of chemicals and apparatus, and which goes to the laboratory fund.

6944. *Rev. W. J. Habens.*] And the instruction is imparted gratuitously, so far as the students are concerned?—Yes; so far as I am concerned. They come from extraordinary distances, twenty of them coming sixty miles, nearly sixty from a distance of over thirty miles—from Oamaru, Lawrence, Beaumont, Clinton, Naseby, Wangaloa, and beyond Balclutha.

6945. *Professor Brown.*] Are they allowed any reduction in the railway fare?—Yes; the railway fare for each teacher is a guinea up to fifty-five miles: beyond that distance they have to pay the ordinary fare. The guinea is for the six Saturdays.

6946. *Rev. W. J. Habens.*] This is a concession by the Railway Department?—Yes.

6947. Would you state how this class originated?—It originated from the announcement in the *Government Gazette* that teachers would only obtain permanent certificates if they were able to pass in some scientific subjects. I did not see any means of instructing teachers up-country in scientific subjects, and I thought it my duty, as far as I could, to make provision for this of my own accord. At the last meeting of the Otago Educational Institute I intimated to the teachers collectively that I should hold such a class as I have just described; and about 180 have availed themselves of it. The class is so large that for laboratory instruction it has to be split up into four sections.

6948. *The Chairman.*] When did you first commence the class?—I delivered the second lecture of the course last Saturday. There are four more lectures to be delivered to complete the course. I understand that Professor Hutton is to follow my course with a course in zoology, and that Professor Scott will give a course in physiology.

6949. You have only commenced the class this year?—Yes; only three weeks ago.

6950. *Rev. W. J. Habens.*] Have you had time yet to judge whether this new class of students displays aptitude, and a proper interest in the subject?—Yes. The students display very great earnestness in the work. They themselves perform many of the experiments. Last Saturday, for instance, they all performed at least one experiment—made carbonic acid or hydrogen—and showed the properties of both of these gases. They also tested three metallic solutions, containing silver, lead, and mercury. We mean to go over twelve or fifteen metals, and take perhaps a dozen of the most important gases, each teacher experimenting himself or herself, so as to be able to conduct the same experiment in their own schools.

6951. *Hon. W. Gisborne.*] Have they any apparatus in their schools?—Not many have. I make it part of my instruction to teach them how to get up apparatus in the cheapest way, and to use old bottles, fit them with glass tubes, and adapt other odds and ends for teaching the subject.

6952. *Dr. Hector.*] How many lectures constitute the course?—I have announced six at present.

6953. What is the duration of each?—From three to four hours.

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6954. With an interval?—Yes; of five minutes, while changing rooms. I made the lecture long because I did not wish to bring teachers seventy or eighty miles without giving them something worth coming for.

6955. Are the four hours partly occupied with practical teaching and partly with lecturing?—Yes. The lecture extends over perhaps three hours, and one hour is spent in the laboratory doing practical work.

6956. How much chemical knowledge can be taught at these lectures?—I expect the students will know all that is of much importance for teaching the properties of the following elements: Oxygen, hydrogen, chlorine, carbon, nitrogen, sulphur, and phosphorus. They will also have learnt something about sodium, potassium, calcium, copper, zinc, tin, lead, silver, antimony, iron, and gold; and will have obtained some knowledge of the most important parts of organic chemistry, such as the alcohols and the leading acids. In laboratory work I expect that each teacher will make for himself or herself the following substances—they have already made hydrogen and carbonic acid: Oxygen, chlorine, nitric acid, muriatic acid, and eight or ten more which at present have not been determined. They have already performed the testing of silver, lead, and mercury; and we mean to take besides, copper, arsenic, gold, iron, zinc, tin, antimony, calcium, potash, and soda, and perhaps ammonia and one or two others as the course opens out, with a few acids, such as sulphuric acid, carbonic acid, hydrochloric acid, and one or two others. That is the course I have designed for the teachers' class.

6957. *Hon. W. Gisborne.*] Are they competent to perform experiments?—They are doing so.

6958. *Dr. Hector.*] Is this course intended to guide them in reading up chemistry, so that they may acquire a knowledge of its principles, or is it intended to be sufficient to enable them to teach chemistry?—It will serve for either purpose.

6959. *Hon. W. Gisborne.*] What certificate do you give them at the end of the six weeks?—I am not sure that I shall give them any certificate. Unless I held a very strict examination I would not do so.

6960. *Dr. Hector.*] Do you think that the tuition in chemistry given by a person who had attended a course of six lectures, even though they had extended over several hours, would be very sound tuition?—Yes, so far as it goes. I would not think it sound if they ventured beyond the limits of their own acquired knowledge; but within these limits it would be quite sound.

6961. Do you think that if a person who received tuition second-hand from a teacher so trained in chemistry went away with the idea that he had a knowledge of chemistry, he would not make a mistake?—He would have a knowledge of chemistry to a certain extent.

6962. *Dr. Wallis.*] Over how long a period do these six lectures extend?—Six weeks. They are given on six consecutive Saturdays, Saturday being the only day available to the teachers.

6963. *Professor Shand.*] I suppose you expect the lectures to be supplemented to a considerable extent by private study?—Yes.

6964. *Dr. Wallis.*] Is the interval of one week sufficient to get up each of the subjects of a three-hours lecture?—Yes. The lecture is delivered so deliberately, carefully, and slowly, that they take a great part of it in notes. Each teacher has a note-book, and takes down everything that is of any direct advantage. Besides, I put into the hands of each teacher Professor Roscoe's "Chemistry," in Macmillan's series of Science Primers; although my course goes considerably beyond that, because I think the teacher ought to know far more than he would have to teach. This book is to be had from the booksellers for a shilling.

6965. *The Chairman.*] Do I understand that these lectures are not part of your ordinary duties as professor?—They are quite outside my ordinary duties.

6966. And voluntarily given on your part?—Quite so.

6967. *Hon. W. Gisborne.*] You said something about the Education Board not giving teachers certificates unless they had attended these lectures?—I know nothing about that. The Board requires teachers to pass a certain examination; and I am aware that perhaps nine-tenths of our teachers have not got the knowledge of chemistry requisite to enable them to pass the examination, or, at least, to pass it with any credit.

6968. They are examined in chemistry?—In chemistry, among other subjects.

6969. Then the object of your lectures is to enable them to pass?—Not exclusively so. Partly that, and partly a wish to encourage the teaching of chemistry. I think our teachers ought to know something of chemistry.

6970. Is not a little knowledge a dangerous thing in chemistry?—No; I think a little knowledge is very valuable, so far as it is correct. But for a man who knows little, and supposes that he knows much, it is a dangerous thing.

6971. *The Chairman.*] Do female teachers attend these lectures?—From sixty to seventy are female teachers.

6972. *Dr. Wallis.*] Would not your object be gained better by having a lecture once a fortnight, or once a month?—The course would then be much more expensive to the teachers, on account of the railway fares, as the tickets are only available for a quarter.

6973. But the Government would change that?—Still I should prefer to have the course as at present. I think a fortnight almost too long an interval. The subject is better mastered when carried on in one piece as much as possible.

6974. What time have these students for preparation if they take one day to come here and one day to return home?—Twenty or so come down on Friday evening and return on Saturday afternoon.

6975. They are able to get home the same night?—They are all home on Saturday, I think.

6976. *Hon. W. Gisborne.*] With regard to your regular class, what are the hours?—I lecture five days a week for one hour each day, and conduct two laboratory classes for one hour a day each.

6977. How long do the students attend that lecture?—For six months.

6978. When is their term supposed to be up?—The end of October. The term is from May to October.

6979. Do they go on year after year?—They may take it either for one year or for more.

6980. *Professor Cook.*] Is your course of lectures on the subject of chemistry complete in one

year?—Yes; but not in the laboratory. There is no limit to the laboratory work; they may go on for years. I have had students three or four years consecutively, in the laboratory. *Professor Black.*

6981. In your course of lectures to matriculated students, do you treat the subject of agricultural chemistry?—Yes. *June 24, 1879.*

6982. You do inorganic and organic chemistry in the same year?—Yes.

6983. *Professor Shand.*] What course in chemistry does the undergraduate usually take?—He takes usually six months' lectures and six months in the laboratory.

6984. Each course consisting of lectures of five hours a week?—Yes.

6985. *Hon. W. Gisborne.*] Is there anything which defines what constitutes a knowledge of chemistry?—There is no limit: the subject cannot be limited.

6986. *Dr. Hector.*] Have you analytical chemistry apart from practical chemistry?—Yes.

6987. How is that class attended?—There are about ten or twelve on an average.

6988. Are these undergraduates?—Some of them are. I should say the larger half are not undergraduates.

6989. For what purpose are they following this course of chemistry?—They are usually metal-workers in town; also a few druggists, one or two engineers and surveyors, one or two bankers, and one or two farmers.

6990. *Hon. W. Gisborne.*] Can you tell us whether chemists in England have to acquire a certain knowledge of chemistry before they can dispense drugs?—Yes; they are examined, I suppose, at Apothecaries' Hall.

6991. Do you know what the examination is?—At the present moment I cannot define the limits of it.

6992. You do not know what they are examined in before they can practise as chemists?—They are examined, I suppose, in *materia medica* to a certain extent, as well as in chemistry.

6993. But I mean as regards chemistry?—Our chemistry goes considerably beyond the requirements for apothecaries in England.

6994. Have you any conditions imposed upon you relative to taking private pupils?—No; we simply charge the University fees, the same as for ordinary matriculated students.

6995. *Professor Cook.*] Do you give lectures in chemistry as applied to agriculture?—No, except as it comes in the course. For instance, in lecturing on lime I take occasion to say all that is important upon the relation of lime to agriculture. The same with phosphates and other substances. There is no separate course for agricultural students, but a great deal is included in the lectures which is suitable for agricultural students.

6996. Do you give lectures on the nature of soils?—It comes in in the same way.

6997. *Dr. Hector.*] I suppose all that could be said about the chemistry of soils could be included in a very small part of the lectures on chemistry?—It would not occupy much time; I dare say five or six lectures would exhaust it pretty well.

6998. But it would not be advisable for a person requiring for business purposes to have a knowledge of chemistry, that he should have his knowledge limited merely to what might be termed the agricultural aspect of the question?—He should first get up the general subject, and then take it up in its agricultural applications.

6999. *Hon. W. Gisborne.*] Is the agricultural part included in the instruction you give to the teachers?—Not to any great extent.

7000. *Professor Ulrich.*] I observe that according to the work allotted to you in connection with the School of Mines, you will ultimately have nine hours per week more than at present—namely, six in metallurgy and three in assaying. Do you think you will be able to do this without assistance?—I shall certainly teach these subjects. If I can get assistance, so much the better; but if not, I shall do it myself.

7001. *Hon. W. Gisborne.*] Is your laboratory a pretty complete one?—Yes.

7002. Where is it?—In the University buildings.

7003. *Professor Cook.*] Have you no assistance at all?—None whatever. I do all the cleaning of apparatus of the lecture-room and laboratory myself, and, indeed, do everything else. I work at present about twelve hours a day.

7004. And prepare your own experiments?—Do everything.

7005. *Dr. Hector.*] Cannot you get a senior student to assist you?—My pupils help me to some extent.

7006. Have you no senior pupil who would be glad of the position of assistant without remuneration, on account of the experience he would gain, and of the position?—I think not. They are all working for the course, and they require all their time for study. I think I am entitled to have a first-class assistant, with a salary of £150 or £200 per annum.

7007. *The Chairman.*] Have you made any application to the University Council?—No, not within the last three years, previously to which I had an assistant, paid £50 per annum by the Provincial Government. I shall certainly make an application when I see any chance of getting assistance.

7008. *Professor Cook.*] When you were first appointed did it not seem to you that an assistant was part of the machinery for carrying on a laboratory in practical chemistry?—I expected an assistant, but there was no promise made to me in this respect. It is very desirable that I should have an assistant.

7009. *The Chairman.*] Would you be able to get an assistant on the spot, or would it be necessary to send Home for one?—I think I could get one on the spot—one of my own students—an advanced student. I may mention, in this connection, that my laboratory class is so large that I have to split it into two sections, and therefore have to devote two hours to laboratory work instead of one. The class is too large for working in our small laboratory.

7010. *Professor Ulrich.*] If this is the case do not you think the laboratory is far too small?—It ought to be four times its present size, and the lecture-room ought to be double the size.

7011. *Professor Cook.*] What is the size of the lecture-room?—I should say, roughly, about 36 feet by 20 feet. It seats comfortably fifty students.

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7012. *Dr. Hector.*] What is the size of the laboratory?—It is of about the same dimensions; but the working-table and the shelves for chemicals occupy so much room that not more than fifteen students can work comfortably, and I have twenty-one laboratory students.

7013. *Hon. W. Gisborne.*] Have you ever given any public lectures?—Yes; I have lectured at Oamaru, Anderson's Bay, Invercargill, Balclutha, Puerua, South Molyneux, and Kaikorai.

7014. And in Dunedin?—Yes, occasionally.

7015. Were they well attended?—Yes; the occasional lectures are well attended. I have at present promised to lecture at Invercargill, and also in connection with the Agricultural Society of the Maitara. I refuse a great many applications asking me to lecture in different parts of the country. The difficulty is in the conveyance of the necessary chemicals and apparatus. However, I shall probably hold a course of lectures in Invercargill during the summer holidays, for teachers, similar to the course I am giving here, so as to put them on the same level as our teachers here.

7016. What are the holidays at the University?—Six months' holiday, and six months' teaching.

7017. *Professor Brown.*] Is there a midwinter vacation?—There is, outside the six months. There is six months' constant teaching, including examinations. There is a midwinter vacation of a fortnight, and that is added on to the six months at the end of the session.

7018. Does the six months include the time for matriculation?—Yes. It may not in all cases. If the 1st of May happened to fall on Tuesday we would probably begin the examination on Monday. It commences as near the 1st of May as possible. Practically it does include the time for matriculation.

7019. *Professor Cook.*] Does the six months also include the time devoted to the annual college examinations?—Yes.

7020. *Hon. W. Gisborne.*] Would it in your opinion be more conducive to education, in your branch, if the holidays and time of teaching were spread over the year more, instead of there being such a long interval of holidays after such a long period of teaching?—I am almost doubtful what answer to give to that. My own education having been obtained under a system similar to ours, I have not had an opportunity of contrasting the two, and I have not thought much on the subject.

7021. But what is your experience as a teacher? You have now been teaching here eight years. Do you think the students would make more progress if the term of teaching and the term of holidays were not each so long?—I have not had experience of any other system than our present one, and should not like to give a decided opinion on the point. For up-country students, it is perhaps better to give them six months' holidays. It saves travelling expenses and the inconvenience of moving about. They are able also to earn a little money, if necessary, to help them on in the winter course. On the whole, I should prefer to leave things as they are. The students can read up in the holidays; and the weather is so hot in summer, and they can apply themselves to their studies with more vigour and energy in the cold winter months.

7022. *The Chairman.*] Would you wish to make any remark with regard to the mode of appointing the Otago University Council, as to whether you think it a satisfactory mode?—No; I have no remarks to make on that subject.

His Honor Mr. Justice WILLIAMS was sworn and examined.

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7023. *The Chairman.*] You are one of the Judges of the Supreme Court?—Yes.

7024. I understand that you have a seat on the Otago University Council?—Yes, I have.

7025. Have you held that position long?—About a couple of years, I think. I may say that previously to that I was Chairman of the Canterbury College Board of Governors. I was the first chairman of that body.

7026. Are the meetings of the University Council frequent?—About once a month. I have not attended them as often as I should like; because I am very frequently away, and when I am not away I am engaged in public business.

7027. Have you heard of any complaint as to the frequency of adjournments for want of a quorum?—I cannot say that I have. You will probably get information on that point from the Registrar.

7028. Have you formed any opinion as to whether the present mode of appointing the University Council is the best which could be devised?—I should say that at present it probably is the best, but that when the University becomes a more established institution, with a number of graduates, it might reasonably be altered. I have not thought much about the question. I have never heard it discussed even. There may be other ways. If any other were suggested to me I should be able to give an opinion as to whether I thought it preferable to the existing mode or not.

7029. Have you formed an opinion as to whether the professors of the University, or some of them, should have seats on the Council?—I cannot say that I have formed an opinion.

7030. When you were Chairman of the Canterbury College, were the appointments to the Board made by the Provincial Government, or was there any other mode of electing the members?—The appointments were made in the first instance by the Ordinance establishing the College. The members were named specifically in the Ordinance, and they had power to elect a chairman.

7031. *Hon. W. Gisborne.*] How were vacancies filled up?—By the members themselves. I believe that is still the case.

7032. *The Chairman.*] Did you ever have anything to do with the New Zealand University?—No.

7033. Have you formed any opinion as to whether the system pursued by the New Zealand University is the most satisfactory to the colony? I allude to its being purely an examining and not a teaching body?—As the New Zealand University is at present constituted it could hardly be anything else but an examining body; but it is not my ideal of a University for the colony. My opinion is that, if the funds would allow of it, it would be desirable that there should be, at Auckland and Wellington, institutions similar to those which at present exist in Otago and Canterbury, and that the New Zealand University should consist of a federation of these bodies. But, of course, that depends a great deal on the financial aspect of the question.

7034. *Hon. W. Gisborne.*] In your opinion, should the power of granting degrees be confined to the New Zealand University?—Certainly. I think one degree-conferring body is ample.

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7035. *The Chairman.*] If such a system of colleges as you have mentioned were established, do you think the examiners for the New Zealand University could be found amongst these colleges, instead of having to go to Melbourne for them as at present?—It is possible that they might. But it is very desirable that our standard of attainments should be tested by some external standard—that there should be examiners from outside the colony. However, perhaps I am not qualified to speak with any degree of authority on that point. If it could be managed, I think it would be exceedingly desirable that the London University, or some similar body, should undertake the duty of examining; but it may not be practicable—there may be difficulties in the way. I simply say that theoretically it would be advisable, and would be far more satisfactory, that the standard of attainments here should be tested by skilled persons who have nothing whatever to do with the teaching.

7036. Were you a member of the Otago University Council when the sale of the old University building took place?—Yes; but I had only very recently become a member, and did not take very much interest in the transaction. I left it to those who understood the matter better than I did.

7037. Do you recollect whether there was any strong feeling on the part of any members of the Council against the sale being made?—No, I cannot say I do. I do not think there was. I was under the impression that every one was anxious to sell; but I may be wrong.

7038. *Hon. W. Gisborne.*] How was the sale effected—by public auction?—No; I think it was extensively advertised, and that we had a great difficulty in getting a purchaser at any price. As things turned out, it is probable that if they had waited a little longer they would have got a better price; but my impression was that every one was satisfied.

7039. *The Chairman.*] If large colleges were established in the centres of population, and federated as you suggest, would you propose that there should be any change in the present mode of appointing the Senate of the New Zealand University, which is by appointment from the Government?—As the number of graduates increased, I should think the appointment to the Senate might be left to the graduates, reserving perhaps to the Government the appointment of a certain limited number. But in the meantime, I should say that the present mode of appointment is as good as any.

7040. *Rev. W. J. Habens.*] Would you be in favour of granting some power of nomination or election to the governing bodies of the colleges?—My meaning was, that if there were three or four colleges, the New Zealand University should consist of a federation of the colleges; that each college should send up an equal number of representatives, who would form the governing body of the New Zealand University.

7041. Assuming that there were four colleges established, and that the New Zealand University consisted of a federation of those colleges, how should the Senate of that University be elected?—I should say that, in the first instance, the Senate of the University should be formed of representatives of those colleges. Whether there should be an equal number or not it would be difficult to say.

7042. Do you think it desirable, in those circumstances, that the Governor in Council should nominate a certain number?—It might be perhaps necessary as a provisional measure; but I think it is undesirable, except as a provisional measure, that there should be outside interference, or anything which would partake of the nature of political interference with the educational body.

7043. *Hon. W. Gisborne.*] The present constitution of the New Zealand University is, that when there is a Convocation fully formed—that is, when thirty graduates are in existence—the vacancies are to be filled up alternately by election by the Senate and by the Convocation, subject to the approval of the Governor in Council?—It may be desirable that the appointments should be subject to approval; but I take it that the principle of the present or any other constitution of the University should be, that as soon as it is full-fledged, so to speak—as soon as there are a sufficient number of graduates—it should govern itself. That, I think, would be my answer to the question, without committing myself to details, which I should be very sorry to do. That, I think, is the proper principle, however the constitution may be altered in other respects.

7044. The New Zealand University would be a kind of self-evolution from the different colleges?—That is my idea.

7045. *The Chairman.*] Could you give the Commission any special information with regard to the Law School which is in connection with the University of Otago?—All I know in reference to the Law School is, that there is a Law Lecturer who lectures; but I am not aware that beyond that there is any special provision for a Law School.

7046. Have any of the students come up for admission to the bar?—I think several have. I am not able to speak with certainty as to individuals, but I am pretty sure that several have.

7047. By whom is the examination for admission to the bar now conducted?—By the Judges, so far as the law examination goes: the general-knowledge examination the Judges have delegated to skilled persons. The details of this delegation were arranged by the Chief Justice. Papers are prepared in Wellington, printed, and distributed all over the colony.

7048. Are they prepared by any public body like the Civil Service Board of Examiners?—No.

7049. By individuals chosen by the Judges?—Yes.

7050. Are all these examination papers submitted to the body of the Judges, or merely to the Judge of the district in which the candidate resides?—The answers to the examination papers in general knowledge go to the gentlemen who set the papers, and they report to the Judges, and submit a schedule as to how the questions were answered in each case. The Judges take that report, and if there is any doubt in any particular case, they refer themselves to the answers, and ascertain whether or not the candidate has passed a satisfactory examination—that is, so far as the general knowledge is concerned. In the case of the law examination, the Judges set the papers themselves, sharing the labour between them; and if the Judge who set the papers has any doubt about any particular paper, as to whether the candidate has passed or not, the matter is submitted to the whole body of Judges.

7051. Do you think it would be desirable to make it compulsory upon law students to study the arts course in the University, so as to obtain a B.A. degree, with the view of dispensing with the general-knowledge examination as at present conducted—to make it compulsory to pass the B.A. degree, instead of the general-knowledge examination?—So far as barristers go, it might; so far as solicitors go, it would be imposing an examination rather harder than that to which they are at present subjected.

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7052. Is Latin a compulsory subject in the general-knowledge examination for solicitors?—Yes.

7053. *Hon. W. Gisborne.*] Although there is an examination of a much more difficult character imposed upon those who wish to become barristers, still, solicitors, by passing the inferior examination and giving two years' more service, can qualify themselves at once to act as barristers without undergoing the higher examination?—That is so.

7054. *Professor Shand.*] The programme of the barristers' examination seems to be similar to what is prescribed for the B.A. degree of the New Zealand University. Do you know whether the papers which are set are of a similar character?—I have never seen any of the New Zealand University papers. I should think the papers set would be very much the same as those for an ordinary pass degree. If they are not, they could easily be made so, if it were thought desirable; but I think they are pretty much the same.

7055. Would it be desirable to relieve the Judges from the responsibility of examining in law, and transfer the duty to the University?—Not altogether. The University might take part of the examination; but some of the subjects are certainly not of a kind which would, in my opinion, be proper for the University to teach; for instance, the procedure and practice of the Courts, and the provisions of local statutes. So far as the principles of law are concerned, I presume any University that conferred degrees in law would teach them. If a person held a law degree, he might very properly be excused a great portion of the law examination. He could hardly be excused all. For instance, the University could hardly take upon itself to teach the procedure of the Supreme Court, or matters of procedure generally. I presume the necessary qualifications for a law degree would include the law of contracts, the principles of equity, the law of real and personal property. Those might all be very well taught by the University. I do not know what the New Zealand University requires for a law degree; but, if the qualifications are at all similar to those required by the University of Cambridge, the degree might very well be taken as a substitute for a great part of the present law examination.

7056. I hand your Honor a Calendar of the New Zealand University, by which you will see the programme of examination for the LL.B. degree. I should like to know whether that programme is similar to the examination which is set before intending barristers by the Judges?—In Roman law, yes; jurisprudence and constitutional history, yes; English law of personal rights and the rights of property, probably it would be. It depends upon how the subjects are treated by the University.

7057. I wish to know whether the programme is similar?—Taking page 58 of the University Calendar, and what is there set down as required of a candidate for the degree of LL.B., I say that whether or not that would be accepted by the Judges as a substitute for the present law examination, or any part of it, required of barristers, would depend upon the way in which the subjects were treated by the University. Then, if I refer to page 82 of the Calendar and to the text-books prescribed, and find that simply "Stephen's Commentaries" are prescribed, I certainly say that would not be accepted as a substitute for the examination, and that I had no idea the University granted degrees upon such easy terms. The law degree of the University of Cambridge is quite a different thing. If the standard for the New Zealand University LL.B. degree were assimilated to anything approaching the standard of the Cambridge LL.B. degree, it might very well be taken by the Judges as a substitute for all the present law examination, except the purely practical part, and New Zealand statute law.

7058. *Hon. W. Gisborne.*] You consider the standard prescribed by the New Zealand University for the LL.B. degree an unsatisfactory one?—Very unsatisfactory. I am a graduate in law of Cambridge myself, and therefore I feel a personal interest in maintaining a high standard for the LL.B. degree in the New Zealand University. The University of Cambridge of late years has done a very great deal to raise the standard of its law examinations.

7059. *Professor Sale.*] Are you satisfied with the requirements of the New Zealand University in the general programme of the examination, as given at page 58 of the Calendar?—There are different ways of interpreting it.

7060. *Professor Brown.*] But as a mere general programme?—I think it would be satisfactory.

7061. *Professor Sale.*] Then what you are dissatisfied with is the mode in which that programme is interpreted by the announcement on page 81?—Quite so.

7062. *Professor Shand.*] Is the standard of the examination in general knowledge for the LL.B. degree of the New Zealand University, in your opinion, a satisfactory one?—The examination would be a satisfactory one if for jurisprudence, which the candidates would have an opportunity of studying afterwards, some knowledge of mathematics were required.

7063. *Professor Sale.*] Is the possession of a law degree of any real value to a barrister in England? I mean, does it place him in a better position for the practice of his profession?—It places him in a better position in this way: it compels him to study the principles of law. It may not be a direct pecuniary benefit to him.

7064. What I meant was, is the possession of a degree among solicitors, for instance, of any real value?—No. I do not think the possession of a degree is of any advantage in that way; but the fact of a man having studied the subjects required for a law degree would, in my opinion, be of very great assistance to him—at any rate in the higher branch of the profession.

7065. What direct inducement, then, would there be for an intending barrister to pass through the University course and take a law degree?—He would be excused the general-knowledge examination; if the standard required by the University were satisfactory, he would be excused the greater part of the law examination; and by "The Law Practitioners Act Amendment Act, 1865," the fact of his being a graduate would render it unnecessary for him to undergo any term of clerkship or pupilage, but would render him eligible for admission as a barrister at once.

7066. *Hon. W. Gisborne.*] Do you consider the present system of examination for solicitors and barristers satisfactory—that is, allowing a solicitor, by two years' longer service, to become a barrister without undergoing any barrister's examination?—No; I think it is very unsatisfactory. I think it is exceedingly desirable for very many reasons that the Bar, the higher branch of the profession, should comprise men of culture; and there is no security whatever for that.

7067. While there is a sort of pretence of security, there is no real security?—Exactly.

Mr. District-Judge BATHGATE was sworn and examined.

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7068. *The Chairman.*] You are District Judge for the District of Dunedin?—Yes.

7069. And Resident Magistrate?—Yes.

7070. I believe you hold a seat on the Council of the University of Otago?—Yes.

7071. How long have you been a member of the Council?—About two years.

7072. Have you formed any opinion as to whether the present mode of appointing the Council—namely, nomination by the Government—is the most desirable method?—I have not turned that subject in my mind at all. I can see that it has both advantages and disadvantages.

7073. Are meetings of the Council held frequently?—Monthly, I think, and occasional meetings as business may intervene.

7074. Has there been any inconvenience felt in consequence of adjournments for want of a quorum?—Not during the time I have been a member. There have been several occasions when business was done without a quorum, and resolutions were passed afterwards validating it.

7075. As a rule, do you think the members of the Council are attentive in attending the regular meetings of the Council?—I think a proportion of them are, and some are not.

7076. Is there any provision for the forfeiture of a seat held by a member of the Council?—Not that I am aware of.

7077. Non-attendance does not disqualify a member?—I do not think such a power has ever been exercised. It is possible the Government might recall an appointment if a complaint were made.

7078. But would non-attendance for four, five, or six months compel, as a matter of course, the forfeiture of a seat?—I am not aware of any regulation to that effect.

7079. Do the members hold their seats for life, or for a term of years?—I presume for life; I know nothing to the contrary.

7080. Were you a member of the Council when the sale of the University building to the Colonial Bank took place?—No.

7081. Do you know if there was any feeling in the city about its being sold too cheaply? Or do you think there was a fair value obtained for it?—As a public man, aware of all the circumstances, I do not think there was any feeling of that kind. The fact is, the building hung in the market for some time. There were several competitors. I have never heard any opinion expressed that it was sold too cheaply.

7082. Were you a member of the Council when the Otago University became affiliated to the New Zealand University?—No.

7083. Are you aware of any advantages that were reaped by the Otago University from affiliation?—Quite the contrary. I see many disadvantages.

7084. Would you mention some of the disadvantages?—I look upon the University of New Zealand as altogether unsuited to the circumstances of the colony. It is not a plant of indigenous growth; it is an importation of a very cumbrous character, and in my opinion altogether unsuited to the circumstances of the educational interests in the colony. I think, if such an institution were required, it would have been far better to have waited until there was an actual demand for it. If one or more colleges had been in existence, and had asked for some central ruling body in regard to the giving of degrees, there might have been some reason for it; but it was a mistake to import an institution that might be very suitable in London—where all the other Universities kept the Dissenters out altogether, and were more schools for the aristocracy and for the Church of England than anything else—but which was not at all adapted to the requirements of this colony. The London University may have been a necessity; but I have never been able to discover any good reason why such an institution as we have in the New Zealand University was considered suitable for us, or to be at all requisite.

7085. In the matter of granting degrees in New Zealand, do you think the power should be confined to one body, or that there might be more than one degree-conferring body in the colony?—That is a point I have not exactly made up my mind upon. I share in the opinion of some educational reformers, or University reformers, in England, that degrees are, in themselves, not of the value which is attributed to them. No barrister ever increases his practice through having a degree to his name. His employment depends upon his own innate and acquired talent, independent of any degree. No English clergyman ever attaches a degree to his name; if he does, it is not generally valued. It may be necessary for teaching institutions to issue degrees as certificates of attendance and merit; but I do not attach any high value to a degree in itself. Therefore I do not see the necessity for an institution of the cumbrous character of the New Zealand University to be established at an extravagant expense in a young country, solely for the purpose of granting degrees. Parliament, you are aware, intended quite otherwise when the University was founded. It was intended to be a teaching institution; but the gentlemen who got control of the reins at that time carried out some crochets of their own. Parliament has so far confirmed that by the Act of 1874; but my opinion remains unaltered.

7086. *Rev. W. J. Habens.*] In saying that the New Zealand University was intended to be a teaching body, are you speaking from private knowledge of the intentions of the members of the Legislature, or from any documentary evidence that is open to the public?—I am speaking upon two grounds: first, the statute itself; and, second, debates on the subject in the House of Representatives, which I led myself. The House confirmed the views I held at the time.

7087. Was that as long ago as 1870, when the Act was passed?—No; in 1871 and 1872.

7088. The University Act was passed, I think, in 1870?—Yes, I think it was. The Act itself is quite clear to my mind.

7089. *The Chairman.*] Are you aware that in the original University Act there was a provision for amalgamation with the Otago University?—Yes.

7090. At that time the Otago University was a teaching body, I think?—Yes. The intention then was, that the Otago University should be the University of New Zealand—should merge into that; but, on account, I believe, of some inaction of the Government of the day, the statute was allowed to lapse. What the cause of that was I do not pretend to say, although I may have my suspicions.

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7091. *Dr. Hector.*] Did not the University, under the Act of 1870, perform certain functions as a teaching body, by spending £1,500 a year in paying teachers?—So far as I know, they created a system of their own, which was not contemplated. They affiliated a number of schools of no educational standing, and spent money that way; but I believe that Parliament has so far found fault with their proceedings that any power of that kind has been taken away from them by the Act of 1874.

7092. *Hon. W. Gisborne.*] You said that it was through some inaction on the part of the Government of the day that the University of Otago was not merged into the New Zealand University. The 19th section of the Act of 1870 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, in the said Province of Otago, or in default thereof the University of New Zealand may be founded in accordance with the provisions of this Act at such other place within the said colony as the Governor of the colony shall, with the advice of his Executive Council, direct." How was it the fault of the Government of the day that the University of Otago did not do this, which would have brought about the establishment of the University of New Zealand at Dunedin?—I am not familiar with all the events of that day; but I have reason to believe that the six months were allowed to lapse through some inaction of the Government of the day.

7093. The Government of the day could not do anything. It rested between the two Universities. If the two Universities could come to an agreement within six months, then the New Zealand University was to be established at Dunedin?—There is a condition precedent, so to speak: Was the University of New Zealand established by law at the time? Had it been constituted? Had the necessary Proclamations been issued?

7094. *The Chairman.*] Could you state to the Commission what were the conditions of affiliation agreed to by the University of Otago?—No, I cannot.

7095. I find it stated in the Calendar of the University of Otago, "The latter (the University of Otago) bound itself to become affiliated to the University of New Zealand, to hold in abeyance its power of granting degrees, and to waive the claim which it had advanced to a Royal charter." Are you aware that those were the terms agreed to by the Otago University?—I have no reason to doubt whatever is in print; but I take this exception, that the University Council had no power to agree to such terms. The University of Otago having power to grant degrees, that power cannot be allowed to lie in abeyance, or be taken away, except by a superior authority—by Parliament, or by the Provincial Council. I am perfectly clear upon this point, that the University Council had no power to agree to such terms.

7096. And they exceeded their powers in agreeing to such terms?—Yes, it was *ultra vires* altogether.

7097. Is the University of Otago abiding by those terms at present?—In one way they may be, but in another way they are not. So far as granting degrees is concerned, they are not exercising that power; but since I became a member of the University Council I have held the view that the University has the power, and that it ought not to be allowed to lie in abeyance—that to do so is illegal, irregular, and *ultra vires*—and I have urged very strongly that the University of Otago should disassociate itself from the New Zealand University, and stand upon its own feet, and therefore be of more use.

7098. And what did the University Council of Otago say to that proposition of yours with regard to disassociating itself?—They have agreed to endeavour to obtain a charter from the Imperial Government, to enable the degrees to be recognized all over the Empire.

7099. Have they passed any resolution in favour of disassociating themselves?—They have passed no formal resolution as yet, either upon the subject of discontinuing the affiliation or of granting degrees. They may be said to have taken the first step towards that end, and, if I am spared as a member of the Otago University, I have no hesitation in saying I will use my utmost efforts to get that disassociation carried out, and to enable the Otago University to stand entirely independent of any other body in the meantime.

7100. *Hon. W. Gisborne.*] With reference to the delay in the summoning of the Council being the fault of the Government, are you aware that the Act itself provided no means for the Council being summoned together after it was appointed, and that the delay occurred through that circumstance, and that, after all, the Governor took upon himself the responsibility of calling the Council?—You may be perfectly right; I state my opinion just as a mere general opinion.

7101. Do you remember when the Council was appointed, after the Act was passed?—I believe the fact remains as I said—that the six months were allowed to elapse.

7102. Not before the Council was appointed?—I do not know about that, but I believe the Government of the day were very glad that the time did elapse.

7103. When was the Act passed?—On the 12th September, 1870.

7104. When was the Council appointed?—As I am a witness upon oath, I do not see that I should go into questions of that kind; that is evidence that is already in print before the Commission.

7105. Are you aware that in the *Gazette* of the 18th February, 1871, there was published an Order in Council appointing the University Council?—No.

7106. Are you aware that the Colonial Secretary of the day, in writing on the 28th April, 1871, said, "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"?—No; I am not aware of any correspondence. I was only giving a general impression.

7107. You are merely giving a passing impression of your own mind?—If my impression is an erroneous one I shall be most happy to correct it.

7108. You state that the expense of the present University was extravagant. The University held its last session in Dunedin in March last. Do you remember its accounts being published?—When I use the word "extravagance," I do not mean to apply the term to the details—they may be all very justly incurred—but I do say that £3,000 a year upon such an institution is an absurdity in this young country, and that we have no equivalent value—no advantage.

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7109. Do you remember how much of that £3,000 a year was invested in scholarships?—But who got the scholarships? Boys whose parents might have sent them to Oxford or Cambridge if they liked. The sons of some of the wealthiest men in the colony got these scholarships. I dispute the expediency of the whole system of the New Zealand University.

7110. I am confining myself now to the question as to how the £3,000 a year is spent, not as to how the scholarships are granted. Are you aware that more than half of that £3,000 a year is devoted exclusively to the founding of scholarships?—It may be so; I have no reason to doubt that. But I do not admit the expediency of an institution such as the New Zealand University founding scholarships to fill the pockets of gentlemen who are well able to educate their sons.

7111. You remember the accounts being published?—I just glanced at the accounts. I think I showed some of them up in Parliament.

7112. I mean the accounts of what was spent last year?—No; I did not examine them last year: but I recollect the old ones, because they showed a large accrued Scholarship Fund, and also a balance on the right side with regard to the expense of the meetings.

7113. But are you aware that all the landed endowments which had been given to the New Zealand University were taken away?—No; I am aware of the contrary—that they had no land at all. The lands set aside in the original Act do not belong to the New Zealand University constituted subsequently. The lands were first appropriated by Parliament to a New Zealand University, but not to this singular body that you call the New Zealand University.

7114. But the Act which established it called it so?—It may have called it so, but it is not the University that was contemplated when the lands were set aside for educational purposes.

7115. But the lands were practically vested in the New Zealand University constituted by the Act of 1870, were they not?—I do not think so.

7116. They had a fiduciary right?—I do not think so.

7117. Well, those lands were handed back again. The Otago University got the lands which had been reserved in Otago and Southland. They reverted back to the Otago University?—I think Parliament came to a wise conclusion—at any rate it was the only good thing in the Act of 1874—when it resolved that the lands should be set aside for local Universities.

7118. I am only asking you as to the fact. Did the land which had been vested in the New Zealand University revert back to the Otago University?—The Otago University has nothing—not an inch of land—but what is vested in it by statute.

7119. The statute of 1874 gave the Otago University 10,000 acres?—Yes; but these 10,000 acres are in the southern district of the Middle Island.

7120. Had the New Zealand University, under the Act of 1874, any endowment at all except the £3,000 a year?—Not that I am aware of.

7121. And you consider that with all the duties devolving upon it, and the founding of scholarships, that endowment was an extravagant endowment?—Well, I just think it unsuitable to our circumstances. I would leave Universities, like everything else, to grow according to the natural demand. If Auckland, or Wellington, or Canterbury can afford to keep up a University, by all means let them have it; and if Parliament, or the local Legislature, assigned land to them, by all means let them have it, and apply it to the purposes of local education.

7122. Do you approve of there being colleges at the principal centres, all these colleges aggregately constituting one New Zealand University for the purpose of granting degrees?—I would certainly approve of local Universities where the demand exists, the same as I approve of the Otago University because a demand exists for it here. The expediency of having any central University for a colony which is, you may say, a thousand miles in length, is against my experience. My experience of University tuition goes this way: In England, as I have before observed, the leading Universities were merely Universities for the Church of England and the aristocracy. A Manchester man or a Liverpool man, particularly if he were a Dissenter, if he desired a University education, could not get it. Now, in Scotland it was totally the reverse. We had Universities there in all the different parts of the country—two at St. Andrew's, two at Aberdeen, one at Glasgow, and one at Edinburgh. The poorest lad, if he possessed ability, had it in his power to obtain a University education and make a figure in the world, such as Carlyle is doing now—an excellent example of the working of local Universities.

7123. What is your distinction between a University and a college?—I suppose it is almost a doubtful point. A University may mean an institution for the teaching of all the different branches of learning; a college, literally, may be a collection of different professors, but not necessarily including all the branches of learning.

7124. Do you approve of there being more than one educational body in New Zealand having the power of granting degrees?—I see no objection to it.

7125. Did not the University Council of Otago apply lately for power to grant degrees, and for a charter?—It has power already. I contend—and, I am perfectly satisfied, contend most justly—that, in a legal aspect, it has that power already, which cannot be taken away.

7126. As a matter of fact, did the Council apply for a charter?—They have passed a resolution to apply for a charter.

7127. Was that resolution sent to the Government?—I believe it was.

7128. Have you had any answer?—I do not know. I presume the Government will only acknowledge the receipt of the application.

7129. Did they not apply once before for a charter?—I believe they did. I am speaking now from my knowledge as having been in Parliament at the time. There was a hot war between the University of Otago and the University of New Zealand. Both institutions were applying to the Government to obtain a charter.

7130. And the reply of the Home Government was to the effect that the New Zealand Assembly should point out which body should have the charter, was it not?—No; I think the feeling of Parliament was decidedly in favour of the Otago University. I carried a Bill through the House of Representatives repealing "The University of New Zealand Act, 1870."

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7131. I am talking of the Imperial Government. Was not the reply of the Imperial Government to the effect that there was an objection on its part to grant the power of giving degrees to more than one educational body in New Zealand, and that the New Zealand Legislature should indicate what particular body it thought should have the charter from the Queen?—If you say so, I take it for granted. I never read the correspondence myself, but I believe that is the effect of it. I was not a party in any way to the settlement.

7132. Do you recollect that the result of that reply was what you may call a compromise of the Act of 1874?—I was out of public business at that time. I came down to Dunedin on the 24th February, 1874. I had no share in the compromise; you may depend upon that.

7133. *Rev. W. J. Habens.*] Do I understand you to say that you are in favour of the growing-up of local institutions for University education according to the necessities of the neighbourhoods?—Clearly.

7134. You understand that there was a necessity for the establishment of a University in Otago?—Yes; I think there was.

7135. Do you recognize that, in order to the establishment of that institution, it was necessary that there should be appropriated the means of establishing the University?—I think that in a young country it is necessary that some extra means should be possessed by the University. There is a danger—a patent danger—presented by all endowments. It is found, historically, that whenever an institution is endowed—as our local bodies are very well endowed—they gradually fall into a lethargic state, and do not keep abreast of the spirit of the age. But I think that in a young country it is almost a necessity that there should be endowments.

7136. As a matter of fact the possession by the Provincial Council of funds out of which they could endow this estate was necessary to the creation of the University here? Something more than a felt want was necessary—means were also necessary?—If I recollect right the want was first expressed in a public meeting, at which resolutions were passed to the effect that the establishment of a University in Otago was carrying out the intentions of the founders of the province, who had always had such an institution in view. Then, afterwards, the Superintendent brought the matter before the Provincial Council, and the University Act was passed into law, and appropriations made from the public lands to sustain the University.

7137. Supposing that in some other provincial district a sense of need should come to be felt at the present time, there being no Provincial Council to find the means of supplying that need, would you say that that district should be left in its condition of need, or that its wants should be supplied from some other source?—But, as I understand, there is a large quantity of reserved land in all the different districts of the colony applicable to the purposes of local institutions of that kind.

7138. You would be in favour of saying that these reserves, at least should be applied to such purposes?—Perfectly.

7139. Supposing that in any district where University institutions were required, that were found to be insufficient?—Then I would go the length of saying that Parliament itself should find the ways and means. I think that, if the necessity once exists, it becomes a public duty to take care that our young men are thoroughly and highly educated.

7140. Supposing that in this way there should come to be as many as four institutions for University education in New Zealand, do you think it would be an advantage to have those four institutions in such a small country as New Zealand, and so thinly populated, competing with each other in such a way as would put their degrees into comparison before the eyes of young men who had to determine to what University they would go; or do you think one general standard would be better for a young country like this?—The chief weakness in one view is the thinness of the population, as you observe. But that is daily changing. In a very few years the population may be trebled or quadrupled, and I think it is advisable to have local institutions; and I would give these institutions full power to grant certificates of merit or degrees to those of its students who deserved them. Afterwards, if a demand naturally grew, and if the governing bodies of these four Universities found it was expedient that their powers should merge into one common centre, it would be for them to judge when they found out what was really the best for educational purposes. But, beforehand—a *priori*, as it were—I cannot give a very correct opinion upon that point.

7141. *Professor Cook.*] According to what you said just now the institutions would not have power to merge, because you hold that the University cannot?—The power is by statute, and the body that gives power can withdraw it. But I am now only talking of things in their present state. The powers exercised were *ultra vires*, but of course Parliament can put all that square.

7142. In the University of Otago Calendar there is the following statement:—“In 1874 an agreement was made between the University of New Zealand and the University of Otago, by which the functions of the former were restricted to the examination of candidates for matriculation, for scholarships, and for degrees; while the latter bound itself to become affiliated to the University of New Zealand, to hold in abeyance its power of granting degrees, and to waive the claim which it had advanced to a Royal charter. As a result of the agreement thus effected, the University of Otago became possessed of 10,000 acres of land, which had been set apart for University purposes in the former province of Southland.” Do you admit that as a proper statement?—I admit that statement, but I do not admit its validity. I say that any transaction of that kind was *ultra vires* of the bodies.

7143. Is it a correct statement of what took place?—I believe it is.

7144. If the University of Otago obtained 10,000 acres of land in Southland as a direct result of this agreement, would it not follow that it would cease to be possessed of that land when it became disassociated from the University of New Zealand?—No, it would not follow at all; because Parliament, in passing the Act of 1874, ignored that agreement altogether. Parliament does not recognize it in any way. It passed an Act independently of both bodies, and not following the course they both expected.

7145. Parliament passed the Act of 1874 on the agreement of the Canterbury College and the Otago University to affiliate?—That is what is said to have led to the Act, but it is not the Act. The Act of 1874 embodied the principle that all reserves should be applicable to local institutions, and upon

that principle the Otago University has a right and title by law to the 10,000 acres, independent of the agreement altogether; unless you have a University in Southland, which is not very likely.

7146. You said a little while ago that you attached no value to degrees in themselves?—That is a mere matter of opinion. I speak with diffidence upon a point of that kind, as giving my own personal opinion. My opinion is formed upon the opinions of others. If I had been aware that I would be examined to-day on this subject I should have brought my authorities. But I am aware of this, that the leading University reformers in England are opposed to degrees.

7147. But how can you explain the action of the University of Otago in seeking power to grant those very degrees which you, and, I presume, some others, think are not of much value?—You must understand that I am not accountable for the doings of the Otago University or of its Council—I am only a humble member; and the resolution I moved was not to the effect of applying for a charter, but of taking the decided step of disassociation from the University of New Zealand. I was overruled.

7148. *Dr. Hector.*] Do you disapprove of the action in seeking for an independent charter?—No, I do not.

7149. But it was against your wish?—I look upon it as the first step towards securing the disassociation which I think the interests of education require. I cannot conceive how any educational institution can ever have flourished under a central body. There should be no centralization. Let each institution of that kind in the colony stand upon its own feet, and let wholesome rivalry exist among them all as to who will teach the best, and who will secure the best professors. And, while some say that four such institutions are too many, I think there cannot be too many, if they bring within the reach of the humblest peasant's son in the district the means of a high education. Then you may utilize the four in another way. I would be in favour of the specialization of functions in the Universities—while the faculty of arts might be carried out in each, yet one might be selected as the best for a school of medicine, another for a school of agriculture, another for a school of engineering, and so on. There might be some specialization of the functions, to the advantage of the public.

7150. Have you any experience of such specialization in the Scotch Universities?—I have no experience myself further than this, that I quote the opinions of others that University education in England fell behind the age; and I believe that in some of the German Universities there is more of that specialization, and the consequence is that particular Universities attract large numbers of students from all quarters. It seems to me almost incredible that subjects connected with our everyday life and our advancement and comfort should be so utterly neglected, such as classes for engineering and branches of that nature—commercial education.

7151. Were you educated at one of the Scotch Universities?—I was three years at the Edinburgh University.

7152. *Professor Brown.*] How would you secure an arrangement for the specialization of functions in these Universities if there is no central authority?—But there is a central authority; there is only one we all recognize—that is, Parliament.

7153. Do you not think that if there was a central body for the four institutions, specialization would be much better done than if it were done by a body like the Parliament?—If you caught the spirit of my remarks it was this; that it may be in the future. The necessity for a central governing body will grow after your local institutions are established; and the authorities of those local institutions, acting as wise men having the interests of education alone at heart, might agree amongst themselves that the whole four governing bodies should meet as a senate and exercise central functions.

7154. Could not that be done at present? Supposing there were four colleges of the same kind as the Otago University, what would be the objection to having such a centralization at the present time?—I cannot see any great objection. If the four Universities were satisfied that that would be the best mode to pursue, I see no objection to it.

7155. *Rev. W. J. Habens.*] At what stage in the life of a University do you think the advice and co-operation of several other such institutions would be most useful to it—in its infancy or when it was full-grown?—Just when the necessity is found to exist. In the first place you must have the four Universities, and then their different governing bodies combined with the professorial bodies. I have no doubt whatever that in a country like this, keeping the interests of the public in view, they would fall upon some reasonable and economical mode of dealing with degrees, instead of the extravagant body that exists at present.

7156. *The Chairman.*] Are you of opinion that the circumstances of the colony would require four Universities at present for bestowing higher education?—I would not like to give an opinion. I think there ought to be one, at least, in the North Island, and I believe Auckland to be the most popular centre.

7157. *Hon. W. Gisborne.*] Do you see any objection to three or four collegiate institutions in different parts of the colony having one body to represent them, as the New Zealand University?—My great objection to the New Zealand University is, that it is an institution made cut and dried, without reference to our requirements.

7158. But I am putting aside the present University. I am asking you an abstract question. Do you see any objection to four collegiate bodies having the power to co-operate in one body, which would be elected by them, and called by them "The New Zealand University," and which should act as the representative of those different collegiate bodies?—It is entirely a matter of expediency. My own opinion is, that the granting of degrees, eventually, might be better done by the Minister of Education, under power conferred by Parliament. I believe that is also the opinion of some University reformers in Britain.

7159. When you talk of competition being a very good thing among educational bodies, do not you also think that co-operation is a good thing?—I am a great believer in co-operation.

7160. *Rev. W. J. Habens.*] Could you state what are the principal disadvantages which have been experienced by the University of Otago in consequence of its affiliation to the New Zealand University?—I am not prepared to state that, except that in my opinion it is a lowering of the status of the University; and I have no great respect nor admiration for the higher education or the tone

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that graduates of the Oxford and Cambridge Universities give. I do not think it is suitable to a young country like this. The tone is altogether too conservative, and not applicable to our circumstances. That might be my prejudice from having been educated at a Scotch University, where there is the utmost freedom and toleration.

7161. Do you know whether the majority of the members of the present Senate are graduates of Oxford and Cambridge?—I do not know.

7162. You have no reason to think so?—I always looked upon several of the moving spirits as such—like the Chancellor.

7163. Are you aware that he is not a graduate?—Well, he was evidently tinctured by a strong feeling in favour of that kind of education. Mr. Carleton, another moving spirit, was a graduate.

7164. *Hon. W. Gisborne.*] Did I understand you to say that you moved a resolution in the University Council to disassociate the Otago University?—To be disassociated, and revert to our own independent status.

7165. And was that overruled?—I withdrew the motion after it was seconded, in consequence of another motion, or amendment, to the effect that we should apply for a charter.

7166. But they can disassociate themselves, if they choose, at any moment?—I think so. I believe they could be compelled to disassociate. I am of opinion that any person having a legal standing could find fault with the whole arrangement as being altogether *ultra vires* of the Council. If I were a student, and wanted a degree, not from the New Zealand University, but from the Otago University, they would be bound to grant it. They have no power to set aside a right granted by statute.

7167. Was it the feeling of the Council that it would prefer continuing affiliation with the New Zealand University, and applying to the Home Government for a charter to confer degrees itself? Was that the feeling of the majority of the Council?—From what I have seen I think I am safe in saying that the feeling of the majority of the Council is that it should be independent.

7168. I thought you said it should continue affiliation?—No.

7169. Because you proposed disaffiliation and withdrew the resolution?—I think it is the feeling of the majority of the Council that the University should be disassociated.

7170. But they did not give expression to that feeling by any resolution?—They merely took the first step of applying for a charter. I think it follows that if they applied for a charter, and got it, they could not remain as an affiliated body to the New Zealand University.

7171. They thought that the best way of arriving at that result was to apply first for a charter?—It was moved and carried in that way, and I believe the ultimate result was that to which you allude.

7172. Was it unanimous?—I would not be justified in saying it was. I do not think there was any opposition by the members present to the resolution; but I think in the minds of one or two there was a little dissent.

7173. Do you remember if it was a full meeting?—It was discussed first at a very full meeting.

7174. *Professor Cook.*] Where does the conservative element in the New Zealand University of which you complain appear?—I was talking generally of the tone of the higher-class education at Oxford and Cambridge.

7175. But you said that a conservative element appeared in the University of New Zealand, and that it was unsuitable to the circumstances of a new country. Will you explain where it appears?—I can easily explain that: There are fifty-four members required by statute. There are two Courts—the Senate and the Convocation. The Senate consists of twenty-four fellows, and the Convocation will consist of thirty members when there are that number of graduates.

7176. Do you object to that? Is that where the conservatism comes in?—I do not think conservatism is the proper epithet to apply to such an institution. I look upon it as a gross absurdity. In a country like this—a body having two courts, twenty-four fellows, and thirty graduates, called a Convocation! What to do?

7177. I do not think you quite apprehend my question. You complained of a conservative tone pervading the University of New Zealand?—You misapprehend me a little. I said that the high-class education in England, until the establishment of the London University, was conservative in its tone, and that the New Zealand University partakes of the English tone.

7178. In what respect? Where does the conservatism appear?—I judge from the parties who had the handling of it, and the way they went on. In the first place they are very self-willed—that is a strong mark, I think, of a Conservative; and in the next place they abuse the public money, which is another mark of a Conservative.

7179. *Hon. W. Gisborne.*] Will you state how they abuse the public money?—From 1870 to 1874 they drew £3,000 a year. It was the intention of Parliament that they should be a teaching body, but I should like you, as knowing better than I do, to tell me of one pupil whom they have taught, or one student.

7180. I am talking now of the present University of New Zealand, as constituted by the Act of 1874, and it had £3,000 a year. Do you consider it has abused the public money since 1874?—I have no doubt of it. I think that an expensive institution of that kind is not required.

7181. Do you know of any particular act?—Just to go back to the time to which you have alluded—their last visit to Dunedin: Who wants a peripatetic University to travel all over the colony spending money in travelling charges, with a paid Registrar and other functionaries, and everything carried on at an extreme rate?

7182. Suppose it met at one place? I suppose the University of New Zealand, if it means to be liberal, ought to represent different parts of the colony; and how can people meet at one place without incurring travelling expenses? Would not the same expense be incurred if the Senate always met at one place?—Perhaps that is a very excellent reason why there should be no such body—that it is inapplicable to our circumstances.

7183. That is another argument. But the mere fact of its being peripatetic cannot be charged against the Senate as an abuse of public money. First, the Act requires that it should be peripatetic, and secondly, if it is to be a representative body—and, if it is to be worth anything, it must be a representative body—the members representing different parts of the colony must come together in one

place; and I suppose they would have to come in some measure at the public expense to meet at one place. Therefore, the same charges would be incurred wherever they met. Do you know of any other alleged abuse of public money?—I do not admit the necessity. Of course, it is a matter of opinion.

7184. But this is a very grave thing. We are sitting as a Commission, and shall have to report. If you can prove that the New Zealand University Senate has been guilty of any malversation of office or abuse of public money, or even of extravagance—if you can give any instance, and prove it, we shall be glad to hear you, because it is a matter we should call public attention to?—I have not applied myself to an examination of the accounts recently—not since they were in existence before the Act of 1874; and I by no means mean to charge against the New Zealand University malversation, or that any of its members have done what was wrong or opposed to law; but I dispute the expediency of the law itself—I go to the foundation.

7185. Then you said something about the way in which scholarships were granted—that it was objectionable. Would you be good enough to state the grounds on which the granting of scholarships under the present system is objectionable?—You are putting words into my mouth which I did not utter. I did not use the word “objectionable.” I was asked to point out the advantages or disadvantages of the New Zealand University, and, on your referring to the granting of scholarships as having been a very great advantage, I immediately asked what was the use of those scholarships in forwarding the educational interests of the country if they were granted to rich men’s sons.

7186. I inferred from that that you considered they were granted in an objectionable manner?—If the New Zealand University has no other defence than that—that it granted scholarships to certain men’s children who could well afford to educate them at any University they chose—then I think the *raison d’être* is not proved, the University should not exist.

7187. Let us go back a little. When, in reference to your remark that the Senate was extravagant, I called your attention to the fact that half of the £3,000 was set apart as a scholarship fund, you said the way the scholarships were granted—you might not have used the word “objectionable,” but you said they were only granted to rich men’s sons; and I think it is objectionable unless poor men’s sons have a chance of competing equally with the rich men’s sons. Now, are you aware of the particular facts? Are you aware of anything that justified you in stating that the scholarships were granted unfairly?—I did not mean to say there was any unfairness.

7188. Not in the system of confining the granting of scholarships to rich men’s sons? Are you aware that other men’s sons have not an equal chance? Are they excluded by the regulations?—I never meant to attribute the slightest unfairness; but that was the result. I am entitled to form my opinion upon what I saw as a result. If it be the result that gentlemen who can educate their children receive the benefit of the scholarships, then I say that is no reason for the New Zealand University existing.

7189. Are you aware, then, as a fact, that scholarships have not been obtained by poor men’s sons?—I am not aware. I know that some rich men’s sons did obtain them.

7190. Are you aware that some poor men’s sons have also got them?—They may.

7191. *Professor Cook.*] Can you conceive of any system which can be devised by which rich men’s sons should be absolutely debarred, and yet that there should be a fair and open competition?—Yes; I would follow the precedent of the Scotch Universities. They have what are called bursaries, which a rich man cannot claim. There must be a proved necessity on the part of the applicant, and he must pass a competitive examination.

7192. *Dr. Wallis.*] Are not these bursaries in connection with the Scotch Universities granted to all who choose to compete for them, without any reference to the poverty or riches of the parents?—I have reason to believe that the greater part of these bursaries, if not the whole of them, are special foundations depending upon the will of the founders, and that in almost every case the intention of the founder was to forward the education of deserving scholars, of humble rank, who had not the means of carrying on their own University education.

7193. *Professor Brown.*] Do you know that it is a fact that the Scotch Universities are trying to get the conditions of these foundations abolished, so that the bursaries may be competed for by all who choose to do so?—No; it may be so.

7194. *Hon. W. Gisborne.*] Does not the law here require that the scholarships shall be open to public competition? Are you aware of any regulations issued by the Senate of the University which in any way closes up that public competition?—Yes.

7195. Would you state them?—I understand that the University of New Zealand excludes all competitors except those who have been taught in affiliated institutions; and that is one of its weak points.

7196. If the members of the Senate who are present now state that that is not a fact, are you prepared with any proof of the allegation which you make?—I have no proof but this, that it was a statute. If they have abolished that, and adopted a liberal course, I am delighted to hear it.

7197. Would you point out the statute?—I could not do so off-hand.

7198. *Professor Sale.*] Are you not thinking rather of the fact that scholars after their election are compelled, as a condition of holding their scholarships, to attend affiliated colleges?—I think that the fact of their being required to study at an affiliated institution is what was running in my mind.

7199. *Hon. W. Gisborne.*] After they obtain the scholarship, or before?—I observe the words are “three months after its acquisition.”

7200. *Professor Cook.*] Is not a condition of that sort always attached to scholarships? Are not the bursaries to which you have alluded, for example, held at Edinburgh, Aberdeen, Glasgow, and St. Andrew’s after they are obtained?—I am not sufficiently conversant with the details to say whether that is so or not. There may have been cases where they did not attend anywhere, and pocketed the money.

7201. *Hon. W. Gisborne.*] Are you aware whether in the case of the bursaries in Scotland there is not the same rule as that you have just read?—All the bursaries, as I said before, are private foundations, and are dependent on the will of the founders; and unless I knew the deeds, I could not speak with authority.

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7202. I am talking of public scholarships?—I do not think there is one, unless it is a private foundation. Even the coveted one at Glasgow, that sends a student to the English University, is a private foundation.

7203. *Professor Cook.*] But could it be held by a student unless he went to the University after he won it?—It is for that purpose.

7204. For enabling the scholar to pursue his studies at the English University?—Yes.

7205. Is not that a similar condition to the one imposed in the case of the New Zealand University scholarships?—I am confusing the scholarships with degrees. When I said there was an exclusive scheme on the part of the University, I meant in reference to the granting of degrees—that they would grant no degree unless to a student at some affiliated institution.

7206. *Professor Brown.*] Do the Scotch Universities ever give degrees to any who do not attend at the lectures?—I am not aware; I am not a graduate myself. The London University does.

7207. *Professor Cook.*] Will you read the regulation in the University Calendar for 1879, page 54, which commences by stating, "Residence in an affiliated institution shall not be necessarily required for the keeping of terms"?—But there are a great many attendant conditions: the student must be a matriculated student; he must have passed the annual college examination; and the Chancellor claims to be the judge of the circumstances, and to say whether he is entitled to absent himself or not. Such a scholarship is not open.

7208. You said just now that there was a certain air of Oxford and Cambridge about the New Zealand University. Are you aware that the University of Otago has had a very large share indeed in giving its present shape to the University of New Zealand, and in framing the regulations under which it conducts its operations?—I am not finding fault with the details, because I am not familiar with them. I believe the professors of the Otago University have had a considerable share; but I know further—I may express, at least, my belief and opinion—that the professors, as a body, were a little carried away in favour of a New Zealand University, and against the independence of the University of Otago.

7209. *The Chairman.*] Have you formed any opinion as to the propriety of the New Zealand University making use of the professors of the Melbourne University to conduct its examinations?—No, I have not.

WEDNESDAY, 25TH JUNE, 1879.

PRESENT :

Mr. G. M. O'Rorke, M.H.R., in the chair.

Professor Brown,
Professor Cook,
Hon. W. Gisborne,
Rev. W. J. Habens (Secretary),
Dr. Hector,
Dr. Macdonald,

Rev. W. E. Mulgan,
Professor Sale,
Professor Shand,
Professor Ulrich,
Rev. Dr. Wallis.

Prof. Macgregor.

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Professor MACGREGOR, M.A., M.B., was sworn and examined.

7210. *The Chairman.*] What position do you hold in connection with the Otago University?—Professor of Psychology and Logic, otherwise called mental science. I also lecture upon ethics and political economy.

7211. Of what University are you a graduate?—I graduated in arts at Aberdeen University, and in medicine at Edinburgh University.

7212. How long have you held this appointment in connection with the University of Otago?—I was appointed in the end of August, 1870, and I landed here about the 22nd June, 1871.

7213. How was the appointment made?—By gentlemen deputed, I believe, by the Presbyterian Synod of Otago. They deputed certain professors and principals in Scotland to advertise. I replied to the advertisement, and I was appointed in that way. The nomination was made at Home.

7214. You have mentioned that it was through the Presbyterian body?—Not quite that. The matter stands thus, to the best of my knowledge: The Presbyterian body here handed over the revenue from certain endowments to the University Council. In return for this they retained the right to themselves of nominating the professor, the Council taking entire control over him after the appointment, if accepted.

7215. When you say that endowments were handed over, do you mean money accruing from the endowments?—Yes, money accruing from certain portions of land.

7216. Did they hand over as much as paid your salary?—Yes; and it is from that source I am still paid. The salary is paid in by them, and I am paid by the University.

7217. *Professor Shand.*] Was it all paid over?—No; they pay it from year to year. I have never had anything to do with the Presbyterian body. I have always looked to the University Council as my employer and master.

7218. Are you aware that this appropriation of the funds of the Presbyterian Church was made under an Act of the General Assembly?—I really do not know all the provisions of this Act. I ought to mention that it was stated, in the advertisement on which I applied, that the chair was simply handed over to the University Council by the Presbyterian body; and that that body had no authority over the chair; and that no test of any kind would be allowed in the University. If that had not appeared in the advertisement I would not have applied. The only Act I knew of was the Provincial Ordinance, which made the Council entirely responsible for the University. In other words, I did not know the Presbyterian Synod at all in the matter. The existence of "The Presbyterian Church of Otago Lands Act, 1866," only became known to me on my arrival in Dunedin.

7219. Will you be good enough to state the provisions of the Act in so far as they affect the foundation of your chair?—I understand the provisions of the Act to be, that the Presbyterian

Synod has certain trust funds handed over to it, on condition that those funds are devoted to the foundation of literary chairs in a college or University in Dunedin; one-third of those funds have to be so devoted. That, I conceive, covers my connection with it.

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7220. Are you aware whether the funds have increased since your appointment?—Yes; I know the funds have increased, because two years ago it was proposed to found a new chair out of those funds.

7221. Was that proposal carried out?—No; it has not been carried out, because they have gone on fighting as to what particular chair it shall be.

7222. Are you aware what the Synod have resolved to do now with the funds?—I believe that at last Synod it was determined to found a chair in connection with some other college than the existing one, or to devote the funds to the formation of scholarships. In fact, they broke up rather hurriedly. There was a very hot discussion, and they failed to come to any satisfactory agreement in the matter. I believe the question is still in that position.

7223. *The Chairman.*] Is there any other college in Otago?—I understand them to contemplate handing over the funds to a theological college of their own, of which the nucleus is now in existence.

7224. *Professor Shand.*] Has that college been legally established? Is it known to the law?—I think it is an entirely private college.

7225. If the funds were devoted to founding professorships in a private college, or if they were diverted to found scholarships, do you think that would be a proper carrying-out of the Act of 1866?—I think it would be a distinct violation of the Act, as I understand it.

7226. *Professor Brown.*] What do you understand by the words "literary chair"?—I think the word "literary" is meant to cover the ordinary arts curriculum.

7227. *Professor Shand.*] As opposed to technical education?—Yes.

7228. *The Chairman.*] Did the Synod ever contemplate creating another chair—of mental and moral philosophy?—They wanted to divide my chair into two. They wanted to hand over ethics and political economy to another professor, leaving me logic and psychology.

7229. Was this done on the ground that you had too much work?—Ostensibly; but I believe the real reason was, that they wanted control over the teaching of those subjects.

7230. *Professor Shand.*] Have you ever complained of the work being excessive?—Never.

7231. *Rev. W. J. Habens.*] Is there any reason for thinking that the control of the Presbyterian body over another professor would be different to that which it has over you?—Well, I think they cannot exact any test from anybody; but it is possible to do those things quietly. They might get a man to apply pledged before his appointment, for instance, or something of that sort.

7232. *The Chairman.*] What is the law on the subject of tests? Is there not something about it in the Provincial Ordinance?—The Ordinance to incorporate the University of Otago, 1869, says, "No religious test shall be administered to any person in order to entitle him to be admitted as a student of the said University, or to hold office therein, or to graduate therein, or to hold any advantage or privilege therein."

7233. Has that been held to be applicable to professors?—Yes.

7234. Is there any connection between the Presbyterian Synod and the University Council by members sitting on both bodies?—Yes.

7235. How many members of Synod are members of the University Council?—I think there are two—the Vice-Chancellor, who is a minister, and Mr. E. B. Cargill, who is an elder. There may be another elder, but I think Mr. Cargill is the only one.

7236. Did the University Council consider the question of appointing another professor, under the powers conferred on the Synod of creating another professor when in sufficient funds?—I believe they did. The Synod of their own motion proposed to found a new chair, but they could not agree as to what the chair should be. I understand the matter is still in that condition.

7237. *Professor Shand.*] Did the University Council make any recommendation to the Synod?—The Council, I believe, declined to accept the chair they wished to found, on the ground that it was not required, and that another was more needed.

7238. Did they make a distinct recommendation before declining?—I believe the Council desired to have a chair of English literature and constitutional history.

7239. Did they not make a distinct recommendation to the Synod to that effect?—Yes, I think so; and the Synod got angry, and threatened to divert the funds from the University altogether, in consequence of this refusal.

7240. *The Chairman.*] Are your classes and lectures pretty well attended?—Yes. I have altogether three classes. The class of psychology and logic is attended by sixteen students. The class of political economy is attended by eleven. One graduate, reading for honours privately, forms another class.

7241. Are all those matriculated students?—No. I cannot tell the exact number of matriculated students at present. Probably nine or ten, or more, are matriculated students going up for their degree.

7242. *Professor Shand.*] Do any of the unmatriculated students intend to go in for a degree under the teachers' examination?—Yes. A large proportion of those unmatriculated do propose to go up for a degree under the clause empowering teachers to do so without matriculation—teachers in town, for instance, who spread the curriculum over a long period.

7243. *Professor Brown.*] Do you think it advantageous that teachers should have a degree on easier terms than other students—that is to say, without being subject to annual examinations and matriculation?—I would be inclined to deal with teachers as liberally as possible. I would be inclined to give them any concession short of easier examinations.

7244. Do you not think that the present arrangement gives the degree to teachers on easier terms?—In one sense it does.

7245. Do you not think that the privilege of taking a certificate equivalent to the degree would be quite sufficient for the teacher's purposes, without the University lavishing its degree on easier terms?—I do not see that the University does lavish its degree on easier terms, except in the sense that it makes the attendance on classes less necessary and costly for teachers.

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7246. *Professor Cook.*] Do you not think it is much easier, inasmuch as the teacher is freed from matriculation and three annual college examinations?—I think that the annual college examination ought not to be omitted. I would be indifferent about the matriculation examination.

7247. Do you not think that the annual college examination, as conducted in several affiliated institutions in connection with the New Zealand University, is really a difficult examination?—Undoubtedly.

7248. Are you not of opinion that the University, in admitting certain members to a degree after subjecting them to less stringent examinations than others, is thereby really lowering the value of the degree for everybody concerned?—I believe that the degree indicates a very different value in the case of a man who has gone through a regular course of attendance on classes, as compared with the case of a man who has not done so.

7249. Even if a man has not attended classes regularly, if he is compelled to pass a series of annual college examinations, does not that imply a systematic preparation not implied in merely passing one examination for a degree?—Yes.

7250. *Rev. W. J. Habens.*] Do the annual examinations, as a rule, depend very much upon the exact work done by the professor with his class?—So far as my own experience goes, it is carefully regulated by the amount of work which has been done in the class.

7251. That being the case, would it be quite fair to demand that a student who was not compelled to keep terms in college should pass that examination?—I see no hardship in that, because the examination is defined. The subjects are defined by the University Calendar; the professor must go over that ground, and his questions are carefully confined within that region, with the express object of doing justice to those students. A professor might diverge into any particular hobby of his own; but I think no professor would be justified in asking questions of that kind in a pass annual examination. It would be a gross injustice.

7252. *The Chairman.*] By whom is the course of study under you prescribed—by yourself or by the University?—By the New Zealand University.

7253. *Professor Brown.*] You decide to accept as your curriculum the course prescribed by the New Zealand University as necessary for a degree?—Yes.

7254. I understand that the New Zealand University does not directly prescribe to you; but, having prescribed the curriculum for undergraduates, it indirectly affects your plans?—Yes.

7255. *The Chairman.*] Does the University of Otago prescribe no course of instruction?—The University of Otago does nothing but prepare its students for the New Zealand University examinations. I mean so far as the faculty of arts is concerned. There is a Medical School.

7256. Are there any special text-books prescribed for study under you?—Not now. There used to be; but, happily, we got rid of that at the last meeting of the Senate.

7257. Are the text-books selected by yourself?—Yes. I have always selected my own text-books, and refused in some cases to use the text-books prescribed by the University, because they were unsuitable for the purpose.

7258. What text-books are used by you?—During the first part of my course I do not use any text-books. I give lectures on the physiology of the nervous system. That occupies six weeks of the course. I then use Bain's "Manual of Mental and Moral Science;" next, Schwegler's "History of Philosophy;" and then Fawcett's "Manual of Political Economy." These are the text-books. For logic, it is a matter of indifference. The students take any book they like. The best book in the language is Bain's book—or J. S. Mill's, or Fowler's. In a large part of my course text-books are merely subsidiary to the lectures.

7258A. Have you any duties in connection with the Medical School?—No.

7259. *Rev. W. J. Habens.*] Do students find any difficulty in obtaining the required text-books?—Formerly, when the New Zealand University prescribed text-books, certain of them were not to be got; and my students went up, two years running, to be examined on special questions in special books, which they could not procure.

7260. *The Chairman.*] Have you to deliver public lectures?—Sometimes I do so; but it is purely voluntary.

7261. Have any of your students competed for honours or scholarships in the New Zealand University?—Yes.

7262. With what success?—Three are now going up for honours. The Chancellor is throwing certain difficulties in the way of one of these. Perhaps the difficulties are not made by the Chancellor; but I think he is unnecessarily stringent in his interpretation of the regulations. This young man was going up for honours; but he tells me that he cannot proceed to honours, because the Chancellor informs him that, as he did not give notice in time, he cannot go up. The student sent in a letter to the Chancellor, stating his intention to go up for honours in mental science, and also to take the LL.B. degree. The Chancellor sent him a letter on receipt of that, saying he could not go up for honours, because he had not given notice at the time of his taking the B.A. degree. The Chancellor still sticks to that decision, although the student gave him notice that he meant to go up for honours and the LL.B. degree.

7263. *Professor Shand.*] Is that an isolated case, or do you mention it as an example?—I simply mentioned this because the Chairman asked me if any of my students went up for honours; but I know of other cases in which difficulties have been created in the degree examinations. I know a particular case in which, after long correspondence on my part, I extorted from the Chancellor permission for a student to go up for examination under protest. He was a teacher. He went up under protest and passed; but they would not inform him, as to whether they would hold his pass examination valid or not, for such a length of time that he was too late to go in for the second part of his degree. That is the student's own account of the matter.

7264. *Rev. W. J. Habens.*] Can you refer to the regulation on which the Chancellor is depending?—I believe he refers to the regulation which says students cannot go up for honours except in the year after taking their B.A. degree, and that they must give notice of their intention at the time of taking their B.A. degree.

7265. *The Chairman.*] When did this student take his degree?—At the last examination.

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7266. *Professor Shand.*] Was it not the case that immediately after receiving notice of his having passed the B.A. degree, the student gave the Chancellor notice of his intention to go up for honours?—

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Yes. The correspondence is as follows:—

SIR,— University of New Zealand, Christchurch, 31st March, 1879.

I have much pleasure in informing you that you have passed the final examination for the B.A. degree, and that the Senate at its late session conferred that degree upon you. The diploma will be publicly presented to you in a short time.

I have, &c.,

W. M. MASKELL,

Registrar.

A. R. Barclay, Esq., B.A., University of Otago, Dunedin.

SIR,— University of New Zealand, Christchurch, 25th April, 1879.

I am directed by the Chancellor to state that, in his opinion, the wording of the regulation regarding honours will not permit of the postponement of the honours examination of any graduate beyond the year after the taking of his degree.

I note your intention to proceed to a degree in law, but must point out that the regulations lately passed prescribe only three examinations for that purpose. You will, therefore, I suppose, take the second and third, not the third and fourth, as stated in your letter of the 4th instant.

I forward to you herewith a copy of the regulations and announcements, where you will find the text-books prescribed for the examination in law.

I have, &c.,

W. M. MASKELL,

Registrar.

A. R. Barclay, Esq., B.A.,

Messrs. Gillies, Street, and Hislop, Dunedin.

SIR,— University of New Zealand, Christchurch, 30th May, 1879.

In reply to your letter of the 15th instant, intimating your desire to come up for honours instead of the LL.B. degree, I am directed by the Chancellor to state that you are not in a position to do so, as you did not, in the terms of the regulation, declare your intention at the time of passing the B.A. degree examination.

I have, &c.,

W. M. MASKELL,

Registrar.

A. R. Barclay, Esq., B.A.,

Care of Messrs. Gillies, Street, and Hislop, Dunedin.

DEAR SIR,—

Dunedin, 5th June, 1879.

In reply to yours of the ———, stating the Chancellor's ruling, to the effect that I was ineligible as a candidate for honours, I would beg to draw the attention of the Chancellor to the following facts:—

Soon after I received official intimation of the fact that I had obtained my B.A. degree, you may remember I wrote to you, informing you of my intention to proceed to the LL.B. degree, and also to honours, at some future period. This I took to be the meaning of the regulation in reference to giving notice on the passing of the B.A. degree. You replied that I could not go up for honours if more than a year had elapsed since the time of my taking my B.A. degree. I then replied that I would leave the LL.B. till another year, and proceed to honours this year. You observe I could not have given you notice of my intention sooner, as I was under the impression that honours might be taken any year after the B.A. degree was obtained; and I think that the intimation which I made in my first letter to you after I had received official intelligence in the matter of my B.A. degree, was an intimation of my intention to proceed to honours which would satisfy the regulation in question.

I trust that on reviewing the matter the Chancellor may be satisfied with my explanation, and that he will permit me to proceed, as I intended, for honours in mental science and history of philosophy.

If, however, the Chancellor cannot see his way to grant this, there is, I presume, no objection to my going up for my M.A. degree in November next.

I have, &c.,

W. M. Maskell, Esq., Registrar, New Zealand University.

A. R. BARCLAY.

SIR,— University of New Zealand, Christchurch, 16th June, 1879.

In reply to your letter of the 5th instant, I am directed by the Chancellor to state that he is of opinion that it is not possible to go behind the express direction of the regulation, which prescribes that candidates for honours shall give notice of their intention when taking their B.A. degree. There is, moreover, another reason against you this year. The examiner in mental science is to be appointed in England, and there is no possibility now of arranging with him for the setting of honours papers, as no intimation has been sent Home that any such papers would be required.

I have, &c.,

W. M. MASKELL,

Registrar.

A. R. Barclay, Esq., B.A., Dunedin.

I think that is a grievous hardship.

7267. When would the examination take place if the student were allowed to go up?—In November.

7268. *Rev. W. J. Habens.*] Do I understand that the student thought he could go up at any time?—Yes. He was under that impression until the Chancellor's answer was received, and as soon as he got that letter he wrote that he elected to go in for honours. I know the Chancellor is correct about the time being limited for examination.

7269. Did the candidate, on receipt of information that he had passed the B.A. examination, make his application?—He made his application within a few days.

7270. Was it expressly an application to sit for honours?—To sit for honours and the LL.B. degree together.

7271. *Professor Shand.*] Are you aware whether it is a fact that the Chancellor has power to adopt any course, in the event of his not being able to complete arrangements with English examiners, to engage examiners either in the Australian Colonies or New Zealand?—I understand that to be the course adopted at the last meeting of the Senate. I may say that the Chancellor has simply made

Prof. Macgregor. the regulations of the University, which were sufficiently unintelligible before, much more difficult by always sticking rigorously to the letter of the regulations. In fact, the whole responsibility of interpretation is thrown on the students themselves.

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7272. *Professor Brown.*] Is there any fine connected with the students failing to appear at an examination which they have given notice of intention to attend?—In such a case I believe a student has to pay a fine of something like £5.

7273. If a student gave notice while sitting at a pass examination, and afterwards found he had not passed, he would *ipso facto* be fined?—I believe so.

7274. *Professor Shand.*] You mentioned that there was some correspondence about another student. I observe, on reference to the minutes of the New Zealand University, that you had a long correspondence with the Chancellor in regard to the case of Mr. White?—Yes; I referred to that case.

7275. Would you inform the Commission regarding the facts of that case?—Mr. White is a schoolmaster in town. He passed our matriculation examination in, I think, 1872 or 1873, the second or third year we started. He was not, however, able to attend classes that year, although he fully intended to do so. In consequence of his not having attended classes our Registrar omitted his name from the list sent up to the Chancellor as matriculated students. Not being aware of this, the student prosecuted his studies, attended several classes, and qualified himself to go up for the first half of his B.A. degree. He was under the impression that he had fulfilled all the conditions.

7276. Can you tell us whether his status, as a student of two years' standing, was at that time admitted by the Chancellor of the New Zealand University?—It was virtually. It was published in the Calendar, and also admitted by the Professorial Board of Otago. In the face of that the Chancellor, although we had pointed out to him the mistake of our Registrar in omitting to send up the man's name, refused to allow the student to go up for examination. I then wrote to the Chancellor requesting him to allow the student to go up for examination under protest, which was granted. He went up, and passed the examination. For what followed I have only the student's word. I asked him why he did not go up for the second part of his degree, and he replied that they delayed so long in telling him whether they held the first examination valid or not, that he was not in a position to go up, and he is still in that position. He will go up to the next examination.

7277. Do you know what was the Chancellor's objection to admitting him to that examination?—I cannot recall the exact form of the objection.

7278. Was it not the case that White, having matriculated at the Otago University before affiliation, was entitled to be examined by his own professors under the old regulations of the Otago University?—Yes.

7279. Was it not the case that White, having this privilege, desired to waive it, and to go in for the ordinary examination of the New Zealand University, and the Chancellor refused this concession, telling him he must take the examination of the Otago University?—Yes. The Chancellor distinctly refused to admit him to the New Zealand University examination.

7280. At the time that Mr. White matriculated by passing the examination at the University of Otago, are you aware whether there was any matriculation examination in the New Zealand University?—I believe there was none.

7281. *The Chairman.*] How do students obtain admission to your lectures?—My lectures are open to all, over fifteen years of age, who choose to pay a fee of three guineas.

7282. Do any female students attend your lectures?—Yes. This year I have three female students attending the junior mental science class.

7283. Does the University Council of Otago take any part in prescribing the curriculum of study at the University of Otago, or do they leave it altogether to be prescribed by the New Zealand University?—As a matter of fact, I am not aware that the Council has ever interfered. They leave it practically to the professors, and the professors follow the curriculum of the New Zealand University.

7284. Would you like to make any remarks with regard to the composition of the Otago University Council, and the mode of its appointment?—I think the composition of the Council, the mode of its election, and its tenure of office are all very objectionable. The Council was originally appointed by the Superintendent, and after him by the Governor in Council, and the members were to hold office for life; but after we had thirty graduates, all vacancies were to be filled up by the graduates. Now, as we have joined the New Zealand University, we never can have graduates of our own, and consequently the system of nomination will continue. The point I object to is their holding office for life, without any provision for retirement at certain intervals. I think there should also be a change made in the direction of giving the teaching staff a position on the governing body. And, generally, I would content myself with indicating to the Commission that they have the means of testing the administration of the Council, by looking at the number of meetings which have lapsed for want of a quorum, and also the management of our estate during the last year or two.

7285. Have you formed any opinion with regard to the mode of appointment of the New Zealand University Senate?—I think that the mode of appointing the New Zealand University Senate is open to the same objection as that of the Otago University; and in other respects there are still more serious objections. I think the New Zealand University Senate ought to consist of members elected by the various institutions under it. The governing body ought to consist partly of representatives of these, and partly of nominees of the Crown, and partly of those elected by the graduates locally educated.

7286. Would you give such a power, of electing members of the Senate, to grammar schools which happen to be affiliated?—No.

7287. Would you confine that power to those institutions which give an academical education?—Yes. I think there ought to be no affiliated grammar schools.

7288. *Rev. W. J. Habens.*] Do you mean that the election of members of the Senate of the New Zealand University should be made by those affiliated colleges, or by the Councils or members of the colleges, such as the professors?—I would begin with the constitution of the local governing Councils. I would propose to have them composed of, say, twelve persons, one-third to be appointed

by the Governor, one-third by the teaching staff, and one-third by the graduates. To those governing bodies I would give the power of electing, say, one-third of the higher Council; a certain other proportion might be given to the Governor; and the rest to graduates as a whole.

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7289. *Professor Shand.*] You mean that one-third should be elected by the governing bodies of the schools, one-third by the Governor, and the remaining third by all the graduates?—Yes.

7290. *Professor Cook.*] You have stated that you do not approve of the affiliation of any grammar schools. How do you think the University of New Zealand should be constituted, so as to most thoroughly perform its functions?—That is a very difficult question to answer at present. I think the materials for fully answering that question will not be forthcoming until the report of the Commission is published. But I may say now, that as the New Zealand University has been, I have had grave objections from the beginning to its constitution and working. I first of all object, and always did, to a merely examining body existing in New Zealand; for I believe the London University, on which it was modelled, was called into existence to meet a felt want in England in consequence of the Test Acts in the English Universities, and I believe it is increasingly the opinion of those best able to judge that the present constitution of the University of London ought to be somewhat altered, although no doubt it will always have a function to perform in supplementing the deficiencies of the national Universities. I think that the New Zealand University, being modelled on the London University, has operated detrimentally in confounding secondary and higher education. I believe it has injured the schools which have attempted to give higher education with their original staffs, which were organized only for secondary education. It has also injured higher education by the very great difficulty it caused in raising and keeping up the standard for degrees. Those inferior institutions, I believe, always have endeavoured, and always will endeavour, to lower the standard in order to bring it within reach of the means at their disposal. On those grounds I think it has been mischievous to the cause of higher education in this country. I think I have also given proof in the cases already mentioned that the executive of the New Zealand University is radically unsuitable to the condition and circumstances of the country. I also think that the system of examinations in the New Zealand University must, in the nature of things, be incapable of really examining in science. In fact, the whole system of examination by papers alone will produce most mischievous effects on the education of the country. So far as science is concerned, it will simply make it a cram-subject. The whole tendency of that mode of University education is to foster and encourage cram, and to discourage free learning—that is to say, learning whose object is to master the subject instead of making a good appearance at an examination. The whole system of merely written examination is open to the gravest objection, not merely upon general educational grounds, but also upon the ground of its endangering the physical health of the students. I believe that, upon this account alone, public feeling will become so strong as to insist upon a modification of the present system of examination.

7291. These being your objections to the present arrangements, what would you propose for the future?—I am in a difficulty about giving any definite opinion on that question. I expect a great deal from this Commission; but if the Commission does not do what I hope, I shall then be in a position to give a clear opinion. I think that, in the present circumstances of this country, we cannot secure proper examination—examination that is not fraught with all those mischiefs; and I would be content to have almost anything which would give us examinations at the same time trustworthy and likely to secure a proper knowledge of the subjects. This difficulty applies especially to scientific subjects.

7292. *Dr. Hector.*] Can you tell us from your knowledge of the examinations in scientific subjects conducted in the Edinburgh University, in what way they differ from the examinations here?—For instance, in chemistry every student has not only to pass a written examination, but has also to take a solution in the laboratory, to analyse it, and to tell its contents.

7293. You mean that the examination for a degree is partly conducted in the laboratory?—Yes. In the subject of botany, a man gets a written paper, and he also gets a plant to describe. He has to state the natural order which it belongs to, the genus, and the characteristic marks. I think it is not possible to examine in science by mere papers alone. The result is, a great deal of mischief.

7294. *Professor Shand.*] Do you think it is possible by any examination whatever, whether practical or not, to test the higher forms of instruction in science?—I believe not.

7295. To illustrate this I will put a case: Suppose there are two students doing advanced work. One applies himself in the laboratory for many months to an original investigation, and thus acquires a command of scientific method, which will be of the utmost service to him if he becomes a scientific man. The other simply applies himself to getting up the results of science, and also, no doubt, to the principles and theories of science. If those two men are examined together, no doubt the latter will pass any reasonable examination that can be applied to him, and the former probably may not pass the examination. But which of them, in your opinion, has got the best education?—Other things being equal, the man who fails to pass the examination.

7296. *Dr. Hector.*] Are you talking of a technical examination in science, or of that general knowledge of science which is considered part of a liberal education?—I contemplate at present not merely the course for the B.A. degree, but also the case of those who specially study science with the object of making science their life's work.

7297. And making a livelihood besides?—Not necessarily. I mean those who intend to become scientific men.

7298. Do you think it would be advisable in the present state of the colony to go to any great expense in altering the constitution of the higher educational system—which is primarily intended to give an ordinary liberal education—in order to make it suitable for the exceptional cases likely to occur, of graduates requiring high honours in science?—I think you forget. I was not speaking merely of men going for honours, but of those who get a scientific education.

7299. You mean, that it would not be possible to give any ordinary amount of science, and test it by means of examination, unless you had those special practical examinations?—My conviction, from long experience, is, that education in science is not only useless, but mischievous, when conducted by such examinations as those of the New Zealand University.

7300. In other Universities, at present, which grant degrees of arts guaranteeing a liberal educa-

Prof. Macgregor. tion, is the standard aimed at in science-teaching different from or higher than the present standard in the New Zealand University?—It is not a mere question of standard. The question is, whether science should be included in the regular system of education. Except it is based on such teaching as I desire, I think it is pure mischief. It is not science, but mere cramming. I was myself crammed with botany and chemistry, and passed in them—not mere paper examinations; yet in a few weeks afterwards I knew very little about those subjects. I wish to save our students from that sort of thing.

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7301. I quite agree with you; but what I wish to discover is this: In other subjects I suppose you admit that examination papers can test a candidate; but is it worth while disturbing a system which is sufficient for the great majority of graduates, for the sake of merely providing for the thorough testing of a few?—I think it is, for this reason—and here I believe I am touching the vital point of modern education: Scientific men are so successfully urging the claims of science to admission into Universities and schools, that the greatest care ought now to be exercised in dealing with science. As I have already said, I think that science, as it has been taught, and continues to be taught, in this country, ought not to be admitted into the schools or Universities. Examinations determine the mode of teaching. One of my objections to the New Zealand University has been, and is likely to continue to be, as follows:—Formerly men were accustomed to the idea of a University education of which classics, and mathematics, and philosophy, which could be taught inexpensively, formed the staple subjects; but now, so much have ideas of scientific education been changed, and are likely to be still more changed in future, that men must contemplate an immensely-increased expenditure in the teaching of science—such a large expenditure as I believe is not possible in New Zealand in more than one or, at most, two places. If the New Zealand University be so altered or reformed as to be made to consist of, say, four separate institutions, with no suitable appliances for teaching science, then I say that such science as is capable of being taught in those institutions will only be mischievous. I say so because of the expense. I believe that few institutions in the country have the means of properly teaching any one science. I know that the Council here cannot be made to understand that the teaching of science requires costly appliances. Our appliances are of the most beggarly description, except in one or two subjects.

7302. Would it meet your view to have the examinations for the classical, mathematical, and literary part of the degree conducted as at present, and to localize the examinations in science?—Certainly. Better that than many, all inefficient.

7303. Would you leave the examinations in science to the professors who teach?—Yes, with some assessor. That would meet my views to some extent.

7304. You see no objection, under such an arrangement, to the New Zealand University still continuing to grant the degree?—It would remove the difficulty, as far as science is concerned, if the examinations in science were conducted locally and by practical examinations.

7305. *Hon. W. Gisborne.*] Do not your other objections, as to the New Zealand University examinations encouraging cramming and being detrimental to physical health, equally apply to the Universities of Europe and England?—Not to the same extent, except in the case of the University of London. I believe that in teaching Universities—as, for instance, in the Scotch Universities—cramming has never existed to the same extent as in the London University, and even the English Universities; the reason being, that the examinations are always conducted by the professor, with an assessor, as in Germany. The professor, with an assessor, always examines his own pupils.

7306. *Rev. W. J. Habens.*] Do you think scientific knowledge is of such a character that it is not worth while teaching it except for purely technical scientific purposes?—No; I think scientific method is a most important part of education—perhaps the most important—and that it cannot be taught without such extensive and costly laboratories as I have been describing.

7307. *Dr. Hector.*] At what period in the course of instruction do you think scientific method is best taught?—I believe scientific method is first of all imbibed by practice, and that it is afterwards learned theoretically when a man's mind has nearly matured. It is imbibed when the student is working in the laboratory, experimenting, observing, and classifying. He ought to end with a course of methodology.

7308. Do you not think that a great deal can be taught in primary education?—Yes; but I believe the introduction of science into our education without an adequate conception of the difficulty of getting competent teachers, and of the cost of proper teaching appliances, will have the effect of disorganizing the old-established subjects, and, in fact, of filling the country with a race of scientific prigs.

7309. Does that objection apply to natural science?—It applies to all science.

7310. Do you mean the great expense required in obtaining natural objects?—I think you require a good museum for systematic teaching. Botany and geology can be taught inexpensively up to a certain point.

7311. *Dr. Wallis.*] You speak of the undue expensiveness of a scientific education. What peculiar expensiveness is there in teaching the science of psychology?—I alluded to physical science only.

7312. *Hon. W. Gisborne.*] You said that the New Zealand University was specially adapted to encourage cram. Is it more especially adapted than the University of Oxford or Cambridge?—I decidedly think so.

7313. Why?—Because the Universities of Oxford and Cambridge provide good teaching as well as good examinations; whereas the University of New Zealand provides no teaching and bad examinations. They provide an Examining Board, without making provision for students being taught. The students in the New Zealand University are allowed to grow up anyhow.

7314. Then take the London University. Why is the New Zealand University more adapted to encourage cram than the London University?—Because the London University was called into existence in order to give degrees to those who, being well taught, wished to find good degrees and good examinations elsewhere than in the national Universities. Here there was no such possibility of obtaining good teachers or good teaching; and the New Zealand University, before providing an examining body, should provide good teaching.

7315. Is it not a good way of providing good teaching to establish a high standard of examination,

so as to compel the inferior educational bodies* to raise their standard of efficiency? Is not that the proper theory?—I conceive not. *Prof. Macgregor.*

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7316. Suppose we establish a low standard in the New Zealand University, would that produce good education?—No. A high standard in the New Zealand University is better than a low one. My objection applies to the whole University scheme.

7317. But it is no objection to the New Zealand University that other schools do not provide good teaching. It only provides degrees?—Yes; but my objection to the University is, that it should provide good teaching, and does not.

7318. But it is by law precluded from teaching?—That is why I object to it.

7319. *Rev. W. J. Habens.*] Suppose that there are institutions affiliated to the New Zealand University, without which the University acknowledges that it would be incomplete, and which are co-ordinated under the University; if the teaching is well done in those institutions, is there any objection to the University being the examining body?—If there is a reasonable probability of your getting effective institutions under the New Zealand University—of which I conceive there is not the remotest possibility—then my objection would fall to the ground.

7320. *Dr. Hector.*] Do you consider that the Otago University is efficient?—Yes, in some respects.

7321. And also Canterbury College?—I do.

7322. *Rev. W. J. Habens.*] Do you think that if there were two other institutions of the same class under the New Zealand University, the system would be productive of cram?—I conceive that the teaching in the University of Otago must necessarily be of that description, because we have to work up to such examinations.

7323. *The Chairman.*] Do you object to endeavouring to conduct college education in the same establishment as conducts secondary and grammar-school education?—Yes; I think it is most mischievous to both.

7324. *Rev. W. J. Habens.*] Do you object to the examination of students being conducted by some one outside of the teaching body?—My idea would be, to have the teacher present as examiner, with an assessor entirely independent of the teacher.

7325. Do you think it would be mischievous if there were four colleges, all equal to the University of Otago, which would have a united examination? Do you think cram would be promoted?—I think that so long as affiliated institutions exist in this country, they will simply compete as to which shall be the most successful institution in cramming for the degree. They know that their merits will be judged by that alone, and they will infallibly become mere crammers for that examination.

7326. Do you think that any examination established for a degree is a fair examination if it puts all the students who have been well instructed upon the strain in order to pass? Do you not think that a fair examination is one that it ought to be easy for a well-instructed man, who has gone through a full course in a well-equipped institution, to pass?—Speaking generally, I think the pass-examination ought not to strain really good students.

7327. Do you think that a student who was really well-taught in most subjects, who was thoroughly grounded, and who had been in the hands of competent instructors, ought to fail at a fair examination?—Certainly not.

7328. In a fair examination, who stands the best chance—the man who has gone through the process called cramming—that is, who has most inefficiently attempted to learn something—or the man who is thoroughly instructed?—As the examinations have been, the man who most cleverly crammed had the best chance, especially in science.

7329. Is that necessarily a defect in the idea of examinations, or does it only occur in some cases?—It is a defect in the idea of *examinations.

7330. *Hon. W. Gisborne.*] Does it apply to all examinations?—Yes. The only question is, which mode of examination is least subject to the evil. We have the worst possible.

7331. *Professor Shand.*] Has the quality of the instruction in the Otago University been unfavourably affected by affiliation with the New Zealand University?—Yes; most injuriously. In my own particular classes it has had that effect, and I have heard my colleagues say the same.

7332. *The Chairman.*] Were the professors of the Otago University consulted as to the feasibility of affiliation?—I am not aware that they were consulted formally; but I know it was put in this way, that the thing would be done unless they objected. I think I am correct in saying that.

7333. Did they acquiesce?—I think the Council passed a resolution to become affiliated, and the Superintendent of the Province said he would agree if the professors did not object. I think that was what happened. The professors, having the whole onus thrown on them, did not feel called upon to do anything.

7334. *Dr. Hector.*] Are you aware that, in fixing the standards of the University of New Zealand, the Otago professors were consulted, and their advice adopted?—Yes.

7335. And you still think the effect was injurious?—Yes. We made the best of a bad system.

7336. *Rev. W. J. Habens.*] Am I right in assuming that the general tendency of the views you have expressed upon examination, is towards confining the work of examination and the issuing of certificates of knowledge to the local bodies by whom the knowledge is imparted?—Not at all necessarily. What I would like would be to see independent assessors appointed—assessors independent of all bodies.

7337. *Dr. Hector.*] Officers of the University?—Not necessarily.

7338. Independent in what way?—Independent of the University altogether. Let them consist of independent men known to be competent.

7339. By whom appointed?—Let them be appointed by the New Zealand University. In that sense they would be officers of the University.

7340. *Professor Brown.*] Those assessors would examine with the professors?—Yes.

7341. Suppose that there were more than one or two colleges, would you propose that all the

* The witness wishes to supply, before the word "examinations," the words "merely written."—SEC. R. COM.

Prof. Macgregor. assessors should sit with the professor, or that one should be chosen? How would you manage?—The whole question is so complex at present that I cannot say I have contemplated all the difficulties that would arise in working the institution.

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7342. *Dr. Hector.*] Do you think it possible to separate mere pass-examinations from those which are connected with scholarships and honours, and have the former conducted in a more strictly local manner by assessors and the professor who had pupils to be examined, and reserve the single uniform examination merely for selecting scholars and holders of prizes?—It would be somewhat difficult to answer that question, because the general drift of my evidence has been intended to show that the existing constitution of the New Zealand University is inapplicable and inadequate to the wants of this country. I presume you put this question on the assumption that the New Zealand University is to continue.

7343. No; I am adopting your idea of assessors: and I am now considering how the examinations could be practically carried on.—I would say, frankly, that if this Commission has the effect of securing effective teaching all over New Zealand, I would be prepared to give an opinion on the basis I have indicated. If the Commission has not that effect, I would prefer to have here an independent University of our own.

7344. The Commission is taking evidence in order to form an opinion, and I would like now to get your opinion on the matter. Would you prefer to have several institutions, established in different parts of the colony, on a totally independent basis, and with an independent degree-granting power?—If we can secure independent institutions, properly equipped with proper teaching staffs and apparatus, I would prefer to see the examinations, if that could be done, carried out on a common standard—at any rate for the present.

7345. *Professor Shand.*] Do you quite see your way to tell us how it can be done?—No; because I know so much of the difficulties in keeping up the standard in the past. For instance, they might begin to undersell each other.

7346. *Hon. W. Gisborne.*] If you have a common standard for working, you must have a common body?—Yes.

7347. Well, if you have a common body, it must be the New Zealand University?—Yes.

7348. In that case, it is not the principle of the New Zealand University that you object to, but the mode of its administration—the way it conducts its examinations?—My objection lies deeper. I object, in the first place, to the University of London having been the type upon which the education of the country was originally moulded. But, since the evil thing has obtained an actual footing in the country, and we must therefore put up with it and make the best of it, I would prefer the arrangement you indicate, if it could be done thoroughly; but, failing its being thoroughly done, I would fall back on our local institution.

7349. Do you fully see the evils of having four different institutions?—Yes; because they might undersell each other, being all starved.

7350. *Rev. W. J. Habens.*] I understand you to mean that if there are several local institutions sufficiently equipped for University purposes, you would prefer to have them united?—Yes.

7351. But, unless we can get them all sufficiently equipped, you would prefer that those efficiently equipped should be separate and independent?—Yes.

7352. *Dr. Hector.*] In your opinion the most perfect arrangement would be to have only one University, and that it should be together a teaching body and an examining body?—Suppose we had the New Zealand University, with four well-equipped teaching bodies, I feel that the evils of examination would be so great that the four bodies would afterwards break up into separate institutions.

7353. *Professor Cook.*] Would that be an evil?—It would be good.

7354. Supposing that those four institutions, which in the meantime would be colleges, developed hereafter into Universities, would not that be a great good?—Yes; that is my ideal.

7355. *Dr. Hector.*] Suppose there is only a limited amount of money available for furthering education other than primary, do you think it more important that that money should be devoted to putting secondary education throughout the country on a better footing, or would it be better to apply it to increasing the efficiency and extending the appliances for purely higher education?—I believe that until secondary education is put on a proper footing the higher education is comparatively barren; for I believe that the higher education cannot be improved except as secondary education is improved.

7356. Do you think that the secondary education of the country at present is satisfactory?—I think it is very unsatisfactory, for want of sufficient means.

7357. *Hon. W. Gisborne.*] To improve higher education without improving secondary education, would be like building the roof of a house before the walls?—Precisely.

7358. *Dr. Hector.*] In places where there are grammar schools such as have been alluded to, doing the work of secondary education, do you think that to debar them altogether from college work, and to allow them to devote their whole time and funds to secondary education, would be better than the present arrangement?—I think the present arrangement is the worst possible. It ruins both the higher and secondary education, by applying to both a wrong standard.

7359. *Professor Ulrich.*] Would you be in favour of disaffiliating those institutions?—Yes. The effect of affiliation on secondary schools is to make them pretend to do work they cannot do, and the whole spirit of the place becomes pretentious and inefficient.

7360. *Dr. Hector.*] Do you think that, in the case of grammar schools conducted by good teachers, there is not sufficient time on their hands to enable them to direct the studies of a higher form, for perhaps the first or second year of an undergraduate's course? Would not such an arrangement be found inexpensive, and a great convenience in particular localities?—The inevitable effect would be, that they would look forward to the University examinations. Their success would be tested by a false standard, which they ought not to be tested by, and the true test is not applied. They exist for one function, but they expend all their strength upon another function with which they ought not to have anything to do. It is unfair and dangerous to everybody.

7361. Would that apply if there were only one or two cases of the kind?—Yes. The evil would be, that the best men in the institution would direct their best energies to a subsidiary part of their

work, and would aspire to be judged by that part, which would be unjust to them and to everybody else. *Prof. Macgregor.*

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7362. *Hon. W. Gisborne.*] Would it be possible to establish a medical school in the colony in such a way as to secure that scholars attending the school here would be able to get a full degree, in order to legally qualify as practitioners?—I may say that I have taken great interest in that matter from the beginning of the Medical School in this place. I was consulted with, and I am familiar with all the steps taken from the first. When I was asked what I thought about the desirability of a medical school, I said it was very desirable as an outlet for our boys seeking a profession, and that it was one of the things wanted here. In the next place, I thought it would be possible, as well as desirable, to take advantage of the provision made by the English Universities, to give their degrees to students who had taken two years, out of the four years of their professional course, in any other institution where the teachers were recognized as acceptable to the degree-giving body. I strongly urged upon the Council the doing of this, on the ground that it would be a very great boon to the country, and would save parents from the necessity of sending immature boys away from home to a peculiarly dangerous profession, while it would also lessen the expense. On all these grounds I thought it was exceedingly desirable to have two years provided for in this University. I may say that we virtually succeeded in making this provision. I have all along been opposed very strongly to any attempt to give a complete medical degree in this country, as being a sheer impossibility and absurdity. It may be said, "In towns like Dunedin and Christchurch you have large hospitals and a large body of medical practitioners. Why not give a complete medical education there?" In the first place I hold that no general practitioner, who has to practise, like most medical men in this country, in a very promiscuous fashion, is capable of giving teaching that would be recognized, or ought to be recognized, by a degree-giving body, except in very exceptional circumstances. On the other hand, the medical men themselves would be anxious to get such positions; and the whole thing would be jobbed. I believe that would be the practical result. I conceive that we ought in this country, if any attempt is made to secure medical teaching, to confine ourselves to what we can do thoroughly, and not pretend to give more than two years out of the four required.

7363. *Dr. Hector.*] Do you agree with the course adopted hitherto by the New Zealand University, in refraining from prescribing a medical curriculum?—Yes. I think it would be the most mischievous sham of all possible shams.

The Rev. Professor SALMOND, M.A., was sworn and examined.

Prof. Salmond.

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7364. *The Chairman.*] Would you state what position you hold in relation to the Theological College which, we understand, is established in connection, in some way, with the University of Otago?—I am Professor of Theology to the Presbyterian Church of Otago and Southland. I am the only one engaged in that capacity. I have no relation whatever to the University of Otago, excepting that the students under my charge must have been taught for three years at a recognized University.

7365. Was there any provision, in the Ordinance establishing the Otago University, for having theological colleges or other colleges connected with the Otago University?—Not that I ever heard of.

7366. What funds are devoted to keeping up the Theological College?—Part of the original endowments of the Presbyterian Church of Otago. Special provision was made for it in the Ordinance under which the whole trust now is. It is a very limited fund. It amounts, I believe, to £800 a year.

7367. Have you many students at present?—Only three at present. There is relatively a large number in preparation. At least twelve are attending the Otago University with a view to the ministry of the Church. It is not essential that the students should take the B.A. degree before coming to me. We are obliged not to make even matriculation essential. An attendance of three years at the University is all that is necessary. We must not be too exacting, or we could not get ministers at all. It is not easy here to induce youths to study for the ministry.

7368. Is there any certificate required beyond attendance?—Yes, nominally. They must undergo examination by the presbytery within whose bounds they reside; but it is very nominal.

7369. *Rev. W. J. Habens.*] Over how many years does the curriculum extend?—Three years.

7370. *Dr. Wallis.*] What subjects do you teach?—Being alone, I require to be more discursive than if there was a regular theological faculty. I devote chief attention to the following subjects:—Apologetics, dogmatic theology, exegesis of the New Testament, pastoral theology, and homiletics.

7371. Do you give instruction in Hebrew?—There is a tutor in that department.

7372. *Rev. W. J. Habens.*] Who is the tutor?—The Rev. Mr. Watt, of Green Island.

7373. *Dr. Wallis.*] Does Church history enter into the course?—It should properly; but I do nothing in that, because everything cannot be taken up now; and that, more than any other branch, can be left to private reading.

7374. Are you the sole professor?—Yes.

7375. *The Chairman.*] How long has the Theological College been in existence?—This is the fourth year.

7376. Have you been connected with it from the foundation?—Yes. I was the first professor.

7377. *Dr. Wallis.*] What is the length of your session?—I have my students with me two hours a day, five days in the week, for six months. It is the same term as the University.

7378. *The Chairman.*] Do I understand that your classes are not conducted in the University?—No. I have no connection with the University. I do not think it would be tolerated here, and it is not desired. The classes meet in my house, as being the most convenient at present; but we have in contemplation the building of a college.

7379. *Dr. Wallis.*] Then you approve of theology being expelled from a liberal education?—No; I would not assent to that. But I think it is a necessity of the country and of the times in which we live, that Church and State should be separated; and therefore theology must be separated from the national Universities.

7380. *The Chairman.*] Are you aware whether other denominations or churches educate students?

Prof. Salmond.—I believe Bishop Nevill, of the English Church, had some arrangement of that kind; but I think it fell through.

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7381. So far as you are aware, there is no other education, specially connected with the churches, except your own?—Not that I am aware of.

7382. *Hon. W. Gisborne.*] Are you assisted by public funds or endowments?—No. The funds are derived from the Presbyterian Church endowments in Otago.

7383. What endowment is it?—It was made when the original settlement of Otago was founded.

7384. It was not given by the Crown, but by the New Zealand Company, I suppose?—Yes.

7385. *Dr. Wallis.*] How do you test the proficiency of your pupils?—By examinations conducted by myself; and the presbytery, after the close of each session, submits them to an examination of the work done, apart from myself.

7386. *Dr. Hector.*] The presbytery conducts the examination?—Yes.

7387. The final test, then, is being licensed to preach?—Yes. They pass through my hands, and then they pass into the hands of the presbytery, which examines them in the various branches of theology, and which, on being satisfied as to their proficiency, licenses them as preachers.

7388. How is their preliminary knowledge tested?—That is also done by the presbytery; but it is not done just now in a very careful manner. The fact is, we are obliged to be what I may call somewhat lax just now, because the few who come forward for the ministry, especially those from the country, have had for the most part exceedingly imperfect education; and, if we were very severe in establishing a high standard, we would exclude those who might afterwards prove very efficient ministers. Many, for instance, have had no opportunity of learning the elements of Latin until they came to the University.

7389. *Rev. W. J. Habens.*] Do you think the study of philosophy is very important to your students?—Exceedingly so.

7390. Is there any provision made for it?—No, excepting in the University. The branches most important are—classics, mathematics, logic, and psychology.

7391. *Dr. Hector.*] The three-years course of study at the University precedes the course with you; yours lasts three years: so there are six years in all?—Yes.

7392. *Professor Brown.*] Is the preliminary examination conducted after the college course, or before entering?—After it.

7393. Are the youths, then, so ill prepared as to enforce a lax examination?—When I spoke of a lax examination, I referred to the standard on entering the University. But of course an imperfect standard on entering the University continues to affect the students afterwards. For example, most of the students under training have only a fair knowledge of Latin.

7394. *Dr. Hector.*] Supposing that you have had students, some of whom had taken the B.A. degree and passed all the examinations, while there were others who had not—who, in fact, had not gone through any examination, but had come to you under this arrangement which permits them to come without examination—which had the best chance of succeeding in your study?—Those who had taken the B.A. degree, of course.

7395. Would there be any preference given to them afterwards?—We cannot do that in a democratic church.

7396. *Rev. W. J. Habens.*] Considering the relations between philosophy and theology, do you think the philosophical studies of theological students should be conducted under the auspices of a theological college?—I do not think so.

7397. You would prefer that in that respect the students should take part in the free life of a literary college?—Yes.

7398. Do you think that, for the purposes of a theological college, the theological professor, under the head of apologetics and other branches, can say all he needs to say?—Yes. Of course one finds, in teaching apologetics especially, that one is implicated in all the philosophical controversies of the day. The student is none the worse for having studied them independently. Indeed, he could not approach apologetics at all efficiently, unless he had previously studied them as branches by themselves.

7399. *The Chairman.*] Is your school in any way connected with the New Zealand University by affiliation?—No.

7400. Have you any special acquaintance with the New Zealand University system?—Not beyond what I have picked up from its Calendar, and in a general way.

7401. Have you formed any opinion as to whether in its present shape it meets the requirements of the colony?—The present requirements of the colony are pretty well met; but I cannot imagine the present arrangement to be a permanent one. I have theories on the subject in my mind, but I do not know that they are of great value. I have a great admiration for the German system of University education; and if we wish to have a thoroughly efficient system, I do not think we could do better than to make it our model here. For example, I have brooded over an idea like this: We might be content for a hundred years with one central national University; and the present colleges would in many respects serve a better purpose by being, I will not say reduced, but made something like the German gymnasia. They might nevertheless be called colleges, but we should have one University. I can observe just now in the Otago University, for example, that our professors are distracted, and education very much impaired, by their falling between two stools. They do not know whether to act as superior dominies, or out-and-out professors. Owing to the want of previous education among many of the youths attending the University, the professors require to adopt the pedagogic system, which must always be employed with youths who are learning the elements. Between the necessity of acting as pedagogue and the attempt also to act as professor, education suffers very materially.

7402. *Professor Brown.*] Do you not think that improvement in the secondary schools would do away with the pedagogic element?—To some extent it might.

7403. Would it not be better than turning the colleges into gymnasia, to improve the secondary schools, so as to allow the colleges to take higher University work?—Possibly it might; but to do that

throughout the country would surely be a very elaborate and expensive arrangement. Suppose that a thoroughly efficient education could be got at the Otago University, the pedagogic system being carried out there, it would accommodate all the youths of Otago who would want that better education, and those who wanted scientific training for the learned professions would have the University to go to afterwards.

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7404. Then you would have four grades—the primary school, the secondary school, then an intermediate institution between the secondary and the University, and, lastly, the University?—I do not know that it would be necessary to have that. A little improvement in the quality of the teaching in the primary schools—such as was done in the parish schools of Scotland—would be sufficient to prepare youths for the gymnasia. I would not have a secondary school at all.

7405. You would destroy the secondary school?—In Germany they have only three grades.

7406. *Rev. W. J. Habens.*] Do not the Dunedin High School, and the other high schools, profess to do the intermediate work between the primary schools and the colleges?—To some extent they do. But I will illustrate what I mean. I have a son now attending the University who was formerly at the Dunedin High School. So far as his education is concerned, I would much rather have him at the High School. He was better taught, at the High School in the highest class, than he is in the lower class of the University, and, indeed, he was doing higher-class work, just because the great majority in the University class are just beginning the elements.

7407. *Professor Brown.*] Does not that objection hold with the Scotch Universities?—Well, I must confess that it does to a large extent.

7408. And has not the Scotch University system worked well?—Upon the whole it has worked well; but it has not produced a high class of scholarship, and has not been fruitful in literary results. It has spread learning, but has not intensified it.

7409. *Hon. W. Gisborne.*] Would not a good standard for entrance to the University do away with the evil you complain of?—It would; but it would also reduce the number of matriculated students very considerably.

7410. *Dr. Hector.*] Does not the evil arise from the deficiencies of secondary education?—It arises from the want of secondary education altogether.

7411. There are no ripe secondary students to go to the colleges?—No.

7412. *Dr. Wallis.*] Are you not aware that secondary education is entirely removed from the Scotch parish schools?—I know there have been some changes.

7413. And that the country is going in for secondary education?—Yes; I know that there have been many changes of that kind. I feel that it is a very intricate problem; but, in view of the fact that Germany is the most learned country in the world, and has produced a race of men and women without parallel on the face of the earth, and has been immensely productive in all departments of literature, I think we are evidently pointed to the German system as our model.

7414. *Professor Brown.*] Do you not think that England and France have taken as good a position in literature during this century as Germany?—Not anything like the hundredth part of it.

7415. *The Chairman.*] Do I understand that you would prefer to see one University for New Zealand?—Yes, for a hundred years to come. I would like to see it both teaching and giving degrees.

7416. *Rev. W. J. Habens.*] And doing higher work than those institutions which are now called colleges?—Yes. Suppose the Otago University were a gymnasium or college, it would probably need to be reduced a little in standard; and its most advanced students would be fit for the University I contemplate.

7417. *Dr. Hector.*] I understand that the University you contemplate would be an institution where professional education could be obtained?—Yes; training for all the learned professions. To some extent it would be a technical institution.

7418. Of that description of institution, you think there should be but one?—Yes—for a long time.

7419. *Rev. W. J. Habens.*] Do you think that that education which all educated men have in common, as apart from the technical knowledge which, in the several professions, distinguishes one from another, should be obtained before going to the University?—Yes. I think a man should enter the University with a view to special culture for his special vocation; but that special culture should rest on a basis of general culture. A University should offer to every man who wants it special culture for his special calling; but he should have general culture behind it.

7420. *Dr. Wallis.*] The University, then, would not include what we now call the arts curriculum?—Yes; but it would take the higher branches.

7421. *Professor Brown.*] Does not the Otago University take the higher branches at present?—You can hardly say it does. You can hardly say it is taking the higher branches, or possibly can do so, when a University professor is dealing with Smith's First Latin Principia. I know that is done. Professor Sale may only do that by way of revision, but it may be highly necessary revision.

Mr. T. M. HOCKEN, M.R.C.S.E., was sworn and examined.

Mr. T. M. Hocken.

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7422. *The Chairman.*] We are aware that an attempt is being made to establish a medical school in Dunedin. We should like to hear from you whether you think the circumstances of Dunedin, as regards its population, its hospital, &c., are such as to warrant the attempt to establish a medical school?—I do not think so at present.

7423. Do you know what progress has been made with this Medical School?—A professor has been appointed, and a lecturer on clinical surgery; and there are, I think, four or five students. I think that is all the progress made.

7424. Are you connected with the Hospital staff?—I was for some time.

7425. Whilst a member of the staff, did you in any way come into connection with the students of the Medical School?—I did not.

7426. Are the students allowed to attend the Hospital?—Yes; they are allowed to attend hospital practice.

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7427. Do they undergo a course of instruction whilst attending the Hospital, in the way of clinical lecturing?—I cannot positively say what is the amount of their instruction. They go round, however, with the visiting staff, and are casually instructed by them; but I think there is no formal lecture given, with the exception of those given by Dr. Brown, who lectures on surgery.

7428. *Rev. W. J. Habens.*] Is Dr. Brown a member of the Hospital staff?—Yes; and also Lecturer on Clinical Surgery.

7429. *The Chairman.*] Where are his lectures delivered?—At the Hospital.

7430. *Dr. Hector.*] Are they purely clinical lectures, or on the principles of surgery?—They are supposed to be purely clinical; but I feel certain he would try to give lectures on the principles as well, because I was appointed to that post about a year or eighteen months ago, and I found it impossible to give purely clinical lectures unless the students knew something of the principles of surgery, and therefore I determined to conjoin the two. I presume Dr. Brown does the same.

7431. Does not clinical surgery generally succeed a course of principles?—Yes.

7432. Does it fall fairly between the first and second years?—I think it is a mistake to give clinical lectures when the student is not prepared by a course of principles.

7433. Then, if the present intention of the school is to supply the first two years of medical tuition, this course of clinical surgery would not form part of it?—No.

7434. Then the only tuition given of a purely medical character is anatomy?—Yes; and those casual lectures or remarks that the student picks up, from the members of the staff, in going round the Hospital.

7435. Would any clinical medicine at all fall within the first two years of the student's course?—No; it would be in the student's fourth year.

7436. You said you thought it premature to establish a medical school. Can you give us any reasons to put on record?—The chief reason always appeared to me to be that, owing to the healthiness of the climate and freedom from accidents, there is not a sufficiently large field in the hospitals for the students to learn. I speak from good experience of the Hospital here. The cases are, as a rule, of a paltry character. There are few cases of severe disease, and there are very few uncommon surgical cases, owing to the absence of docks and large works. Within the last eighteen months there have been very few capital operations indeed. My great objection to the foundation of a medical school is, that at present, owing to the healthiness of the climate and the absence of large public works, there is not a class of medicine and surgery from which the students can be taught.

7437. The opportunities for instruction are quite insufficient?—Yes.

7438. And a class of medical students would be produced who would be deficient in experience?—Yes—ill-taught men.

7439. Would that apply to other parts of the colony as well as Dunedin?—Not to my knowledge; but I presume that, as Dunedin has the largest hospital, it would apply with greater force to other parts of the colony.

7440. *Rev. W. J. Habens.*] What is the number of beds in Dunedin Hospital?—There are 150 beds; but at present I think there are only 90 or 100 occupied. The average is about 100; and of those I should fancy, speaking from my own knowledge, that perhaps 70 are common, ordinary cases—cases that a well-educated medical man might often have to treat.

7441. *Professor Cook.*] What is the number of beds required in a provincial hospital, in England or Scotland, before it can obtain recognition?—I think it is 120 beds.

7442. Then the Dunedin Hospital is larger than what is required?—Yes.

7443. *The Chairman.*] Do your remarks, with regard to matters not being ripe for establishing a medical school, apply to the scheme which I understand is in operation in Dunedin—viz., two years' course to be obtained in the colony, and two years at Home?—Yes; it applies to the two-years course as well as the whole course.

7444. *Professor Cook.*] What are the subjects usually taught in a two-years course?—Anatomy, physiology, chemistry, botany, natural history, and *materia medica*. Zoology, I think, should be taught, but it is not an absolutely necessary subject.

7445. Which of those subjects depends on the size of the hospital—which of those subjects could not be taught in consequence of the smallness of the hospital?—Not one of the subjects. All of them could be taught independently of a hospital.

7446. Then surely a two-years course might just as well be given here?—I think if a young man has to learn medicine, he should be put at once into a well-equipped first-class school, because it is a fact, that first, and second year students even, go into the hospital and pick up a little knowledge before they are actually obliged or expected to do so.

7447. But is there not a corresponding drawback in a large school? I refer to the teaching of anatomy. Do you not think that anatomy can be better taught in a small school than in a large school? For example, could not anatomy be taught better here, where there are only five students, than in Edinburgh, where there might be 500 or 600 students?—I do not think so. In my own case, I went to study in Dublin, for the simple reason that it was the best anatomical school in Great Britain. There, the number of students was very large, but the bodies or subjects were very numerous. One professor of anatomy did not teach the whole body of students. He delegated his office to a number of dissectors and demonstrators, and the students were thoroughly well taught. It is a matter of common sense that one professor can teach five students uncommonly well; but it does not follow that anatomy could be taught by him better than in a large school.

7448. As a matter of fact, is there not usually a dearth of subjects in large schools?—Yes. In London that is the case, but in Dublin it was not so. In Dublin, there used to be fifty bodies in the dissecting-room. In London, it was very difficult to get subjects.

7449. *Dr. Hector.*] Have you never heard the remark that when subjects are plentiful the anatomy is scant—that is, the students do not dissect with the same care as when subjects are scarce?—No. I know that there is a great deal of waste; but, in Dublin, I think there was very careful dissection. There was this advantage, that, instead of the students dissecting a body when putrid and green, as is the case in a scantily-supplied school, they could always get a fresh subject and dissect it all through.

7450. *The Chairman.*] Do you think that the present staff, of a professor and lecturer, is sufficient for conducting a two-years course in Dunedin?—Yes; with the exception of physiology and botany, which are not taught. Anatomy and chemistry are well taught. *Mr. T.M. Hocken.*

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7451. *Professor Ulrich.*] Do you consider physiology one of the most important subjects?—Yes; quite as important as anatomy.

7452. *Professor Brown.*] How do you propose to supply the want of medical men in the colony, if you think that it is still premature to establish even an incipient medical school?—I think it can be well supplied altogether from Home.

7453. Do you think that scholarships to the Home medical schools from here would do any good? Do you think that students sent Home on scholarships would come back, unless there was some condition attached to holding the scholarships?—Yes; I think they would be likely to come back.

7454. *Dr. Hector.*] Do you think it would be a good thing to have medical scholarships, such as the following one, which is offered in the New Zealand University Calendar, 1879, page 60:—“(1) There shall be a medical scholarship of the value of £100 per annum, and tenable for three years; (2) competition for the medical scholarship 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”?—Yes; I approve of that arrangement.

7455. *Hon. W. Gisborne.*] With a view to establishing at some time or other a complete medical school in New Zealand, is it not an advantage to have what has been called an incipient medical school, which would give two years' education in subjects which you yourself admit can be taught independently of the size of the hospitals in the colony?—I do not think it on the whole. I think there is something in a name, and that a man educated entirely at Home would have a better status than one partially educated here, and it would handicap him a little. I think if a young man intends to go into the medical profession, he should take the entire course at Home.

7456. *Professor Brown.*] You think this scholarship should be given at the beginning of the medical course, instead of at the end of a two-years course?—Yes.

7457. *Professor Cook.*] I presume it would be given as a result of examination in general knowledge?—Yes; to high-class students who determine to choose medicine.

7458. On condition that he pursues his medical studies at a recognized school in Europe?—Yes.

7459. *Dr. Hector.*] What is your opinion of the value of medical degrees granted in Melbourne?—I do not think very much of them.

7460. Would the objections which you urge against a medical school in New Zealand apply to the Melbourne Medical School?—Yes.

7461. Do you know the size of the Melbourne Hospital?—Six hundred beds.

7462. You could not object to the size of that hospital?—Certainly not.

7463. On what ground, then, do you object to the Melbourne Medical School?—I think the teaching machinery at Home is so much more perfect than in the colonies. Nearly all those who teach in Melbourne are engaged in every-day practice, so that they have not time to prepare a well-digested course of lectures.

7464. *Professor Ulrich.*] Do you know that there are eight or nine lecturers in Melbourne besides Professor Halford?—Yes.

7465. *Professor Cook.*] You say that it would be to the interest of young men to go Home, because otherwise they would be handicapped in starting the practice of their profession?—I have often conversed with intelligent people on this point, and they have uniformly said that they would prefer a man whose education they knew to have been completed in Great Britain.

7466. Do you know what has been the experience in Melbourne on that subject? Have their medical graduates got into good practice or not?—Dr. Moloney is in very good practice. Still, I should view such cases as exceptions, and not as the rule. I can fancy a young man who, by great ability, or force of character, or the aid of adventitious circumstances, might get into good practice even if educated, say, in New Zealand.

7467. *Dr. Hector.*] Would you send a youth Home to get his education, rather than to a colonial University?—I would not think twice of sending a young man Home at once.

7468. *Professor Brown.*] Do you think we can get as good a supply of medical men from Home as from a complete medical school specially set apart in New Zealand for the training of young men?—I think so.

7469. Do you think it would be a waste of money to establish a medical school in New Zealand?—I think so.

7470. *Dr. Hector.*] What do you think are fair fees to charge students for hospital attendance?—I think the fees decided upon the other day, of ten guineas for the first year and five guineas for the second year, are fair. I do not think they are excessive, especially in a place like New Zealand, where young men who go into the medical profession are probably wealthier, or their friends are wealthier, than they might be at Home.

7471. Even although it is too advanced work for them? You have already stated, have you not, that what they learn at the hospital is entirely apart from the first two years' course?—It is not suited for the students. It is not worth ten guineas to a student at that stage of his studies.

7472. *The Chairman.*] For whose benefit is this fee exacted?—It is for the establishment of a pathological museum. No penny of this money goes into the pockets of the teachers. It goes to found a pathological museum.

7473. *Rev. W. J. Habens.*] Do you think it will stand in the way of students entering the Medical School?—No; they would consider the cost beforehand, and it is a small cost, after all. They would attend three times a week.

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7474. *Dr. Hector.*] Is there any machinery, connected with the Otago College or otherwise, for teaching *materia medica* or pharmacy?—Students may go to the dispensary at the back of the hospital, but there is no real machinery.

7475. Who teaches there?—*Dr. Brown.* Still, he would not teach *materia medica*. The students would only pick up such knowledge as they might get in the smallest druggist's shop.

7476. I wanted to know what machinery there is for teaching druggists' assistants?—None whatever, I believe.

7477. Are there many people engaged in the sale of drugs?—Yes.

7478. Do you consider that the dispensing of drugs requires a certain amount of knowledge?—Yes; but I think the knowledge is easily acquired.

7479. Do you think that that knowledge is acquired at present, or are persons put into druggists' shops without knowledge, to dispense drugs at the risk of the people?—I am sure of that.

7480. Do you know of any accidents having occurred through such a state of things?—Yes. I cannot recollect one at this moment; but I know that many have occurred.

7481. Do you think that some provision should be made for instructing persons who go into business as druggists, and that some legal enactment should be passed for granting a certificate of efficiency?—Yes; I think so.

7482. I believe that in Great Britain there is such a certificate granted; and do you think it advisable that in this colony such a thing should exist.—Yes.

7483. *The Chairman.*] Would an unlicensed or uncertificated person be allowed at Home to dispense drugs?—I think it is not necessary for a druggist to be a member of the Pharmaceutical Society.

7484. *Dr. Hector.*] Do you think that persons dispensing drugs in New Zealand ought to be required to show some certificate of knowledge?—Yes; it is knowledge easily gained, but they do not gain it.

7485. *Rev. W. J. Habens.*] Which do you think most important—a character for scrupulous care and attention to business, or a knowledge of drugs and their properties?—The two are, together, most important.

7486. Which of the two is most important?—Well, a man of excellent character is the best. He would soon learn.

7487. *The Chairman.*] What term is synonymous in this colony with the term "apothecary," as used in Dublin?—There is no corresponding term. The nearest approach would be a medical man who dispensed his own medicines; because the definition of "apothecary" is, one who dispenses medicine and is entitled to practise; and that definition applies also to a medical man who dispenses his own medicines. But there is a great difference between the two.

7488. Was there a want felt amongst the youth of Dunedin, or their parents, for the establishment of a medical school, in order that youths might obtain a medical education in Dunedin?—No; and I speak from conversation and knowledge. I do not think a want was felt.

7489. Are you aware whether any young persons had to go Home, in order to obtain the education they could not obtain in the colony?—Yes.

7490. Is it customary at Home to exact a fee for hospital attendance?—Yes.

7491. *Professor Ulrich.*] You seem to think that, in its present condition, New Zealand is not ripe for a medical school. Have you an idea in your mind as to when a country like this should attempt such a thing? Could any country progress if it never made a beginning?—I believe that, in time, it would be the proper thing to have a medical school. I hope, in my time, to have to change my opinion; but I have a conviction that the time has not yet come. I do not take a prejudiced view.

7492. *Hon. W. Gisborne.*] Do you not think that we should make every preparation, so that when the suitable time comes we should have a thoroughly efficient medical school in the colony?—Yes; I think so. By that, I mean we should give a good arts education, and make it of a very high class.

7493. Do you fully recognize the evil that results from the necessity of parents having to send their children Home? Is it not a fact that a great many parents of small means are not able to do it, and that other parents, who send their children Home, expose them to great moral risk in the majority of cases?—I do not think so.

7494. Would not the youth be away from parental supervision and control?—That would occur if he went Home at the end of a second year.

7495. But would he not then be away for less time, and would he not be older?—Yes.

7496. *The Chairman.*] Is there any system of apprenticeship by which a young druggist learns his profession in Dunedin?—I have no idea.

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Mr. MILLER COUGHTREY, M.B., C.M., was sworn and examined.

7497. *The Chairman.*—I think you at one time held a position in connection with the University of Otago?—Yes; I was Professor of Anatomy and Physiology.

7498. For how long?—From August, 1874, till the end of December, 1876.

7499. Would you inform the Commission how you received that appointment?—I received it by sending in my application to the agents at Home, and those applications were sent out from Home. My testimonials were considered with those of other candidates, and I was selected from the list. I was in the Province of Auckland at the time I applied. I had only just arrived there from Home.

7499A. Did they advertise at Home for a Professor of Anatomy?—Yes. My application went in with those that came from Home, and I was selected.

7500. From your knowledge of Dunedin now, do you think the City of Dunedin was then ripe for the establishment of a medical school such as was established?—I think it was ripe for the initiation of a medical school. To say that it was ripe for a fully-matured medical school would be an error.

7501. The Commission understand that the proposal was merely for a medical school giving a two-years course of tuition. Do you think Dunedin was so far ripe for the school?—That was not the original proposal, not only of the University Council, but of those who agitated the question in the

Provincial Council. The original proposal was to found a complete medical school. I refer the Commission to the Report and Evidence of Select Committee, Otago Provincial Government Proceedings, 30th May, 1872. Then they were compelled by circumstances to fall back upon attempting to give only what was sufficient to keep up two years' curriculum at Home. If the question were put to me in this shape: Was Dunedin and the Province of Otago ripe for the formation of a medical school sufficient to give two years' curriculum? I would answer: Yes, most decidedly.

7502. What number of students had you during your tenure of office?—I had only one real medical student. The others were merely gentlemen who studied for the sake of pursuing science. They were not pursuing medical science with a view to a technical education.

7503. Did this student complete his two-years medical course?—No.

7504. Did he abandon the idea of entering the medical profession?—He could not complete his two-years course here, because the University of Otago had not founded sufficient classes to enable students to complete *two anni medici*.

7505. Are you acquainted with the arrangement which exists between the University of Otago and the University of Edinburgh, with regard to giving a partial education?—Yes.

7506. Was it in existence when you were appointed?—No. Practically it only came into existence about midsummer, 1876. The nature of it is as follows:—There is no general recognition between the *senatus academicus* of the Edinburgh University and the classes of the Otago University; but there is a special recognition of the lecturers who may be appointed by the Otago University. For example, there is a special recognition of the anatomy lectures, of the chemistry lectures, and of the lectures on zoology, by Captain Hutton. That is the full extent of the recognition obtaining between the University of Edinburgh and the University of Otago.

7507. Do I understand that the University of Edinburgh recognizes those branches of study?—It recognizes rather the occupants of those chairs than the University itself.

7508. The University of Edinburgh is aware who hold the chairs; and they are recognized?—Yes.

7509. Do you think that the present staff of professors and lecturers in the Otago University is sufficient for giving a two-years course of study?—No.

7510. Where is the deficiency?—It should be remembered that, to meet the requirements of a two-years medical curriculum, you have not only to deal with the bare fulfilment of a certain series of attendance upon lectures, but you have, further, to place your students, who may be educated in the colony, upon a par with students who have been studying for the same length of time at Home. That is one point you have especially to consider, in educating medical students in the colony with a view to their passing on ultimately to examination for a degree at Home. Now, in the University of Otago a great mistake has been made, and it was pointed out to them at the very earliest moment. They have never prepared their students so as to enable them, immediately they get Home, to pass a certain examination which then presents itself, and which prevents them from proceeding any further until that obstacle is overcome. There are lectures on botany required. These are compulsory, and preliminary to the study of medicine. It is considered by all medical teachers of the present day, that this class should be made preliminary to the study of medicine. A regulation exists, that after a certain time students shall pass this first examination, called variously, according to the corporation you have to deal with, and it consists of botany, zoology, and chemistry. Now, if a student be not prepared for this examination, he is simply thrown back, after his arrival at Home, for a longer period of time than students who have been educated at Home, and is thus placed at a serious disadvantage as compared with them.

7511. Does not this attendance in Dunedin relieve students from any examination at Home?—Not the slightest. I hold very strongly that the attendance for two years in Dunedin, as at present constituted, is simply a delusion to the student.

7512. *Professor Cook.*] Would it not relieve the students from attendance on certain classes, such as zoology and anatomy?—Theoretically it does, but practically it does not. When you have to deal with a body of students who are being educated for their profession, you find that they require to work gradually at their different classes, and at the same time return afterwards to some classes, such as anatomy, for their examinations. Now, unfortunately, the education that goes on in the Universities at Home is conducted more with a view to meeting the requirements of examinations, in many cases, than to the acquirement of sound knowledge; and the examination that faces a student when he arrives at Home, after two years' study in Dunedin, consists of what is known, in the Edinburgh University, as the "first professional"—in the London University, as the "first scientific" examination—and otherwise in Oxford and Cambridge. This examination can be taken at Home, by diligent students, at the end of their second summer session, if they commenced with the summer session; but, if they began to attend classes for the first time with a winter session, then they cannot appear for it until the end of their second winter session, and frequently they defer it to the end of their following summer session. Now students can obtain from the Otago University recognized lectures in anatomy, chemistry, and zoology. But, of these classes, anatomy belongs more to the study of technical medicine, than to the preliminary scientific training that every student must undergo according to the approved system of teaching. The consequence is that, after a boy has gone Home, he will find facing him his first scientific examination, and this examination is no light matter. The boy requires a sound training in botany—a much sounder training than can be acquired in two or three months. He also requires a very sound training in zoology. He also possibly requires a little further refurbishing of his memory with regard to chemistry; so that, practically, it will be found—and has been found in the case of the solitary student who went Home—that, instead of gaining two years by being connected with the University here, he will have to spend five or six years at Home, as compared with four years if he had commenced his studies at Home.

7513. *Professor Cook.*] I cannot understand how he would be worse off than if he had done nothing here?—Oh, no; I do not mean that. I mean that the total period of education required of a boy conjointly educated by the Otago and Edinburgh Universities, is more than likely to be five to six years, as compared with that of a lad who studied first at Home. My experience as a public teacher in

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Mr. M. Coughtrey. Edinburgh University and in the Liverpool Royal Infirmary School of Medicine, and also as a tutor having extensive classes in both places, grafted this fact strongly on my mind: that, for the Edinburgh University degrees, *e.g.*, while students educated in Edinburgh entirely could, with ordinary diligence and intelligence, get through their examinations at the earliest opportunity permitted them by the regulations, and be finished with them in four years, students educated elsewhere—in London, Liverpool, Manchester, Melbourne, and other places—for their first two *anni medici*, and then completing their education at Edinburgh, were invariably later in attacking the various examinations, and consequently in passing them, and that their medical collegiate study was extended to five years and over.

7514. Have no medical students been able to pass this first professional examination when they went Home?—I am not aware whether Mr. Lowe passed it or not. I am not certain.

7515. Supposing a botany lecturer were appointed here, would that complete the course which is necessary to obtain recognition at Home?—It would certainly complete the course to enable students to be in the same position as students of the same period at Home, as regards this scientific examination—it would meet that deficiency; but it would not make the students' two-years course as complete as, in my opinion, it ought to be. It would enable the New Zealand student to take the same standing in regard to this examination as students at Home, if he had been a diligent lad; but it would not make the course what it should be.

7516. *Dr. Hector.*] What further subjects would you consider necessary to be taught, in addition to botany, beyond those now taught?—The classes which I would have, for the sake of filling up the lad's time during the two years here, should enable him to devote a larger amount of time to more technical and important subjects during the remaining years of his medical education. The first I would have would be dispensary practice—practice in connection with learning *materia medica*, and practical pharmacy: *materia medica* as taught now—namely, a knowledge of the character of drugs, their different properties, and the tests applied. I may mention, too, that that class—as has been pointed out over and over again to the Otago University Council—could easily have been accomplished in connection with the two-years curriculum, without involving any expense.

7517. Are there any other subjects?—That is one of the chief subjects. I have a list of my views, which I shall present to the Commission. I finished it as an answer to questions put by the Otago University Council, but they did not do me the justice to publish it as I gave it to them. They only gave a coloured version of it.

7518. Would you not include physiology?—I should like physiology to come in in the second year, but in what I advise I am bearing in mind the funds of the University.

7519. *Professor Cook.*] Would it be necessary or not to teach physiology here during the second year, in order to place students on an equal footing with their fellow-students at Home?—No; it would not be necessary, as far as the examinations are concerned.

7520. *Dr. Hector.*] Is not physiology a subject for a two-years student?—It is; but it is not included in the second year's examination. It is included in the third year's examination. There are now three examinations. The first examination is more or less a scientific examination in botany, zoology, and chemistry. It ought to be regarded as altogether preliminary to the study of medicine, and, indeed, has been placed in that position by the conjoint Medical Board, formed by the chief medical associations at Home in their recent attempt at amalgamation.

7521. *Professor Cook.*] Do you think that an important subject like physiology could be got up wholly during the student's first three years?—No.

7522. Then would you have the subject taught in the second year?—Yes, if the University funds will permit of it.

7523. How would you propose to manage?—When the New Zealand student would be in the position I have told you, it would mean extremely hard work in the third year for him to get over the classes, and to absorb the requisite amount of knowledge to pass the examination facing him at the end of the third year, unless he had been well trained in this subject.

7524. *Dr. Hector.*] Do they not still take physiology in the second year at Home?—Yes; the practice at Home is, undoubtedly, to take systematic physiology in the second winter.

7525. Is that found to overwork them?—No; if commenced in the summer session.

7526. *Professor Cook.*] I suppose you contemplate that an important subject like physiology would need a professor specially for it?—Yes. I will make it clear by reading from a letter which I sent to a committee of the University Council in reply to questions put by them to me. The letter is dated 30th March, 1876. The first question was, "What staff is necessary to complete a medical school?" My answer was, "The staff requisite for a complete medical school which would be in accordance with the opinions of the medical educationists of the day, and of sufficient extent to be recognized by the Home authorities, is: 1. Professor of anatomy, descriptive and surgical, including practical anatomy. 2. Professor of chemistry, systematic and practical. 3. Professor of general anatomy and physiology, including experimental physiology. 4. Professor of general pathology and pathological anatomy. The above four professors should be trained specialists, and not general medical practitioners. 5. Clinical teachers of medicine and surgery, who should also be visiting medical officers to the hospital. (Dunedin Hospital has an average of 170 in-patients weekly, and would require at least four visiting medical officers: that would be in the proportion of about forty in-patients to one officer, the proportion obtaining elsewhere being about twenty-five to one—very rarely thirty-five to one.) 6. Lecturer on the principles and practice of surgery, who should also give a course on operative surgery. 7. Lecturer on the principles and practice of medicine, who should also give an elementary course on medical diagnosis. 8. Lecturer on *materia medica*, general therapeutics, and medical botany. 9. Tutor in practical pharmacy, who should also be dispenser to the hospital. 10. Lecturer on forensic medicine (medical jurisprudence) and general hygiene, six months' course. 11. Lecturer on principles and practice of midwifery and diseases of women and children. 12. Lecturer on morphological and physiological botany. 13. Lecturer on zoology and comparative anatomy. 14. Tutor in the principles and practice of vaccination, who should also hold some public appointment as Government vaccinator. And, as accessory lecturers, I would recommend the following, as soon as means will permit: (a.) Lecturer on ophthalmic diseases and ophthalmic surgery. (b.) Lecturer on

mental pathology and diseases, who should be some competent medical man in charge of an asylum. The following are the things I have, at various times, recommended the Council to do to obtain two recognizable *anni medici*; but the Council has not followed my advice: 1. Hospital practice and clinical teaching. 2. Appointment of a lecturer on botany. 3. Appointment of a lecturer to deliver fifty lectures at least in zoology pure. 4. Utilization of Dunedin Hospital for hospital classes and clinical teaching, and also of hospital dispensary for practical pharmacy. 5. Utilization of botanical gardens. [*Vide* my letters to the Council dated 21st August, 1874; 27th August, 1874; 19th June, 1875; and my report, 19th June, 1875.] The committee [this referred to the committee of the Council] will find, in appendices B., C., D., E., and F., of my letter to the Council, dated 21st August, 1874, that I then furnished to the Council all the data necessary for estimating the requirements of a complete medical school, or, of two recognizable *anni medici*." Then, in reply to the committee's question as to the "probable cost of the medical school," my reply was, "I cannot give a general reply to this question, but I could give the Committee much information on this point, that would enable them to form an approximate estimate. This I should prefer to do in the form of a written statement, accompanied by oral explanations." Now, that Committee, notwithstanding that I was a member of the University teaching staff, never had the courtesy to ask me to give the information, which was most important in connection with founding the medical school, or in enabling them to come to a conclusion as to the cost.

7527. *Dr. Hector.*] Did you at that time make an estimate of what it would cost to carry out the scheme you have sketched?—I made an estimate at the time, and I found practically that, if matters were worked amicably with medical men in Dunedin, and with the introduction of a few professional experts in the departments of pathology and physiology, in from six to eight years the funds of the University would have permitted it, if economically used: that is to say, also allowing for the progress of other departments of the University.

7528. *Professor Brown.*] How did you arrive at that conclusion?—From knowing what the funds of the University were at that time, and were likely to be, and what were the supposed requirements of other departments of the University. Taking all these matters into consideration, I came to the conclusion that we might have a sound mature medical school here in from six to eight years from the date of this letter. I cannot now find the data upon which I formed that conclusion.

7529. *The Chairman.*] Did you retire from your position as professor owing to differences with the University Council?—I did, most decidedly.

7530. Were you allowed private practice when you held the office of Professor of Anatomy?—I was not allowed private practice. I had no written engagement, only a formal notification that I was appointed to the chair; and the only condition, in regard to private practice, was stated in the advertisement which caused me to apply. In this advertisement it was stated that "Private practice will not be permitted." On making inquiries as to the meaning of "private practice," as used in the advertisement, I was told distinctly that it did not include what I call consultation practice pure—that is, attendance upon any cases of sickness, always through the intervention of, or with, another medical man. I had a witness in the shape of the then Chancellor of the University, the late Sir John Richardson, and I had also witnesses as to the meaning attached by several members of the Council to the words "private practice" at the time I was appointed to the chair. Then a difference arose, owing to the firm stand I felt bound to take between some members of the University Council and myself, in regard to certain hospital appointments, and pressure was brought to bear to try and prevent me from being called in consultation with other medical men. However, I looked upon that as an entirely minor matter. What a man would make in private practice would be a mere bagatelle, and consultation practice pure would be merely for the pleasure of the thing. My reasons for leaving the University were otherwise. As I have publicly stated, I did not regard the University as properly administered. I did not regard the treatment of some of the professors as fair, and I did not see much hope of matters being ameliorated. Those were my chief reasons.

7531. Was your time so fully engrossed with your professional duties as not to admit of your undertaking private practice?—It was not so fully engrossed. Certainly I had not anything like the number of students there are at Home, and men occupying such positions at Home can undertake private practice. Professor Halford, in Melbourne, is allowed consultation practice; but he told me himself that, as regards emolument, he might as well be without it.

7532. You seem to express an opinion that the affairs of the University are not well administered. Would you like to make any remarks to show the want of proper administration?—I have several important data. It is not merely a question of my opinion, but it is an opinion founded upon data. In the first place, when the Chair of Anatomy was founded, I was naturally anxious, having connected myself with the institution, that it should progress at a fair and moderate rate of growth. I left word with the University Council, when I went Home, that one of the most important things to be attended to, to make my services of value to them in obtaining recognition in the Home institutions, and other support there, would be to have the matriculation examination and the general examination so modified that it should meet the requirements of the General Medical Council at Home. I can show you copies of letters in which I pointed this out twice to the University Council in a clear manner. Further, when a committee was appointed, consisting of Drs. Burns and Hulme, they were distinctly requested, in writing, to attend particularly to this matter, and to aid the University Council and its committee. With the assistance of the Professorial Board—to whom, I may say, they never relegated the matter—I drew up a tabular statement of the requirements of the different examinations in this and in all the various Home corporations, and I placed them in parallel lines, so that they might see clearly to what status the examination should be raised. To my great surprise, this matter was utterly neglected the whole time I was at Home. Of course I could not go to the Home corporations and ask them to recognize us, as long as the clear basis of all recognition was wanting. If I had presented the matriculation examination then in force in the Otago University at that time, the Home corporations would simply have laughed at me.

7533. Am I to understand that you paid a visit Home while holding office?—Yes.

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7534. *Rev. W. J. Habens.*] Had the University Council decided to make use of your services at Home?—Yes.

7535. And they neglected to supply data?—Yes; they neglected to take the very steps here for the completion of which I was to work. There is another matter, viz., in reference to the carrying-out of the Anatomy Act. In the study of anatomy we require to prosecute it in a legal manner, in order to obtain bodies; and, unless you have some legal machinery, you may get into warm water with the populace. I drew up a schedule showing the requirements of the present Anatomy Act at Home, and I pointed out some variations which I would like to have made in the Home Act before it was applied to the colony; and I wished that that should be carried out before I came back, or that steps should be taken with that view. When I came back I found that not the slightest steps had been taken with regard to it, and it was only after pressure on the University Council that I got it carried through. Then it was chiefly through the assistance of two members of the Council—the Hon. Dr. Menzies, and the late Sir John Richardson—that I got it passed. And if I were asked for another datum clearly showing the action of the Council with regard to the progress of education, I might mention that the Professorial Board gave a clear intimation to the University Council that it would be unwise to expend all their money in bricks and mortar, and to have a huge building with little teaching material or appliances. This was clearly stated by a body of men competent to express an opinion, and was not the statement of one prejudiced individual. The Commission have only to examine for themselves the University library, and they will see what number of books have been received since 1876. They can also see the small amount of teaching appliances that have been gathered together since 1876. In other words, all the money has been spent in building a large edifice, but nothing has been bought to fill it and to make it practically useful to the community.

7536. Were you a member of the Professorial Board when this protest against expenditure on the new building was lodged?—I was.

7537. *Dr. Hector.*] Was there any reason why that money had to be expended in building?—There was no reason, so far as I knew.

7538. Was there any provision that all the money obtained by the sale of the old University building should be applied to the building of a new place, and that no part of it should be applied to any other purpose?—No; I can go farther, and say that there was no clause prohibiting that.

7539. *Hon. W. Gisborne.*] Is the library accessible to the public?—Yes.

7540. How is it arranged?—I cannot say how it is arranged now. I was one of the members of the Library Committee, but since then the books have been removed. Before that, the books were tolerably well arranged, considering the circumstances of the building; but the books are sadly deficient. I will take, as one example, the journal of the Anthropological Society. That has not been kept up to date. The Quarterly Journal of Science, as far as I remember, was not kept up to date, and was very far behind. Most of the books you would expect to find in the scientific library of any academical institution were not to be had. Many serial works that were commenced have not been continued.

7541. *Professor Ulrich.*] Have you ever heard of the University Council resolving to spend a certain sum of money per annum—£200—for the purchase of books?—That was a very long time ago, and a large amount of money, to the amount of nearly £1,000, I think, was obtained by public subscription. There is also this defect: I hold that every occupant of a chair, especially in the department of science, should have placed at his disposal the means of enabling him to do original work. Now, you may have the bricks, but if you have no mortar in which to set them, in the shape of books of reference, it is impossible for any scientific man to carry on original research, in that satisfactory manner which is requisite. The pursuing of original research is of double value. It is of value to the teacher, and also to the institution with which that teacher is connected. Now, if such research cannot be carried on, it is a serious disadvantage—a disadvantage to any teacher who aspires to a higher position than the one he holds, and a disadvantage as well to the institution with which he is for the time connected. Further, it is a disadvantage to the students who are being trained under a teacher who cannot carry on what is essential to good teaching.

7542. *Dr. Hector.*] You mean that in a library constant additions are necessary for original research?—Yes.

7543. You consider that a good library of reference is valuable in connection with a University, and of use to the students?—Yes; most decidedly. I consider it essential.

7544. *The Chairman.*] Have you given any consideration to the mode of appointing the University Council?—Yes.

7545. Do you think the present mode is the most desirable?—I do not think so. In the first place, I do not think the constitution of the University Council is the correct one. The University Council of Otago was formed under the old Otago Ordinance, and it is composed, you may say, of nine-tenths of laity, and one-tenth of academical men. It is rather an anomalous thing that a University Council should consist of a minimum of academical men. In the second place, the mode of filling up appointments seems to me to be ruled more or less by the chief political power of the day. I have noticed that in one or two instances that has been the case—at least, that has crossed my mind. Instead of the professors, or Professorial Board, and the students having a voice relatively in the management of this Council, they have none.

7546. *Professor Brown.*] Do you think it absolutely essential to the good government of the institution that the professors should have a voice in it?—I certainly think they should have a voice.

7547. Do you object to the system of nomination by the Government?—I object to it altogether. I think the professors should be allowed to elect one or two members of their own body to serve on the Council. I think one member of the University Council should be elected by the graduates, and for this reason: that under the old Otago Ordinance there was a clause which stated that after the lapse of a certain period of time, when a certain number of graduates should exist, those graduates should have the power of electing a Senate, to perform many of the duties now performed by the Council. By the abolition of provinces that is knocked on the head.

7548. *Professor Cook.*] Was not that brought about by affiliation with the New Zealand University?—No; by the abolition of provinces.

7549. Professor Macgregor has pointed out that the thirty graduates mentioned in the Ordinance *Mr. M. Coughtrey.* meant thirty graduates of the University of Otago, but that, since affiliation, the University of Otago had ceased to give degrees, and consequently could never fulfil the condition.—I think that, so long as the Provincial Government of Otago was in existence, the University of Otago was in a better position for obtaining that special charter towards which it is at present taking steps. That is what I meant. I mean also that, without this charter, there is no possibility whatever at the present time of the University of Otago having thirty graduates. *June 25, 1879.*

7550. *Hon. W. Gisborne.*] Cannot this be said in favour of the University Council: that, generally speaking, in the selection of professors, it has appointed a very able teaching staff?—Well, opinions differ upon that point. My opinion regarding the University Council is, that it has done fairly well much of its work in that respect; but that it has gone even about that work in an extremely blind manner. I will give you an example of how the matter has in some cases been arranged. The University has, in some cases, delegated its powers to Home corporations. Well, as in its efforts for recognition, I believe it has committed more or less of an error, for it seems to have confined its selection to one or two individuals connected with the Scottish corporations. Although I am a graduate of the University of Edinburgh, and love my *Alma Mater* very much, I certainly think it is a great error on the part of any colonial institution or University to have all its proceedings taken under the wing of one Scottish University, as I notice has been done more or less in connection with the University of Otago. Then, in some cases where communications have been sent Home from the University of Otago with reference to the question of recognition, they have passed through the hands of the local Scottish agents, and have been so mangled and murdered that, bad as they were before they went Home, they were still worse after they passed through that fire. I refer to letters applying for recognition.

7551. *Dr. Hector.*] In your opinion, looking to the necessities of higher education in Otago, do you think it desirable that a body constituted as you describe should get an independent charter?—Most certainly not.

7552. *Rev. W. J. Habens.*] Do you think that the possession of a charter would produce more activity and diligence?—The possession of a charter means this: that, for a population of 420,000, we should have at least three or four specially chartered Universities in New Zealand, which I think would be very much to be deplored.

7553. *The Chairman.*] Do I understand it is your opinion that there should only be one degree-granting body in the colony?—There might be two; but I certainly think that four degree-granting bodies, such as are likely to flow from the special application of the University of Otago, would be a great drawback to University education in the colony.

7554. Can you mention any other instances, besides that with regard to the new building, in which the University Council rejected the advice of the Professorial Board in regard to University matters?—I do not remember any other instance at the present time; but I know there were other examples with which I was conversant, and possibly if I had time I could mention them.

7555. Did they refuse the professors admission to the Council?—They did most decidedly. My general impression, and I think it is a fair impression, is this: that the Council of the University of Otago have always shown themselves, as far as I know, extremely jealous of the least degree of interference on the part of the professors. If the professors wanted to advise them, they had to go about it in a gingerly manner, like a lot of little schoolboys having to ask their master for a holiday.

7556. *Hon. W. Gisborne.*] Is the Professorial Board known to the law in any way?—No. There is no Professorial Board legally recognized as such—that is to say, under the constitution of the University.

7557. *Dr. Hector.*] Is it self-constituted, or was it called into existence by the Council?—I think it was adopted by the Council, as a good means of ascertaining the wishes of the professors.

7558. *The Chairman.*] By whom are the functions of the Professorial Board defined, as I find them in the Calendar?—By the Council. They originated with the Board, and were agreed to by the Council.

7559. *Professor Brown.*] Has the Council ever abolished the Professorial Board?—Not that I know of. The majority of the steps taken in connection with the University have been initiated by the professors. They were then adopted by the Council.

7560. So the Council has adopted many suggestions?—Without doubt, they have adopted many suggestions.

7561. *The Chairman.*] Were you a professor of the University when affiliation took place?—I cannot definitely say whether I was.

7562. Do you know whether it has proved beneficial to the Otago University or otherwise?—I think it has proved beneficial to the University of Otago. In the first place, it has been the means of bringing about concerted action between the only two reputable teaching Universities so-called, as to the status of their teaching, and as to action and interference in educational matters. Then, I believe, affiliation has proved of pecuniary advantage to Otago: it got the Southland reserve of 10,000 acres, chiefly through the negotiations for affiliation. And, lastly, I think much benefit has accrued to Otago University, and to every local institution, by relieving them from the duty of examining students for degrees: indeed, affiliation put an end to that competition in examination for degrees which before subsisted in New Zealand. The history of secondary education throughout the world points to the fact that competition in examinations leads to a lowering of the standard, and a more facile entry for students in great numbers. The members of the Commission will see, from what I have said, that I am strongly of opinion that teaching corporations, and those for examinations and conferring degrees, should be kept quite distinct.

7563. Now, with regard to the appointment of the Senate of the New Zealand University. You know that the nomination is by the Governor in Council. Do you think that is a proper mode of appointing the Senate?—No; I think the Senate of the New Zealand University should be appointed on a more elective principle. At present, the Senate of the New Zealand University has the same stigma attaching to it that I attach to the University Council of Otago—namely, that it is a

Mr. M. Coughtrey. nominated body. I have often thought it would be advisable, as has been lately done, that more of the professors of the various institutions connected with it should be placed upon its roll.

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7564. *Professor Brown.*] You think it is dependent on political accident?—I think that many of the appointments in the past have been dependent on political accident.

7565. *The Chairman.*] Is there any other matter you would like to remark upon?—Yes; there is one matter. When I was at Home I met Dr. Carpenter, the Registrar of the London University, and he made a suggestion, in a letter to me, which may be of some importance, with regard to the affiliation of the New Zealand University to the London University, in respect to examinations belonging to the London University to be held in this colony by the New Zealand University. Dr. Carpenter, in his letter, says, "The Senate [of University of London] would probably be willing, if applied to through the Colonial Office, to carry on a matriculation examination at Otago, as is done at other colonial centres. The Senate would not be disposed, however, to carry on the preliminary scientific examination elsewhere than in London." Now this important matter, I also complain, was not taken advantage of by the Council of Otago University.

7566. Are you aware whether any of the London University examinations are conducted in this colony?—I am not yet aware that the London University does carry on any examination in these colonies; but, for those New Zealand students who wish to acquire a New Zealand degree, and afterwards to proceed to another degree at Home, it might be advisable to give them the power of passing the preliminary examination in this colony.

7567. *Dr. Hector.*] Are you aware of what has been done at the last two meetings of the New Zealand University Senate in connection with the Gilchrist Scholarship, and for obtaining London examiners for the degree and scholarship examinations next year?—I was not aware of that.

Mr. George Cowie. Mr. GEORGE COWIE, General Manager of the Colonial Bank of New Zealand, was sworn and examined.

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7568. *The Chairman.*] As General Manager of the Colonial Bank of New Zealand, did you conduct negotiations for the purchase of the old University buildings?—Yes.

7569. What was the sum paid?—Twenty-seven thousand pounds, I think.

7570. Can you inform the Commission what that building is now valued at by the Land-Tax Officers?—I cannot. The land, I take it, is valued at £20,000. That is excluding improvements. The purchase was effected in May, 1877.

7571. What is the whole building valued at amongst your assets?—At what we paid for it, and what we have since added to it by way of alterations and improvements.

7572. *Hon. W. Gisborne.*] I understand that, when you bought it, you wrote it down as an asset at what you paid?—Yes. It stood in our books exactly the same as the payments were made, and at this date it is the same.

7573. Was the negotiation conducted by public tender, or by private contract?—By private contract.

7574. Had it been advertised?—Yes; and it was open for sale more than a month before we took action, and had been under offer to two or three parties at different periods—once at £6,000 or £7,000 less than we paid for it.

7575. Was it advertised at a fixed price, or were offers called for?—I cannot recollect. I was told to-day that it was offered to another party at £21,000, but that the offer was not taken.

7576. *The Chairman.*] Do you know if the Colonial Bank offered a larger sum than was afterwards paid?—We offered £27,500 about a year before; and we have virtually paid £27,500, because extras came in which we did not know of. Twenty-seven thousand five hundred pounds is what we actually paid, and interest at 7 per cent. It was a very high rate of interest. We had to pay 7 per cent. on all instalments, until they came due. That was the stipulation of the University Council. I looked upon it as adding £1,500 more to the price.

7577. Why was not the price paid off at once?—The University Council would not take the money. They preferred to have this good investment at 7 per cent. At that time money was very flush.

7578. What time elapsed before the purchase-money was paid off?—I think it ran over thirty-six months. We made an arrangement with them afterwards whereby it was shortened, because they wanted the money. But, as a matter of fact, we would sooner have paid the money at the time of the purchase. We might not afterwards, when money got dear.

7579. *Hon. W. Gisborne.*] Who sold the property?—The University Council. I made the offer.

7580. Do you remember what was the title?—I do not remember. I think it was vested in the University Council. I think the Governor in Council assented to it in some way or other.

7581. *Rev. W. J. Habens.*] Are you aware of any public manifestation of feeling that the University Council had sacrificed the property in selling to the Colonial Bank?—I know there were some landsharks who were vexed because they did not get the property—after we bought it. But no one would look at it before.

7582. *Hon. W. Gisborne.*] Have you any idea of what the value of the building was at the time, putting aside the land? Of what value is the building now, exclusive of the land?—I am not a valuator of property.

7583. Do you think the building cost a very great deal more than the difference between £20,000 worth of land and the sum of £27,000 which you paid?—A very great deal more.

7584. How do you think there was so much difficulty in selling at the price obtained?—It was like selling a white elephant.

7585. Was it too costly?—There was no competition for it. No one would buy it, except as a speculation.

Mr. W. Brown.

Mr. WILLIAM BROWN, M.B., was sworn and examined.

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7586. *The Chairman.*] What office do you hold in connection with the Medical School?—I am Lecturer on Surgery. It is in connection with the University of Otago.

7587. How many students attend?—Two.

7588. I think the arrangement is that the first two years' instruction in the medical course is given in this school? What subjects are included?—Anatomy, chemistry, zoology, and surgery.

7589. What is your opinion as to New Zealand being fitted at present for establishing therein a complete medical school?—I think it would be premature.

7590. What are your reasons?—There is no one city of sufficiently large population to afford facilities for a complete course of education; and the difficulties attending the getting of a complete staff in one town, of the size of most New Zealand towns, are such that I think it would be well to postpone the establishment of a complete medical school for some time.

7591. Do you think it a good thing to give a two-years course?—I do not know whether even that has not been acted upon too soon.

7592. Can the subjects which are included in the two-years course be taught as well here as in England?—I believe so.

7593. And they are recognized at Home?—All the teachers are recognized, with the exception of myself. I have not yet received recognition. My request for recognition was delayed because the University Court of Edinburgh desired to have fuller information about the Hospital. That information reached Home about the 14th of March or April, just one day before the meeting of the University Court; and there was no time to refer the matter to the senators. I received a reply stating that the application would be considered at the next meeting in July. I have reason to believe, from letters I have received, that recognition will follow. All the other teachers are recognized.

7594. *Dr. Hector.*] What recognition will you receive?—As Lecturer on Systematic Surgery.

7595. Is that the course of lectures you give at present?—Yes.

7596. *Rev. W. J. Habens.*] Is the course of study pursued here during the two years amply sufficient to count for two years when the student goes Home?—Coupled with hospital attendance, it is.

7597. How many institutions in Great Britain will recognize the two years' study and attendance here as being of the same value as two years at Home?—I cannot tell. I believe it is the custom for most of them to recognize such classes as are recognized by the University of Edinburgh.

7598. Without being asked for recognition, will they recognize?—I cannot state positively. I believe, however, that most examining bodies will recognize classes which are considered sufficient by the Edinburgh University.

7599. *Dr. Hector.*] Have any steps been taken to ascertain that definitely, because it is a most important point?—I am not aware whether any steps have been taken.

7600. *Professor Cook.*] Are there not one or two subjects not given here which are required at Home?—Botany is the only one.

7601. *Professor Brown.*] Is not physiology required?—That is not necessarily required in the first two years. In the course of time it will be required.

7602. *Professor Cook.*] Is not physiology usually required at Home during the first two years?—Not required, but usually taken in the second year. They begin systematic surgery at Home in the second year. I think physiology ought to form part of the course here.

7603. *Rev. W. J. Habens.*] When do the students take anatomy?—At the beginning.

7604. *Professor Cook.*] In order to give a real two-years course, and in order to place the students on the same level as those at Home, do you think that botany and physiology should also be taught?—Yes. There is no compulsory order in which classes have to be taken. It is simply a matter of custom, and convenience in attending examinations. The first examination in Edinburgh includes botany, chemistry, and zoology. The student may postpone that examination until the third year or fourth year.

7605. *Professor Brown.*] Does the two years' study here do away with the necessity of the student passing any examinations?—No.

7606. *Dr. Hector.*] If a student went Home and took botany for the first year at Home, would he be complete for the first examination?—Yes; if, in addition, physiology were taught here, he would be complete for the first and second examinations at Home, except for *materia medica* and pathology.

7607. Would it be desirable to teach *materia medica*?—Not unless you intend to have a complete course.

7608. Would not *materia medica* be useful in other ways?—Yes; it is included in the second examination in Edinburgh.

7609. *Professor Sale.*] Is it necessary or desirable that the student should give much of his time to attendance at the hospital during his first year?—During his first year it is not necessary. But it is well that he should become familiar with disease as early as he can manage it in his course.

7610. But would his attendance at the hospital during the first year be comparatively unprofitable, before he obtained any information in anatomy?—Well, there are two answers to that question. One is in the light of what medical education should be, and the other is in the light of what examining bodies require. I think there is a great deal too much expected of students by the examining bodies at Home; and seeing that the first examination includes chemistry, botany, and zoology, which form no part of medical education proper, I think it would be better for the student to attend lectures on those subjects. If those subjects were left out, and a good deal less scientific knowledge required of students, as should be the case, I think it would be well for the student to attend the hospital at once. We have, however, to consult what the examining bodies require; and, in that case, perhaps it is not desirable for the student to devote much time to the hospital during the first year. Otherwise, I think he should attend the hospital as early as possible.

7611. *Dr. Hector.*] Do you get the students in the first or second year?—In the second year. Then I give them systematic surgery, and instruction in the hospital. I endeavour to follow the Home practice as far as I can.

7612. *Professor Cook.*] Are you of opinion that it would be desirable to exact from medical students a high-class qualification in general knowledge—in arts, classical attainments, and so forth—

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before they enter upon their special studies, so as to secure that the medical men educated here should be men of culture?—I think we should have the same examinations as are required at Home for medical students. For the M.D. degree in Edinburgh what are put in the "Otago University Calendar" as compulsory subjects are required; and three additional subjects are also required for the Edinburgh degree: one must be Greek, and another moral philosophy or logic.

7613. *Professor Sale.*] Do you see any objection to the Professor of Anatomy having the right of private practice?—No.

7614. Can you state what is usual in other medical institutions?—I have been a student in two Universities—Aberdeen and Edinburgh—and in neither of those did the professor practise medicine, because his whole time was taken up with his duties as professor. But I believe the Lecturers on Anatomy in some colleges do practise.

7615. What is the case in other institutions?—I believe that in some other institutions, such as the College of Surgeons, the Lecturer on Anatomy is at the same time a medical practitioner.

7616. *Dr. Hector.*] Do you think that, if the regulations would admit of it, and there were only a few pupils, it would be practicable for the Anatomy Professor to lecture on physiology?—I see no incompatibility. There would be no difficulty in his giving lectures on physiology, and all the physiology required could be given by him; but the regulations for graduation at Home prevent a teacher from teaching two separate subjects.

7617. Do you know anything about the hospital fees that are charged here?—Yes; they propose to charge ten guineas for the first year, and five guineas for the second year.

7618. I understand you to say that you only teach students in the second year?—Yes; that would practically mean ten guineas for each student.

7619. Do you think that is enough?—I think it is too much. I think it is an excessive fee.

7620. Is it in excess of what is charged at Home?—My only acquaintance is with the Scotch colleges, and the fee here exceeds what is charged in them. At Aberdeen it is £3 10s. for the first year, and £3 for the second; and £6 for a perpetual ticket. In Aberdeen Hospital there are 300 beds, with an efficient staff; but that fee does not include attendance on lectures. In Edinburgh the fee for the first year is five guineas, and the same for the second year. The second payment, in Edinburgh, entitles students to a perpetual ticket.

7621. Would your pupils hold the position of dressers in the different wards?—They do so here.

7622. Do you think that, in addition to the advantage gained by the students, they are of some assistance in the hospital?—They are so few in number that I do not think they are. If we had more, they might be of assistance.

7623. Are not the services of the dressers very important in the Edinburgh Infirmary?—Yes. There is one thing about the fees: the student pays £10 here, at a time when he is not in a position to derive very much benefit from hospital attendance. If he goes Home, to Edinburgh, he has then to pay the same hospital fees as if he had not attended here, so that the large fee does not entitle him, as it ought to do, to freedom from payment in later years, when he would derive real benefit from hospital attendance.

7624. Then it is no real advantage to a student to take hospital attendance here, so far as progress towards his degree is concerned?—It is of advantage to him, but I think he is charged too much for it.

7625. What do you think would be a fair fee?—Three or four guineas. The Hospital Committee have been guided to a decision by some cases quoted by two or three members of the medical staff, and in those cases they have selected schools not formed at all on the same model as this one. The proportion, of the hospital fee to the whole medical course, which they quote is more than one-half of the whole expenditure.

7626. *The Chairman.*] Is there a medical library attached to the University?—Not as yet. There are some books on anatomy and general medical subjects, but there is, properly speaking, no medical library. The medical papers are not taken, to my knowledge.

7627. Do you not think it advisable that they should be taken in, for the information of the students?—Yes, I think it is advisable. The medical paper might be sufficient.

7628. *Professor Sale.*] What were the cases quoted by the Hospital Committee in support of the high charge?—Some London establishments—Bartholomew's, Guy's, and King's College, London.

7629. Will you explain what difference there is, in the model on which those institutions are formed, which makes their case inapplicable to ours?—Those schools form part of a hospital. The hospital and medical school form one institution in the case of Bartholomew's and Guy's; and the hospital fees, in these cases, amounting to fifty or sixty guineas altogether, must, I fancy, include a good deal more than is meant by the Edinburgh Hospital fee, which is simply for admission to the infirmary. Our school is connected with the University of Otago, and not with the Hospital at all; the Hospital here, as a Government institution, being placed at the service of the University. We are on the model of the Scotch schools, and the plan there is for the students to pay fees to the hospital simply for the privilege of entering its gates as students. The fees to professors are different.

7630. *Dr. Hector.*] Probably those fees include clinical surgery?—That may be so; because, while the perpetual fee for hospital attendance is put down at sixty guineas, the whole medical course, including everything, is one hundred and five guineas. So that, if you subtract the hospital fee, you will have only forty-five guineas for the rest of the lectures.

7631. *Professor Sale.*] What is the whole expense of medical tuition at Edinburgh?—The minimum expense is given in the Calendar as something over £100—£104 or £110—or, excluding graduation fees, somewhere about £90.

7632. Then the whole expense at Edinburgh, with the small hospital fees, amounts to something like the same as Bartholomew's with the large fees?—Yes.

7633. From that you infer that the large hospital fees are charged at Bartholomew's because the privileges of that hospital include something more?—Yes.

7634. *Dr. Hector.*] Is the class of cases you get in the hospital here sufficiently varied to afford instruction?—Yes. We get a good variety of cases, medical and surgical. One of the students attended the wards constantly during last summer. They keep records of surgical cases for me.

7635. Are they getting the benefit of attendance in the wards under a medical teacher?—I believe one member of the staff gave this student instruction last year. I only know that from newspaper correspondence. *Mr. W. Brown.*
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7636. Are the students allowed to go round the wards?—Yes.

7637. *Professor Cook.*] You say the cases are varied. Do you mean that they are sufficiently varied to give a full course, or just this preliminary hospital practice?—The preliminary hospital practice. I scarcely think they are sufficiently varied for a man to acquire full knowledge. But there is a sufficient variety of cases to give students a grounding in surgery.

7638. *Dr. Hector.*] Is there as much variety as there is in a provincial hospital at Home?—Yes.

7639. *Professor Sale.*] Do you know if the Hospital Committee has had clearly pointed out to them the distinction you have mentioned, between the meaning of hospital fees at Bartholomew's and here?—Yes.

7640. And, with that explanation, has the Committee finally decided to keep the fees at the original amount?—No. I believe there is great difficulty in getting a quorum together. I believe that is the reason why they have not come to a decision. It is only when there is a burning question on hand that they can get a quorum.

7641. *Dr. Hector.*] Is that the Committee on which the management of the Hospital devolves?—Yes.

7642. How, then, is the business managed?—There is a sub-committee.

7643. Is it formed of medical men?—No; there is no medical man on it.

7644. *The Chairman.*] Do you think that the medical scholarship offered this year by the New Zealand University will be an inducement to students?—I think so.

7645. Do you think that the conditions imposed are suitable?—I think they are unobjectionable.

7646. *Rev. W. J. Habens.*] Do you think any of your students are likely to take this?—There are five here, but only two are in my class.

7647. *Professor Brown.*] Will all those five be qualified to go in for the scholarship?—I am not acquainted with the other three. I am only acquainted with two; and I believe both my students will be qualified.

7648. *Professor Cook.*] Are you aware of any other medical school that can fulfil the conditions besides the Otago School?—I am not aware that there is another school in New Zealand. This year, this is, virtually, a scholarship given by the New Zealand University for the benefit of the Otago University.

7649. *The Chairman.*] Do you think the conditions are proper, and open to any applicants who may fulfil those conditions?—The conditions are proper, because the condition which requires that the subjects shall be such as are recognized by the Home examining body ensures that the student's time is not wasted.

7650. *Professor Cook.*] Would you prefer a scholarship of the kind given by the New Zealand University, or a scholarship given for excellence in general education, and in such subjects as botany, zoology, and chemistry, and tenable only by students proceeding to any European University with a view to qualify for the medical profession?—I prefer it as it stands. I think it is a pity that it seems to be limited to the University of Otago. If some plan could be devised by which the benefit could be derived by other students it would be fairer.

7651. Would not such a scholarship as I suggest be open to the whole of New Zealand instead of a part?—That would imply sending away the students. It might be well to have a scholarship such as you suggest in addition to the present one.

Mr. E. W. ALEXANDER, M.R.C.S., L.R.C.P., was sworn and examined.

Mr. Alexander.

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7652. *The Chairman.*] Are you a medical practitioner in Dunedin?—Yes.

7653. How long have you been in Dunedin?—About fourteen or fifteen years.

7654. What is your opinion as to the establishment of a medical school in Dunedin or any other place in New Zealand? Do you think the colony is in a fit position for the establishment of such a school as would produce medical practitioners who would be recognized and qualified to practise? Could such a school be established with benefit at the present time?—I think it is quite possible.

7655. Where do you think it could be established—in Dunedin?—I think somewhere in the South Island. I do not think it should necessarily be in Dunedin.

7656. What number of beds is supposed to be required for teaching in a hospital?—I think about a hundred. That means beds containing acute cases of disease and surgical cases. If a hospital of a hundred beds consisted half of a pauper establishment and half of acute cases, it would not be considered as containing a hundred beds in a teaching sense.

7657. How many beds in the Dunedin Hospital contain that sort of cases?—I do not know at present.

7658. Are you aware whether the Dunedin Hospital could furnish the required number of beds?—No doubt it could, because they have the required space and number; but I do not know the exact condition of the patients. I do not know whether they have at present those cases of long standing and incurables that they used to have.

7659. Do you think the cases here or elsewhere in New Zealand are sufficiently varied to give full instruction to students?—Certainly they are.

7660. Are they as much varied as in England?—I should think decidedly as much as in some towns in Europe where there are medical schools.

7661. Are medical degrees granted in Melbourne and Sydney recognized at Home?—I think there is only one medical school in Australia, and that is in Melbourne. The degree is, I believe, not yet recognized by the Medical Council.

7662. Do you approve of the present system, of giving two years' instruction in the Medical School here?—It seems to me a half-and-half sort of thing. The best thing is to have a single school for New Zealand. Select the place where it should be, and then teach thoroughly. My reason is, that

Mr. Alexander. practically the two-years course given here ties up a man to go to Edinburgh, and he cannot go anywhere else.

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7663. If Edinburgh University recognizes the teaching here, will other medical schools recognize it also?—I do not know. They have not done so as yet.

7664. *Rev. W. J. Habens.*] You know of no rule on the part of other institutions, by which they accept whatever Edinburgh accepts?—I was thinking whether it was usual for London examining bodies to accept partial instruction in imperfectly-formed medical schools. I rather fancy not.

7665. Supposing a complete medical school were established here, what would be the position of a doctor who passed through it? If he went to England would he be recognized there under the present regulations?—Not unless the examination were recognized by the Medical Council.

7666. And it is not at present?—I think not, as regards Melbourne.

7667. *Dr. Hector.*] Can the Medical Council recognize a partial course of study, or is its function not confined to the recognition of degrees?—Yes; the recognition of degrees, or diplomas already received.

7668. Can the Medical Council take into account certificates of class attendance?—It never does.

7669. *The Chairman.*] Do you contemplate that the medical school here should grant degrees if it gave an efficient course?—I think so. I think that is the case in Canada, and that the Canadian degree is recognized in England.

7670. *Dr. Hector.*] Do you think that the two years spent by an intending medical student in Otago before he goes Home, would be better spent if he went Home at once, and took his whole curriculum there?—I think so.

7671. What number of students do you think would attend a complete medical school in New Zealand?—I suppose there would be twenty or thirty.

7672. Do you think that number would be sufficient to warrant the expense of a complete medical school?—It would be an expensive thing.

7673. Have you any idea of what the expense would be?—No; because it would depend so much upon whether men were paid full salaries to give their whole time to it, or, as is done elsewhere, whether they were to receive a small salary with liberty to practise.

7674. Are they not in the latter case called lecturers, as opposed to professors?—The term "professor" has reference only to a University or college. My experience is of London, where they were usually called lecturers.

7675. *The Chairman.*] Do you think that in New Zealand there is a sufficient number of medical men qualified to teach, who have also got leisure to teach?—I think it possible that a fair medical school might in the course of a few years be established.

7676. *Dr. Hector.*] Would the medical school you have in view be like the College of Surgeons, giving a certificate or license to practise, or have you in mind an institution for granting degrees, and forming portion of the University?—The idea in my mind is to have a school to teach, and then I presume the University of New Zealand would be the degree-granting body.

7677. Would you have a degree, or the diploma of a licensing body?—I would have a degree.

7678. Of course, as you are aware, there is a great difference, between a degree granted by a University, and the diploma of a self-associated body of medical men under a charter?—I would not think for a moment of the body that taught granting the requisite qualification.

7679. What I want to get at is this: Do you think it advisable that the teaching of medical students should be put under an association of medical men in the colony, like the College of Surgeons?—The teaching might be; but I fancy the circumstances are so different that the control would be better under the New Zealand University—a body already established.

7680. *Rev. W. J. Habens.*] Do you think that a young man who studied medicine here, obtained a degree here, and commenced practice, would stand a fair chance of getting a practice in competition with other men educated at Home?—I think he would, but that he would not occupy as good a position. In the public eye he would not have as good a qualification, and probably would not stand quite so well; but there is no reason why a clever man could not be taught well, supposing that the school established was a really good one.

7681. *Dr. Hector.*] Do you not think that medical repute depends a great deal more upon personal considerations and qualifications, than actually upon the nature of the degree a man holds? Do the general public inquire much into the nature of a degree?—I do not think it.

7682. Have you not found that man most successful who has a pleasant style, and of whom it is said, "He does me good"?—Yes; but he must have knowledge behind it. Of course it is known that some degrees at Home stand remarkably well; yet the students are not supposed to be so well taught as in some other cases.

7683. I presume it would have importance in granting appointments?—Yes.

7684. *The Chairman.*] Do you think that the medical scholarship, offered this year by the New Zealand University, will be useful in attracting medical students?—It seems to me a remarkably liberal thing.

7685. Supposing the scholarship was given for an ordinary liberal education, with chemistry, botany, and zoology, but given only on condition that the holder prosecuted his studies at some recognized school in Great Britain and Ireland?—I do not know. I fancy scholarships of that kind have been tried elsewhere in the way you suggest, and that the result has been that many men when they went Home did not return.

7686. *Professor Brown.*] Would they be more likely to return with this scholarship?—I think so, because they are in a measure connected with the place.

7687. *Dr. Hector.*] If the scholarship were given for the complete medical course, would it not require to be given for a longer time?—Yes; for four years.

7688. *Professor Cook.*] Have you taken it into account that the holder would be saved expense that he is put to here?—I have not given much consideration to the question. On principle I have an objection to giving scholarships to young men to go away. I fancy they have sufficient inducement in the prize of passing, and of having an opening to a profession.

7689. But the present medical scholarship, equally with the one I propose, is open to that objection, is it not?—Yes. Mr. Alexander.

7690. *Rev. W. J. Habens.*] Do you think that a scholarship of that amount can be held by a young man travelling, who is not already in a position to do a great deal towards his own education? Is that a poor man's scholarship?—A hundred pounds a year would help a man enormously. June 25, 1879.

7691. But would it not be of use only to a man who already had something of his own?—Yes.

7692. *The Chairman.*] Do you think it would help many comparatively poor parents to get a medical education for their children?—Yes, certainly.

7693. *Rev. W. J. Habens.*] Do you know what fee is fixed here for payment by medical students wishing to attend the Hospital?—I have not heard what settlement has been arrived at.

7694. Do you think that a fee, for admission to the Hospital, of £10 for the first year and £5 for the second is at all too high?—It seems to me rather high for what they would get here. It is not high as compared with fees in London.

7695. What does the student pay for in London when he pays his hospital fees? Does he simply get the privilege of attending the hospital?—He gets clinical instruction with it.

7696. *Dr. Hector.*] Is that payment of the same nature as what is paid for clinical lectures in Scotland?—I think so.

7697. For instance, you would pay four guineas for clinical surgery, and the same for clinical medicine; and you would have to pay for special subjects; so that all these would come to a great deal of money in addition to the fee for admission to the hospital?—My impression is, that those subjects are all included in the hospital fee paid in London; but I forget.

7698. *Professor Cook.*] Do you think that all clinical practice is included in the fifty or sixty guineas you pay as hospital fees in London?—Yes, I think it is.

7699. *The Chairman.*] Have you any particular views to express with regard to the University Council, and the general working of the New Zealand University?—I am strongly of opinion that there should only be one University giving degrees in New Zealand, with properly-constituted colleges in the four larger towns, Dunedin, Christchurch, Wellington, and Auckland, provision being made for their harmonious working in their relation to the University. A faculty or school of engineering, and one of medicine, could be connected with one or other of these colleges; but there should be only one such school in each case for the colony, and their constitution and control should be undertaken by the University. In this way they would have a more general character than if only under the management of a local college. From want of sufficient knowledge, and from the local character of the Medical School at Dunedin, a very large useless expenditure has been incurred. The school has cost at present about £6,000, with inadequate results, which might have been avoided had a matured general scheme been adopted, and the initiation of the school been deferred until it could have been successfully carried out. Of the two, I think an engineering school would command a larger measure of success than a medical school.

7700. Do you contemplate that, under the one examining body of which you speak, there should be several teaching bodies in different parts of the colony?—Yes. I gave that opinion many years ago, when I was examined here about the formation of the University of Otago, before the New Zealand University was established. I objected then to founding the University of Otago. I considered there should be a University for New Zealand, and colleges in the large centres of population.

WEDNESDAY, 2ND JULY, 1879.

PRESENT :

Professor Shand in the chair.

Professor Brown,
Professor Cook,
Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand,
Professor Ulrich,
Dr. Wallis.

The Rev. D. M. STUART, D.D., was re-examined.

7701. *Professor Shand.*] The Commission understand that you are desirous of adding something to the evidence you have already given. If you would indicate the nature of the evidence you wish to offer, I would put such questions as would bring out what you desire.—I will tell the Commission what I wish to say. I have got the impression that the Commission would go away with the notion, that the University Council did not manifest anything like ability or great care, in the matter of selling the old site and erecting the new buildings. After reading over my evidence, I felt that a stranger reading it might get that impression; and, being sure, from what I knew of the operations of the Council, that extraordinary care had been taken in connection with both matters, I jotted down a few memoranda, which in justice to the Council I am anxious should be received in some shape or another.

7702. In the first place, I suppose, regarding the sale of the old building?—Yes.

7703. Then perhaps I had better ask you if you have any further evidence to offer to the Commission regarding the sale of the old building?—From the day the Council obtained possession of the Princes Street building, the idea of utilizing a part of it for quarters for students from the country and other provinces was entertained. Many plans were suggested for the practical realization of the idea, but they were successively dismissed on the ground of the cost of the necessary alterations. The Council about the same time came to entertain the idea of houses for the professors. This led to the suggestion to sell the University building and site, and with the proceeds erect new University buildings, including houses for professors and quarters for students. The Council, through its Chancellor, the late Sir John Richardson, applied to the Superintendent, as Visitor of the University, and the Provincial Government, ever the enlightened friend of the University, for the necessary authorization to

Rev. Dr. Stuart.

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do so. In the correspondence the Council engaged to lay out the price on suitable buildings. The minute which placed the matter before the Provincial Government specified the suitable buildings as University buildings proper, professors' houses, and students' quarters. The necessary authority to alienate was obtained. The Colonial Government, through the Hon. Major Atkinson, asked the Council to give them the refusal of purchase. The Committee appointed to value building and site recommended that they should be offered to the General Government for £40,000. Though this offer was declined the negotiations continued, and site and building were again put under offer to them for £30,000, which, however, came to nothing. The Council advertised the building and site for sale, besides placing them in the hands of an agent. In course, several tenders were received. The City Council made an offer of £21,000, and an agent, on behalf of a city company, made another of £22,000. Neil and Co. requested that they might have the chance of selling them for a month, at a price. The reserve which the Council fixed was £27,000. At the end of the month Neil and Co. reported that our reserve was too high, and suggested £25,000, which the Council declined. Others tried to purchase, but the inquiries and negotiations were futile. An offer was made by the Colonial Bank, through Mr. Beal, of £27,550, with interest on deposits at 7 per cent., which was declined. Some eighteen months after, the Colonial Bank made a second offer, through Mr. Cowie, of £27,000, with interest on deposits at 8 per cent., which, after consideration, was accepted.

7704. You spoke of interest being allowed. Do you mean that interest was allowed from the date of the purchase?—The Council, on the suggestion of their solicitor, claimed interest from the day of sale; but, the bank demurring, an interview took place between the Finance Committee and the bank authorities, when a compromise was effected.

7705. *Professor Cook.*] In reference to the minute which you say necessitated the utilization of all the money for building purposes alone, do you think that that minute—?—I said that when the Government asked us what was to be done with the money, we replied at once that it was intended to be spent wholly on building; and the buildings were the University proper, the professors' houses, and the dormitories.

7706. There is a minute to that effect?—Yes.

7707. Do you think that spending part of the money on apparatus would not come within the object specified?—It might. If we had the money, I do not know that anybody would closely look into a thing of that kind, with the exception of the auditor, who might object to pass it.

7708. *Professor Shand.*] On what ground? Was that based on any legal restriction which the Council were under?—It was based on this: we felt that there was equity in it—that as we had got the site and buildings for a University, we were in equity bound to consecrate whatever they realized to University buildings. That was the notion of the Council.

7709. Did not the Council rather believe that any funds in their possession should be applied to the greatest advantage of the University?—I have no doubt there were some who thought so; but that was the substance of our letter to the Superintendent. I was one of those who, with the late Sir John Richardson, interviewed the Superintendent in reference to this matter; the feeling was general that the proceeds from the site and old buildings would be absorbed before we got the new buildings finished and furnished.

7710. But I do not suppose the Council conceived that it was acting in the spirit of the highest wisdom, if it expended large sums of money in providing laboratories, and left itself without the means of equipping these laboratories?—The University Council had the profoundest conviction that they would be in funds, in one way or another, for equipping all the classes with the necessary books and apparatus. It had been in their minds, and it had been their intention all along to do so, and they were doing it as they had means. But they had this sort of conviction, that "we must creep before we gang."

7711. *Professor Cook.*] In reference to the sale of the old building, your reserve was £27,000?—Yes.

7712. Was the Colonial Bank aware of this reserve in making their tender; because it is curious that they should twice tender for almost the exact amount of your reserve?—They might have become aware of it from Mr. Neil or other parties; but I do not know, and really cannot answer. You must remember that the negotiations for the sale, from the commencement to their completion, occupied something like three years.

7713. From the time the building was first offered until the time when possession was delivered to the Colonial Bank?—Yes. We had conversations with companies and agents innumerable, and it is very possible that the figure at which we were disposed to sell may have got abroad.

7714. *Professor Shand.*] Are you aware whether the Council ever considered the alternative of raising money—say in England—at a low rate of interest, on the security of the building, and leasing the building instead of selling it?—That matter was before the Council once and again; but after very mature consideration they arrived at the unanimous opinion that the best thing was to sell the building.

7715. *Professor Cook.*] There was some misunderstanding about the clock, I believe. Would you explain what happened?—The fact is, we were very anxious to secure the clock for the University, and in the offer we made we took particular pains that it should be reserved. But Mr. Cowie's letter was so worded that it admitted of an interpretation which included the clock in the sale, contrary to the intention of the Council. Rather, however, than have litigation on the subject and break up the contract, we agreed to a compromise. The Council, however, intended to reserve the clock, which, with the bell, cost £500. The compromise which was ultimately secured was a fair one.

7716. *Professor Shand.*] Have you any supplementary evidence to offer regarding the expense of the new building?—I should like, if the Commission would allow me, to read the following as an answer:—The Council, having decided upon the accommodation required for tuition for professors and students (in fixing the requisite accommodation for tuition, the Council received valuable assistance from the Professorial Board), and the sum to be expended on those buildings, advertised for competitive plans. Several designs were given in, and those ultimately adopted had the approval of the Professorial Board. In a letter dated 13th August, 1877, Professor McGregor, the Chairman of that Board, wrote:

“The design marked ‘To be or not to be’ the Board considers by far the most suitable, mainly for the following reasons: It is more conveniently arranged than any of the others, and gives more accommodation; it also admits of easy extension, or diminution if the expense be found too great; and it puts the dormitories in a separate building. The Board is unanimously of opinion that, rather than curtail the accommodation, it would be much better to erect the building entirely of brick. In the event of the Council deciding otherwise they would respectfully point out that this plan is capable of affording all the accommodation that is immediately required, even if the whole of the right wing, both of the front and back building (scientific part), be for the present omitted.” The designs marked “To be or not to be,” which proved to be by Mr. Bury, were adopted. It soon became evident that the £17,000 which the Council deemed sufficient for the buildings, would be inadequate. Hesitation followed. After consideration it was resolved to proceed at first only with the University proper and professors’ houses. The lowest tender for the anatomical and chemical division was £5,674; the actual cost, £6,551. The offices in Albany Street were erected by tender for £800. The lowest tender for the main division of the University building was £13,887; the actual cost £17,037. The lowest tender for professors’ houses (four) was £5,040; the actual cost, £6,553. The foundations of the centre buildings, which the architect estimated at £1,500, came to close on £4,000. At the outset of our operations our architect assured us that all the buildings we intended to erect could be put up for the following sums: Anatomical and chemical division, £4,130; University building (main division), £8,200; six professors’ houses, £6,864; and boarding establishment, £3,800. In his communication he said: “These prices are those at which the several buildings can be erected, and at which prices the contractors referred to are prepared to carry out the works. This is data upon which the Council may act with confidence. The University building and chemical divisions to be substantially built of stone; the boarding establishment and professors’ houses of brick, cemented on the bad-weather side.”

7717. *Professor Brown.*] Could you tell us why these contractors of whom the architect spoke did not offer?—They did offer.

7718. Did they offer at the prices which the architect guaranteed?—No. The architect gave us their names, and we were so deeply influenced by his letter that we resolved to proceed. We were anxious to proceed. We were urged on by the Professorial Board, and very properly so. Accommodation was indispensable, especially for chemistry and anatomy.

7719. And when it was found that the architect failed to carry out his word in this respect, did not the Council hesitate?—We hesitated; but we had gone so far that, provision for anatomy being in the course of six months indispensable, we went on, hoping and believing that, although the estimate for the anatomical section was high, it might turn out, as we were assured it would, that with more time the cost of the other buildings would come nearer the estimate.

7720. The difference in the offers for contracts was put down by the architect to change in the markets?—It was not entirely attributed to that. He got the figures from the contractors, he said; and he assured us in a letter that, as they were men of mark, they were prepared to go on with the work.

7721. *Rev. W. J. Habens.*] Did the architect ever give any explanation of the difference between his estimate of £1,500 for the foundations and the actual cost?—He simply said he was misled—that was all.

7722. *Professor Cook.*] Misled in what way?—I do not know. What can you do with a man when the thing is done? The truth is, we did not know that the foundations cost so much, until the buildings were nearly finished. The account for them was furnished to us only about a month before the completion of the entire buildings.

7723. You said just now that the architect’s estimate for the foundations was £1,500?—Yes.

7724. Did that include foundations for the boarding department?—No.

7725. The foundations of the part you actually built?—Yes. We were anxious about the foundations. I was particularly anxious, because I was opposed to the University being placed on its present site, instead of the hill south of Union Street. I questioned the architect as to these foundations, and then got an assurance from him that their cost would not exceed £1,500.

7726. Will you explain why the building was not erected on the hill, which has been partially cut away since?—It was owing to a vote of the Council—a small majority—but against professional advice; for, previous to fixing on the exact site, the Council employed the architects of the city to survey the site on the hill, and they were unanimous in recommending that the University should be erected there. They said there was abundance of room for the college building proper, and strongly recommended the site. This action was taken through Mr. Blair.

7727. *Professor Brown.*] So that the University Council made one mistake, at any rate?—Yes.

7728. *Professor Shand.*] After arrangements had been made for transferring the present site to the University, did not the Corporation do a great deal to destroy the hill-site?—They did.

7729. Do you know whether the Corporation were aware at that time that it was intended to use the hill-site, or, at all events, that the idea had been thrown out that that site would be a suitable one for the new University?—I do not know; but, by direction of the Council, I waited on the then Mayor, and upon the Corporation Inspector, and I also instructed the solicitors of the University to write a letter to the Corporation, intimating that we would apply to the Supreme Court for an injunction if they did not desist. They did desist; but the Inspector afterwards returned to the work of demolition. He was repeatedly asked not to touch the hill, and a ticket was put up; but in spite of everything he continued his vandalism.

7730. And in this way a site, which I suppose would have been the best site in the city for such a building as the University, was wantonly destroyed?—It was not destroyed.

7731. At all events its area was very much curtailed, and it was injured to that extent that, in the opinion of the majority of the Council, it was no longer suitable for the site of the University buildings?—I do not think that was the reason why the Council voted for the site on the flat.

7732. Can you give us the reason, then?—They preferred the flat.

7733. *Professor Cook.*] Did the Council ever seriously consider the desirability of putting the University buildings on the Museum site?—No. I may say in connection with that, that when

Rev. Dr. Stuart. Mr. George McLean was a member of the Government, he communicated with me, and, I suppose, with the Council through me, saying he thought the Museum Reserve might be procured for a University site. I said, "Do not raise the question; for it implies the removal of the North Dunedin School (for that was in his plan), which will bring a nest of hornets about our heads. The University, as regards site, has made so many changes, that if we enter upon another the effect will be to delay our buildings, interfere with our teaching operations, and get us into difficulties." I believe through my advocacy that proposition was abandoned.

7734. *Professor Shand.*] I should like to ask you the position of some funds which are held in trust by the Presbyterian Church, and which the Commission find stated, in the Calendar of the University, to be "required by law to be applied to the endowment of professorships in the faculty of arts" in the University of Otago. I presume that statement in the Calendar is made in conformity with the Act of 1866, which made a disposition of these funds?—Yes.

7735. I find it stated, too, that "it has lately been intimated to the University Council that the funds are now in a position to support another chair." When was this intimation first made to the University Council?—Two years ago, perhaps. It was before Captain Hutton's appointment as professor. Might I make a short statement in connection with these funds? I do not know whether the Commission are aware of the history of the matter. When the Otago Settlement was established, by the terms of the agreement one-eighth part of the cost of each acre of land was set apart for the ordinances of religion and education. Two years after the settlement was established, the New Zealand Company went to pieces. During those two years a number of properties had been sold, which gave—or, at least, ought to have given—to the Presbyterian Church something like £4,500. They did not, however, get more than was adequate for the purchase of twenty-two properties, each property including 60½ acres—a town section, a suburban section, and a rural section—and costing £120 10s. The Church was entitled to a great deal more; but she did not succeed in getting from the Government the one-eighth of all the sections sold during the five years allowed for selling the Otago Block. The trustees of the Church invested in twenty-two sections. For a number of years the revenue from those sections was a mere trifle.

7736. Were they town sections?—They were town, suburban, and rural sections. Up to 1857 they only yielded an annual rental of about £37. When land was so plentiful nobody would lease them. Even when I came here they could scarcely be leased. With the influx of population consequent upon the discovery of gold in the province, there was a demand for sections, and the income of the property rose rapidly. The Presbyterian Church felt that in all law and equity a portion of the estate, which was obtained purely by purchase—bought by the money of the settlers—belonged to education; but, being anti-denominationalists in education, we were extremely unwilling to start purely Presbyterian schools, partly because, as I say, we were not denominationalists, and partly because the funds were so insignificant that they would form a very small item of the cost of a school in connection with each congregation. The question then presented itself, "What shall we do with these funds? In equity part of them belong to education." The matter was discussed in the presbyteries, and the following proportion was agreed to: viz., one-third for education, and two-thirds for the Church. Then the question arose, "What is to be done with the third?" It went on accumulating. We applied to Parliament to be allowed to divert the trust to some slight extent, and to set apart one-third of the income for higher education. As common education was suitably provided for by the Provincial Council, and as that body had also taken grammar schools under its wing, higher education was the principal desideratum. As far as I know, the kirk sessions throughout the whole country, and the Synod, unanimously applied to Parliament for power to utilize the one-third for literary chairs in connection with a college or University in Dunedin, which we all believed would come. That is, in my judgment, the history of the matter.

7737. *Professor Cook.*] Then was the Act of 1866 passed in consequence?—Entirely in consequence of our request.

7738. What did you mean by literary chairs? What was in the mind of the Synod?—The Synod showed the way in which it interpreted literary chairs, by establishing first of all a chair of mental and moral science. In Scotland literary chairs mean classics or philosophy.

7739. Do you think that a chair of experimental physical science would come within the definition?—I believe it would.

7740. *Professor Shand.*] Any chair, in fact, that was established for the purpose of general education, apart from technical or professional education?—Yes, I think so.

7741. You stated that intimation was made to the Council some two years ago, that the funds were in a position to start another chair. Was that intimation accompanied by any proposal with regard to founding a new chair?—I think the proposition came to the University Council through the Church Trustees, or, as they are called now, the Presbyterian Board of Church Property, asking the Council to suggest what chair would be most suitable and most advantageous to the University.

7742. And did the Council make any suggestion at this time?—Yes. The Council in the course of time made a suggestion—I forget whether it was done precisely at the time; at all events the Council intimated that a chair of English language and literature and constitutional history was very much needed, and that it would greatly benefit the common schools of the country.

7743. Was this recommendation of the Council accepted by the authorities of the Presbyterian Church?—I am sorry to say it was not accepted by the majority of the Synod.

7744. Would you tell the Commission what the Synod proposed to do?—The presbyteries of the Church, by a majority of, I think, three to one, suggested a chair of English language and literature. The Synod, after discussion, passed an interim Act for the consideration of kirk sessions in terms of the Act of 1866. The returns showed that some were in favour of moral philosophy and political economy, and that others favoured a chair of English language and literature and constitutional history. At the last Synod the matter came up for final judgment, and the Synod, by a majority, decided in favour of a chair of moral philosophy and political economy. When that was done, a deputation was appointed to communicate the decision of the Synod to the University Council. It was very respect-

fully done. The University Council, after mature deliberation, declined the offer, on the ground that *Rev. Dr. Stuart*. moral philosophy and political economy were adequately provided for.

7745. *Professor Shand.*] Do you know whether the Synod took any further steps after the decision of the Council?—On the answer of the University Council being communicated to the Synod, that body took the extraordinary step of rescinding, in the same session, the Act establishing the chair of moral philosophy and political economy in connection with the Otago University, and passed an interim Act, which it ordered to be sent down to kirk sessions for consideration.

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7746. Will you tell us the proposition that was sent down for consideration?—The following are the provisions of the interim Act:—"1. The regulations adopted by the Synod on the 16th day of January, 1879, are hereby rescinded, and in lieu thereof the Synod make, pass, and adopt the following regulation as an Interim Act, that is to say—2. It shall be lawful for the said Board to pay out of the Educational Fund referred to in the said Act to any Professor of Moral Philosophy and Political Economy, or such other professor as shall be duly appointed by the said Board to a chair in any college or University in the Province of Otago with the concurrence of this Synod, as provided by section 12 of the said Act, a sum of £600 yearly, or such other sum as the Synod may from time to time determine, by way of salary and incidental expenses, so long as such professor shall continue to occupy such chair." You will observe that the matter is still open.

7747. With reference to the proposal you have just read, do you know whether there is any college or University legally established in the Province of Otago except the University of Otago?—Not within the meaning of the Act of 1866.

7748. You believe, then, that it would be illegal for the Synod to endow a chair in any other institution in Otago?—I do not think they will do it.

7749. Seeing that matters have come to a deadlock, so to speak, in consequence of the impossibility of an agreement between the Synod and the University Council, do you not think it would be advisable to have some legal solution of the difficulty—to have some legislation to make it impossible for a deadlock to take place?—Perhaps it would. But when a body like the Synod gives up funds, it is not always desirable to press them—to deprive them of certain privileges which they hold under the Act of 1866. I am personally of opinion that it would be better for the Church to give up the patronage of these chairs. I am of opinion that the Church derives no benefit from that patronage; that it lays a sort of responsibility upon the Church which, according to the Act, she cannot carry out without detriment to the University. Still, I think the proper solution of this matter is not far off; and I am of opinion that to go to Parliament would create ill-feeling, and would probably, to some extent, prevent such solution.

7750. You are aware, of course, that a Bill was introduced into Parliament last year with the object of providing against the deadlock which has subsequently occurred—introduced by Mr. Stout?—Yes.

7751. Do you think it advisable that such an Act should be passed during the next session of Parliament, in order to prevent any possible mischief arising?—I should think it very inadvisable to go to Parliament in reference to this matter. I feel sure that the good sense of the Synod will settle the matter in the interests of education generally. I think that Mr. Stout was ill advised—if he was advised—in introducing the Bill last year without putting himself into communication with the Church Trustees, or with those who had the administration of the Act of 1866. I believe he did it in the interests of the University, and not from any hostility to the Church—I never charged him with that; but I thought the step he took was an ill-advised one, the Presbyterian Church being almost to a man in favour of unsectarian education, both in the common schools and in the high schools; yet I fear that, if too much pressure is brought to bear upon her, many of her members may be thrown on the side of denominationalism.

7752. Is it the case that proposals have been made in the Synod to divert these funds, which you have explained to us are secular funds, to the endowment of chairs in the Presbyterian Theological College which exists in Dunedin?—There was a proposition made, but it met with so much opposition that it was modified, and the result of the discussion was that interim Act of which I have spoken. There was a proposition moved by Dr. Copland, and seconded by Mr. A. C. Begg, that a chair should be established in connection with our Theological College here; but the opposition was so strong that the proposal was not adopted.

7753. You consider yourself that such an application of the funds would be illegal?—Most certainly.

7754. *Professor Cook.*] Was any other proposition made in the Synod for the disposal of these funds?—Yes. There was a proposition made to utilize them for scholarships open to the whole community.

7755. What do you mean by the whole community—the whole colony?—Yes.

7756. And to be held where?—I suppose to be held in our University here.

7757. Open to the whole colony, the holders to attend the Otago University?—Yes.

7758. Would you regard that as a legal application of the funds?—Not until the part of the Act of 1866 which gives the educational moiety of the Church Trust to literary chairs in a University in Dunedin is repealed.

7759. I ask you, as a matter of broad principle, whether you think it desirable that an unsectarian University or college should be partially under the patronage of a particular religious denomination?—My own opinion is that, say, if the Church of England in Otago endowed a chair of physical science, I would give them the patronage of it, so anxious am I to see a chair like that established. But then, I would insist upon what the University Council insisted upon in the case of the Presbyterian Synod, that the professor should be placed under the control of the University. I would certainly—as in the old Universities—give bodies outside the patronage of chairs if they endowed them. I would be only too glad to do so in order to get more chairs.

7760. *Rev. W. J. Habens.*] Do you think the University Council should be under the necessity of accepting the nomination?—No; certainly not.

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7761. What I mean is, do you think it should be a condition of such an endowment that the University should have a right to discuss, or even to reject, the nomination that was made by the patron?—I would not say the "nomination," but the "subject" of the chair offered. I would never bind the University Council to accept chairs unnecessary or merely ornamental, that might be presented. I think they ought to have a potential voice in determining the subject of every chair offered.

7762. I understand your meaning to be, that no chair ought to be established in the University without the consent of the University Council?—Certainly.

7763. But my question was, whether you think it is right for the University Council to agree that, a chair having been established by some patron, the nomination of the patron should be accepted without question?—I think you require to accept his nomination, but not the subject he might assign to the chair.

7764. *Professor Brown.*] Has any action been taken on the resolution of the Senate?—The resolution itself came to nothing. The Synod, however, framed what is called the interim Act, which is simply a step which the Act of 1866 requires it to take. It is now being discussed in kirk sessions. The returns will be made in January, 1880, and the whole matter will then be finally settled by the Synod. The *modus operandi* is not devised by the Synod; it is determined and defined by the Act.

7765. Do you think that, if this fund were freed from religious control, the same course should be adopted with regard to similar funds in other provinces?—I am unacquainted with the somewhat similar funds in Canterbury, and have never succeeded in learning their history. I have exerted myself in that direction, but have failed to ascertain with anything like completeness either the story of their origin, their amount, or their management, and, therefore, I can scarcely answer the question. I understand that in Canterbury a part of the funds is devoted to denominational education; but it was in the interests of undenominational education that we divested ourselves of one-third of the rental of our twenty-two properties, and dedicated it to University education, in the interests of commerce, legislation, and religion.

Mr. M. Bury.
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July 2, 1879.

MR. MAXWELL BURY was sworn and examined.

7766. *Professor Shand.*] You are the architect engaged by the University Council to erect the University buildings?—Yes.

7767. Have you had long experience as an architect?—Yes; about thirty years.

7768. Could you tell us where?—In England and in New Zealand.

7769. What part of New Zealand?—In Nelson, Christchurch, and Dunedin.

7770. Could you tell the Commission what has been the total cost of the University buildings?—There were three contracts—the University building, the chemical department, and the professors' houses. The contract for the University building was £13,887; the extra work in connection with that contract amounted to £350; the total cost of the fittings was £652, and of the foundations £2,207: making a total of £17,096. The contract for the chemical division was £5,674; the extra work was £182 3s.; the fittings, gas, and all the work in connection with Professor Black's and Professor Scott's departments, came to £988 15s.: the total cost of the chemical division was £6,844 18s. The contract price for the professors' houses was £5,040; there were four bath-rooms added at a cost of £80, and sundry small expenses amounting to £3 8s. for extra work upon the houses; the cost of the foundations was £1,313 18s. 8d.: making a total cost of £6,437 6s. 8d., or £1,609 6s. 8d. for each house. In addition to the above sums, there was an item of £169 for a large main drain or sewer, for the drainage of the three blocks of buildings.

7771. Of course the Council were aware of the amount of the contracts which they signed. Had they any means of forming an estimate of what the cost of the extras, and of the foundations, would come to?—No; none at all.

7772. They had no means of knowing beforehand?—No. In the case of the chemical division I specified for a certain depth of foundation. When we got into the ground, we found that it was in places so full of holes, that I thought the best plan was to omit the foundations altogether in the case of the professors' houses and the University building, and pay for the same by measure and value. The contractors had to guess at what there was, and they objected to that, and I thought it a very reasonable thing too. It involved them in loss in the chemical division, as shown by the small amount for extra foundation in that contract.

7773. And the Council had no means of forming an approximate estimate of what the total expense of the building would be?—They could have bored the ground and sunk wells, to ascertain the nature of the bottom; but, as it was not a question of choice of sites, there was no object in doing so. The ground is composed of mould and shingle. Some years ago the river used to run over the spot on which the building now stands. It shifted its course, and left a deposit in the shape of mould, loose sand, and gravel.

7774. Did you not furnish the University Council with some approximate estimate of what the foundations would probably cost?—No; I had not the slightest idea. All I could do was to examine the banks of the river, to see the nature of the ground. I told the Registrar it would be an expensive thing to do; but was informed that the site could not be changed, so I must make the best of it.

7775. *Professor Cook.*] It has been stated in evidence that you, as architect, furnished the Council with an estimate of the cost of the foundations of all the buildings which have since been erected, your estimate being £1,500. Is that so?—It is a mistake altogether.

7776. We were told that your estimate was £1,500, and the actual cost was nearly £4,000?—No. When all the contracts were within six months of completion, the Council wrote to me, stating that they wanted to ascertain what money they would be short, and asking me what amount would be required for the whole of the extras. I said I really could not tell—that I did not know what the fittings were to be; and as to the foundations, I had not taken out the quantities. They might cost £1,500, they might cost £2,000, or they might cost £3,000; but that, if they wanted any guidance, I would say £1,500 or £2,000 for foundations. It was no estimate at all; it was simply an expression of opinion.

7777. You did not regard it as a professional expression of opinion?—Oh, dear! no.

7778. Is it usual to let contracts in this way—to let foundations at so much per cubic yard, as I believe was done in this case?—Yes; if the price is a fair one, it is a proper and usual thing to do.

7779. But could not the contractor have tendered for the foundations as he did for the walls, and all the work have been let in one contract at a lump sum?—In the walls and woodwork, the amount of work can be measured off the drawings; in the case of the foundations for the chemical division buildings, the ground was found to be unequal in depth, and the trenches were continually breaking in, involving extra width. Had the contractors given in a lump sum for the foundations of the University buildings and the professors' houses, a large margin (perhaps larger than I should have felt disposed to allow) would have been made. I therefore considered I was studying the interests of the Council by keeping a correct measurement of the work as it proceeded, and paying for the same at per cubic yard.

7780. I merely wish to know whether the course which has been followed, or the other, is the usual one?—The other is the better course, but in this case it would involve sinkings all over the ground, to ascertain the extent of the foundations, and, as it was not a question as to the choice of sites, there was no object in doing so.

7781. I thought you said just now that the sinkings had been made already?—No.

7782. But I always thought that, in the case of large buildings, that was the practice?—That, of course, would be the proper thing to do.

7783. Could you tell us why it was not done here?—I could not. The Council were in a great hurry to commence building, to be ready for the May session, and only gave me six weeks to do the work in; and it was not my place to make sinkings, unless at the express desire of the Council.

7784. Does not an architect usually bore to ascertain the nature of the foundation?—Yes, if they give him the money to do it; not at his own expense.

7785. Then you did not make the borings and sinkings, because you were not allowed money for the purpose?—Yes; that is so, in one sense. The Commission, however, must not conclude that the Council declined to incur the expense. Had I been informed that a heavy prospective outlay in foundations would necessitate the Council finding another site, I should have requested that the ground be thoroughly proved; as it was, being uncertain as to the nature of the ground, I acted properly by the Council, in first arranging the cost per cubic yard for the concrete, &c., and afterwards keeping a strict measurement of the depths and widths of the entrenchments, as they were completed.

7786. *Professor Shand.*] Can you explain to the Commission how it has come about that the actual cost of the building has so much exceeded your original estimate?—It is hardly my estimate; still I may say that, when these buildings were originally planned, they were to be of brick and cement, and not of stone. When they were originally proposed, or originally estimated for, they were to be of brick and cement. I was almost a new hand here, and I went to contractors of standing in the place, and asked them to confirm my estimate and give me their own, and they said, "If we are allowed to do it in the usual way that work is done in Dunedin, these are our prices." They were within about £3,000 of my own, and I sent the prices in to the Council. In the original design the buildings were of the classical style, and of brick and cement; but the Council decided to alter the design, and to construct the buildings with stone. I told them I should like to have nothing sham about the buildings—have the real article—and they allowed me to alter the design, and have a purely stone building; in addition to which, the Council required an extra class-room—now appropriated to Professor Ulrich's department—and a Professorial-Board room, with the consequent extension of the corridors as a means of access to said rooms. They also approved of my adding a clock-tower. These extras added materially to the original estimate, and to the cost of the foundations.

7787. But I think you said in your letter, "The University buildings and chemical division to be substantially built of stone"?—That was what the contractors said they could do. It was a mistake.

7788. We are to understand, then, that you were misled by the contractors whom you consulted as to the price of the buildings?—They could have been done in brick and cement, as originally intended, for that money.

7789. But your statement was that they were to be built of stone? You said the University buildings and the chemical division were to be substantially built of stone. The professors' houses have been built of brick, and the dormitories have been omitted altogether, and yet the cost has very much exceeded the estimate. That is what the Commission would like to have an explanation of?—It is so.

7790. *Professor Cook.*] Do you know how it is that the contractors who were named did not actually tender for the contract, except at a very large advance on their original price? I think it is stated that they were prepared to take up the work. Some of them actually did tender, we were told, but at a very large advance. Can you explain why they did that?—No, I cannot. I was very much disgusted, as they were the highest tenderers. Of course there is one thing to be said: the style of work of these buildings is so different from anything that is done here, that they do not understand the class of work. That was one reason, they told me, why they put a large margin on.

7792. What do you mean by "they do not understand"?—I mean that the bulk of the contractors here do not understand Gothic. If you notice the buildings about here they are principally classical, and of wood and cement, the plasterer being left to do all the outside work. There is a worse class of work here than in any place in New Zealand.

7793. *Professor Brown.*] Does the classical style always demand the plasterer?—Yes; in brick and cement buildings. You cannot do decent Gothic work in plaster very well.

Mr. M. Bury.

July 2, 1879.

SATURDAY, 5TH JULY, 1879.

PRESENT:

Rev. W. E. Mulgan in the chair.

Professor Brown,
 Professor Cook,
 Rev. W. J. Habens (Secretary),
 Dr. Macdonald,

Rev. W. E. Mulgan,
 Professor Sale,
 Professor Shand,
 Professor Ulrich.

Mr. R. Gillies.

July 5, 1879.

Mr. ROBERT GILLIES was sworn and examined.

7794. *Rev. W. E. Mulgan.*] You are a land and estate agent, I believe?—Yes.

7795. Are you well acquainted with the value of town property in Dunedin?—Yes.

7796. Have you had large experience in buying and selling and in valuing town properties?—I believe I was the first land and estate agent in Dunedin, and I am still in that business.

7797. Are you well acquainted with the building and site now occupied by the Colonial Bank?—Yes.

7798. What, in your opinion, was the value of that building and site together, two years ago, the date at which it was purchased by the Colonial Bank from the Otago University?—I think that two years ago it was certainly worth not less than £50,000.

7799. Is its value greater or less at the present time?—Probably it is firmer now, but properties are a little lower than they were some time ago. They were a little higher about twelve months ago; but just now prices have rather declined.

7800. *Professor Sale.*] What is that owing to?—To depression in business generally.

7801. Tightness in the money market?—Yes; it is only temporary.

7802. Was there any tightness two years ago?—No.

7803. *Rev. W. E. Mulgan.*] Do you know at what price the property was purchased by the Colonial Bank?—I have only learned from hearsay that it was sold at £27,000 odd. If the Commission desire it, I can state the grounds upon which I base the estimate I have given, so that they may judge, themselves, as to its soundness. There are two ways of arriving at the value: First, taking the price per foot of frontage; and, second, taking the price per quarter-acre; the first by the foot of frontage, the second by the area. By the first,—there are, I think, 126 feet of frontage to Princes Street, and the same to Bond Street. One hundred and fifty pounds per foot for the Princes Street frontage would give £18,900; and £100 per foot for the Bond Street frontage would give £12,600: making a total of £31,500 for the land alone, without the building. Some might object to reckoning the two frontages; but the depth is 152 feet. The block below—that is, the block between Bond Street and Crawford Street—is only 80 feet deep, so that it is a fair thing to take half the depth as the value to go upon. Now, to show you that such prices have been obtained, I may mention that there is a section in Bond Street further along, opposite the Union Company's offices, which is 40 feet by 80 feet: that was bought some time ago for £4,000, or £100 a foot. The University land is in a very much better position than that section, and is one block nearer High Street. Then, again, at least two years ago the directors of the *Otago Daily Times* were, to my knowledge, offered £11,000 for their site and building. I know that the building did not cost more than £4,000, so that that was like £7,000 for the site: that is equal to £175 per foot of frontage to Bond Street. Of course, the site of the *Daily Times* building is very much better than the Bond Street portion of the University land; but it is not so good as, or, at any rate, it is fairly comparable with, the Princes Street frontage. So that I do not think that £150 per foot is too high a value, at which to estimate the Princes Street frontage of the University site; especially when I know that "Section 46, Block 6, Dunedin," fronting Princes Street, immediately opposite the Post Office, has been valued for the purposes of the land-tax at £14,000, which is at the rate of £175 per foot.* I am attorney and agent for that property, and am aware that that is the rate at which it has been valued; and I also know that very few appeals have been made against the valuations of the valuator for the ward in which this property is situated. We have appealed against this particular valuation, but we do not expect to get it reduced much.

7804. *Professor Cook.*] What is the depth of the land to which you are now referring?—I forget just now; but it is a short depth. The shape of the block is peculiar.

7805. Would it be more than a hundred feet deep, do you suppose?—I do not think so; but I could not say. It is a different kind of section. It has more than the usual frontage, and less depth.† Comparing these prices, and other valuations that have been made in town, with the estimate I have given of the value of the University land, it will be seen at once that the latter is rather under than over the proper amount. Taking the second method,—the price per quarter-acre of Mr. Kilgour's section at Wise's Corner is, I understand, put down by the land-tax valuator at £30,000.

7806. *Professor Sale.*] Is the building on that property valuable?—The buildings are not valued for the land-tax. The quarter-acre is valued at £30,000. I believe the valuation is appealed against; still it gives another valuator's opinion.7807. *Professor Shand.*] What is the extent of frontage in that case?—66 by 165. It is a corner section.

7808. Sixty-six feet of frontage to Princes Street?—Yes; that is, £30,000 for one quarter-acre. Now the University site is nearly two quarter-acres. In the £50,000 which I have put down I only value the land at £30,000, and the buildings at £20,000. I believe the buildings could fairly be valued at even £5,000 more, from inquiries I have made of experts. Of course, I do not pretend to be an expert in valuing bricks and mortar; but I have made inquiries, and I believe that £20,000 is a low valuation for the buildings. Then, again, there is Section 25, Block 14, which fronts Princes Street, further up. It is what is known as Farley's buildings. It has a large frontage to Princes Street, and is 66 feet deep. But there is only a depth of about 30 feet available, on account of an immense

* The witness desires to add: "The valuation was, I believe, £175 per foot on 80 feet, being the frontage as usually reckoned. It really is, I find, however, 83 feet: so that £14,000 would be a little less than £170 per foot."—SEC. R. COM.

† The witness desires to add: "The actual depth, I have since ascertained, is 81½ feet."—SEC. R. COM.

hill at the back. That is valued by the Land-Tax Department at £22,000. I am in a position to state that, because I am agent and attorney for the property. I think it is an excessive valuation, and have appealed against it.

7809. *Professor Sale.*] How much is that per foot?—Speaking from memory, I think the frontage is 105 feet; that is, £133 a foot, with 30 feet available depth. Then there is Section 4, Block 15, upon which the City Hotel is erected, and for which property also I am agent and attorney. That land is valued by the Land-Tax Department at £16,000: that is for the quarter-acre section. I think it has only 132 feet frontage to Princes Street by 82 feet deep. That is at the rate of £121 per foot of frontage. Then, again, there is Section 33, Block 14, upon which the Criterion Hotel stands, and for the owner of which I am agent. That is a quarter-acre also, and is valued by the Land-Tax Department at £20,000. These four last valuations that I have referred to will be appealed against; in fact, I have no doubt they will be reduced. Still there is a very large margin, the figures being—£30,000, £22,000, £16,000, and £20,000 for quarter-acres each, against £30,000 for two quarter-acres, or nearly two. So that, allowing for a very considerable advance in the value of property since the sale of the University site, I am perfectly sure that £15,000 per quarter-acre for the University site is not too much—in fact, it is low. There is another way of checking whether or not it is a fair value, and that is, to see what is the probable rental that would be derived from a property like that. I do not mean that the rental is a fair test of value, for, in an improving property like that, actual returns might give a very small percentage, and yet the property be worth a great deal more, to hold it. As far as I can learn—of course I may be wrong; I have no means, except hearsay, of ascertaining what rents are obtainable for that property—

7810. *Professor Cook.*] That are obtainable, or actually obtained?—Actually obtained just now from what is let, and obtainable from what is not let. But, as far as I can glean, the rental must be equal to something like £4,000 per annum, which is 8 per cent. upon £50,000. So that these three methods of valuation—first, the rate per foot; second, the value per quarter-acre; and third, the actual income obtainable from the building—all give more than the £50,000.

7811. *Professor Shand.*] Do you mean that an income of £4,000 is obtainable from the buildings at present erected on the section?—I think so. I will give the data upon which I go. I am told that Mr. Webb's office yields a rental of £300 per annum; the Colonial Insurance Office, £200 per annum; Ritchie and Bartleman, £157; New Zealand Trust and Loan, £110; Mr. Cook's office, £175; the New Zealand Agricultural Company, £125. There is another office of two rooms for which, I believe, £150 a year has been offered. Then there are nine rooms upstairs, which are not let at present, and I believe the rental asked for them is £504 per annum, and, as compared with those that are let, this is not high; so that the total rental from those rooms would be £1,721. The bond yields a yearly rental of £250. It was let about five years ago for this amount, on a lease for fourteen years. The tenants had to excavate the cellarage, and at their own cost built up the stone front and offices, so that a very much higher rent, in reality, is paid. The place is worth now from £800 to £900 per annum. The banking hall and suite of rooms on same floor, together with the suite of rooms, including Board-room on the upper floor, and the cellarage, and messengers' living rooms, may all be fairly put down at £1,500 per annum. So that £4,000 per annum is really now the fair rental of the place.

7812. If the University Council had resolved to lease the building instead of selling it, what income do you think they could have reasonably expected to obtain from it?—That is a very difficult question to answer, and one would have to go back to the position in which things were at the time. A good deal would depend upon the chance of getting such a tenant as a bank.

7813. *Professor Cook.*] But supposing it were put into the hands of an agent, to be let as offices?—The Bank has spent a good deal of money—I do not suppose they could have spent less than £3,000—in converting a portion of it into offices. If the whole building were required to be similarly altered, it would involve the expenditure of a good deal of money. That has got to be looked at. You see, the Bank, in buying the building, had a tenant in themselves for the larger part of it. I should not like to give an answer to the question without taking time to consider, as I have never thought of the plan of cutting up the rest of the building into offices. About £2,000 per annum is obtainable now from what is let or open for letting, without taking into account any increase in Lange and Thoneman's original money rent. I think, therefore, it is not too much to expect a similar amount from the other larger half of the building (now occupied by the Bank), which is also the best side, the sunny side; especially if space had been economized by a balcony round the inside of the hall to give access to the sides, which would have saved passages, and still not interfered with the use of the main chamber as a public hall or exchange. Taking everything into account, I may safely say that £3,000 per annum might reasonably have been expected from the building when altered, even at the time it was sold. It would not have all let at once, but gradually it would. Three thousand pounds sterling per annum is 6 per cent. on £50,000. The increasing value of rental will more than compensate for deterioration and repairs for some time to come, even now.

7814. *Professor Shand.*] Would it have been wiser, in your opinion, for the University Council to have leased the building, instead of selling it?—Yes, undoubtedly—at such a price. The property in my opinion, was thrown away. I stated so publicly.

7815. *Professor Sale.*] Publicly?—I stated so freely. I never had any occasion to do so at a public meeting.

7816. You have never concealed your opinion?—No; I stated it to members of the University Council.

7817. *Professor Shand.*] Would the Council have had any difficulty, at that time, in raising such funds as they required—say £20,000 or £30,000—on the security of the building?—I do not think they would have had any difficulty in raising a considerable sum, but I do not think they could have raised £30,000. They could have obtained a very large sum.

7818. *Dr. Macdonald.*] Fifteen thousand pounds?—Yes; I think they could have raised that amount easily on the land and building.

7819. *Professor Shand.*] Twenty thousand pounds?—Possibly £20,000. A good deal would

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depend on the parties lending. Some capitalists prefer to lend money upon acres, and will not look upon buildings at all. Such capitalists would hardly look at such a security. But others, who like to see rents coming in, and prefer having a property that will bring them in something if they are called upon to take possession, would invest in city property. It would depend also, to some extent, upon the amount of available capital in the market at the time.

7820. *Professor Sale.*] Were any of the members of the Council aware of your opinion before the property was sold?—I think so. I spoke to several of them about it—certainly to one; but I could not say whether it was before or after the sale.

7821. *Dr. Macdonald.*] The negotiations were going on for a considerable time?—Yes. I never thought they would sell it.

7822. It was publicly known that the sale was proposed on the part of the University?—Yes.

7823. *Professor Shand.*] If the Council had resolved to borrow money on the security of the building, and perhaps on the security also of their other endowments, what rate of interest would they have had to pay for the loan, supposing they got it in the colony?—At that time money was obtainable at from 7 to 8 per cent.—not higher than 8; a few loans were as low as 6½.

7824. If, instead of borrowing money in the colony, they had employed an agent at Home, do you think they could have procured it there at lower rates?—I think so.

7825. At what rate?—Of course when people send money from Home they expect to get the colonial rate for it. There would not be a great deal saved by that. Still they might have got the money at 6½ per cent. There have been loans advanced in Dunedin at 6½ per cent., although not many. I think it is probable that the money might have been obtained from some of the insurance offices at 7 per cent.

7826. *Professor Sale.*] How do you account for the fact that the building was open for sale for a considerable time, and that the University Council received no better offer than £27,000?—There were very few people in a position to take up such a property; and it was generally understood that the Council were averse to selling to any private individual. There was a very general feeling that it should not be sold. It was offered to the Corporation, and that body was nibbling after it for a time; and people generally thought that, if it was going to be sold, at any rate it would be transferred from one public body to another. The loss of the hall, which was used for concerts, lectures, meetings, &c., was very much felt; and there can be little doubt that there would have been a great noise about it, had it not been that there were so many people interested in the transaction. It was a very good transaction for the Colonial Bank, there is no doubt about that. But I never heard any other opinion expressed outside, than that the property was thrown away.

7827. *Professor Brown.*] You mean the interested parties were those who would have made a noise had the sale been to any one else?—Yes. I think there would have been a great deal of public feeling shown, if the property had been sold to a private speculator, for instance.

7828. Do you mean that there were people interested in the Colonial Bank on the Council of the University?—No; I do not wish to insinuate anything of that sort. That is a matter of fact, which can easily be ascertained. The bank was a *quasi* public body, and it got the building. However, these are all opinions. As to the value, I have no doubt whatever. It would have paid the Council—whether they could have rented it, or borrowed, or not—to have stuck to the property, which should never have been sold at any such figure as that which was paid for it. And I do not think that £50,000 is an excessive valuation.

7829. *Professor Shand.*] Is a property of that sort likely to increase largely in value?—It is a common saying that it is worth its weight in gold; but a more appropriate saying would be, that some day or other it will be worth as many sovereigns as could be placed over its area. There is no saying what that property may be worth in the future.

7830. *Professor Cook.*] You regard it as one of the best sites in Dunedin?—Yes, undoubtedly the best site.

7831. *Professor Sale.*] Do you think that a property of that sort is more likely to increase in value, looking forward to the future, than a property of the same value at present consisting of pastoral lands?—So much would depend upon what the pastoral lands were, and where they were situated. It is a very wide thing to compare properties of that sort. You might hit upon pastoral lands that would become central through the extension of railways, and acquire as great a value as town lands; or pastoral lands that would become available for agriculture, and a large area would yield a large return. But the old University site is a property which is more likely to increase in value than any other in Dunedin, or as likely. I may be wrong, but I do not think the University Council advertised the property for sale. It was placed in the hands of an agent who had not much to do with selling property, and who was only in Dunedin when he was not in the Assembly; and I did not see anything of an advertisement about it. I was very much tempted to speak out on the subject at the time, but I felt that, if I did, it might be thought it was because I had not the selling of the property. But I regretted it very much, having always taken a great interest in the University.

7832. *Professor Shand.*] What are the circumstances that give such a high value to this site?—It is situated in the very heart of the city, close to the wharf, the railway station, the post office, the telegraph office, and the customhouse; and is in the centre, between the part of the city which extends northwards and that which extends southwards. The business part of the city, you may say, is pretty evenly balanced, north and south, from that point. At one time, the head of Jetty Street, the end of Manse Street, and the foot of Stafford Street, were considered the commercial centre, the Post Office being then in that locality. But the centre has now shifted down to the junction of Rattray, Princes, and High Streets, which is just where the University building is.

7833. *Rev. W. E. Mulgan.*] It has been stated that, although the site is valuable, the existence of the building upon it was rather a drawback than an advantage to the property?—Undoubtedly, the building was a bit of a white elephant; but then it cost a great deal more than the sum I have put down for it, and the character of the building was very good—the foundations were particularly good and strong.

7834. *Professor Sale.*] Would those foundations be valuable, supposing the building itself were

removed?—That is more a question for an architect or a builder; but I have very little doubt they could be utilized. *Mr. R. Gillies.*

7835. For a building of almost any kind?—The land alone was worth more money than was paid for the building and site. I have no hesitation in saying that. *July 5, 1879.*

7836. You think, then, that in any case it would have been wise for the University Council to have stuck to the property?—Yes; I think so. Of course it is a question on which others can give a better opinion than I can; but, in my opinion, from what I saw of the working of the University, and the purposes to which the building was put at that time, I do not think there was any such great detriment as to necessitate a sacrifice. I think that the University could have been conducted in that building for a number of years, until the growth of the place helped the utilization of such a building; because, of course, if the Council had determined to convert it into offices, some time would elapse before the demand would be such as to absorb them all. For instance, there is a portion of the building unlet just now; but I have no doubt it will soon all be let. I have no doubt that in a very few years that building will become one of the most valuable buildings in Dunedin, even independent of the bank. Therefore I think it was a mistaken policy to sell it.

7837. *Rev. W. E. Mulgan.*] Supposing that the University Council had decided that it was advisable to erect other buildings for the University, what, in your opinion, would have been the best mode of obtaining funds for that purpose?—I have always thought, and I said so at the time, that their proper course was to borrow, supposing it to be necessary, which I do not think it was.

MONDAY, 7TH JULY, 1879.

PRESENT :

Professor Brown in the chair.

Professor Cook,
Rev. W. J. Habens (Secretary),
Rev. W. E. Mulgan,

Professor Sale,
Professor Shand,
Professor Ulrich.

The Hon. W. H. REYNOLDS, M.L.C., was sworn and examined.

7838. *Professor Brown.*] Are you Chairman of the Presbyterian Church Property Board?—No; there is no regular chairman. I am a member of the Board. *Hon. W. Reynolds.*

7839. How long have you held that position?—I am one of the original trustees. I have been a member of the Board since the Act was passed in 1866, and I was one of the trustees named in that Act. *July 7, 1879.*

7840. Can you tell us what was the origin of that trust?—I do not admit that this Commission has any right to ask any question regarding this trust. I have taken a legal opinion upon it, and I am advised that the Commissioners' powers do not extend to this. At the same time, I have not the least objection to answer any question that may be put to me. You will find all about the origin of the trust in a book written by the Rev. Mr. Gillies. That book gives a very good description of the whole settlement when this endowment took place. But, as you seem to wish for further information, or wish to get it from members of the Board, I will tell you. The New Zealand Company entered into an arrangement with an association of lay members of the Free Church of Scotland. Those lay members became members of what was called the Otago Association. They were to purchase land from the New Zealand Company, for which they were to pay 10s. an acre in reality, but they nominally paid £2 an acre for it. One-eighth of this was to go towards the purchase of an endowment for the Presbyterian Church. This endowment I hold to be as much private property as is my own private property. This endowment was purchased by an association of lay members of the Free Church of Scotland, and all the purchasers under them became specially interested in all those reserves. I was one of the purchasers, and of course I became a member of the association in consequence.

7841. And was the sole purpose of this one-eighth for religion?—It was for religious and educational purposes in connection with the Free Church of Scotland, the church to be established here. That was its origin.

7842. Can you tell us what led to the Act of 1866? If it is a private trust, can you tell us why there was an Act passed concerning it in 1866?—It was thought advisable to have an Act passed. I do not know that there was any great necessity for it, but there was a difficulty with regard to the portion that was to be devoted to educational purposes. The Board, and also the original members of the association, felt that there was a difficulty. Of course, the endowment might have been devoted to educational purposes in connection with the Presbyterian Church of Otago and Southland; but, seeing that the Provincial Government was then supplying the necessities of education, it was deemed advisable to take it out of that category altogether, and to devote it to some higher branch of education.

7843. *Rev. W. J. Habens.*] You mean that the Provincial Government was supplying the means for primary education?—Yes; and it was not thought advisable that this fund should be devoted to denominational schools in connection with the Presbyterian Church.

7844. *Professor Brown.*] Can you tell us the exact purpose to which this Act devoted the endowment?—The Act itself explains that it is to be devoted to the foundation of a literary chair or chairs in any college or University in the Province of Otago.

7845. *Professor Shand.*] That refers to one-third of the proceeds?—Yes; one-third is the educational portion.

7846. Is it your opinion that the Act of 1866, in dividing the endowment into an ecclesiastical fund and an educational fund, secularized the educational one-third?—Yes; I consider it did. I may be misquoting the words of the Act, but my impression is that the Act provides for the endowment of a literary chair or chairs in any college or University which shall be established or shall exist in Otago. I had charge of the Act in Parliament, and I certainly understood that it was to be devoted to a secular chair or chairs, and up to the present it has always been understood by the Board that it was to be devoted to secular chairs.

Hon. W. Reynolds.
July 7, 1879.

7847. I find, in another clause of the Act, that with the proceeds of the two-thirds, called the ecclesiastical fund, a theological chair or chairs may be established?—Yes; the Synod may establish and endow theological chairs out of part of the two-thirds for the ecclesiastical fund.

7848. Does not the giving of express power to the Synod to endow theological chairs out of the two-thirds, strengthen your opinion that the one-third was intended to be secularized?—I have no doubt of that whatever, and I do not think you will find a single member of the Church Property Board who is not of the same opinion. Of course, you are aware that there has been a little dispute, between the Synod and the Church Property Board, about the appointment of professors.

7849. It is stated in the clause that deals with the application of the educational fund—that is, the portion meant to be secularized by the Act—that it is to be applied to the erection or endowment of a literary chair or chairs in any college or University that shall be erected, or shall exist in the Province of Otago. Is there now any institution in Otago that answers that description?—Yes; there is the University of Otago.

7850. Is there any other institution that would answer the description?—There is no other.

7851. If it were proposed to apply this fund to a chair in, say, a theological college belonging to the Presbyterian Church, do you think that would be a legal application?—I am not prepared to give a legal opinion, but I am prepared to say this much: that I do not believe the Church Property Board will even agree to do so. The Board has a certain control. The Synod may say, "We desire so-and-so done," but the Board are not bound to make the appointment.

7852. Is it impossible, under the Act, for the Synod to act without the concurrence of the Church Property Board?—That is a legal question. I do not think myself that they can. But, if there is any doubt upon that point, the sooner it is set right by Act of Parliament the better.

7853. We have it in evidence that this fund is now in a position to endow a second chair?—Yes.

7854. I understand it has been for some years in that position. Can you explain to the Commission why a second chair has not yet been endowed?—It is some years since the Board intimated to the Synod that there would be sufficient funds, by the time a professor could be got, to endow another chair; and I think the suggestion was, that the chair should be English language and literature. The Synod took another view, and they wanted to establish a chair which the Church Property Board thought was already occupied, and in the possession of Professor Macgregor. Thus the question has been hung up.

7855. Is that on account of the want of agreement between the Synod and the Church Property Board?—I presume that is it. At any rate, nothing has been done, so that the funds have since been accumulating.

7856. Has any official communication been made to the University Council, that the funds are in this position?—Yes; there was an official communication to the University Council. I think a communication was sent both to the Synod and the University Council. I have been away so much that I cannot be quite certain of the exact nature of the communication; but, as far as I can remember, it asked suggestions from the University Council as to what chair would be necessary, and also stated that we thought a chair of English language and literature would be the best one to found. That is my impression, but I cannot be very certain about it.

7857. Supposing even that the Church Property Board and the Synod were at one, as to the character of the chair to be established, do you think it would follow that the University Council would be obliged to accept the chair?—No; of course the University Council could decline. But my idea is—and the idea of the Board was—that the Synod, the Board, and the University Council should go hand in hand—that the Synod and the Board should receive suggestions from the University Council; because it is of no use for one to fight against the other. It must be done by mutual agreement.

7858. *Rev. W. J. Habens.*] If the Synod should determine upon one course—say upon the establishment of a certain chair—and the University Council should refuse to fall in with the views of the Synod, does it appear to you that the trustees would be utterly unable to discharge their trust during the continuance of such a deadlock?—They would be unable to make any appointment. The fund would go on accumulating. That is, if the Church Property Board agreed with the University Council.

7859. Would it not be just the same if the Synod and the Church Property Board agreed upon the establishment of a chair, and the University Council would not accept that chair?—It would be just the same. The result would be that the fund would be locked up, as at present; and that might continue indefinitely.

7860. *Professor Shand.*] Is it not possible that a greater evil might take place? Would it not be possible for the Synod and the Church Property Board, if acting together, to nominate a person to hold a certain professorship, and that that person might not afterwards be accepted by the University Council?—I do not think the Board would ever proceed so far as that. I believe the Board would have more good sense, than to make an appointment without the concurrence of the University Council.

7861. Do you not think it desirable that there should be some legal way of getting out of such a difficulty?—As a member of the Board I am very anxious to see some legal way out of the difficulty.

7862. Of course that can only be accomplished by further legislation?—I do not see any other way out of the difficulty, unless an agreement can be come to.

7863. Would you indicate the provisions of a measure which you think would answer this purpose?—My own impression, as a member of the Presbyterian Church, who has taken a very active interest in it since its foundation here, is that the Synod should relinquish all control over that fund, and leave it to the Church Property Board and the University Council to decide what chair shall be established.

7864. Would you require those two bodies to agree upon any course? If you left it to those two bodies to agree upon any course, might not a deadlock still take place?—I do not know whether you saw Mr. Stout's Bill of last session. I consider that that Bill would have answered the purpose and met the case. It was an admirable Bill. In the event of there being any deadlock, it was to be referred to the Governor in Council.

7865. Would the Church Property Board be in favour of such a measure?—My conviction is that they would hail it with great satisfaction. I think so from what has taken place at the Board. *Hon. W. Reynolds.*

7866. Do they propose to introduce such a measure themselves?—I do not think so. *July 7, 1879.*

7867. As a member of the University Council, are you aware whether that body proposes to introduce or promote any measure?—I am not aware of it. I have not heard of any movement in that direction. I certainly understood that Mr. Stout was going to introduce his Bill again this session. I think every one understood the same, and consequently no action has been taken. But his resigning his seat has placed it in a different position.

7868. *Professor Brown.*] Can you tell us what is the present estimated value of the estate?—I cannot do so at the present moment; but I should decline answering the question if I could. I might tell the approximate value if I were to take time to calculate it, but I would decline fixing any value. However, there can be no objection to Mr. Smith, the factor, giving the revenue derived from it.

7869. Would you refer the question to him?—No. I do not know whether he will give it or not. I could not, without referring to the properties, give the exact value; but, if I came prepared, I would decline to answer the question.

7870. *Professor Shand.*] Are the accounts audited by a public authority?—No.

7871. Is there any statement of the condition of the fund presented to the Synod?—Yes; every year.

7872. Are those accounts published?—Yes.

7873. Can you tell us the income and expenses of management of the one-third of the Church Property Trust devoted to education?—The whole of that information is to be found in the annual report of the Synod's proceedings, which the factor, Mr. Edmund Smith, can supply.

Mr. EDMUND SMITH was sworn and examined.

7874. *Professor Brown.*] Are you secretary of the Church Property Board?—Yes. I am generally called "factor." *Mr. E. Smith.*

7875. How long have you held that position?—About sixteen years. *July 7, 1879.*

7876. Can you tell us the exact income of the one-third of that property devoted to educational purposes?—Before doing so, may I be allowed to remark that some members of the Presbyterian Church Property Board think that this Commission is travelling outside its scope. I regard myself merely as the servant of the Board, and I do not know whether you will force me to give evidence, in the face of the feeling of the Board.

7877. Mr. Reynolds has stated the same, and has communicated so much information to us.—I regard myself merely in the light of servant of the Board, and I do not know whether I am justified in giving information, unless you compel me to do so.

7878. But are you willing to give information?—Personally, I have no objection.

7879. Can you state the present income from the educational one-third?—The gross income from this particular fund last year was £1,530.

7880. How much of that was paid out for the first chair founded?—£612 10s.: salary for 12½ months.

7881. How much is there remaining?—There was some commission to be deducted from that. There was actually paid out last year, for salary and commission, £649 (omitting shillings and pence).

7882. Does that include the whole expense of the trust?—No; the revenue of this portion of the trust is at present derived from two sources. First, one-third of the net rentals of properties; and second, interest derivable from the accumulated surplus of this third. The commission included in this £649 is that charged on the interest only.

7883. What yearly income have you remaining for disposal?—Between £800 and £900.

7884. Is that after all expenses in connection with the one-third are paid?—Yes. Still, in prospect of a second chair being endowed, the income in future will scarcely amount to that, inasmuch as the surplus has been accumulating gradually, and is invested from time to time in order to bring in further income.

7885. *Rev. W. J. Habens.*] That is, the amount you mention includes interest on deposit?—On mortgage.

7886. What is the amount of the reserve now?—£5,450. That is cash to the credit of the fund at the present time.

7887. Are you of opinion that the estate is producing a fair revenue, in proportion to its actual value?—I am. In some instances we are not getting the exorbitant rents that others are; but I think we are getting fair rents.

7888. Are they such rents as any reasonable individual dealing with such property ought to get?—Clearly.

7889. *Professor Shand.*] Can you tell us when the first intimation was made to the University Council, that the funds could support another chair in addition to the chair already supported?—I could if I had the minute books here. At all events, it was about the time we had an additional £600 a year coming in. I think it was about two or three years ago.

7890. Have the funds in the meantime been further accumulating?—Yes. The revenue has increased in this way: Many leases have fallen out, the original rentals of which were very small. The rentals from those leases are now materially increased. For instance, farms in the East Taieri were let many years ago at a rental of £1 per fifty acres. Those farms are now worth from 20s. to 25s. an acre.

7891. Is the revenue likely to increase rapidly?—No; not for some time.

7892. The salary of one professor is already paid out of this fund. Do the trustees hand over the money to the University Council?—Yes; in monthly payments.

7893. You have mentioned a sum of £49 for commission. What is the nature of that payment?—As factor, I collect the interest, and I am paid by commission. The sum of £49 cannot be all commission. Portion of it is commission; and I cannot recollect what the other portion is.

7894. *Professor Brown.*] What is the extent of the endowment of land?—Speaking roughly, it consisted originally of twenty-two properties. Each original New Zealand Company's property con-

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sisted of a quarter-acre section, a ten-acre section, and a fifty-acre section. That is really the bulk of it. There have been one or two properties purchased, exchanges, and so forth.

7895. *Professor Shand.*] Can you give us a general idea as to how many years will elapse in all probability before a third chair can be established, taking the salary at £600 a year as before?—I cannot say without referring to the records. It depends upon when the leases expire. But the whole of the leases have a good many years to run.

7896. Do you suppose it will take place in five or six years?—No. I do not anticipate that. The net receipts from rentals last year was £1,200.

7897. *Professor Brown.*] Can you supply the Secretary with a copy of the report which Mr. Reynolds told us is printed in the proceedings of the Synod?—Yes; I can give you a copy of the report of the Synod's proceedings. In that report it is a mere abstract. It simply shows the receipts and expenditure. I do not think the items of expenditure are specified.

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The Rev. JAMES COPLAND, M.A., M.D., Ph.D., was sworn and examined.

7898. *Professor Brown.*] You are Moderator of the Synod of the Presbyterian Church of Otago and Southland?—Yes.

7899. Are you acquainted with the proportion of the Church trust that is devoted to educational purposes?—Yes.

7900. Do you know what bodies are concerned in the decision as to the chairs that should be founded from that portion of the trust?—The Synod alone.

7901. Is the Church Property Board not concerned?—No; the Synod alone.

7902. *Rev. W. J. Habens.*] Has the University Council no power at all in the matter?—No.

7903. *Professor Cook.*] Have not the kirk sessions?—The kirk sessions are required by the Statute to know what chair the Synod has selected, before it is finally settled. The decision of the Synod is first recorded in an interim Act. By the Statute, that must be sent down to the sessions of the Church, and an intimation along with it of the day, at the next sitting, on which the matter will be brought up again for final settlement. The sessions have the power to appear on that day, and say anything they desire on the subject.

7904. *Professor Brown.*] Suppose the two bodies come into conflict—suppose the kirk sessions do not agree with what the Synod suggested—what would be the result?—The power lies entirely with the Synod. The kirk sessions have only the power of appearing, and stating anything they desire on the subject; but the power then lies entirely with the Synod, after hearing them, to determine as they may see fit.

7905. Then the kirk sessions have practically no power?—No. They have only the opportunity of letting their voice be heard, before the final decision is arrived at.

7906. But their voice is of no value in the decision?—It has a certain moral value. It has no legal and positive power; but it has weight.

7907. *Professor Shand.*] It has been stated in evidence that the Church Property Board is also entitled to a voice in this determination. Is not that the case, in terms of the Act?—No; in my opinion it is not. Section 9 of the Presbyterian Church of Otago Lands Act says, "The said Trustees shall from time to time apply the said 'Education Fund' (in accordance with regulations to be made by the said Synod in manner hereinafter mentioned) in 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, or for either or both of these purposes." Then, in the next section, which states how the regulations are to be framed, you will find there is no mention whatever made of the trustees. Section 10 says, "The regulations of the said Synod, to be made from time to time for the guidance of the said Trustees, shall be made in the following manner, that is to say: They shall be passed as an interim Act of the said Synod, and a printed copy of such Act, together with a notice of the day on which the said Synod intend to finally adopt such regulations, shall be sent to each minister who shall for the time being be a member of such Synod, and to the Session Clerk of each congregation of the Presbyterian Church under the jurisdiction of the said Synod, to be submitted to the session of the congregation of which he is Session Clerk, and each said session shall be entitled to appear before the said Synod, and to be heard on the subject of such regulations, before any such regulations as aforesaid, shall be adopted by the said Synod, and before any alteration shall be made in any regulations which shall be already in force, and it shall be lawful for the said Synod from time to time, after hearing the said several congregations, to pass and adopt such regulations, either with or without alterations or amendments, as to them shall seem expedient." There is no mention made there of the trustees, except that they shall receive such regulations for their guidance, that is, in paying out of the funds the moneys which shall be included in the said regulations.

7908. *Rev. W. J. Habens.*] What office has the University Council, with regard to the acceptance or rejection of the offer of the endowment of a chair?—If I may give an opinion, on a matter which lies somewhat out of my sphere in the Synod, I would say, my opinion is that the right of the University Council in the matter is simply the right they might have to determine whether they should accept any offered endowment which might come from any quarter—they might approve of the purpose, or they might not. Of course they, as the University Council, have their own discretion, acting under their own Act.

7909. Then, if the trustees are bound to apply this money to the erection and maintenance of chairs in some College, and if there be only one such college in which such chairs can be erected, and if the University Council may refuse to accept the chair which the Synod proposes, what possibility does there seem to you to be of the trustees exercising their function at all?—The point on which, I think, your question implies a certain mistake, is in the assumption that there is only one college in which any chair may be erected. We have a college in connection with the Presbyterian Church, and it is in the option of the Synod to erect and endow their literary chair in that college; and at the present time a proposal is under consideration having that as its purpose.

7910. *Professor Shand.*] Does that college exist under the authority of the public law?—It exists

in connection with the college fund which the Synod administers. That college is erected, and we have at present one theological professor in it.

7911. The question is, whether it has been erected or exists under any legal sanction? Has it any legal status?—I do not quite understand what you mean by legal status.

7912. Is there anything to distinguish that college from a private college? For example, do you think it would be in the option of the Synod to erect chairs in a college founded by a private individual? Let us take Orakanui College. Do you think the Synod would be at liberty to erect chairs in that College?—According to the words of the Act, I presume the Synod's power is unrestricted, as to the nature of the college or University in which they may choose to erect chairs.

7913. Do you think, then, that the Synod could endow chairs in Orakanui College?—Well, we have not had that before us. We have had under our consideration the endowment of chairs in the College of the Presbyterian Church, which is supported out of our college funds; and the terms of section 9 of the Act are unrestricted.

7914. When you look at section 7 of the Act, which gives power to the Synod to employ a part of the remaining two-thirds of this fund, called the "ecclesiastical fund," in the endowment of any theological chair or chairs in connection with the said Presbyterian Church, do you not think that that excludes the possibility of your interpretation of clause 9?—No. In that same section it states, in very nearly the same words as in clause 9, that such theological chair or chairs in connection with the said Presbyterian Church of Otago may be endowed in any college or University which may hereafter be erected in the said Province of Otago, or any or either of such purposes. So that, interpreting the words in section 9, "any college or University," in connection with section 7, it clearly gives sanction to the Synod's choosing, if it so desires, the Presbyterian College instead of any other college.*

7915. But, on the other hand, does not the wording of section 7 throw a doubt on the propriety of establishing even theological chairs in any college which may not be established by law?—The clause says, "Any college or University which may hereafter be erected." It does not even say "which shall exist."

7915A. I suppose "may be erected" means, "which may be erected under authority of the law by Act of Parliament"?—I do not put that interpretation upon it, but of course that is a question for a lawyer to determine.

7916. But, if you read clauses 7 and 9 together, does it not seem to you that it was clearly the intention of the Assembly, at that time, to secularize the one-third part which was devoted to educational purposes?—It was the intention to devote one-third part to the endowment of a literary chair or chairs. If that may be called secularizing, of course in that sense the one-third part was secularized, but only in that sense.

7917. *Professor Cook.*] What do you understand to be the exact force of the words "literary chairs"?—Without attempting to define it strictly, I may say that the Synod has always understood the words "literary chair" to be used, in the Act, in contrast with the words "theological chair." A scientific chair, for example, would, I believe, fairly come under this designation, looking at the manner in which the terms are used, "literary" being distinguished simply from "theological," but not from "scientific," nor from "philosophical."

7918. *Rev. W. J. Habens.*] Distinguished, do you think, as a liberal education is from technical education?—Not precisely; but as a technical theological education would be distinguished from education in any branch of arts.

7919. *Professor Shand.*] You have a Professor of Theology in your College. From what source is his salary paid?—We have two sources from which we have contributed funds towards that purpose; one being the ecclesiastical fund, which constitutes the two-thirds, the other being the college fund, which is entirely distinct, and out of which the expenses of the College have been principally defrayed.

7920. Will you tell us the history of this college fund?—I am not in a position to state the early history of it; but its present position is to be seen by reference to the Rev. Mr. Gillies's book. You can see the Act by which it is administered, at page 92. There are two properties administered under that Act, which are there defined; but the purpose of the college fund is defined in page 95 of the Appendix. With regard to the origin, the Act simply states in the preamble, "Whereas by Crown grant bearing date," so and so, this section was granted upon trust. There is one upon trust for a manse, called the Manse Reserve, and another upon trust for the site of a church and schoolhouse in connection with the Presbyterian Church of Otago. That is the original statement of the trust. Then, at page 95, there is a statement of the application as presently followed out, "And the whole rents, issues, profits, and proceeds arising from the aforesaid piece or parcel of land second hereinbefore described shall be applied towards the erection and maintenance of a college or other educational institution in Dunedin, and until so applied shall be invested in real or Government securities for accumulation in name of the Superintendent of the said province in trust for the aforesaid purpose."

7921. *Professor Brown.*] What does this occur in?—It is an Ordinance of the Provincial Council, dated 5th July, 1861. It was assented to by Governor T. Gore Brown on the 2nd August, 1861.

7922. *Professor Shand.*] You say that a proposal is now under consideration for endowing out of the educational one-third a chair not in the University of Otago, but in the Theological College. When is this proposal likely to come up for decision?—It comes up for settlement at the first meeting of Synod in January next.

7923. Is it your opinion that that would be a legal application of the funds, under the present Act?—Yes; that is my opinion, whatever may be the value of it.

7924. *Professor Cook.*] Do you know of any other proposition having been made for the application of those funds?—The position in which the proposition is at present, is exactly shown by citing the

* The witness wishes to add: "Section 12 states that the Professor appointed shall be 'removable by the said trustees, with the concurrence of the said Synod;' and the late Attorney-General publicly stated that it was therefore illegal for the Council of Otago University to accept of a chair endowed under this trust; so that the chair must be erected in a college or University where this requirement can be given effect to."—*SEC. R. COM.*

Rev. J. Copland. interim Act which has been adopted, which is now being sent down to the kirk sessions, which will be returned to the Synod at its next meeting in January, and the settlement of which will determine the application. The Synod adopted the following regulations as an interim Act—that is to say, “(1) The regulations adopted by the Synod on the 16th January, 1879, are hereby rescinded; and in lieu thereof the Synod make, pass, and adopt the following regulations as an interim Act: that is to say, (2) It shall be lawful for the said Board to pay, out of the educational fund referred to in the said Act, to any Professor of Moral Philosophy and Political Economy, or such other professor as shall be duly appointed by this said Board to a chair in any college or University in the Province of Otago, with the concurrence of this Synod, as provided by section 12 of the said Act, the sum of £600 yearly, or such other sum as the Synod may from time to time determine, as salary and incidental expenses, so long as such professor shall continue to occupy such chair.”

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7925. *Professor Shand.*] Supposing the Synod adopted your view, that it is competent for them to endow a chair in the Theological College with this fund, and the Church Property Board took up the position that this fund could only be applied to the endowment of a chair in some legally-constituted college or University, what do you think would be the result of that conflict?—I cannot say. I suppose, if the Synod insisted upon carrying out its legal powers, it would simply apply for legal authority to constrain the trustees to fulfil their duties—namely, to act according to the regulation legally made by the Synod.

7926. Allow me to call your attention to clause 12 of “The Presbyterian Church of Otago Lands Act, 1866,” which says, “All professors to any literary chair as aforesaid, endowed in the whole, or to the extent of two-thirds of such endowment, from the said ‘education fund,’ shall be appointed and removable by the said trustees, with the concurrence of the said Synod.” Does it not follow from that that the trustees must concur in any action of the Synod?—They must concur in the appointment of the particular professor. That is all.

7927. They must not only concur, I think, but they must also appoint?—Yes; they must appoint. But what I meant just now was, that their concurrence is limited to the appointment of a particular professor, and not to the selection of the subject. “Concurrence,” in this section, refers to their having a say in the appointment of the professor; but not, as I think you indicated before, to their having a say in the selection of the subject.

7928. At all events, if the trustees should be of opinion that the Synod is acting illegally, could they be compelled, under the present Act, to appoint any one?—Well, that is a legal question, upon which I do not feel in a position to give an opinion.

7929. But you seem to be decidedly of opinion that, notwithstanding the settlement of 1866, which I understand was a compromise, it is still within the discretion of the Synod to apply the educational one-third to theological or ecclesiastical purposes?—No.

7930. Would not the foundation of a literary chair in a Theological College be applying the fund to ecclesiastical purposes?—It is simply a college. The Act regulating the college fund does not define it as a Theological College. The Act simply defines it as a college, not as a Theological College. It says, “Towards the erection and maintenance of a college, or other educational institution in Dunedin.”

7931. *Rev. W. J. Habens.*] Has the Church Property Board any control over this college fund of which you are now speaking?—No. “The Dunedin Church Lands Ordinance, 1861,” says all the rents, &c., “shall be paid to the treasurer for the time being of the aforesaid Presbyterian Church of Otago; and the clear proceeds, after deduction of the costs of collection and other necessary expenses, shall and may from time to time be applied by the said Presbyterian Church of Otago.” Now, that is the Synod, and not the trustees. The treasurer who receives the income is treasurer for the Presbyterian Church, and acts under the control of the Synod as such.

7932. *Professor Shand.*] Do you think the words “erection and maintenance of a college or other educational institution in Dunedin” can be made to cover the Presbyterian Theological College? Do not those words mean “an institution for general education”?—The Act only says, “a college or other educational institution,” and our College fairly comes under that designation.

7933. Do you consider it is an educational institution in the ordinary acceptation of those words?—I consider it comes fairly under the terms of the Act—“a college or other educational institution.”

7934. *Rev. W. J. Habens.*] Our commission requires that we should consider and report upon the condition, value, and application of all endowments made out of the public estate for the promotion of education. Inquiries have been made in regard to all such endowments of which the Commission was aware, and I, as Secretary to the Commission, have now, for the first time, become aware of the existence of this endowment made out of the public estate for the promotion of education. Would you be so good as to supply us with a statement of its condition, value, and application?—The only means of information which are open to me, as a member of the Synod, is a statement as to the yearly value, contained in the treasurer’s published accounts submitted to the last meeting of Synod. The rents from the college fund are there stated at £902 7s. I presume that is for a year.

7935. Can you tell me the proper person to apply to for this information?—The general trustees, who are legally termed the Presbyterian Church Board of Property.

7936. But they have stated that they have no property that originates in Crown grants. I have applied to them more than once for such information. Am I to understand that, as Moderator of the Synod, you have no knowledge of the condition, value, and application of this endowment, beyond that which is contained in the published statements accessible to the public?—Yes. The application necessarily comes under our review as a Synod, but the condition and value are entirely in the knowledge of the general trustees.

7937. Are the general trustees the proper authorities to give the information?—Yes. They take the whole management of the Church estate in respect to receiving money, attending to the leasing, and everything of that sort. They attend to the whole business management of the property, and they do so under regulations framed by the Synod in a legal manner.

7938. Do you know if the legal estate vests in the trustees?—I believe it does. In a previous answer I stated what was reported in 1879 to be the rents from the college endowment, namely,

£902 7s. I was not certain whether that was for twelve months exactly. In the report contained in the proceedings of 1878, I find it stated that the rents from the endowment were £781 18s.; interest on debentures and deposit, £68 16s.: in all, £850 14s.

7939. *Professor Brown.*] How has this money been applied during the last two years?—In the erection and maintenance of a college.

7940. *Professor Sale.*] When did this college come into existence?—When we made our first appointment of a professor.

7941. When was that?—When Professor Salmond was appointed, in 1875. I find that, in January, 1876, the announcement was made, in a report to the Synod, that letters had been received announcing the selection and appointment to the Professorship of Theology, of the Rev. William Salmond.

7942. Where is the college building?—There is only a site purchased for it; and a house upon the site is used as a residence for the professor.

7943. Then there is no college building at present?—There is no special college building. We have not got one erected. A proposal is at present under consideration for that purpose. It was brought before last Synod.

7944. Where is the site for the building?—In Leith Street, Dunedin, opposite the Otago University building. There is half an acre, purchased out of the fund, for the purpose.

7945. How many students are at present attending the College?—I think there are three or four.

7946. How many were there last year?—I think there were two. The report of the Theological College Committee, 1879, given to the Synod at its last meeting, does not state the attendance. It only says, "Your Committee have to report that Professor Salmond and the Rev. Mr. Watt (tutor of biblical criticism) carried on their classes during the usual winter session." I think there were only two or three students.

7947. *Professor Shand.*] Is their instruction only in theology?—Yes. The Rev. Mr. Salmond is Professor of Systematic and Pastoral Theology.

7948. In your opinion, would it be for the public advantage that the educational one-third should be applied to the erection of chairs in the Theological College, rather than in the University of Otago?—It is not a Theological College. Although the Committee is called the Theological College Committee, it is simply a college at present used only in respect to its theological department. As to your question respecting public advantage, I consider that, under present circumstances, it would be greatly to the public advantage so to use it.

7949. Will you state the grounds of your opinion?—I hope you will understand that I am only giving my own personal opinion. I cannot speak for the Synod or any one else. The ground of my own personal opinion in giving that answer is this: The Synod made, as I consider it did, a wise selection of the subject for a new chair; and when the University Council declined to receive such new chair, I think it will be for the public advantage that such a chair should be instituted in the manner in which the Synod desires it to be.

7950. What was the chair that the Synod desired to establish?—A chair of moral philosophy and political economy.

7951. On what grounds did the Synod come to the conclusion that this would be the most desirable chair to erect?—I cannot speak for the whole Synod. Probably different members would have their own views, and the views of the Synod as such are not presented in any formal document, as far as I can remember.

7952. We have heard in evidence that the University Council wished to have a chair of English language and literature endowed?—Yes. That was brought to the knowledge of the Synod.

7953. Is it your opinion that a chair of moral philosophy in the Theological College——?—No; in the College.

7954. Well, the Presbyterian College. I call it the Theological College, because it is nothing else. Are you of opinion that a chair of moral philosophy in the Theological College would be of greater advantage than a chair of English language and literature in the University of Otago?—Yes—a chair of moral philosophy and political economy.

7955. Do you think it would be taken advantage of by a greater number of students, or on what ground would it be more for the public advantage?—I have my own personal views on the matter, but I do not know whether they are of any importance to the Commission. In the first place, I think political economy deserves, at the present time, a larger share of attention than can be given to it fairly by a professor who is charged with the teaching of mental and moral science. That is one specific ground.

7956. Are you aware, in making that statement, that political economy is already taught three hours per week in the University?—Yes; I am quite aware of that. I have mentioned one strong ground. Then, another ground why moral philosophy should be connected with it is, that it has been and still is generally recognized that, where the two subjects are taught, and there is not a separate professor for each, moral philosophy should be taught in connection with political economy, rather than in connection with mental science. On that point, I could quote a number of authorities.

7957. That is hardly an answer to my question. My question is rather this, whether the establishment of a chair for these subjects in what may be called a private institution, would be of greater public advantage than the endowment of a chair in the Otago University, which is a public institution?—But the College would be equally public, inasmuch as its classes would be open to all students, the same as the University of Otago.

7958. Is it not an institution intended for the training of students of theology for the Presbyterian Church?—The theological course is, but this chair would be open for all literary students.

7959. *Professor Sale.*] Have you had any students who were not training with a view to the clerical profession in connection with the Presbyterian Church?—No; because we have had only the means of training in connection with theology. We have sent all our students who are going on for the Church, to acquire their literary training at the University of Otago; so that we have never taken in hand any literary training of students, since the University of Otago was instituted.

Rev. J. Copland.

July 7, 1879.

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7960. But, now that you have come to a deadlock with the University of Otago, do you think it is time to begin to set up literary work yourselves?—Yes; in that particular chair.

7961. *Professor Shand.*] Do you think it is likely that persons other than students of theology for the Presbyterian Church, will attend classes in this Presbyterian institution?—Yes; I think so, if the proper man is put in as professor.

7962. Then is it your opinion that the Synod, in making this selection, was actuated by consideration for the interests of the public, and not by consideration for the interests of their own theological students?—I think the Synod took into consideration the interests of the whole public, who were likely to be benefited by the advancement of education.

7963. *Professor Cook.*] Did the Synod make an offer, in the first instance, to endow this chair in the Otago University?—Yes.

7964. With what result?—It was declined.

7965. On what ground was it declined?—Here is a copy of a resolution enclosed in a letter to our clerk, which sets forth certain grounds on which they declined to receive our chair: "The Council, having already appointed a Professor of Mental and Moral Philosophy and Political Economy, at the request of the trustees under 'The Presbyterian Church of Otago Lands Act, 1866,' by whom the professor was nominated, and, further, being advised by the Professorial Board that the arrangements for teaching those branches are sufficient, consider it inexpedient to appoint a second professor to teach the same subjects in the University, and accordingly respectfully decline the proposal now made by the Synod."

7966. And was it then that the Synod considered the proposal of appointing a professor to that chair in the Presbyterian Theological College?—Yes; in the Presbyterian College.

7967. *Professor Shand.*] Then, was not the offer of the Synod declined on the ground that the subject was already represented in the Otago University, by a professor appointed by the trustees themselves?—That is the ostensible ground stated in their resolution; but we consider it is not a correct statement of facts.

7968. Is it not a fact that those subjects are taught in the Otago University by the professor appointed by the Church trustees, or nominated by them and accepted by the University Council?—The error lies in this: the resolution would lead one to conclude that the Professor of Political Economy, or the professor charged with teaching mental and moral philosophy and political economy, had been appointed at the request of the Synod. But the Synod simply endowed the chair of mental and moral philosophy. It was not the purpose of the Synod that one professor should be held sufficient for overtaking the whole of those subjects. He was appointed simply as Professor of Mental and Moral Philosophy.

7969. *Professor Cook.*] Are you aware whether that professor is more overworked at the present time, when charged with all those subjects, than other members of the professorial staff?—That is a matter on which we have no data for giving an opinion that is at all reliable, inasmuch as I do not consider the work of a professor is to be estimated simply by the number of hours in which he is dealing with his students. I consider, further, in respect to that question, that those three subjects, and the cognate subjects usually taken along with them, are far too much for any single man to deal with efficiently.

7970. Do you consider that a professor who had to teach Greek language and literature, Latin language and literature, and English language and literature, would be overworked?—I would consider that he had too much to do also.

7971. I suppose it would be the object of the Presbyterian body, if it were working cordially with the University Council, to give help in the shape of chairs which were most needed?—Yes; but that would not be their exclusive consideration, because they would look at the permanent purposes to be served; and one special consideration that would render that of less account in the eyes of the Synod would be this, that the University Council are likely to have large and increasing funds, and are likely to be able to supply additional professors to relieve those who may have too much work at present; whereas the Synod, having only a very limited fund to deal with, and not being likely to erect another chair for a very long time—perhaps never—would look at some considerations which they might deem to be of the highest permanent importance.

7972. Can you tell us what those considerations are likely to be?—The nature of the subjects themselves. The nature of the subjects of moral philosophy and political economy appeared to the Synod—or, at least, to the majority—to be of such permanent importance to the country at large, that it was desirable to secure a professor who should be charged specially with those subjects.

7973. Do you think the subject of English language and literature is not, in the opinion of the Synod, of permanent importance?—In comparison with those other subjects, it certainly is not. Of course, I must not be held as speaking for the Synod, because a number of our members would have preferred to take a chair of English language and literature, and they moved in that direction; so that the matter was fully discussed in the Synod.

7974. *Rev. W. J. Habens.*] Do you think that the Synod would be likely to consider that, as this fund is administered by a religious body, it is natural that it should look after the interests of those subjects cognate with theology, though belonging to literature, which are more likely than other subjects of a literary kind to be neglected unless the Synod looks after them?—Probably and naturally the Synod would. Every body would look after the subjects cognate to itself.

7975. *Professor Shand.*] Is it a fact that the Synod are dissatisfied with the teaching of the present Professor of Moral Philosophy?—Some members of the Synod are, but the Synod has never given an opinion upon that subject.

7976. Has the matter been discussed in the Synod?—The matter was brought before the Synod. It happened to be at a private meeting; but I do not think I am violating any confidence in stating the fact, all the more as it has been misrepresented abroad. To this extent and in this form, that matter has been brought formally before the Synod: a motion was tabled, that the Synod should rescind its present regulation, which binds its own Church students to attend the moral philosophy chair in the University. That motion was tabled, and that motion was not seconded.

7977. In your opinion was the Synod actuated, in making this proposal, by a desire to control the teaching of moral philosophy in the Otago University—I mean by a desire to put what might be considered a safe man in that position?—In which proposal? Rev. J. Copland.
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7978. In the proposal to establish a chair of moral philosophy and political economy?—Some members might think so; and, I have no doubt, did think so. The Synod itself, however, gave no opinion.

7979. *Professor Cook.*] In view of the question put by Mr. Habens just now—referring to the probability that an ecclesiastical body would, in the selection of chairs, prefer to endow chairs which were more intimately connected with theological studies than with others—do you not think that a chair of Greek, for example, would have answered all the requirements mentioned by Mr. Habens. Do you not think the Synod would have acted wisely in endowing a chair of Greek instead of moral philosophy?—The Synod considered that Greek was already taught; and then they had in view the consideration I have already referred to, as to the University Council having funds in course of time, to enable them to relieve any professors who have too much work.

7980. But would not a chair of Greek have met the view which Mr. Habens suggested, as well as a chair of moral philosophy?—It does, in one sense, as being a useful subject.

7981. And cognate to theology?—It would certainly be useful for literary training, and also for theology.

7982. Was the subject of establishing a chair of Greek considered?—No. It was not considered. There was no motion submitted on that point.

7983. Do you not think that might have helped the University of Otago much more than a chair of moral philosophy?—No, I do not think so. It would have relieved the Professor of Greek, so far; but, looking at the University as a whole, I consider that the chair which the Synod desired to found would conduce to the interests of the University more than a chair specifically for Greek.

7984. Did the Synod consider the alternative chair recommended by the Professorial Board of the University—namely, a chair of physical science?—There was no motion made regarding that subject.

7985. Then it was not considered at all?—No member formally proposed it; and in that sense it was not considered; but I have no doubt it was considered in discussing other motions. There were two propositions—one for English language and literature, and the other for moral philosophy and political economy. In considering those propositions, probably enough references were made to other subjects; but there was no formal motion placed before the Synod, proposing that a chair of physical science should be taken.*

7986. *Professor Sale.*] Was there before the Synod a letter written by the Chairman of the Professorial Board, and addressed to the Council of the University of Otago, on the subject?—That letter was laid before the Synod at its meeting in January last.

7987. Was that letter thoroughly considered by the Synod?—It was pretty fully discussed, and a good many remarks were passed upon it by different speakers.

7988. Do you remember what were the recommendations contained in that letter?—I remember physical science occurring in the letter; and, to the best of my recollection, it supported the chair of English literature.

7989. Was it not English literature in the first instance, and physical science in the second?—I think so.

7990. *Professor Cook.*] Did the Synod take no account of the fact that in the Otago University, at present, no provision whatever is made for teaching physical science?—It was not so stated. Personally, as a member of the Synod, I understood that that subject was connected with the chair of mathematics.

7991. Do you think it possible for a man to teach mathematics and physical science too?—I may be wrong, but I have the impression that the chair of mathematics is also charged with the teaching of physical science.

7992. Do you think it is humanly possible that any man could teach those two subjects?—I think it is far too much.

7993. Did you ever know a case where the two subjects were joined?—I cannot recollect any University in which the same professor had charge of the two subjects; neither can I recollect the fact of the same professor in any old University having to teach Greek, Latin, and English literature; nor yet do I recollect any professor in the old Universities having to teach mental and moral philosophy and political economy.

7994. Having before you the amount of work to be done by the other professors—one who takes Greek, Latin, and English language and literature, a second who is supposed to teach mathematics in all its branches and physical science, and a third who takes mental and moral philosophy and logic—are you still of opinion that, in view of the amount of work they have to do, it is necessary in the first instance, in the interests of education, to relieve the professor who teaches mental and moral philosophy and logic?—Not solely on the ground of relieving the professor. That is putting the grounds of our preference in a very limited form. If we were to restrict our attention simply to the consideration which professor should be soonest relieved, we might come to some different opinion. But, on the grounds which I indicated some time ago—and which included other things besides that—we considered that it was most desirable, in the interests of the University and the country, that we should choose a professor of moral philosophy and political economy.

7995. *Professor Brown.*] You have stated that mental science and moral philosophy were the two subjects of the chair already founded by you in the University. Am I to understand that political economy is taught voluntarily?—Political economy is taught, I believe, under the authority of the Council; and I may also add that the Synod requested, as a temporary arrangement, that instruction should be given in that subject, over and above the proper subjects of the chair. The Synod had in view the likelihood of a political economy chair being erected; but, as there was none, they requested that the Professor of Mental and Moral Philosophy might give instruction in that subject.

* The witness wishes to add the following words: "Such a proposal was made in the Synod a year before."—*Sac. R. Cox,*

Rev. J. Copland.
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7996. Then the Synod did think that those three subjects could be taught by one man?—They only thought that, as a temporary arrangement, and until a professor of political economy was appointed, such instruction should be given. I believe there was some request of that nature. The professor was appointed and endowed simply as Professor of Mental and Moral Philosophy; but the Council, I believe, have appointed him Professor of Mental and Moral Philosophy and Political Economy.

7997. So that they went beyond the instruction of the Synod?—They went beyond the endowment of the chair. The request of the trustees, or the committee of the Synod, or the Synod itself, was that in the meantime the professor might give some instruction in political economy; but it was never designed as a permanent arrangement.

7998. *Rev. W. J. Habens.*] Do you know if there are any other properties, originating in Crown grant, that are devoted to education in connection with the Presbyterian body, in addition to those which have been named?—These are the only educational funds that we have: the educational fund proper—that is, one-third of the general trust estate—and then the college fund. We can endow, or partially endow, theological professorships out of our ecclesiastical fund. That is all we have for educational purposes.

TUESDAY, 8TH JULY, 1879.

PRESENT:

Professor Brown in the chair.

Professor Cook,
Mr. Cutten,
Rev. W. J. Habens (Secretary),
Dr. Macdonald,

Rev. W. E. Mulgan,
Professor Sale,
Professor Ulrich.

Mr. R. Stout.
July 8, 1879.

Mr. ROBERT STOUT was sworn and examined.

7999. *Professor Brown.*] You have been, I believe, a member of the House of Representatives for Dunedin?—Yes.

8000. In that position have you become acquainted with the relations of the Church Property Trust to the University of Otago?—Yes. I can state them shortly. Of course I have gathered from reading, as one can only gather, the position in which the Church Property Trust and the University of Otago stand.

8001. Can you give us a brief account of the matter?—The position is this: When New Zealand was colonized, the New Zealand Company entered into arrangements with certain associations in order to bring out settlers to the colony. Those associations, in the two instances, at least, of Otago and Canterbury, were connected with a Church. The Otago Settlement was commenced under the auspices of an association which was connected with the Free Church of Scotland. One of the terms on which the association undertook to settle people in Otago, and on which people who settled in Otago bought their properties, was that a certain proportion of land, or a certain proportion of the funds obtained by the Company being invested in land, should be set aside for religious and educational purposes, or, as it was called, for religious and educational uses. Properties were thus obtained, and a list of them will be found in "The Presbyterian Church of Otago Lands Act, 1866." The Free Church of Scotland, as it was then called, settled here, but after a while that Church ceased to undertake educational work, confining itself purely to religious work. The Provincial Government was then in existence, and undertook educational work. The New Zealand Company ceased to carry on its work, the association also ceased, and the question was then raised: Seeing that the Church is not now conducting educational affairs, ought the Church to continue to enjoy the benefit of the whole of the land which was given partly for education and partly for religious purposes? In consequence of an agitation which then took place in Otago, the matter was referred to a Select Committee of the Provincial Council in 1860. They considered the matter and reported. Their report will be found in the Appendix to the Votes and Proceedings of the Otago Provincial Council, Session IX., 1860, p. 20. Mr. T. B. Gillies (now Judge Gillies) was Chairman, and the rest of the members of the Committee were: the late Sir John Richardson, Mr. T. Dick, the late Mr. James Howorth, and the late Dr. Purdie. This Committee recommended that a Commission should be appointed by the Council to still further investigate the subject, and communicate with the trustees. They also stated that, seeing the province was now undertaking education, they thought that some portion of the trust property ought to be made available for the cause of education generally, and they thought that was the true way of carrying out the original trust. Nothing was done as to appointing a Commission for many years. The matter was debated in the Provincial Council, but it was not until the end of 1865 or the beginning of 1866 that a Commission was appointed, consisting of Mr. Reynolds (now one of the trustees), Mr. R. B. Martin, and the Hon. H. J. Miller, M.L.C. They reported, and practically said that the Provincial Government had no right to interfere with the trust at all. They stated, however, that they understood the trustees were willing that a part of the property—one-third or one-fourth—should be applied to higher education—for a college in Dunedin. This Commission's report was not, however, laid before the Provincial Council until it was too late to take any action upon it. The Council met twice a year, and when it met in spring the report of the Commission was of no use, because the General Assembly had dealt with the matter in the Act of 1866. That Act provided that two-thirds should be applied to religious uses, and that the income from the remaining one-third, called the educational fund, should be applied to the endowment of a literary chair or chairs in connection with some college or University in Dunedin. This took place in 1866, but the Otago University was not incorporated until 1869. It was because there was a conflict between "The Presbyterian Church of Otago Lands Act, 1866," and the Otago University Ordinance of 1869, that I introduced a Bill into the General Assembly last session. I introduced that Bill in order to do away with the conflict, which is this: The Act of 1866 provides that the appointment and removal of the professor, and also practically the fixing of the subject, is to devolve upon the trustees, acting, no doubt, under the direction of the Synod of the Presbyterian Church; while, under "The

Otago University Ordinance, 1869," the Council of the University has no power to receive as one of its professors any one who is not under their sole power as to appointment and discharge. Therefore I submitted that the University Council could not take advantage of the Presbyterian Church endowment, nor could the Presbyterian Church trustees give up their powers to the University Council to fill the chair in any way they pleased. My Bill, however, was not passed. It was first thrown out by the Committee of Selection on the technical point that it was a private Bill. The House, however, voted that it was not a private Bill; but it was then too late in the session to proceed with it. Since then, the Synod wished a certain chair to be created in connection with the University, and the University Council, thinking that such a chair was not wanted, refused to accept it. Therefore the Synod of the Presbyterian Church passed what is termed an interim Act. Under their Act they must so proceed. This interim Act authorizes the trustees to endow a chair connected with some college, not necessarily the Otago University. This interim Act cannot be ratified, and will not be finally law, until the Synod meets in January next, and no doubt the matter may be discussed again. According to the present statute, the literary chair or chairs to be established by the Synod need not necessarily be connected with the Otago University, but may be connected with any college that the Synod chooses to create, or chooses to give the literary chair or chairs to. I wish to see that put an end to for this reason: it seems to me that the fund or trust property was originally given for the whole people of the province; and, as the trustees were willing in 1866 that the fund should be applied to purely literary purposes in connection with some college, it appears that the meaning of those who passed the law was, that the chairs should be established in some college not necessarily connected with any Church. The present attitude of a majority of the Synod appears to be, that they will take the one-third supposed to go for purely literary purposes, and apply it to such literary purposes as will best suit the promulgation of their own doctrines. I think the Assembly ought to pass a law to stop that, because it is, in my opinion, a violation of the trust.

8002. *Mr. Cutten.*] Do you think the Act binds them to take any particular college?—Any college in Otago.

8003. *Professor Brown.*] I suppose that, legally, they can establish a chair in a college different from the University of Otago?—I think they can; although I think that is only taking the Act literally. Taking the spirit of the enactment, and what was understood at the time, I do not think that that was at all meant.

8004. *Professor Sale.*] Do you know whether, in the original foundation of the Otago Settlement, it was contemplated to found a college or University?—Well, that was spoken of by the people who were members of the association.

8005. Was it ever contemplated to found more than one college or University?—I do not think so. I think it was intended to have a college, in addition to the high schools. My point is this: In England, whenever a person is left by will a sum of money or property for any special purpose, and it is found that that special purpose cannot be given effect to, the Courts of law, independently of the Legislature altogether, always act on this principle—what is called the *cy-près* doctrine: they will carry out the testator's intention as far as possible; they will say that the money or property is to be applied to a purpose which comes as near as possible to the testator's desire. It was practically on that principle that the Select Committee of the Provincial Council acted, when they recommended that part of the money should be applied to educational purposes. The trustees were willing to do that; and the fund was then said to be for educational purposes, as distinguished from theological purposes; hence it was to be devoted to the establishment of a literary chair or chairs. The Synod now seems to wish to make the chairs subservient to their theological doctrines.

8006. *Professor Brown.*] You have stated that the provisions of the Act of 1866, and those of "The Otago University Ordinance, 1869," conflicted. Can you explain how a previous appointment was made?—I do not know how the previous appointment was made. However, I can say this: If the Act and the Ordinance had both been carried out, the appointment could not have been made.

8007. Another statement you made was, that the appointment was with the Church trustees; and not only the appointment, but also practically the fixing of the subject of the chair. Is that the case?—No doubt the trustees are not bound to endow any chair the University Council chooses to fix on. The trustees have to fix what the literary chair shall be.

8008. We had it in evidence yesterday, from the Rev. Dr. Copland, that the Synod alone had the decision as to the subject of the chair, and not the trustees. Is that the case?—I do not remember the exact words of the Act, but they practically mean this: the Synod can say they will pass an interim Act; and if they pass an interim Act, it seems to me the trustees will be bound to accept what the Synod say.

8009. So you correct what you have said?—The trustees have the power. All the Synod can do is to pass a regulation for the guidance of the trustees; and if the Synod does not pass a regulation, the trustees can act. No doubt the Synod has the controlling power. If the Synod pass a regulation that no chair shall be endowed except so-and-so, I do not think the trustees can dispute it.

8010. *Rev. W. J. Habens.*] Your objection to the present state of things is not merely that it renders a deadlock possible, but that it involves a deadlock, if the strict provisions of the law are carried out?—Yes; it involves a deadlock between the University, the trustees, and the Synod.

8011. By what means do you propose to get rid of that inherent defect?—I propose that the appointment and removal of professors should rest solely with the Council of the University; because I do not believe in the professors having two masters. Practically it amounts to that at present: the trustees are masters, and also the University Council.

8012. But is it not actually the state of affairs now, that no one can appoint a professor in the University of Otago but the Council of the University?—Yes; that is what I say: that is the law now. I propose, as to the selection of the subject, that if the trustees and the Synod on the one side, and the University on the other, cannot agree, then the Governor in Council shall determine. That is my remedy.

8013. *Mr. Cutten.*] Then you propose to bind the Synod?—Yes; to give the chair to the University of Otago.

Mr. R. Stout.

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8014. *Professor Sale.*] Is there anything in the Act of 1866 to determine what is meant by the words, "any college or University"?—No; there was none established then.

8015. Were any contemplated?—The matter had been talked about for years before 1866. From the very first it was always held that there was to be a University in Otago. I heard of it before coming to Otago.

8016. *Rev. W. J. Habens.*] From what you know of the history of the settlement, do you suppose that the University which would be contemplated by the early settlers would be a University in which there would probably be a faculty of theology, or would it be entirely a secular institution?—I have no doubt they would think that there should be a faculty of theology in the University. I have no doubt they would think that it should be similar to Edinburgh University. That is the pattern.

8017. *Professor Cook.*] The Bill which you introduced having fallen through, can you tell us whether any steps in the same direction will be taken this session?—I have heard that one member will take it up; but I am not sure whether he will or not.

8018. *Rev. W. J. Habens.*] Did you not say that, in your opinion, the application of this money to the erection and maintenance of a chair in such a college as it is now proposed to be devoted to, may be in accord with the letter of the Act of 1866, but is not in accord with the spirit of the Act?—Yes. The reason I give is this: In the Act itself there was due provision made for what I may term ecclesiastical or theological education. The literary chair or chairs spoken of were to be purely for secular purposes. In the Act it will be seen that a certain fund is set apart for educational purposes—that is, for endowing a college. It says in effect, "Two-thirds of the clear proceeds of the land shall each year be applied by the trustees, in accordance with regulations passed by the Synod, solely for the purpose of building or repairing manses and churches, and endowing or aiding in the endowment of any theological chair or chairs in connection with the Presbyterian Church in any college or University, or any or either of such purposes, according to the said regulations, and shall be called the ecclesiastical fund." Hence part of the proceeds was to go to purely ecclesiastical purposes; and the remaining one-third part was to form an educational fund, to be devoted purely to literary purposes. Therefore I submit that the meaning was, that the literary purpose was not to be a theological purpose, nor yet to be used for purposes of theology.

8019. *Rev. W. J. Habens.*] Does the argument which you use to establish your position, that this one-third is not applicable to the endowment of a chair in any denominational institution, apply, in your opinion, to another endowment made by the Dunedin Church Lands Ordinance?—That is what is called the college site. I have not looked into that Ordinance for a long while; but I understand, from memory, that the college was to be in connection with the Church, for the purpose, I presume, of training ministers; and I believe that is the purpose for which it has been used. The words are very general. On the face of the Ordinance it could be held to apply to any college.

8019A. I observe the words in this Church Lands Ordinance are, "towards the erection and maintenance of a college or other educational institution in Dunedin."—That is so.

8020. Do you see any reason to maintain that the Presbyterian Church authorities are misapplying this trust in using it for a denominational college?—I do not think so, if their institution can be called a college or educational institution. I do not think it could be said to be not a college because it is for training ministers, and is not secular.

8021. Referring again to your argument with regard to the one-third which is devoted to the establishment of literary chairs; you would not hold that the proposed application of the money was at variance with the mere words in the 9th clause: "the endowment of a literary chair or chairs in any college or University in the Province of Otago"? You would not hold that the fault consists in not paying proper respect to the meaning of those words?—I look at it in this way: The Act of 1866 contemplated, I submit, a college for general purposes—not merely for training theological students. That is plain from the fact that there is due provision made for what may be termed theological chairs; and the very fact of having literary chairs in addition showed that it contemplated that this University was to have a theological faculty, and an arts course as well. And if it contemplated those two things—viz., a theological faculty and an arts course—then the literary chairs were for the arts course, and, being for the arts course, ought not to be under the dominion or power in any way of any theological body, but ought to be devoted to purely secular purposes. That, I submit, was the meaning of the Act. It was never intended that the one-third was to be applied simply to aid a theological college, which could never have an arts course; and I believe that if the trustees or the Synod apply the money in that way, they will be misapplying their trust.

8022. *Professor Brown.*] Suppose that the University of Otago were in the hands of a denomination, or had a theological faculty in connection with a denomination, would it then be contrary to the spirit of the Act to apply this fund to the founding of chairs in the University of Otago?—Then, I think, it would be within the meaning of the Act; or suppose that a private person established a University in Otago, as has been done in America, with a theological side or faculty and literary chairs, the Synod, no doubt, could give literary chairs to that institution. They would not be bound to give the chairs to the institution at present existing. I admit that.

8023. Does not the Synod intend to make this college of the wide character that they speak of?—I can only judge from the reported debates of the Synod, when they wished to have a chair established for teaching political economy and moral philosophy. The best test is: Why was this chair proposed, seeing that there is at present a Professor of Mental and Moral Science? I think that the majority of those who voted for this chair of moral philosophy believe that the present occupant of the chair does not teach moral philosophy according to the Westminster Confession, if there is such a thing as philosophy according to it. They believe that teaching in a literary chair should be subservient to the dogmas of their particular Church. Otherwise I believe they would have at once agreed with the University Council in endowing a different chair. Therefore, I look upon it that, while providing in one sense for a literary chair, they are practically obtaining, under the guise of a Professor of Moral Philosophy, a teacher of theology. That I consider to be a breach of their trust.

Mr. WILLIAM MACDONALD, M.A., LL.D., was re-examined.

Mr. Macdonald.

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8024. *Rev. W. E. Mulgan.*] What proportion of the pupils being educated at the High School was derived from the primary schools?—Of the 184 pupils in the High School during the first two quarters of the present session, 110 at one time or other—for a shorter or longer period—were in the primary schools.

8025. How do you find these pupils to have been prepared?—Speaking generally, they were very well prepared in the subjects they profess, and some of these pupils are the most distinguished boys in the High School. The only difficulty in organization arises from the fact that a number of these pupils come up at late stages in our curriculum. They have no knowledge of Latin; but they express a desire to learn Latin. This interferes very much with the regular organization of the school. We meet that difficulty partly by arranging the time-table so that a higher and a lower class take Latin at the same time, and the boys of the higher class join the lower class for Latin alone. We also meet it by doing special work in Latin with the boys who are behind, as often as we can spare masters for the purpose.

8026. Which division of the year do you think desirable—into quarters or into, say, three terms?—At Home, in the school with which I was connected, we finally settled down to an arrangement of the session as follows: The session began on the 1st of October, and extended to the end of July. Our holidays occurred about Christmas—a fortnight—and at the end of April—ten days or a fortnight. I think that that is a good arrangement; and, so far as my experience in New Zealand goes, I should be disposed to suggest a session extending from the middle of February to the middle of December, with a break of, say, ten days in May, and a similar break in September. I do not think that the breaks should be longer than ten days, either in May or September.

8027. *Rev. W. J. Habens.*] On what ground do you propose such short holidays in May and September?—Because I attach very great importance to a long holiday at midsummer. My experience is, that the best way to preserve the health, both of the pupils and of the teachers, is to have a good, solid holiday at the best season of the year. Whilst I recognize that these breaks are very necessary, I think that no break should be longer than ten days. My experience leads me to say so. If they were made longer they would, in my judgment, interfere with what may be called the unity of the work of the session.

8028. *Rev. W. E. Mulgan.*] Is Greek taught in your school?—At the present moment it is taught to three boys—one in the fourth, one in the fifth, and one in the sixth class. They are taught at odd hours, just as opportunity offers. We have no class-instruction in Greek in the High School at this moment.

8029. *Rev. W. J. Habens.*] In what part of the school do you begin the teaching of Latin?—In the second class of the lower school.

8030. *Rev. W. E. Mulgan.*] Have you any division of the school into a modern and a classical side?—We have. In the upper classes of the school, when boys are sent to us with a request that they should not study Latin, we have made arrangements by which they study more fully what are generally called modern subjects. For example, at the present moment there are in the upper fourth class twenty-five boys, of whom nineteen learn Latin, and six do not. The seven hours per week which the nineteen Latin boys devote to that study, are employed by the non-Latin boys thus: three hours, German; two hours, science; and two hours, additional instruction in mathematics.

8031. *Rev. W. J. Habens.*] What arrangements have you for giving instruction during those seven hours?—The programme is so arranged that the German-master is free to take these boys for three hours for German; the science-master is also free; and the mathematical boys join the mathematical class.

8032. Do you think such a division would be applicable to, and advisable in, the grammar schools generally?—I am strongly of that opinion.

8033. I understand you to say that the boys not doing Latin spend part of the time ordinarily devoted to Latin in doing mathematical work, and that they do this along with the mathematical class?—Not along with the mathematical class, but with a mathematical class. For example, the boys in the fourth class who do not study Latin, join the boys in the fifth class at the hour at which the latter do mathematical work.

8034. *Professor Cook.*] Is not Greek the subject which usually differentiates the modern from the classical side of a school?—In the High School of Edinburgh, when we were introducing the modern side, Latin was the differentiating element; but, after the experience of some years, it was found that a modern side without Latin was not satisfactory, and we introduced Latin into the modern side. I regard Greek as the differentiating element.

8035. *Rev. W. J. Habens.*] Is it because education in this colony is upon a somewhat lower plane than Latin, rather than Greek, is the subject that differentiates?—For me to say that education is on a lower plane here is perhaps expressing an opinion where I have not had the means of forming one. Within my experience, however, it is the fact that there is not the same demand in the schools of this colony, for the study of Greek, that there is in corresponding schools of the Old-Country.

8036. *Professor Cook.*] Suppose that Greek were made part of the ordinary school curriculum, as Latin is, do you not think that after a little while it would come, as a matter of course, to be looked on as Latin is?—In the High School, Dunedin, even Latin is not a compulsory subject. The boys are free to take or leave Latin, just as they are free to take or leave Greek. The fact that so many boys study Latin is due to the public here having a belief in the study of Latin which they do not seem to have acquired for, or have altogether lost in, the study of Greek.

8037. *Professor Ulrich.*] Would you be in favour of Latin being made to a certain extent a compulsory subject, seeing that it is not compulsory?—I should like to know this community a little better before saying anything about that. I must say that I was very much struck—and very agreeably struck—by the extent to which Latin is accepted by parents who send their boys to the High School at Dunedin. With respect to Greek, I do not think, with the facts of the case before me, that I should be disposed to agitate for the study of Greek by the boys who attend the High School at the present moment.

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8038. *Rev. W. E. Mulgan.*] Do you think that the secondary schools should be inspected?—I think so. With regard to the High School, for example, I should consider that half of the school—that is, the first, second, and lower third classes—ought to be inspected, and not examined—that is, not examined in writing. I think that the visit of a qualified inspector to the school in that way, casually, is beneficial; and, indeed, at that stage it is the only kind of examination that I regard as beneficial. With regard to the upper part of the school, I think, for the satisfaction of the Board of Governors and the public, from time to time, that experts should visit the classes, for the purpose of making a more detailed examination of them. The upper part of the school should, I think, be visited and inspected by one who was familiar with the work done in the other secondary schools of the colony. He would be able to bring under the notice of the headmaster of each school the points in connection with the working of other schools which had struck him, and to consult with the headmasters as to the best methods to be followed in carrying on the schools.

8039. *Rev. W. J. Habens.*] Do you think it essential to proper inspection that the inspector should see the whole of the ordinary work of the school?—Most undoubtedly.

8040. You said the inspector should not examine the lower school in writing. By that do you mean that he should examine orally?—I meant simply this: that the Inspector should visit the school and see it going through its ordinary work; that he should strike in, take part in the work, and ask whatever he thought necessary to enable him to judge as to the state of the school. I do not think that, for our lower school, written examination alone would be at all satisfactory.

8041. *Rev. W. E. Mulgan.*] But in the upper department you think that there should be written examination and oral examination?—I think so.

8042. *Rev. W. J. Habens.*] And you think it would be beneficial if all upper classes in the schools were inspected, by an inspector who was acquainted with the working of all the secondary schools?—Yes; for in New Zealand it is almost impracticable that the headmasters of the various public schools should carry out the plan that has been followed in England for some years, of the headmasters of public schools meeting in annual conference. I think that if we had an inspector going from school to school in the way I have suggested, he would be able to present his observations to the various headmasters, as the accumulated experience of the headmasters in the colony.

8043. Do you think that such inspection would have a tendency to reduce the teaching in all the schools to an undesirable uniformity?—I think there would be danger of that evil arising, if the inspection were conducted according to the hard-and-fast regulations of a code, and if results were tested wholly or mainly by individual examination. In the opinion of many eminent authorities on education, that has been the result of the present system of primary-school inspection at Home. Under the system of inspection, or, I might term it, assessorship, which I advocate, I do not think that any mischief could be done, while I am certain that much good would be effected.

Dr. I. de Zouche.
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Dr. ISAIAH DE ZOCHE was sworn and examined.

8044. *Rev. W. E. Mulgan.*] What is your connexion with the Dunedin Hospital staff?—I am honorary physician to the Hospital.

8045. Are you familiar with the correspondence which took place between the Hospital staff and the Medical School?—I am.

8046. Can you state what fee the Hospital staff propose to require from the medical students?—They propose, for hospital attendance, clinical medicine and surgery, and *post-mortem* examinations, a fee of ten guineas for the first year, and of five guineas for the second year.

8047. Is it to be supposed that that fee includes remuneration for clinical lecturers?—It includes all—hospital attendance and clinical lectures as well.

8048. Are you aware that the University Council abolished clinical lecturers on the arrival of the Professor of Anatomy, and that no other lecturers could be recognized by Edinburgh?—I understood that the Hospital here was recognized by Edinburgh. That applies to a recognition of clinical instruction as well.

8049. *Professor Cook.*] We have it in evidence that the only lecturer here whom Edinburgh has recognized is Professor Scott. Dr. Brown expects to be recognized. Are you aware whether any members of the Hospital staff have made any attempts to obtain recognition?—No special attempts have been made by the staff. A hospital with a hundred beds can obtain recognition as a rule; a hospital without that number of beds cannot be recognized. The recognition of a hospital, with its hundred beds, implies recognition of all the teachers in that hospital. They cannot recognize one man, with some fifteen beds at his disposal; they are obliged to recognize all in order to give that one man validity.

8050. Are you aware that the University here desires to limit the present medical education to a two-years course?—Yes.

8051. At Edinburgh University, in concert with which this University seems to be acting at present, does clinical surgery form a part of the two-years course?—I am not aware whether it is compulsory that surgery should be taken, but I am under the impression that, if not taken there, it must be taken somewhere.

8052. Do you know what constitutes the first two-years course in Edinburgh?—I do not. If a hospital is recognized—and you cannot recognize it in one department and not in all—clinical medicine and surgery would be recognized.

8053. Are you aware whether the Dunedin Hospital has been recognized as a hospital?—We were given to understand so. Certainly we were under the impression that it was, from the fact that the University applied for permission for the students to attend. It is the general impression of the Hospital staff that the Hospital has been recognized in Edinburgh at the instance of the Otago University.

8054. *Dr. Macdonald.*] Must not the act of recognition be contained in some document?—Yes.

8055. Have you seen any such document?—No.

8056. *Professor Sale.*] Assuming that there is a general recognition of the Hospital, does it follow

that the clinical lecturers, if any member of the staff lectured, would also be recognized by the Home authorities?—Such, certainly, is my impression; otherwise the recognition is imperfect.

8057. The clinical instruction you refer to here as being given to the students who attend the Hospital—is that what is called, technically, clinical lectures?—Regular clinical lectures have not been organized yet, owing to this vexed question; but clinical instruction has been given at the bedsides of patients.

8058. Do you not hold that there is a difference, and is it not usual to recognize the difference, between bedside instruction and clinical lectures?—Yes, there is a difference. The intention was to give clinical lectures as soon as our status had been properly defined. I myself began such clinical lectures, but have not given enough to speak much about them yet.

8059. When you stated that the fees were to include hospital attendance, clinical medicine, and surgery, did you mean that they were to include regular clinical lectures also?—Yes.

8060. Of course you do not mean that they at present include such lectures?—As soon as our status is properly defined we will give them. The want of that recognition may be the reason why Dr. Brown has never given clinical instruction until the present year. I do not think there will be any difficulty about Dr. Brown's recognition by Edinburgh. To him the students must first look for clinical lectures; but until this session he has never given any, nor given clinical instruction, properly so called.

8061. What do you mean by the expression "status"?—I mean our standing as properly-recognized clinical teachers. We had no doubt—none whatever—but that our position in the Hospital gave us that standing, until this question was raised.

8062. *Professor Cook.*] In fact, that, as forming part of the staff, you had a certain standing as instructors?—Yes. We look upon the Medical School as consisting of two distinct parts—the theoretical, represented by the University, and the practical, represented by the Hospital.

8063. *Dr. Macdonald.*] What steps ought to be taken to satisfy you as to your status?—We supposed that the University would take proper steps to have the students recognized when they applied to us for permission for the students to attend. That permission was given. We did not bind ourselves to anything until we should hear further from the University.

8064. *Rev. W. J. Habens.*] Do you know whether the University, which has the charge of the Medical School, desired that the students should be able to attend clinical lectures and receive clinical instruction?—I judge so from the letter which Professor Scott wrote to the Hospital Committee. He wrote requesting that the staff should attend at stated hours, so that all beds should be available for clinical instruction. We judged from his letter that we were expected to give clinical instruction, because otherwise there was no necessity for such a regulation. If Dr. Brown only is recognized, he only should attend. We should not trouble ourselves to attend. Clinical instruction has been given by the other members of the staff. The students have been actually learning—the one who has gone Home; and the other two have learnt from some of the physicians and surgeons.

8065. *Professor Sale.*] Do you think that the members of the Hospital staff who at present give instruction to the students, are placed on a proper footing in their relation to the University?—Certainly not, so far as regards a definition of that position as coming from the University.

8066. What do you think is required?—If there is any doubt in the mind of the University on the subject, the staff should be written to and informed how far they are recognized, and what portion, if any, of their instruction is recognized.

8067. *Professor Ulrich.*] Have the Hospital staff any idea whether the Professor of Anatomy agrees that clinical lectures should be given at the Hospital?—We judge that he does from his letter. He has written a letter in which he distinctly requests that the Hospital staff should attend at stated hours. I think that Professor Scott's letter happens to be here.

8068. *Dr. Macdonald.*] Written to whom?—He wrote to the Hospital Committee, asking that the staff should attend at stated hours, in order that all the beds might be available for clinical instruction. The letter is as follows:—

GENTLEMEN,—

Fern Hill, 5th May, 1879.

We take the liberty of drawing your attention to the necessity for making some regulations with regard to the attendance of medical students in the Dunedin Hospital, and beg to offer the following suggestions for your guidance in the matter:—

1. That certain hours be fixed for the attendance of students. This implies fixed visiting hours for the medical staff. This is a matter of no small importance, for, though the Hospital contains 160 beds, very few of these are available for clinical instruction if only two or three of the staff attend at stated hours. Attendance on this Hospital is only recognized at Home on the assumption that all or nearly all the beds it contains are used for teaching purposes, and this is, of course, implied in all certificates of attendance.

2. That each student should pay a fee at the beginning of the session, and that his name be entered as a hospital student. That attendance be ascertained from time to time, and that certificates of attendance be granted at the end of every half-year. These certificates ought to be signed by the medical staff.

3. That separate certificates be granted for attendance on the *post-mortem* examinations held in the Hospital.

We have, &c.,

JOHN H. SCOTT.

To the Committee of the Dunedin Hospital.

8069. *Professor Sale.*] Does that request imply a wish that regular clinical lectures should be delivered?—We looked on clinical instruction as clinical lectures and bedside instruction as well. I never made any distinction.

8070. *Professor Cook.*] Would it be of any service to students, do you think, to attend the Hospital and go round with the physicians or surgeons, and pick up anything they could, without receiving systematic instruction?—Very little, I think. The physicians or surgeons would not, I think, trouble themselves about the students, nor take due interest in them, if they had not a definite position as clinical teachers and lecturers. The students are quite free to walk round with the

Dr. I. de Zouche.

July 8, 1879.

Dr. I. de Zouche. physicians or surgeons ; but they want certificates of attendance, which we are unwilling to give them unless we feel that we are recognized in every respect, and unless the fees are paid. The certificates have a market value.
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8071. You think it would be unfair to give a certificate merely because a student went in a casual way and saw the operations?—Quite so. In fact, I have refused a certificate to one student who did not attend properly.

8072. *Rev. W. J. Habens.*] I understand that the students have free admission to see anything going on in the Hospital?—Yes ; but the moment that they want a certificate they must pay.

8073. And these certificates profess to be certificates of attendance at the Hospital, and upon clinical lectures?—Yes ; of attendance on the Hospital and on clinical lectures.

8074. You think that the certificate would be valueless unless it set forth that the student had received clinical instruction?—I think so.

8075. Of course, you think that the clinical lectures, if given at all, must be given by the Hospital staff?—They must be.

8076. If the Hospital staff is recognized so far as is involved in the correspondence, it is only right that their certificates should be recognized as the certificates of lecturers?—As clinical lecturers, yes. It is a portion of their work in the Hospital.

8077. And as they do the work they should receive the fee?—It follows, because they have the cases.

8078. Has the correspondence from the Medical School been from the Chancellor of the University, or from the Registrar? Who was the writer of the letters?—The first letter was from the Registrar, requesting that the students might be allowed to attend the Hospital with the staff. The Hospital staff replied, that the students would have every facility for attendance, but the staff did not bind themselves to anything more.

8079. In what capacity did Dr. Scott write, requesting that the members of the staff might be in attendance?—I really do not know. I do not know how he takes this part in the matter ; but I suppose as representing the University. The letter is written in the plural, as Dr. Brown intended to sign it.

8080. So far as you are aware, it was not the University Council that made this application?—I am not aware whether Dr. Scott wrote officially or not. We thought that he had the sanction of the University Council when he wrote. I could not say positively. The letter was read in the presence of the University Council as part of the correspondence on the subject, and not disclaimed by them.

8081. *Professor Sale.*] What did you understand to be the meaning of the step taken by the University, when they dispensed with the services of Drs. Hocken and Gillies as clinical lecturers?—I thought it was done because there were no students, and that they were very expensive appointments in consequence.

8082. Then you propose that the fees charged to the students should take the place of the salaries previously offered by the University?—Yes ; that is the view I take. It is so in many other schools.

8083. What is the average cost, all through, per annum of the medical education of students at Home?—The actual time during which students pay fees is about three years. They pay at the rate of £33 per annum.

8084. *Professor Cook.*] About £100 for the whole course?—Yes. That is, a three-years course ; but if the students want more, they are not required to pay for more.

8085. *Professor Sale.*] In the case of a student at Edinburgh, do you know what he pays for admission to the hospital?—He pays £10 for a permanent hospital ticket. For one year he pays £5 5s.

8086. He may attend as often as he likes, so long as he pays £10?—Yes ; but that does not include clinical lectures.

8087. Do you think it desirable that a student should commence to attend clinical lectures in the first year of his studies?—I think that he should from the beginning ; but I beg to say in explanation that that does not involve reading.

8088. Is it usual in the great medical schools at Home for the students to attend clinical lectures at first?—In some schools it is usual. Different schools have different usages.

8089. I am now speaking of a regular system of instruction?—Yes.

8090. What schools at Home can you mention where that is so?—I am a Dublin student ; and there it is very usual. But the students do not read ; they gather knowledge from the lecturer and the cases before them.

8091. Do you know whether that is a common practice with other schools beside Dublin?—I really do not know whether it is the practice in London or Edinburgh.

8092. *Dr. Macdonald.*] Or in any of the Home schools?—I imagine that the students attend hospital and bedside instruction ; but I really do not know whether they attend clinical lectures or not.

8093. *Professor Sale.*] What is the hospital fee at Dublin?—The present fee is thirteen guineas per year of nine months. If the student takes the nine months at once, he pays twelve guineas. There are no permanent tickets there, because the students have the facility of choosing the best clinical instruction in the city ; and for that reason all the hospitals are on a par.

8094. Those tickets include clinical lectures?—Yes.

8095. At what part of the student's course do you think that he should take the subjects of botany, chemistry, and physiology?—I should think he ought to take botany and chemistry before he begins the study of medicine proper.

8096. That is, previously to his attending hospital at all?—Yes ; or University lectures on medical subjects proper. Physiology should be taken in his first year.

8097. Then, according to your plan, what would the student be doing during his first year?—Anatomy, physiology, and hospital attendance.

8098. Including clinical lectures selected by himself, as I understand you?—Well, clinical lectures in Dublin go with hospital attendance usually.

8099. *Dr. Macdonald.*] But, as I understand you, you can choose your hospital there?—Yes.

8100. *Professor Sale.*] Are these lectures prescribed for the students? Is a regular course of clinical lectures marked out for them?—No; because that would be reducing it to systematic lectures, when they should be taken according as the cases in the hospital require to be explained. My idea of clinical lectures is, that they do not belong to a regular system, but must be taken as occasion requires, from cases in the hospital. That is the distinction between them and the systematic lectures delivered at a University.

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8101. Suppose the students have taken the two years in Otago, and go to a medical school in Great Britain, will they again have to attend clinical lectures there? Will the previous clinical lectures count?—That depends on the recognition accorded to the Hospital. If the Hospital is recognized we assume that it is recognized in every department, not merely as regards the number of beds, but on account of the instruction given, whether at the bedside or in the theatre of the Hospital. In that case the students should not have to attend again. Were they to be required to attend again, we, the Hospital staff, would look on it as an injustice to the students, and to the medical men themselves.

8102. Then, before fixing the amount of the fees, it would seem to be fair that the status of the lecturers should be first defined?—I presume so.

8103. *Professor Cook.*] Do you think that the Dunedin Hospital is sufficiently large, to afford the students full opportunity of receiving the due amount of clinical instruction?—I do.

8104. Do you think that you have a sufficient variety of cases, and so on?—Amplly so.

8105. Is there a sufficient number of operations to enable students to learn practical surgery?—Quite enough for that purpose.

8106. *Rev. W. E. Mulgan.*] Have you 160 beds?—I think we always have over a hundred full.

8107. *Professor Brown.*] Do you think it practicable to establish a fully-equipped medical school in Dunedin at present?—I understand that it is a matter of funds. As regards the professors, one might have to be imported—that is, a Professor of Physiology. With regard to the other branches, the men in Dunedin are quite able to undertake them, were funds available.

8108. All the other things necessary for a medical school are within reach here?—I think so. The Professor of Physiology would require to be a specially-trained man. The teaching of physiology changes almost from year to year.

8109. How much, do you think, would a fully-equipped medical school cost here?—That is a difficult question. I should have to go into figures.

8110. Could you give a rough estimate?—I am afraid that I could not.

8111. *Professor Sale.*] Supposing that a student is compelled to take chemistry in his first year, do you think that he could also, with advantage, attend clinical lectures at the same time?—I think so. May I give an explanation of my reason? The student, by going to the hospital to attend clinical lectures, is picking up medical phraseology, and the medical method of looking at patients. That is something which must be imbibed by degrees, by the students listening and constantly observing; and to do so thoroughly requires time. It can never be "crammed." If a student attempts to learn that portion of his profession in his last year, he will fail to become a good practitioner.

8112. *Professor Cook.*] Your idea is, that the clinical course should be a two-years course?—A two-years course of clinical instruction, according to Edinburgh, is quite sufficient.

8113. I understood you to say that in his second year the student should read a little?—Yes; in his second year he should begin to read. In his first year, I should not like a student to read practical medicine for the hospital work. In the third year, the students generally go into pure medicine and surgery as deeply as they can go, consistently with their other work.

8114. *Rev. W. E. Mulgan.*] What would be the fee at Dublin for six months?—Nine guineas; and for three months, five guineas. There was some question raised whether students would be placed at a disadvantage if they had to pay fees again at Edinburgh. If an opinion on that point is wanted by the Commission, I can give it.

8115. Are students from Dunedin or New Zealand placed at a disadvantage if they have again to pay fees at Home?—I may say that my figures are drawn up hurriedly. I am assuming that clinical instruction in Dunedin is recognized, and that the clinical lectures here are also recognized. If the student remains one year in Dunedin, and takes the rest of his hospital course, say, at Edinburgh, the fee to be paid by him in excess would be two guineas.

8116. *Professor Cook.*] That is, ten guineas in Dunedin and two guineas in Edinburgh?—The total hospital course in Edinburgh costs £24 14s. The amount of the total hospital course, taking one year in Dunedin and the remainder in Edinburgh, would be £26 16s.

8117. *Professor Sale.*] You are including clinical instruction in both cases?—Yes; and assuming recognition in Dunedin in every sense. If the student takes two years in Dunedin and one year in Edinburgh, which is all that is required, he would pay £21, thus he would save £3 14s.

8118. *Rev. W. E. Mulgan.*] In the one case he loses two guineas; in the other he saves £3 14s.?—Exactly. In any case the amount is not of very great importance.

8119. *Rev. W. J. Habens.*] Will you supply the data from which that statement is made?—I took my information from the *Lancet*. A student taking the whole hospital course in Edinburgh would pay—Hospital ticket for permanent attendance, £10; clinical lectures, medicine, first year, £4 4s.; clinical lectures, surgery, first year, £4 4s.; clinical lectures, medicine, second year, £3 3s.; clinical lectures, surgery, second year, £3 3s.: total, hospital course, £24 14s. A student taking one year at Dunedin Hospital and the remainder of his hospital course in Edinburgh, would pay—First year's attendance, at Dunedin Hospital—clinical lectures, medicine, clinical lectures, surgery, attendance at *post-mortem* examinations, £10 10s.; remainder of hospital course in Edinburgh—hospital ticket, permanent attendance, £10; clinical lectures, medicine, second year, £3 3s.; clinical lectures, surgery, second year, £3 3s.: total, £26 16s. A student taking two years at Dunedin Hospital and the remainder of his hospital course in Edinburgh would pay—First year's attendance at Dunedin Hospital—clinical lectures, medicine, clinical lectures, surgery, attendance at *post-mortem* examinations, £10 10s.; second year at Dunedin Hospital—clinical lectures, medicine, clinical lectures, surgery, attendance at *post-mortem* examinations, £5 5s.; the remainder in Edinburgh—hospital ticket, one year, £5 5s.: total, £21.

APPENDIX.

I.—ABSTRACT OF LETTERS WRITTEN BY DIRECTION OF THE ROYAL COMMISSION.

A. 20th January, 1879.—Asking for copy of information about to be supplied to the Education Department, according to the following Schedule.

SCHEDULE.

Matters respecting which information is more particularly required for the year ending 31st December, 1878:—

(1.) Generally the constitution, objects, and operations of the school, and the work accomplished by it.

(2.) Number of teachers (male and female) employed in the month of December, 1878, and their specific duties, as nearly as can be described.

(3.) Number of pupils on the roll (male and female), and average daily attendance (male and female), for the December quarter, and, if possible, for the other three quarters.

(4.) Number of pupils on the roll (male and female), and average daily attendance (male and female), for the month of December, 1878. [This is wanted for the information of the Registrar-General.]

(5.) The ages of the pupils (male and female) returned under No. 4, classified as follows: Under 10 years; over 10 and under 15; over 15 and under 18; over 18.

(6.) The classes or forms into which the pupils were arranged, the subjects of study, and the number of pupils in each class or form, in the month of December, 1878.

(7.) The arrangements made for the inspection or examination of the school, and copies of any reports which may have been recently furnished to the governing body relating to such inspection or examination.

(8.) Information as to scholarships, and the number of holders, annual value respectively, how long held, &c., and copies of the last examination papers set, if printed.

(9.) The number of pupil boarders (male and female) connected with the school, the provision made for their accommodation and supervision, and the rate of charges, *exclusive* of the day-school fees.

(10.) The scale of charges for the day school.

(11.) Information respecting the school buildings and grounds, and their suitability or otherwise.

(12.) General statement of the income and expenditure of the governing body for the year ending 31st December, 1878, shown under several distinct heads or classes.

Sent to—

Auckland College and Grammar School.

Church of England College and Grammar School, Auckland.

St. John's College, Auckland.

Wesley College, Three Kings, Auckland.

Napier Trust Schools.

Wellington College.

Wanganui Industrial School (27th January).

Nelson College.

Bishopdale College, Nelson.

Bishop's School, Nelson.

Canterbury College.

Christ's College, Christchurch.

Girls' High School, Christchurch.

Dunedin High Schools.

A'. 23rd January, 1879.—To the University of Otago, asking for such information as the University proposed to give to the Government as to the proceedings of the year ending 31st December, 1878.

B. 29th January, 1879.—Asking for a return of all reserves made within each provincial district for the promotion of education, with the exception of reserves for primary education under "The Education Reserves Act, 1877." Sent to—

Commissioner of Crown Lands, Auckland.

Commissioner of Crown Lands, Hawke's Bay.

Commissioner of Crown Lands, Taranaki.

Commissioner of Crown Lands, Wellington.

Commissioner of Crown Lands, Marlborough.

Commissioner of Crown Lands, Nelson.

Commissioner of Crown Lands, Westland.

Commissioner of Crown Lands, Canterbury.

Commissioner of Crown Lands, Otago.

Commissioner of Crown Lands, Southland.

C. 29th January, 1879.—Asking for statement of value and application of reserves held under "The Education Reserves Act, 1877," for secondary education. Sent to—

The School Commissioners, Auckland.

The School Commissioners, Hawke's Bay.

The School Commissioners, Taranaki.

The School Commissioners, Wellington.

The School Commissioners, Marlborough.

The School Commissioners, Nelson.

The School Commissioners, Westland.

The School Commissioners, Canterbury.

The School Commissioners, Otago.

D. 29th January, 1879.—Asking for information as to the condition, value, and application of endowments made out of public estate or grants of public money held under any trusts for the purposes of education in connection with the several institutions or bodies. Sent to—

Auckland College and Grammar School.	Wanganui Industrial School.
Church of England Grammar School, Auckland.	Nelson College.
St. John's College, Auckland.	Nelson School Society.
Wesley College, Three Kings, Auckland.	Bishopdale College, Nelson.
St. Mary's College, North Shore, Auckland.	Bishop's School, Nelson.
St. Stephen's Industrial School, Auckland.	Native School Reserve, Motueka.
Napier Trust Schools.	Canterbury College.
Te Aute Estate, Hawke's Bay.	Christ's College, Christchurch.
Wairoa School, Hawke's Bay.	Girls' High School, Christchurch.
Poverty Bay Native School.	Boys' High School, Christchurch.
Wellington College.	Medical School, Christchurch.
Wesleyan School Reserve, Wellington.	Church Property Trustees, Christchurch.
Roman Catholic Female School, Wellington.	Otago University.
Church of England Education Reserves, Wellington (Porirua, Wairarapa, and Otaki).	Dunedin High Schools.
	Otago Presbyterian Church Property Trustees.

E. 29th January, 1879.—Asking if reserves devoted by Acts of the General Assembly have been made available for the purposes of certain high schools, and, if so, what income is derived, and how it is applied. Sent to—

Auckland Girls' High School.	Christchurch Boys' High School.
Thames High School.	Ashburton High School.
Whangarei High School.	Timaru High School.
New Plymouth High School.	Waitaki High School.
Wanganui High School.	Southland High School.

F. 17th February, 1879.—Asking for information described in following Schedules A and B:—

Schedule A to Letter of 17th February, 1879.

- Copy of prospectus.
- Copy of time-table.
- Brief statement as to the foundation, and the most important facts in the history of the institution.
- Statement of the duties and powers of the principal or headmaster or headmistress.
- List of teachers, with information as to their qualifications and salaries.
- Return showing what library, museum, laboratory, cabinets of scientific apparatus, drawing models, diagrams, maps, &c., are provided for the institution.
- Abstract of attendance returns for the past five years.
- Return showing how many pupils or students reside away from home, and how many come from beyond your provincial district, distinguishing the localities from which they come.

Schedule B to Letter of 17th February, 1879.

- Copies of last examination papers, annual and for matriculation, with names of examiners.
- Number of students who have entered for and who have gained degrees, senior scholarships, third-year scholarships, honours, and prizes, respectively, year by year.
- Number of undergraduates now on the roll, with the number of years during which each has kept terms.
- Time-table showing hours per week devoted to each subject, names of undergraduates attending in each subject, and names of teachers employed in each subject.
- Number of terms and length of session for undergraduates.
- Income available for purposes of University instruction.
- Remuneration to teachers on account of University work.
- Scholarships, prizes, and other rewards provided by the institution for the advancement of University education.
- Return of last year's miscellaneous expenses for purposes of University instruction.

Schedule B sent to—

St. John's College, Auckland.	University of Otago.
Canterbury College.	

Schedules A and B sent to—

Auckland College and Grammar School.	Nelson College.
Church of England Grammar School, Auckland.	Bishopdale College and Bishop's School, Nelson.
Wesley College, Three Kings, Auckland.	Christ's College, Canterbury.
Wellington College.	

Schedule A sent to—

Napier Trust Schools.	Dunedin High Schools.
Wanganui Industrial School.	Invercargill Girls' High School.
Girls' High School, Canterbury.	

G. 3rd February, 1879.—To the Hon. the Colonial Secretary, asking information as to the University reserves. [Information since supplied from another source.]

H. 3rd February, 1879.—To the Hon. the Colonial Treasurer, asking for a statement of all moneys granted at any time by the Colonial or Provincial Governments in trust for the promotion of education.

II.—MEMORANDUM ON UNIVERSITY RESERVES.

(Written by Secretary to Royal Commission.)

“The University Endowment Act, 1868,” sets apart certain parcels of land as “reserves for the endowment of such university, institution, or body, corporate or collegiate, as shall by an Act of the General Assembly of New Zealand be declared to be the Colonial University for the endowment whereof the lands described in the Schedule, and other lands reserved under the provisions of this Act, shall be deemed to have been made.”

“The New Zealand University Act, 1874,” appropriates to the use of the University of Otago all lands within the Province of Otago reserved under “The University Endowment Act, 1868;” and directs that the proceeds from all other lands reserved under the Endowment Act, 1868, “shall be dealt with for promoting higher education in the respective provinces in which such reserves are situate, in such manner as the General Assembly may from time to time determine.”

“The New Zealand University Reserves Act, 1875,” describes certain blocks of land and refers to other blocks, and these all are to be administered under the Endowment Act, 1868, and for the purposes of higher education in the respective provinces in accordance with “The New Zealand University Act, 1874,” as quoted above.

The reserves known as University reserves are the following:—

Place.	Area.	When defined, &c.
WESTLAND—		
Hokitika—26 (in red) ...	5 acres ...	1868, Schedule to Endowment Act.
Hokitika—27 (in red) ...	5 acres ...	1868, Schedule to Endowment Act.
Greymouth—28 (in red) ...	5 acres ...	1868, Schedule to Endowment Act.
Greymouth—29 (in red) ...	5 acres ...	1868, Schedule to Endowment Act.
Okarito—30 (in red) ...	5 acres ...	1868, Schedule to Endowment Act.
Okarito—31 (in red) ...	5 acres ...	1868, Schedule to Endowment Act.
AUCKLAND—		
Taupiri, Waikato ...	10,000 acres ...	1875, Schedule A, Reserves Act.
Karamu, Waikato ...	10,000 acres ...	1875, Schedule A, Reserves Act.
Waimana, Opotiki ...	10,000 acres ...	1875, Schedule A, Reserves Act.
Ararimu, Kaipara ...	354 acres ...	1876, <i>Gazette</i> , April 20.
CANTERBURY—		
Ashburton ...	1,500 acres ...	1876, <i>Gazette</i> , April 20.
TARANAKI ...		
... ..	10,000 acres ...	1879, <i>Gazette</i> , April 10.
WELLINGTON—		
Waitotara ...	4,000 acres ...	[See below.]

The three blocks of 10,000 acres each in Auckland are all taken out of confiscated land, so that any one of them may be taken to be the block described in schedule to Endowment Act, 1868. It was at one time intended to set apart a block of 20,000 acres at Tahawai, Tauranga, but in Committee of the Legislative Council the schedule to the University Reserves Bill was amended by striking out this reserve. The reserve of 10,000 acres in Southland, set apart by the Governor in 1869, is transferred to the University of Otago by the operation of “The New Zealand University Act, 1874.”

Mr. G. W. Williams writes to the Surveyor-General, on the 19th March, 1879, as follows: “The surveyors engaged upon the Waitotara Block have been instructed by me to complete their plans by the 21st of next month, and after that I shall be in a position to recommend a block for the University reserve.” An Act will be necessary to authorize the proclamation, the six months limited by the Reserves Act, 1875, having expired.

By section 7 of Endowment Act, 1868, the lands reserved remain vested in the Crown. By section 8 the Governor has power to grant leases, but no leases have yet been granted. By section 9 rents, profits, and proceeds are to be paid into the branch of the Public Account called “The Special Fund,” to the credit of an account to be called “The Colonial University Account;” and by section 10 the Governor may appoint three persons to be trustees of the Colonial University Fund. As yet there is no fund and there are no trustees.

In a volume of “Rejected Bills, 1876,” there is the draft of a Bill proposing to appoint trustees not merely of the fund, but of the whole estate, to administer for the promotion of higher education in the districts in which the reserves are respectively situate, without the restriction contained in the words, “in such manner as the General Assembly may from time to time determine.” I cannot find that the Bill was ever introduced, but it was under the notice of the Government in 1877, as well as in 1876.

III.—GENERAL STATEMENT OF RESERVES FOR EDUCATION, NOT BEING RESERVES SET APART FOR PRIMARY EDUCATION UNDER "THE EDUCATION RESERVES ACT, 1877."

A.—AUCKLAND.

Description.	Area.	Value.			Present Rental.			Prospective Annual Value.	Remarks.
		£	s.	d.	£	s.	d.			£	s.	d.
For Secondary Education, administered by School Commissioners (<i>Gazette</i> , 16th December, 1878)—									
Town and Suburbs—Let	92 0 33	272 1 0	The area of reserves for secondary education is stated by the Secretary to the School Commissioners as it is given here. In the <i>Gazette</i> referred to the area of some reserves is said to be "not ascertained," and, on that account, the Royal Commission has not ordered an independent computation of the total to be made. School Commissioners report that distribution of revenue has not been made. Stated at "about 260." No demand for leases.
Unlet	260 0 0	...	...	...	...	...	...	...
Rural—Let	313 1 19	...	...	...	75 10 0	...	...	...
Unlet	8,235 0 0	...	...	...	...	...	...	...
Proposed to be devoted to Secondary Education	1,436 2 21	...	...	...	...	...	140 0 0	...
Auckland College and Grammar School—									
For a College and Grammar School or Schools—									
Reserves as stated by Commissioner of Crown Lands	286 0 23	...	...	...	1,712 5 0	...	...	Stated at "about 8,235." No demand for leases. Secretary to School Commissioners gives 1,436 acres 2 roods 21 perches as the area of lands which it is intended to devote to secondary education, but which, with other lands intended for primary education, have not been duly assigned to the intended purpose by formal distribution announced in <i>Gazette</i> . The Secretary of the College states that the rental is £1,712 5s., and that reserves of the annual value of £99 are unlet; also that a sum of £7,500 is now invested, being accumulated rent and interest, and bearing interest £545 10s. per annum. It was given in evidence that one of the reserves, consisting of 10,000 acres, might be let at once at £375 per annum. For value see answer to question 378.
University Reserves (described in No. II. above)	30,354 0 0	11,383 0 0			...	...	...	...
In connection with the Church of England—									
a. For religious, industrial, and English education of children of both races, &c.—									
St. Stephen's, Auckland	67 2 16	20,000 0 0			171 6 0 (for 40 acres)	...	...	Valuation by W. Aitken, Esq., who also values the buildings at £9,000.
Puniu	870 0 0	8,700 0 0			100 0 0	...	...	Valued by Commissioner of Crown Lands at £10 an acre.
Kohanga	470 0 0	1,175 0 0			Not used	...	...	Valued by Commissioner of Crown Lands at £2 or £3 an acre, but by Rev. R. Burrows at 10s.
Kohanga	280 0 0	700 0 0			Not used	...	...	Valued by Commissioner of Crown Lands at £4 an acre.
Papepe	133 3 0	535 0 0			Not used	...	...	Valued by Commissioner of Crown Lands at £10 per acre.
Hopuhopu	1,385 0 0	...			Only 5 or 6 ac. let	...	...
Otawhao (perhaps 173 acres 0 roods 38 perches)	175 0 38	1,752 7 6			...	...	...
Granted "as a mission station or as a site for a place of public worship, or for school purposes connected with religious and moral instruction"—									
b. Rotorua	318 2 10	318 12 6			12 0 0	60 0 0	60 0 0	Valued by Commissioner of Crown Lands at £1 an acre.	
For school and for house for clergyman—									
Auckland	0 2 27	...			...	...	...
For church, school, and cemetery—									
Waihangarika, Poverty Bay	593 0 0	...			400 0 0	...	...	Part of the rent is applied towards support of Native Girls' School, Napier.
In connection with the Wesleyan Methodist Society—									
The Three Kings Endowments—									
a. Grafton Road, granted for Native institution	6 3 0	4,000 0 0			146 0 0	...	...	Valued by W. Aitken, Esq., who also values the buildings at £4,500.
a. Three Kings, granted for Native institution	192 3 12	...			299 0 0	...	...
b. Three Kings, granted for religious, industrial, and English education of children of both races, &c., several grants	631 2 12	10,600 0 0			45 acres not let	...	...	Valued by W. Aitken, Esq., who also values the buildings at £1,000.
c. For a Native school, Aotea	402 0 0	...			...	...	...
c. For a Native school, Waiharakeke	169 0 0	...			...	...	...

GENERAL STATEMENT OF RESERVES FOR EDUCATION, NOT BEING RESERVES SET APART FOR PRIMARY EDUCATION—continued.

D.—WELLINGTON.

Description.	Area.	Value.		Present Rental.		Prospective Annual Value.	Remarks.
		£	s. d.	£	s. d.			£	s. d.
For Secondary Education administered by School Commissioners (<i>Gazette</i> , 12th June, 1878)—							
Parakarehu	5,161 2 0	...	...	24 0 0	...	£35 to £92	Income not yet distributed.
Rangitumau	6,000 0 0	...	...	...	...	£5	Rent and prospective value stated by Chairman of School Commissioners.
Wellington College—							
Site	69 1 0	...	...	...	...	1,581 15 0	About 20 acres will be leased under Act of 1878.
Endowments in Wellington	10 3 17	...	...	1,054 10 0	...	...	} These lands were purchased with proceeds of sale of Grammar School buildings.
Endowments in Carnarvon	345 3 21	...	...	25 18 3	...	...
Endowments in Carnarvon, &c.	694 0 17	...	...	not used	...	...	} The grants for these two reserves have not been issued.
Endowments in Parakaretu	4,065 3 0	...	...	...	...	...
Endowments in Rangitumau	5,000 0 0	...	...	...	...	...	} Time for Proclamation has lapsed. Act will be necessary.
Endowments in Fitzherbert (849 a. 3 r. 17 p.?)	882 3 15	...	...	...	...	...
Endowments in Palmerston	32 3 36	...	...	...	...	...	} 70 acres 14 perches of this reserve was sold for £3,500 ("Wellington Reserves Act, 1871"). The Act treats the whole reserve as sold.
University Reserve (described in No. II. above)—	[4,000 0 0]	...	...	60 0 0	...	...
[Waitotara]	[73 1 22]	...	...	...	...	...
Westeyan Reserve for Education (religious, industrial, and English)				...	...	...
In connection with Church of England—							
School site in Wellington	0 0 38	...	...	...	...	...	At present lent to Board of Education.
Porirua—For public school	500 0 0	...	...	75 0 0	...	...	Rent invested for future establishment of college.
Otaki—Church Mission Society school	561 0 25	...	...	200 0 0	...	...	Rent applied to maintenance of local Native school.
Wanganui—Religious, industrial, and English education of both races, &c.	250 0 32	...	...	690 5 1	...	...	£690 5s. 1d. was received for rent in 1878. Annual rent not stated. Part of the land has been sold for £585 for railway.
Wairarapa—College	590 0 0	...	...	65 0 0	...	75 0 0	Rents accumulate for future operations.
In connection with Roman Catholic Church—							
Site of St. Joseph's Providence School	0 0 22½	...	...	...	...	...	Rent applied to aid St. Joseph's Providence School.
Section 488, Wellington	1 0 0	...	...	30 0 0	...	...	Rent applied to aid Catholic schools in Wellington.
Porirua—For public school	108 0 0	...	...	36 0 0	...	...	Land to value of £10,000 out of education reserves.
Wanganui High School ... ..	...	...	...	...	...	...

E.—MARLBOROUGH.

Description.	Area.	Value.		Present Rental.		Prospective Annual Value.	Remarks.
		£	s. d.	£	s. d.			£	s. d.
For Secondary Education administered by School Commissioners (<i>Gazette</i> , 12th June, 1879)—							
Reserves let	147 1 24	...	...	10 3 6	...	...	School Commissioners report that no distribution of income has been made.
Reserves unlet	117 1 38	...	...	...	...	...	4½ acres worth £135. The rest not estimated.
Vested in His Excellency the Governor—							
Tuamarina—For public school	2 1 10	...	...	...	...	...	The building is used by Education Board for primary-school purposes, and by religious bodies.
Nelson College—							
Opawa	800 0 0	1,600 0 0	30 0 0	...	...	...	Valued by Commissioner of Crown Lands, Nelson.

GENERAL STATEMENT OF RESERVES FOR EDUCATION, NOT BEING RESERVES SET APART FOR PRIMARY EDUCATION—continued.

F.—NELSON.

Description.	Area.	Value.			Present Rental.			Prospective Annual Value.			Remarks.
		£	s.	d.	£	s.	d.	£	s.	d.	
For Secondary Education administered by School Commissioners (<i>Gazette</i> , 12th June, and 10th July, 1879)—											
Reserves let	...	...	...	...	...	...	...	...	...	...
Reserves unlet	...	...	...	...	...	...	...	...	...	...
Nelson College—											
[City of Nelson, Block A]	1,380 3 8	8,689 0 0	765 10 0	556 14 2	...	...	...	...	...	...	Cobden, 150, 119, five acres, has not been assigned either to primary or to secondary education.
City of Nelson, Block D	507 0 38	...	...	...	...	...	...	...	...	...	Income reserved for a girls' high school.
City of Nelson, Block B	[7 0 0]	...	...	...	...	...	...	...	...	...	Valued by Commissioner of Crown Lands.
City of Nelson, Block E	6 0 0	350 0 0	...	40 0 0	...	...	...	...	...	...	Valued by Commissioner of Crown Lands.
Motueka, Block B	17 2 0	500 0 0	...	20 0 0	...	...	...	...	...	...	Exchanged for land in Amuri.
Motueka, Block E	331 0 0	650 0 0	...	113 0 0	...	...	...	...	...	...	Valued by Commissioner of Crown Lands.
Amuri, Block 80	2,780 3 0	5,560 0 0	...	180 0 0	...	...	...	...	...	...	Valued by Commissioner of Crown Lands.
Nelson School Society—											
City of Nelson	0 3 0	...	...	...	...	...	...	...	...	...	Used for Sunday School.
Riwaka, part 64	2 2 0	...	...	...	...	...	...	...	...	...
Wakefield	10 0 0	...	...	...	...	...	...	...	...	...
Spring Grove	5 0 0	...	...	...	...	...	...	...	...	...
In connection with the Church of England—											
Motueka—For religious, industrial, and English education of children of both races, &c.	1,078 0 5	...	...	...	...	...	...	...	...	...	Let to Education Board, with other sites, for £12 10s. per annum.

G.—CANTERBURY.

1. Return made by Mr. John Marshman, Commissioner of Crown Lands, Christchurch.

SIR,—

Land Office, Christchurch, 17th February, 1879.

I think the papers herewith contain all the information relating to education reserves in this district that is requested by your letter of the 29th ultimo. Some of it is in my possession as Commissioner of Crown Lands, some as Chairman of the School Commissioners, and some has been obtained from the Canterbury College. I thought it would be convenient to have the whole story in one paper, and I believe the General Statement gives it.

I have said nothing about the income already received by the School Commissioners from the secondary education estate, and what has been done with it, because that can be best got from the statement of accounts, for the year ending 31st December last, that has been lately sent to the Education Department. I may say, with respect to the sum in the hands of the Commissioners at that date belonging to the secondary education estate, that, with the exception of the Girls' High School, Christchurch, there is, or rather was at that date, no school in Canterbury that was entitled to participate in the distribution of the revenues therefrom. The Commissioners made a grant of £300 last year to the Girls' High School, and, as to the remainder, they have just decided to distribute it amongst the High School Boards created last session (Christchurch Boys', and Timaru and Ashburton High Schools) in the proportions in which the estate itself was, by the Legislature, divided amongst those Boards. Copy of the Commissioners' minute on this subject is attached.—I have, &c.,

The Secretary of the Royal Commission on Higher Education.

JOHN MARSHMAN.

THE SCHOOL COMMISSIONERS.

(Extract from Minutes, 11th February, 1879.)

THE Treasurer stated that the sum at present held by the Commissioners to the credit of the secondary education estate was £1,594 11s. 4d. "The Education Reserves Act, 1877," provides that the revenues derived from reserves set apart as an endowment in aid of secondary education in any provincial district should be allocated to the several education districts within the provincial district, if there should be more than one, in proportion to population; and that the sums so allocated to the several educational districts should be appropriated by the School Commissioners to the advancement of secondary education within those educational districts respectively. But this disposition was altered by the several High School Acts of Christchurch, Timaru, and Ashburton, 1878. By those Acts it was provided that one-half in value of the reserves constituting the secondary education estate should pass from the Commissioners and vest in the Canterbury College, for the maintenance of the Boys' High School, Christchurch, one-fourth thereof in the Board of Governors of the Timaru High School, and one-tenth in the Board of Governors of the Ashburton High School. The residue, consisting of three-twentieths thereof, remains with the Commissioners. The Board, after consideration, decided to distribute the funds in hand amongst the governing bodies of these several High Schools in the proportion in which the *corpus* of the estate had been divided amongst them by statute.

It appeared that the net amount available for distribution was £1,525, arrived at as follows:—

Cr.		£	s.	d.
Assets, cash in hand	...	1,594	11	4
Uncollected rents	...	33	10	3
		<u>£1,628</u>	<u>1</u>	<u>7</u>
Dr.		£	s.	d.
Liabilities—Proportion of Steward's salary, five months, December, 1878, to April, 1879 (both inclusive), $\frac{1}{4}$ of £250	...	62	10	0
Proportion of cost of main drain in Reserve No. 1400, now resigned to Timaru High School	...	25	0	0
Sundries, say	...	15	11	7
		<u>103</u>	<u>1</u>	<u>7</u>
Available for distribution	...	1,525	0	0
		<u>£1,628</u>	<u>1</u>	<u>7</u>

The rents are payable in advance in May and November in each year. The half-year's rent payable in November, 1878, has all been collected with the exception of the sum above named, and the funds in hand are chargeable with expenses of management from the present time to the 1st of May next, when the next half-year's rent becomes receivable.

A grant was made in 1878 to Canterbury College, for the Girls' High School, Christchurch, of £300.

For the purpose of distribution, the sum assumed to be distributable is £1,850, consisting of—

	£	s.	d.
Cash in hand as above	1,525	0	0
Grant made to Canterbury College	300	0	0
Special charge, Timaru High School Estate	25	0	0
	<u>£1,850</u>	<u>0</u>	<u>0</u>

And the distribution is,—

	£	s.	d.
Canterbury College, $\frac{1}{3}$ of £1,850—£300	625	0	0
Timaru High School, $\frac{1}{4}$ of £1,850—£25	437	10	0
Ashburton High School, $\frac{1}{10}$ of £1,850	185	0	0
Retained by the Commissioners, $\frac{2}{5}$ of £1,850	277	10	0
Previously distributed (as above)	325	0	0
	<u>£1,850</u>	<u>0</u>	<u>0</u>

The Treasurer was requested to pay these sums to the respective governing bodies.

JOHN MARSHMAN.

2. *University Reserves.*

[1,500 acres described in No. II. above.]

3. *Christ's College Endowments and Church Property Endowments.*

a. Rev. F. KNOWLES to the SECRETARY to ROYAL COMMISSION.

Christ's College Library, Christchurch,
12th February, 1879.

REVEREND AND DEAR SIR,—

In reply to your letter of 25th January I have the honor to forward you a statement of endowments made to the Church Property Trustees "out of public estate and held under trusts for the promotion of education." That certain properties also appear which are held under trust for ecclesiastical purposes only, arises from the fact that I have included in the statement all the properties which are conveyed by the deed of 23rd December, 1868, from the Superintendent of Canterbury to the Church Property Trustees.

I do not gather from your letter that it is necessary to include in my statement the original properties of the trust, these being a private endowment for ecclesiastical and educational purposes made by the Canterbury Association and vested in the Church Property Trustees for these purposes.

I have, &c.,

The Rev. W. J. Habens,
Secretary, Royal Commission on Education.FRAS. KNOWLES,
Secretary, Church Property Trustees.

CROWN GRANTS to Superintendents of Canterbury of Reserves.

Date.	No.	Situation.	Purpose.	Acreage.		
				A.	R.	P.
20th September, 1855	65	Head of Bay ...	Church, parsonage, school, and cemetery	5	0	0
20th September, 1855	66	Governor's Bay ...	Church purposes ...	5	0	0
20th September, 1855	69	Sumner ...	Church, parsonage, school, and cemetery	5	0	0
24th July, 1865	125	Prebbleton ...	Church and school ...	5	0	0
24th July, 1865	126	Rangiora ...	Church and school ...	5	0	0
24th July, 1865	127	Kaiapoi Island ...	Church and school ...	5	0	0
24th July, 1865	128	Lincoln Road ...	Church and school ...	5	0	0
24th July, 1865	129	North Road ...	Church and school ...	5	0	0
24th July, 1865	130	Harewood Road ...	Church and school ...	5	0	0
24th July, 1865	131	Oxford ...	Church and school ...	5	0	0
24th July, 1865	149	Okain's Bay ...	Site for a church ...	2	1	0
28th August, 1865	421	Geraldine ...	Church purposes ...	1	2	25
18th September, 1865	200	Springs Road ...	Church and school ...	5	0	0
18th September, 1865	201	Ashley ...	Church and school ...	5	0	0
18th November, 1865	167	Price's Bay ...	Church purposes ...	5	0	0
17th February, 1868...	64	Papanui ...	Church, school, and cemetery	5	0	0
25th June, 1868	90	Little Akaloa ...	Church and school ...	10	0	0
25th June, 1868	97	Akaroa ...	Parsonage site ...	0	2	14
25th June, 1868	166	Kaituna ...	School and cemetery ...	6	0	0

The above were conveyed by the Superintendent to the Church Property Trustees (subject to the trusts mentioned), by deed dated 23rd December, 1868.

b. Rev. F. KNOWLES to the SECRETARY to ROYAL COMMISSION.

REVEREND SIR,—

Christ's College Library, Christchurch, 12th March, 1879.

In reply to your letter of 5th instant, I beg to submit, for the information of the Royal Commission on University and Higher Education, in accordance with your request, the following statement—

1. Of the manner in which the original estate of the Church Property Trustees was acquired;

2. Of the lands vested in the Church Property Trustees by the Canterbury Association.

1. "The Canterbury Association" was incorporated by letters patent of the Crown, dated 13th November, 1849, among its objects, as recognized in the said letters patent, being this: "the establishment and maintenance of ecclesiastical and educational institutions in connection with the Church of England;" and the expenditure of the funds of the Association was to be "regulated, so far as circumstances would admit, according to the following appropriation—viz., one-sixth part to the acquisition of the tract of land requisite for the site of the intended settlement; two other sixth parts to the emigration of settlers; two other sixth parts to ecclesiastical and educational purposes; and the remaining sixth part to the general purposes of the Association," in which general purposes public works necessary for the reception and convenience of the settlers were to be included.

It was in pursuance of this plan of distribution and expenditure that the endowment vested in the Church Property Trustees "for ecclesiastical and educational purposes in connection with the Church of England" was acquired. The price of land sold to the original settlers being £3 per acre, £1 thereof was set apart as a separate fund for ecclesiastical and educational purposes. Out of the fund thus created were paid "all the preliminary expenses of the settlement for objects connected with education and the Church."

When the functions of the Canterbury Association finally ceased, one principal item in the settlement of their affairs was the constitution, under a Provincial Ordinance, of a Local Board of Trustees—viz., the “Church Property Trustees”—to receive, hold, and administer the lands and moneys set apart as aforesaid for ecclesiastical and educational purposes. It was provided that the trustees should do this in subordination to the Synod or governing body of the Diocese of Christchurch, whenever that diocese should be completely organized.

With the concurrence of the Church Property Trustees, Mr. Sewell, the Agent of the Association, set apart, in the year 1855, a portion of the ecclesiastical and educational estate, amounting as nearly as could be ascertained to one-fifth of the whole, that being the proportion originally intended by the Association to be expended on education, as a special endowment for Christ’s College, Christchurch. The lands selected were conveyed by Mr. Sewell to the Church Property Trustees, and by them, by deed bearing date 21st May, 1855, to Christ’s College, then newly incorporated by Provincial Ordinance. It is to be noticed that the foundation of Christ’s College, together with the support previously afforded to various Church schools, was held by the Association and their Agent as a sufficient discharge of the obligations they had incurred to promote the cause of Church education in the settlement. The remainder of the property held by the Association was transferred to the Church Property Trustees in the year 1856, and now forms the general trust estate for ecclesiastical purposes, chiefly applied by the trustees to the maintenance of the clergy, and the building of parsonages, but out of which a considerable sum has been granted for the building of Church schools as well as churches in various parts of the diocese.

It is also to be noted, in reference to the ecclesiastical and educational reserves, specified in my former return, that these lands, having been first reserved, were subsequently *purchased* by moneys drawn from the ecclesiastical fund, a doubt having arisen whether their legality as reserves could be effectually sustained. They therefore stand now upon the same footing as the remainder of the Church Property Estate as originally derived from the Canterbury Association—viz., they are the result of an actual expenditure of moneys forming a portion of the price paid for lands by the purchasers under the Association, and set apart by the Association for ecclesiastical and educational purposes for the benefit of the said land-purchasers and their families and employés, and were not made out of *public estate* in the usual sense of the term.

2. I subjoin to this letter a terrier of the General Trust Estate vested in the Church Property Trustees, which, with the terrier of reserves previously sent you, will form a complete statement of the lands intrusted to them for ecclesiastical and educational purposes by the Canterbury Association.

I have, &c.,

The Rev. W. Habens, Secretary, Royal
Commission on Education.

FRAS. KNOWLES,
Secretary, Church Property Trustees.

TERRIER OF LANDS vested in the Church Property Trustees by the Canterbury Association for Ecclesiastical and Educational Purposes, in addition to those specially set apart as an Endowment for Christ’s College, Christchurch.

A.—RESERVES.

No.					A.	R.	P.
1. <i>Christchurch.</i>							
1	Cathedral ...	...	...	Cathedral Square ...	3	1	10
2	Church ...	...	...	Latimer Square ...	0	2	0
3	School, &c. ...	...	...	Latimer Square ...	0	2	0
4	Parsonage ...	...	...	Hereford Street ...	0	2	0
6	Parsonage ...	...	...	Oxford Terrace ...	3	0	0
7	School, &c. ...	...	...	Lichfield Street ...	0	2	0
8	Church ...	...	...	Oxford Terrace ...	0	2	15
12	Church ...	...	...	Cranmer Square ...	0	2	0
13	School, &c. ...	...	...	Cranmer Square ...	0	2	0
14	Parsonage ...	...	...	Cranmer Square ...	0	2	0
17	School, &c. ...	...	...	Manchester Street ...	0	2	0
18	Parsonage ...	...	...	Manchester Street ...	0	2	0
19	Church ...	...	...	Kilmore Street ...	0	2	0
2. <i>Lyttelton.</i>							
27	School, &c. ...	...	...	Ripon Street ...	1	1	0
28	Church ...	...	...	Winchester Street ...	0	3	0
30	Church, Parsonage, and School	...	...	Simeon’s Quay ...	0	3	0
3. <i>Sumner.</i>							
40	Church, &c. ...	...	...	Sumner ...	2	0	0
4. <i>Rural Lands.</i>							
20	Cemetery ...	...	...	Christchurch ...	22	2	0
26	Cemetery ...	...	...	Lyttelton ...	3	0	30
50	Church ...	...	...	Heathcote Valley ...	1	3	26
51	Church, School, &c., Cemetery, and Parsonage	...	...	Riccarton ...	5	0	0
52	Church, &c. ...	...	...	Pigeon Bay ...	2	0	0
53	School ...	...	...	Akaroa ...	0	2	0
54	Church ...	...	...	Akaroa ...	0	2	0
55	Parsonage ...	...	...	Akaroa ...	1	0	0
56	Cemetery ...	...	...	Akaroa ...	3	0	0

B.—GENERAL TRUST ESTATE.

1. *Town Lands in Christchurch.*

No. of Section.	A.	E.	P.	No. of Section.	A.	R.	P.	No. of Section.	A.	E.	P.	No. of Section.	A.	R.	P.
3	0	1	0	169	0	1	0	266	0	1	0	11	0	1	0
4	0	1	0	170	0	1	0	268	0	1	0	49	0	1	0
5	0	1	0	171	0	1	0	270	0	1	0	50	0	1	0
13	0	1	0	172	0	1	0	275	0	1	0	51	0	1	0
14	0	1	0	173	0	1	0	276	0	1	0	52	0	1	0
15	0	1	0	174	0	1	0	279	0	1	0	53	0	1	0
16	0	1	0	181	0	1	0	293	0	1	0	54	0	1	0
17	0	1	0	182	0	1	0	295	0	1	0	55	0	1	0
18	0	1	0	183	0	1	0	296	0	1	0	56	0	1	0
104	0	1	0	184	0	1	0	297	0	1	0	57	0	1	0
105	0	1	0	185	0	1	0	†324				58	0	1	0
106	0	1	0	186	0	1	0	to	4	2	0	59	0	1	0
107	0	1	0	187	0	1	0	341				60	0	1	0
108	0	1	0	188	0	1	0	347	0	1	0	61	0	1	0
109	0	1	0	190	0	1	0	349	0	1	0	62	0	1	0
111	0	1	0	192	0	1	0	354	0	1	0	189	0	1	0
113	0	1	0	194	0	1	0	355	0	1	0	191	0	1	0
126	0	1	0	196	0	1	0	356	0	1	0	193	0	1	0
127	0	1	0	201	0	1	0	357	0	1	0	195	0	1	0
128	0	1	0	202	0	1	0	390	0	1	0	358	0	1	0
129	0	1	0	203	0	1	0	392	0	1	0	359	0	1	0
130	0	1	0	204	0	1	0	456	0	1	0	360	0	1	0
131	0	1	0	205	0	1	0	458	0	1	0	361	0	1	0
132	0	1	0	206	0	1	0	460	0	1	0	388	0	1	0
133	0	1	0	207	0	1	0	462	0	1	0	292*	0	1	0
134	0	1	0	208	0	1	0	868	0	1	0	294*	0	1	0
135	0	1	0	209	0	1	0	870	0	1	0	342*	0	1	0
136	0	1	0	210	0	1	0	1106	0	1	0	344*	0	1	0
154	0	1	0	211	0	1	0	1108	0	1	0	346*	0	1	0
159	0	1	0	212	0	1	0	1110	0	1	0	348*	0	1	0
160	0	1	0	213	0	1	0	1124	0	1	0	350*	0	1	0
161	0	1	0	215	0	1	0	1126	0	1	0	351*	0	1	0
162	0	1	0	237	0	1	0	1128	0	1	0	352*	0	1	0
163	0	1	0	239	0	1	0	1130	0	1	0	353*	0	1	0
164	0	1	0	241	0	1	0	1132	0	1	0	872*	0	1	0
165	0	1	0	243	0	1	0	1134	0	1	0	874*	0	1	0
166	0	1	0	245	0	1	0	7	0	1	0	876*	0	1	0
167	0	1	0	264	0	1	0	9	0	1	0	878*	0	1	0

2. *Town Lands, Lyttelton.*

93	0	1	0	176	0	1	0	186	0	1	0	332	0	1	0
126	0	1	0	177	0	1	0	187	0	1	0	333	0	1	0
133	0	1	0	178	0	1	0	188	0	1	0	334	0	1	0
134	0	1	0	179	0	1	0	247	0	1	0	335	0	1	0
135	0	1	0	180	0	1	0	248	0	1	0	†335	0	1	0
159	0	1	0	181	0	1	0	317	0	1	0	156	0	1	0
160	0	1	0	182	0	1	0	318	0	1	0	157	0	1	0
161	0	1	0	183	0	1	0	319	0	1	0	158	0	1	0
163	0	1	0	184	0	1	0	320	0	1	0	167*	0	1	0
164	0	1	0	185	0	1	0	331	0	1	0	168*	0	1	0
175	0	1	0												

3. *Rural Land.*

318	244	0	0	324	100	0	0	326	200	0	0	317	250	0	0
321	173	0	0	324A	50	0	0	347	79	0	0	330	342	1	0
325	200	0	0												

* Since sold.

† Inclusive.

[† Sic.]

12th March, 1879.

FRAS. KNOWLES,
Secretary, Church Property Trustees.

c. Rev. G. COTTERILL to the SECRETARY to ROYAL COMMISSION.

SIR,—

Christ's College, Christchurch, 18th February, 1879.

I have been requested by the Right Rev. the Warden of Christ's College, Christchurch, to send you the information required by the Royal Commissioners on University and Higher Education with respect to Christ's College.

All the endowments and grants of money held under trust by the governing body of Christ's College were from private sources, with three exceptions. The exceptions are as follow:—

I. The site granted by an Ordinance of the Provincial Council of Canterbury. I enclose a copy of the deed by which it is held. The site was occupied for the purpose for which it was granted within the time specified in the deed, and has ever since been used as a site for Christ's College and for grounds attached thereto.

II. A grant of the Provincial Council in 1857 of £500 for building purposes on the site. A headmaster's house and schoolroom adjoining were built in 1857, and were in use for about ten years, when they were destroyed by fire. They were replaced by the headmaster's house and class-room now standing.

III. A grant of the Provincial Council, in 1863, of £1,000 towards the building of a schoolroom. A large stone schoolroom was erected, and has been used as a schoolroom to the present date.

Grants were made from time to time by the Provincial Council for current expenses of the school, and paid, first, through the Bishop of Christchurch, as a head of a denomination; secondly, through the Education Board; and, thirdly, directly from the Provincial Council.

I have, &c.,

G. COTTERILL,

Bursar of Christ's College.

Rev. W. J. Habens, Secretary to Royal Commission
on Higher Education.

THIS DEED made the twenty-fourth day of February, in the year of our Lord one thousand eight hundred and fifty-seven, between James Edward FitzGerald, Esquire, Superintendent of the Province of Canterbury, in New Zealand, of the one part; and Christ's College, Canterbury, incorporated by a certain Ordinance of the Superintendent and Provincial Council of the said province intituled Christ's College Ordinance of the other part. Whereas by an Ordinance of the said Superintendent and Provincial Council intituled the Canterbury Association's Reserves Ordinance it was, amongst other things, enacted that it should be lawful for the Superintendent to convey by way of free grant to the corporation of Christ's College, Canterbury, a portion of the lands therein described as the Government Domain of Christchurch, not exceeding ten acres in extent, to be held by the said corporation in trust as a site for the said college and for grounds attached thereto, provided that it should be a condition of the said grant that, if the said land should not be occupied for the purpose aforesaid within three years from the passing of the said Ordinance, or should at any time thereafter cease to be so occupied, the said land should revert to the said Superintendent as though the said grant never had issued, and should thenceforth constitute a part of the Government Domain as in the said Ordinance described: And whereas the piece or parcel of land hereinafter described, and intended to be hereby granted and conveyed, being part of the said Government Domain, hath been selected as a site for the said college, with the approbation of the said Superintendent of the said province and of the governing body of the said college respectively; and the said Superintendent hath agreed at the request of the governing body of the said college to execute unto the said corporation a grant of the said piece or parcel of land, upon the trusts and subject to the conditions hereinafter expressed: Now this deed witnesseth that the said Superintendent of the said Province of Canterbury, in pursuance and exercise of the powers vested in him by the said Canterbury Association's Reserves Ordinance, and of every other power enabling him in that behalf, doth by this deed made by him and in his name, and executed under the public seal of the said Province of Canterbury, grant, convey, and assure unto the said corporation of Christ's College, Canterbury, all that piece or parcel of land being part of the Government Domain of Christchurch, in the said province, containing nine acres and three roods or thereabouts, statute measure, situate in the north-east corner of the said Government Domain, commencing at a point fifty links west of Antigua Street and one hundred and seventy links north of a line in continuation of the northern side of Worcester Street; thence extending due west a distance of seventeen chains and forty links; thence due north at a right angle a distance of five chains and fifty-two links, to the south bank of the River Avon; thence along the said bank of the said river in an easterly direction to a point on the river bank fifty links west of Antigua Street aforesaid; and thence in a line fifty links from and parallel with Antigua Street aforesaid, to the commencing point: and which said piece or parcel of land is more particularly delineated and described by the map or plan thereof indorsed on these presents, together with the rights, members, and appurtenances to the said piece or parcel of land and premises belonging: To hold the said piece or parcel of land and premises, with the appurtenances, subject to the public roads, streets, ways, outfalls for water, and other public easements, liberties, and privileges affecting the same, if any, unto and to the use of the said corporation of Christ's College, Canterbury, for ever, in trust for a site for the said college and for grounds attached thereto, and upon no other trust or purpose whatsoever: But subject, nevertheless, to the proviso hereinafter contained in that behalf, that is to say, —Provided always and it is hereby declared that the grant hereinbefore expressed to be hereby made is so made upon this express condition: that, if the said piece or parcel of land hereby granted be not occupied for the purpose aforesaid within three years from the passing of the said Canterbury Association's Reserves Ordinance, or should at any time hereafter cease to be so occupied, the said piece or parcel of land and premises, with the appurtenances, shall thenceforth revert to the Superintendent of the said province for the time being as though this present grant had never been made or issued; and shall thenceforth constitute a part of the Government Domain of the said province, as in the last-mentioned Ordinance described.

In witness whereof the said Superintendent hath hereunto set his hand, and caused the seal of the

said Province of Canterbury to be hereunto affixed, at Christchurch aforesaid, the day and year first before written.

JAMES EDWARD FITZGERALD.

Signed by the said James Edward FitzGerald, Superintendent of the said province, and sealed with the seal of the said province, in the presence of us—

RICHARD PACKER,

Of Christchurch, Keeper of the Public Record.

H. B. GRESSON,

Of Christchurch, Member of the Executive Council.

d. Rev. G. COTTERILL to the SECRETARY to ROYAL COMMISSION.

DEAR SIR,—

Christ's College, Christchurch, 28th March, 1879.

I forward, in accordance with your request, a statement with respect to the endowment of Christ's College derived from the Canterbury Association.

Rev. W. J. Habens, Secretary to Royal Commission
on Higher Education.

I have, &c.,

G. COTTERILL,
Bursar to Registrar.

CHRIST'S COLLEGE ENDOWMENT derived from the Canterbury Association.

IN 1855 Mr. Sewell, the Agent of the Canterbury Association, with the concurrence of the Church Property Trustees, set apart a portion of the general estate, amounting to about one-fifth of the whole, as an endowment for the College. The lands selected were conveyed by Mr. Sewell on behalf of the Canterbury Association to the Church Property Trustees, and by them were conveyed to the College, which at that time had received incorporation by an Ordinance of the Provincial Council. The particular lands thus transferred as College endowment are as follow :—

Rural Land.

Number of Section.	Extent.	Situation.
319, part of	136 acres ...	Kaiapoi.
319A, part of	5 " ...	"
321, part of	58 " ...	"
322	95 " ...	Purarekanui.
323	202 " ...	Papanui.
68	100 " ...	" Ways Section."
Total	596 acres	

Town Land, Christchurch.

Nos. 63 to 84	5½ acres	
Nos. 85, 86, 87, 88, 89, 90, 91, 93, 95	2½ "	
Nos. 137, 138, 139, 140, 142, 144, 146	1¼ "	
Nos. 303, 305, 307, 389	1 "	
Total	10½ acres	

Town Land, Lyttelton.

Nos. 70, 80, 81	¾ acre	
Nos. 121, 122, 123, 124	1 "	
Nos. 107, 108, 109, 110, 111	1¼ "	
Total	3 acres	
	½ acre	" Ways Section" of town land, Dampier's Bay.

Christ's College, Christchurch, 28th March, 1879.

G. COTTERILL,
Bursar to Registrar.

GENERAL STATEMENT OF RESERVES FOR EDUCATION, NOT BEING RESERVES SET APART FOR PRIMARY EDUCATION—continued.

H.—WESTLAND.

Description.	Area.	Value.		Present Rental.		Prospective Annual Value.	Remarks.
		£	s. d.	£	s. d.			£	s. d.
For Secondary Education, administered by School Commissioners (<i>Gazette</i> , 12th June, 1878)—							
Reserves let	71 0 0	...	...	805 0 0	...	...
Reserves unlet	4,268 2 28	...	...	...	...	...
University Reserves (described in No. II., above)	30 0 0	...	...	...	...	...	Income not distributed to schools.

I.—OTAGO AND SOUTHLAND.

Description.	Area.	Value.		Present Rental.		Prospective Annual Value.	Remarks.
		£	s. d.	£	s. d.			£	s. d.
For Secondary Education, administered by School Commissioners (<i>Gazette</i> , 12th June, 1878)—							
Town lands in Otago	3 3 22	...	...	54 12 0	...	...
Rural lands in Otago	2,098 1 5	...	...	368 12 6	...	...
Town lands in Southland (1 rood not let)	0 2 0	...	...	1 0 0	...	...
Rural lands in Southland (239a. Or. 8p. not let)	604 1 0	...	...	131 9 7	...	...
Dunedin High Schools—							
Town lands in Otago	4 1 0	...	...	97 0 0	...	...
Rural lands in Otago	179 2 0	...	...	31 10 0	...	...
Runs in Otago (5,120 acres not let)	91,925 0 0	...	...	1,046 14 9	...	...
Waitaki High School—							
Town lands in Otago	0 2 6	...	...	18 10 0	...	...
Rural lands in Otago	2,458 0 8	...	...	474 14 5	...	...
Southland High School							
Town lands in Southland (2a. Or. 34p. not let)	6 2 38	...	...	105 10 0	...	...
Rural lands in Southland	1,027 3 22	...	...	198 13 6	...	...
Runs in Southland	22,556 0 0	...	...	187 16 0	...	...
University of Otago—							
Runs in Otago	200,000 0 0	...	...	1,955 14 1	...	5,600 0 0	
Runs in Southland	10,000 0 0	...	...	343 15 0	...	...
Site of University	10 0 0	...	...	...	...	...
Museum Endowment	11,000 0 0	...	...	916 13 4	...	...
[Presbyterian Church Lands for Education]	...	...	...	...	...	...

There are three small reserves for education which do not appear either in the list of primary reserves, or in that of secondary:—Invercargill (14, liii.), 1 rood; Athol (5 and 6, ii.), 1 acre; and Forest Hill Hundred (217), 10 acres. School Commissioners do not show how their revenue is applied.

Part of this may be let for building purposes. Of the rent, 10 per cent. is paid to the Athenæum. Part of the estate is by law devoted to maintenance of Chair or Chairs in University or College. The Trustees decline to supply information.

IV.—PAPERS RELATING TO THE NEW ZEALAND UNIVERSITY.

(Supplied by the Registrar.)

A. ABSTRACT OF THE RESULTS OF THE SCHOLARSHIP EXAMINATIONS.

(1.) *Scholarships under the Old Regulations, and Junior Scholarships under the New Regulations.*

						<i>Examination of 1872.</i>	
						Total	Successful
						Candidates.	Candidates.
From Wellington College	...	...	...	...	...	1	1
Nelson College	...	...	...	...	...	6	6
Christ's College	...	...	...	...	...	6	6
Dunedin High School	...	...	...	...	...	1	1
Private tuition	...	...	...	...	...	3	3
						—	—
						17	17

The total number of candidates was 38.

17

[NOTE.—Of the successful candidates, one is known to have died; one proceeded to the degree of B.A. in the University of New Zealand; and one obtained the same degree in the University of Otago. The remainder did not proceed to a degree, but the names of three are still on the books of the University.]

						<i>Examination of 1873.</i>	
						Total	Successful
						Candidates.	Candidates.
From Auckland College	...	...	...	...	...	1	0
Nelson College	...	...	...	...	...	7	1
Christ's College	...	...	...	...	...	12	2
Private tuition	...	...	...	...	...	3	0
						—	—
						23	3

[NOTE.—Of the three successful candidates, two (the same as in 1872) have their names still on the University books; the third died.]

						<i>Examination of 1874.</i>		
						Total	Successful	* Number of
						Candidates.	Candidates.	Scholarships gained.
From Auckland College	...	...	...	...	...	3	2	2
Nelson College	...	...	...	...	...	6	3	3
Christ's College	...	...	...	...	...	5	3	4
Dunedin High School	...	...	...	...	...	2	2	5
Private tuition	...	...	...	...	...	1	0	0
						—	—	—
						17	10	14

[NOTE.—Of the ten successful candidates, three have proceeded to the degree of B.A., and three others have their names still on the University books. The remainder have not continued their course.]

						<i>Examination of 1875.</i>		
						Total	Successful	Number of
						Candidates.	Candidates.	Scholarships gained.
From Auckland College	...	...	...	...	...	8	2	3
Wellington College	...	...	...	...	...	8	3	4
Nelson College	...	...	...	...	...	8	5	5
Christ's College	...	...	...	...	...	4	4	4
						—	—	—
						28	14	18

[NOTE.—Of the fourteen successful candidates, three have proceeded to the degree of B.A., and eight are still undergraduates. The remainder have not continued their course.]

						<i>Examination of 1876.</i>		
						Total	Successful	Number of
						Candidates.	Candidates.	Scholarships gained.
From Auckland College	...	...	...	...	...	2	0	0
Wellington College	...	...	...	...	...	5	1	1
Nelson College	...	...	...	...	...	8	0	0
Christ's College	...	...	...	...	...	7	3	3
Private tuition	...	...	...	...	...	2	0	0
						—	—	—
						24	4	4

[NOTE.—The holders of these four scholarships are all still undergraduates.]

						<i>Examination of January, 1878.</i>		
						Total	Successful	Number of
						Candidates.	Candidates.	Scholarships gained.
From Auckland College	...	...	...	...	...	11	1	1
St. John's College	...	...	...	...	...	2	0	0
Wellington College	...	...	...	...	...	7	0	0
Nelson College	...	...	...	...	...	5	0	0
Christ's College	...	...	...	...	...	4	1	1
West Christchurch Public School	...	...	...	...	...	1	1	1
Dunedin High School	...	...	...	...	...	2	2	2
Private tuition	...	...	...	...	...	6	0	0
						—	—	—
						38	5	5

[NOTE.—The holders of these five scholarships are all still undergraduates.]

* In 1874 and 1875 the scholarships were awarded for proficiency in special subjects, and more than one scholarship could be gained and held by a candidate.

Examination of December, 1878.

	Total Candidates.	Successful Candidates.
From Auckland College	7	0
Church of England Grammar School, Auckland	3	0
Wellington College	3	0
Nelson College	5	2
Christ's College	7	0
Dunedin High School	2	1
Private tuition	12	0
	<hr/>	<hr/>
	39	3

*(2.) Senior and Third-Year Scholarships.**Examination of May, 1876.*

	Total Candidates.	Successful Candidates.
From Auckland College	5	2

Examination of November, 1876.

	Total Candidates.	Successful Candidates.
From Auckland College	3	0
University of Otago	1	0

Examination of January, 1878.

	Total Candidates.	Successful Candidates.
From Christ's College	1	1
Canterbury College	6	2
University of Otago	5	1
	<hr/>	<hr/>
	12	4

[NOTE.—Of the four successful candidates, two have intimated their intention of coming up for honours.]

Examination of December, 1878.

	Total Candidates.	Successful Candidates.
From Christ's College	1	1
Canterbury College	7	2
University of Otago	5	2
	<hr/>	<hr/>
	13	5

B. RETURN showing the NUMBER of UNDERGRADUATES who came up, and the Number who passed, at the Examinations for the B.A. Degree in the Years 1876, 1878 (January), 1878 (December).

1. B.A. DEGREE, 1876.

(a.) Under present Regulations of the University of New Zealand:—

First Section.

	MAY EXAMINATION.		NOVEMBER EXAMINATION.	
	Candidates.	Passed.	Candidates.	Passed.
Auckland College	5	2	3	1
University of Otago	0	0	1	0

Final Examination.

	NOVEMBER EXAMINATION.	
	Candidates.	Passed.
Auckland College	2	1

(b.) Under old Regulations of the University of New Zealand:—

Final Examination.

	Candidate.	Passed.
University of Otago	1	1

(c.) Under old Regulations of the University of Otago:—

Final Examination.

	Candidates.	Passed.
University of Otago	2	2

2. B.A. DEGREE, 1878—JANUARY EXAMINATION.

(a.) Under present regulations of the University of New Zealand:—

First Section.

	Candidates.	Passed.
Wellington College	2	0
Christ's College	1	1
Canterbury College	5	3
University of Otago	5	5
	<hr/>	<hr/>
	13	9

Final Examination.

	Candidates.	Passed.
Auckland College	1	1
Wellington College	1	0

(b.) Under-teachers' regulations :—

Final Examination.

Candidate.	Passed.
1	0

(c.) Under old regulations of the University of New Zealand :—

Final Examination.

	Candidates.	Passed.
Auckland College	1	1
Private tuition	3	3

3. B.A. DEGREE, 1878—DECEMBER EXAMINATION.

(a.) Under present regulations of the University of New Zealand :—

First Section.

	Candidates.	Passed.
Auckland College	2	0
Christ's College	1	1
Canterbury College	3	2
University of Otago	3	2
	9	5

Final Examination.

	Candidates.	Passed.
Auckland College	1	0
Wellington College	2	0
Canterbury College	4	2
University of Otago	4	2
	11	4

(b.) Under-teachers' regulations :—

First Section.

Candidates.	Passed.
2	1

Final Examination.

Candidates.	Passed.
2	0

(c.) Under old regulations of the University of New Zealand :—

Final Examination.

	Candidate.	Passed.
Private tuition	1	1

C. HONOURS AND M.A. DEGREE.

Examination of 1876.

Where Educated.	Number of Candidates.	Class obtained.	Subject.
University of Otago.	1	First class.	Mathematics and mathematical physics.

Examination of December, 1878.

Where Educated.	Number of Candidates.	Class obtained.	Subject.
Auckland College.	1	First class.	Languages and literature.
Private tuition.	1	Failed.	Natural science.

[NOTE.—The two candidates who obtained honours received the M.A. degree without further examination.]

D. ACCOUNTS for the YEAR ending 31st DECEMBER, 1878.

1. GENERAL ACCOUNT.

DR.				CR.			
	£	s.	d.		£	s.	d.
1878.							
Feb. 1. To balance	485	8	7	By paid Attendance of Senate...			212 14 0
Receipts—Government grant ...	3,000	0	0	" Salaries			365 14 8
" Fees	47	6	0	" Examinations			682 3 0
" Sale of Calendar	1	2	6	" Printing			211 5 0
" Examination deposits... ..	50	0	0	" Advertising			35 2 3
" Refund, examinations... ..	93	0	0	" Miscellaneous			25 11 2
" Interest, fixed deposits	7	17	6	" Petty expenses			8 7 11
" Transfer, Scholarship				" Transfers			1,510 0 0
Account	290	0	0	" Balance in Bank	£231	2	11
" Transfer, Bowen Prize				" " on fixed deposit	700	0	0
Account	9	13	5	" " in hand	2	7	1
							933 10 0
	£3,984	8	0				£3,984 8 0
1879.							
Mar. 1. To balance brought down	£933	10	0				

2. SCHOLARSHIP ACCOUNT.

DR.				CR.			
	£	s.	d.		£	s.	d.
1878.							
Feb. 1. To balance	4,833	12	6	By paid Scholarships	485	0	0
Receipts—From General Account	1,500	0	0	Transfer to General Account	290	0	0
" Interest of fixed deposits	232	10	0	Balance in Bank	£266	2	6
				" " on fixed deposit	5,525	0	0
							5,791 2 6
	£6,566	2	6				£6,566 2 6
1879.							
Jan. 1. To balance brought down	£5,791	2	6				

3. BOWEN PRIZE ACCOUNT.

DR.			CR.		
1878.		£ s. d.			£ s. d.
Feb. 1.	To balance	114 13 5	By paid Bowen Prize	9 13 5	
	Interest received	4 19 11	Balance in Bank	109 19 11	
		<u>£119 13 4</u>			<u>£119 13 4</u>
1879.					
Jan. 1.	To balance brought down	£109 19 11			

4. GENERAL BALANCE-SHEET.

DR.			CR.		
1878.		£ s. d.			£ s. d.
Feb. 1.	To balance	5,433 14 6	By Expenditure, various accounts	3,835 11 5	
	Receipts as per balance-sheets	5,236 9 4	Balance on fixed deposit	£6,225 0 0	
			Balance in Bank of N.Z.	497 5 5	
			" in Savings Bank	109 19 11	
			" in hand	2 7 1	
		<u>£10,670 3 10</u>		<u>6,834 12 5</u>	
				<u>£10,670 3 10</u>	
1879.					
Jan. 1.	To balance brought down	£6,834 12 5			

E. SPECIMEN COPIES OF INSTRUCTIONS TO EXAMINERS, 1878-79.

SIR,—

University of New Zealand, Christchurch, 8th July, 1878.

In pursuance of the arrangement under which you have undertaken to conduct the University examination for 1878-79 in mathematics, I have the honour now to forward to you the information necessary for your guidance.

The examination is appointed to commence on Friday, December 27th.

I forward to you herewith a copy of the University Calendar for 1878, containing the regulations and recommendations relating to the examination, and the examination papers of last year.

The examination for 1878-79 will be, as heretofore, for scholarships, degrees, and honours; but there are some modifications in the regulations which have been made by the Senate in its late session, and to which I have to direct your attention. It will be convenient to take the different examinations in their order, beginning with

The Examination for the B.A. Degree.

This, as last year, contains two subdivisions, for students under the present and under the old regulations. The regulations relating to the former are found at pp. 52, 53, and 54 of the Calendar, and the detailed schedule of the subjects in mathematics at p. 73. The schedule in mathematics under the old regulations is found at p. 80, and you will observe that this differs from the former in including arithmetic and excluding trigonometry, and in other details. Only one student comes up under these old regulations this year, and no further examination under them will take place.

Papers will be required in algebra, geometry, trigonometry, mechanics, and hydrostatics under the present regulations, and in arithmetic, algebra, geometry, mechanics, and hydrostatics under the old regulations.

The Examination for Senior Scholarships.

You will recollect that last year separate papers were required for this examination, containing questions of a higher character, including the elements of the subjects for the honour examination. At its last session the Senate repealed this regulation, and made another, which stands as Section VI., p. 50 of the Calendar, to the effect that the senior scholarship questions shall be added to the papers for the B.A. degree. The time-table of the examination, which I enclose to you herewith, has been drawn up according to this rule, and you will observe that, instead of the B.A. papers occupying three hours and the senior scholarship papers three other hours, the former are to take two hours and the latter one. The supervisors will be instructed to direct the undergraduates to deliver up their answers to the B.A. questions at the end of the second hour; those who compete for senior scholarships will then answer, during the third hour, the questions specially addressed to them.

No senior scholarship questions are required under the old regulations.

The Examination for Third-Year Scholarships.

You will observe in the Calendar, p. 50, Section VIII., that the Senate has this year instituted a new class of scholarships, called third-year scholarships, to be awarded to those students who shall have most successfully passed in certain subjects of the B.A. degree examination. I need not, however, enter here into details regarding these, as they are not to be awarded in mathematics.

The Examination for Junior Scholarships.

There is no alteration in this examination this year, so far as regards the regulations, which are found at p. 49, &c., of the Calendar, and the recommendations, &c., which are found at p. 62. Instead, however, of the papers occupying as heretofore three hours each, you will see by the enclosed time-table that it is proposed to allot two hours to them. Mathematical papers will be required in arithmetic, algebra, geometry, and trigonometry.

It results from what I have said that the following mathematical papers will be required this year:—For the B.A. degree, two hours each, 4 papers; for junior scholarships, one hour each,

extra questions; for the B.A. degree, old regulations, two hours each, 4 papers; for the junior scholarships, two hours each, 4 papers: total, 12 papers, with extra questions occupying one hour attached to four of them under the present regulations for the B.A. degree.

At p. 61 of the Calendar you will find a resolution of the Senate permitting candidates to use all intelligible abbreviations in the mathematical papers.

The Senate at its late session thought it advisable that the rules regarding the printing, concealment, and distribution of the examination papers should be framed upon a permanent basis, and accordingly passed a series of resolutions on this subject, a copy of which I forward to you herewith. Under the first of these resolutions I shall be obliged if you will have the mathematical papers printed in Melbourne and forwarded to me, according to the following list:—B.A. papers, old regulations, each five copies; B.A. papers, new regulations, with senior scholarship questions, each twenty-five copies; junior scholarship papers, each fifty copies.

Kindly affix, at the head of the various papers set by you, headings, to prevent confusion; as, for instance, "Junior Scholarship Examination, Arithmetic;" or, "B.A. Examination, Old Regulations, Algebra."

The list of documents forwarded to you herewith (in separate parcel) as enclosed contains various other papers which I send as last year, in order to furnish you with full information regarding the examination.

As was the case in the examination of January last, marks will not be required for the mathematical examination for the B.A. degree: a statement that the candidate has "passed" or "not passed" will be sufficient if given for each paper as well as for the whole subject.

For candidates for senior scholarships it will be necessary to state whether they have passed the B.A. examination "with great credit," and whether they have shown a degree of proficiency satisfactory to you.

I shall be obliged if you can forward the papers set by you so as to reach me not later than 20th November next.

I have, &c.,

W. M. MASKELL,

Registrar.

Professor Nanson, B.A., University of Melbourne, Melbourne.

List of Documents forwarded in separate Parcel.

1. Calendar for 1878; 2. Time-table of the Examination; 3. List of Marks, Junior Scholarship Examination, and Resolution of Senate respecting Apportionment of Marks; 4. Instructions to Supervisors; 5. Resolutions of Senate respecting Printing and Concealment of Papers.

SIR,— University of New Zealand, Christchurch, 20th January, 1879.

I have the honour to inform you that I am posting to your address herewith a packet containing the answers to the examination papers set by you in mental and physical science. The papers of candidates for junior scholarships are marked, as last year, with Arabic numerals, those of the undergraduates with capital letters, according to the enclosed list.

I enclose to you a paper showing the maximum marks allotted to the various subjects of the junior scholarship examination, and a resolution of the Senate respecting these marks, under which it is open to you, if you think fit, to make a special recommendation in the case of any candidate who may distinguish himself in science.

It will be necessary for the Chancellor, in order to award scholarships, to have before him the marks gained by each candidate in each paper. (These marks are not intended for publication.)

With regard to the papers of undergraduates, the Chancellor would be obliged if you would report separately on each paper, as well as on the whole: stating, that is, whether the undergraduate has "passed" in each paper, and also whether he has done sufficiently well, in your opinion, to "pass" in the whole subject. Failure in one paper need not necessarily entail failure altogether.

On the senior scholarship papers, it is requisite that the examiner should state whether the candidate has passed "with great credit," and has exhibited satisfactory proficiency, as laid down in the Regulations, p. 50, of the Calendar, Sections V. and VI.

As intimated to you in my letter of 10th July last, there is, this year, another class of scholarships, called "Third-year Scholarships," to be gained by the undergraduates who obtain the highest marks in certain subjects of the B.A. examination, amongst which is mentioned "experimental physics." For this purpose, it will be requisite to attach marks, on a basis to be fixed at your discretion, to the papers in science on Heat, Sound, and Light, in which there is an undergraduate attempting a third-year scholarship.

Kindly telegraph, in case you should desire further information, to the Chancellor (address, Christchurch).

The Senate will meet on the first Wednesday in March, and the Chancellor would be greatly obliged if you would forward your report so as to reach him, at the latest, by the 28th February.

I have, &c.,

W. M. MASKELL,

Registrar.

F. J. Pirani, Esq., C.E., University of Melbourne, Melbourne.

List of Papers forwarded in Mental and Natural Science.

Junior Scholarship: Heat—16, 33, 37, 38. Sound and Light—33, 37, 38. Electricity—23, 32.
B.A. Degree: Heat—B, C, F. Sound—B, C, K. Light—B, C, K. Electricity—F, K. Mental Science—E, I, S, T, U.

Senior Scholarship: Heat—F. Electricity—F. Mental Science—E.

Third-Year Scholarship: Heat, Sound, Light—B.

NOTE.—Examiners' reports will appear in a later part of the Appendix.—SEC. R. COM.

V.—PAPERS RELATING TO INSTITUTIONS FOR HIGHER EDUCATION ONLY, AND AFFILIATED TO THE NEW ZEALAND UNIVERSITY.

A.—UNIVERSITY OF OTAGO.

1. *Extracts from Calendar, 1879.*

PROFESSORS—Classics, and the English Language and Literature: George Samuel Sale, M.A., formerly Fellow and Classical Lecturer, Trinity College, Cambridge. Mathematics and Natural Philosophy: John Shand, M.A., formerly Head Mathematical Master in the Edinburgh Academy. Mental and Moral Philosophy, and Political Economy: Duncan Macgregor, M.A., M.B., formerly Fergusson Scholar in Mental and Moral Philosophy. Chemistry: James Gow Black, M.A., Dr. Sc., formerly Baxter Scholar in Physical Science, Edinburgh University. Natural Science: Frederick Wollaston Hutton, F.G.S., C.M.Z.S., Cor. of Nat. Hist., Museum of Paris. Anatomy: John Halliday Scott, M.D. Edin., M.R.C.S. Eng. Mining and Mineralogy: Geo. H. F. Ulrich, F.G.S., Graduate of the Royal School of Mines at Clausthal, Hartz. LECTURERS—Law: Allan Holmes, B.A. Oxon., of the Middle Temple, Barrister-at-Law. French and Italian: Vacant. German: Arthur Büchler. Surgery: William Brown, M.A., M.B., C.M.

The University of Otago was founded in 1869 by an Ordinance of the Provincial Council, with the intent to "promote sound learning in the Province of Otago." It was formed into a "body politic and corporate," with the power of granting degrees in Arts, Medicine, and Law, and received as an endowment 100,000 acres of pastoral land. It was opened in 1871 with a staff of three Professors, all in the Faculty of Arts. In 1872 the Provincial Council voted to the University a further endowment of another hundred thousand acres of pastoral land. This important accession to its revenues, with the aid of some subordinate sources of income, enabled the University to make considerable additions to the staff of Professors and Lecturers in the Faculty of Arts, to establish a Lectureship in Law, and to lay the foundations of a Medical School.

In 1874 an agreement was made between the University of New Zealand and the University of Otago, by which the functions of the former were restricted to the examination of candidates for matriculation, for scholarships, and for degrees; while the latter bound itself to become affiliated to the University of New Zealand, to hold in abeyance its power of granting degrees, and to waive the claim which it had advanced to a Royal charter. As a result of the agreement thus effected, the University of Otago became possessed of 10,000 acres of land, which had been set apart for University purposes in the former Province of Southland.

In 1877 the Colonial Government voted an annual grant to the Council for the establishment and support of a school of mines in the University. A curriculum of study has now been drawn up, and the school will be opened at the beginning of the ensuing session.

The endowment of 11,000 acres of land in the Strath Taieri district, which had been set apart for the support of the Museum, has also been vested in the University Council.

In addition to the endowments which have been referred to, the University receives the benefit of certain educational funds held in trust by the Presbyterian Church of Otago, and which by law are required to be applied to the endowment of professorships in the Faculty of Arts. One of the professorships originally instituted—that of Mental Science—was endowed from this source; and it has lately been intimated to the University Council that the funds are now in a position to support another Chair. The University, however, is entirely unconnected with any religious denomination; it contains no faculty of theology, its instruction is purely secular, and it is restrained by its constitution from imposing any religious tests upon its Professors, Lecturers, or students.

The supreme governing body of the University is the Council, the members of which hold office for life. In terms of the Ordinance, the right of filling up vacancies in the Council was vested in the Superintendent of the province, but by reason of political changes it has now devolved upon the Governor. The Chancellor and Vice-Chancellor are elected by the members of the Council out of their own body, and hold their offices for three years. The Council appoints the Professors and Lecturers, manages the finances of the institution, and attends to all its external relations. The conduct of the educational arrangements of the University is committed to the Professorial Board, which consists of all the Professors and those Lecturers who have been appointed members of it by the Council.

The University contains a Faculty of Arts, a School of Medicine, a School of Law, and a School of Mines. The courses of lectures in the Faculty of Arts prepare for the preliminary examinations in Medicine and in Law, for the professional examinations of schoolmasters, and for degrees, senior scholarships, and honours in the University of New Zealand. The Medical School provides lectures in chemistry, zoology, anatomy, and systematic surgery; and it is the intention of the Council to establish additional lectureships as soon as the funds at their disposal will enable them to do so.

The lectures in chemistry, zoology, and anatomy delivered by the Professors of these subjects are recognized by the Court of the University of Edinburgh for graduation there; and it is expected that a similar recognition will be received for the surgical lectures before next session.

The Dunedin Hospital has also been thrown open to the students. This institution contains over one hundred and sixty beds, and arrangements are being made for giving clinical instruction to the students.

The lectures in law prepare for the professional examinations before the Judges of the Supreme Court, and, in conjunction with the classes in the Faculty of Arts, for the LL.B. degree of the University of New Zealand.

A School of Mines has now been organized. A Director has been appointed who will conduct classes in mining, geology, mineralogy, and petrography; and, for the illustration of the lectures in these subjects, an ample collection of apparatus, models, specimens, and diagrams has already been obtained. Lectures in physics, mechanics, and surveying will also be provided as soon as arrangements, now in progress, have been completed. These lectures, with an extension of the subjects already treated in the Museum, the chemical laboratory, and other science classes, will form a course of study as complete as those of similar institutions in Europe.

Since the issue of the first edition of this Calendar, a new University building has been erected on a site containing about eight acres of ground. It is conveniently situated in the immediate neighbourhood of the Hospital, the Museum, and the Botanic Gardens; all of which are available for the purposes of the University. The physical, chemical, and anatomical laboratories are being fitted up with all the appliances required for the efficient teaching of the subjects appertaining to each.

The new building will be open throughout for the classes at the beginning of next session.

The University library, founded mainly by public subscriptions, already contains more than four thousand volumes, which for the most part have been specially selected by the Professors for the use of the students. All students attending the University, whether matriculated or not, are entitled to the free use of the library, and it is also open as a library of reference to the general public, who must, however, provide themselves with cards of admission by application to the Registrar. The library is under the direction of a committee, composed of three members of the Council and three members of the Professorial Board.

The chemical laboratory in the University, which has been conveniently fitted up, is under the charge of the Professor of Chemistry. Its main aim is the training of students in chemical manipulation, and in inorganic and organic analysis; but on grounds of public convenience it has been opened as a public analytical laboratory. In this capacity it is largely made use of for the analysis of ores, minerals, soils, fabrics, and foods; and these analyses are frequently taken part in, or performed under supervision, by the more advanced students. The laboratory is open for instruction from May to November, and for analysis during the whole year.

The Professor of Natural Science is also Curator of the University Museum. This building consists of a hall 90 feet by 45, with two galleries, beneath which is a basement, containing lecture-room, duplicate-room, &c.

These rooms have concrete roofs, and, as the galleries in the hall are of concrete, supported by iron columns, the building may be considered as fire-proof. Behind the hall are four rooms for offices and library, and two class-rooms. The library contains more than a thousand volumes of valuable works on natural history, and is supplied by mail with all the principal scientific periodicals. The collections of New Zealand plants and animals is now nearly complete; while the foreign collections consist of more than 200 species of mammals, about 1,300 species of birds, fair collections of reptiles and fishes, which are now in process of being prepared for exhibition, more than 2,500 species of Mollusca, 190 of Crustacea, more than 100 Echinodermata, nearly 100 species of Cœlenterata, and small collections of the different orders of insects. The collections of fossils and minerals are small, but steps have been taken to increase them.

The Museum is open to the public from 12 noon to 5 p.m. on week-days, and from 2 p.m. to 5 p.m. on Sundays, but students and travellers are admitted from 9 a.m. to 12 noon on application to the Curator.

The scholarships of the New Zealand University are tenable by students attending the University of Otago, and, in addition to these, two other scholarships specially connected with the latter institution have been established. These are the Richardson Scholarship, of the value of £40 a year, and the Scott Scholarship, of the value of £20 a year. Both are awarded by competition, and may be held for a period of three years.

The Richardson Scholarship.—The subjects for examination, with the marks showing the relative value number of each, are the following:—

English	150	Latin	200
Arithmetic	150	Greek	100
Geometry—Books I. and II. ...	100	Geography and History ...	100
Algebra... ..	100	Natural Science or Chemistry ...	100

Competitors must have attended for two years some school in the Provincial District of Otago and Southland, and for one year the High School of Dunedin; age must not exceed eighteen. The scholarship is tenable for three years, and is at present of the value of £40 per annum. Present holder: W. D. Milne. The next competition will take place in May, 1880.

The Scott Scholarship is competed for at the matriculation examination, with additional questions in English, and special prominence given to that subject. The scholarship is tenable for three years; its present value is £20 per annum. Present holder: A. Montgomery. The next competition will take place in May, 1881.

School of Mines.

The session is the same as in the Arts course, commencing on the first day of May, and lasting for six months continuously. The mode of instruction is by systematic courses of lectures in the prescribed branches of study in connection with written and oral examinations, by practical work in the laboratories, and also, according to circumstances and opportunities, by inspection of mines and field excursions.

The classes are open to all persons over fifteen years of age. There is no entrance examination, but students enrolling themselves are expected to possess a fair knowledge of English and arithmetic, as well as some acquaintance with elementary mathematics, since otherwise they will derive little benefit from the lectures, and can scarcely hope to pass the examinations which are held at the termination of each year's course.

The fees are the same as those charged in the Arts course—namely, three guineas for each course of lectures occupying not less than three hours per week during the whole session; one guinea and a half for any course occupying two hours per week; and one guinea for a course of one hour per week. In addition to the class fees, students will be required to pay a college fee of one guinea per session. All fees must be paid, in advance, to the Registrar.

There are five divisions in the Mining School—namely, the mining, the metallurgical, the geological, the mine-surveying, and the assaying divisions. In the first three divisions the course of study extends through three years, and students who pass the examinations in any of these divisions will

obtain the distinction or title of "Associate of the School of Mines, Otago." In the last two divisions the course of study is for two years, and students who pass successfully through these courses will be entitled to receive certificates of "Mining Surveyor," and "Metallurgical Chemist and Assayer," respectively.

TIME-TABLE FOR 1879.

—	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9.0	Law (Senior) ...	Law (Junior) ...	...	Law (Senior) ...	Law (Junior).
9.30	Junior Latin ...	Junior Latin ...	Junior Latin ...	Junior Latin ...	Junior Latin.
9.30	Adv. Mathematics	Adv. Mathematics	Adv. Mathematics	Adv. Mathematics	Adv. Mathematics.
10.0	Mining Geology ...	Mining (2nd year)	Mining Geology ...	Mining (2nd year)	Mining Geology.
10.30	Junior Greek ...	Junior Greek ...	Junior Greek ...	Junior Greek ...	Junior Greek.
11.30	Senior Latin ...	English ...	Senior Latin ...	English ...	Senior Latin.
11.30	Anatomy ...	Anatomy ...	Anatomy ...	Anatomy ...	Anatomy.
11.30	Mining (2nd year)	Mineralogy ...	Mineralogy ...	Mineralogy ...	Mineralogy.
12.30	Senior Greek ...	...	Senior Greek ...	Senior Greek ...	English.
12.30	Surgery ...	Surgery ...	Surgery ...	Surgery ...	Surgery.
2.0 3.30	Zoology ...	Zoology ...	Zoology ...	...	...
2.30 3.30	...	Petrography ...	...	Mining (3rd year)	...
2.30 4.0	...	...	...	Palæontology ...	Palæontology.
2.30 4.30	Use of the Blowpipe and Determinative Mineralogy	...	...	...	...
3.30 4.30	...	Mining (3rd year)	Mining (3rd year)	...	...
4.30	2nd Mathematics...	2nd Mathematics...	2nd Mathematics...	2nd Mathematics...	2nd Mathematics.
4.30	*Junior Laboratory	Junior Laboratory	Junior Laboratory	Junior Laboratory	Jun. Laboratory.
5.30	Junior Mathematics	Junior Mathematics	Junior Mathematics	Junior Mathematics	Jun. Mathematics.
5.30	Political Economy	...	Political Economy	...	Political Economy.
5.30	*Junior Laboratory	Junior Laboratory	Junior Laboratory	Junior Laboratory	Jun. Laboratory.
6.30	Jun. Mental Science	Jun. Mental Science	Jun. Mental Science	Jun. Mental Science	Jun. Mental Science.
6.30	Chemistry ...	Chemistry ...	Chemistry ...	Chemistry ...	Chemistry.
7.30	Junior German ...	Sen. Mental Science	Junior German ...	Sen. Mental Science	Sen. Mental Science.
8.0	Prin. of Biology ...	Metallurgy ...	Physical Geology...	Metallurgy ...	Metallurgy.

* Students are requested to attend the Junior Laboratory for only one hour a day. Both hours are given for the convenience of students.

2. Memorandum of Proceedings.

SIR,—

University of Otago, 4th February, 1879.

In conformity with your communication of the 23rd January (the receipt of which I telegraphed to you), I now enclose a memorandum of such information as will be comprised in my next report to His Excellency the Governor.

Should the Royal Commission require further information, I shall of course be ready to answer any questions the Commission may address to me.

I have, &c.,

H. S. CHAPMAN,
Chancellor.

The Rev. W. J. Habens,

Secretary, Royal Commission on the University, &c., Wellington.

University of Otago, 4th February, 1879.

MEMORANDUM of the proceedings of the University since the date of the last report:—

The session opened as usual on the 1st of May. Number of students—1877: 76, of whom 9 matriculated. Number of students—1878: 77, of whom 9 matriculated.

Numbers Attending the Several Classes.—1877—English Language and Literature, 11; Latin, 18; Greek, 0; Mathematics and Natural Philosophy, 36; Mental and Moral Science and Political Economy, 13; Chemistry, 11; Mineralogy, 3; Anatomy, 0; Zoology, 0; Geology, 4; Botany, 1; Law, 10; French, 0; German, 7: total, 114. 1878—English Language and Literature, 10; Latin, 26; Greek, 5; Mathematics and Natural Philosophy, 28; Mental and Moral Science and Political Economy, 23; Chemistry, 13; Mineralogy, 0; Anatomy, 5; Zoology, 5; Geology, 0; Botany, 0; Law, 7; French, 0; German, 6: total, 128.

Medical School.—In the last report an intimation was given that the Medical School was then in operation, and consisted of the following classes:—1. Anatomy, Professor Scott; 2. Chemistry, Professor Black; 3. Natural History, Professor Hutton. An assurance was at the same time given that a lecturer on surgery would be appointed, since which the Council has elected Dr. William Brown to the Chair of Systematic Surgery, conditionally that his lectures are recognized by the University Court of the University of Edinburgh.

School of Mines.—By reference to the last report it will be seen that orders were sent Home for the necessary appliances and teaching material for the School of Mines: advices have been received of their shipment, and they may shortly be expected to arrive. The Professor of Mineralogy and Metallurgy will therefore be fully prepared to commence his classes on the 1st of May. A voluminous report on the organization of the School of Mines, drawn up by the Professorial Board, is sent herewith.

Proposed New Chair.—The Council, having been informed of the intention of the Synod of the Presbyterian Church to establish a second Chair in the University, took the subject into consideration on the 13th July, 1878, when a resolution, of which the following is a copy, was adopted, viz.:—

"This Council, having learned that the Presbyterian Synod of Otago and Southland resolved at its meeting in January last to erect a second Chair in the University of Otago, express their gratification at the prospect of another Chair, and also their opinion that a Chair of English language and literature,

and history of the same, together with constitutional history, in the present circumstances of the University, would be of the greatest service to the higher education."

In acknowledging the receipt of the above resolution, the Clerk of the Synod, on the 18th January, 1879, intimates that after the most respectful consideration the Synod could not see its way to adopt the recommendation, and had resolved to appoint a Chair of moral philosophy and political economy.

At a special meeting of Council held on the 20th January, to consider the action of the Synod, the following resolution was unanimously adopted, viz. :—

"The Council, having already appointed a Professor of Mental and Moral Philosophy and Political Economy, at the request of the Trustees under 'The Presbyterian Church of Otago Lands Act, 1866,' by whom the Professor was nominated, and further being advised by the Professorial Board that the arrangements for teaching these branches are sufficient, consider it inexpedient to appoint a second Professor to teach the same subjects in the University, and they accordingly respectfully decline the proposal now made by the Synod."

Resolutions of Professorial Board.—"That, with reference to the proposal made at the last meeting of the Synod of the Otago Presbyterian Church to found a Chair of moral philosophy and political economy in the University, it be represented to the Council,—

"1. That moral philosophy is now taught in the University as a leading subject in the department of Mental Science, to which a two years' course has been allotted in the curriculum of study.

"2. That political economy is also taught as a separate subject in the University, the course occupying three hours per week.

"3. That the provision which has thus been already made for instruction in moral philosophy and political economy is sufficient for existing requirements; and that it would not be possible to afford longer time for these subjects than is now allotted to them without extending for another year the duration of the period of study.

"4. That, in view of the fact that the patronage would be in the hands of an ecclesiastical body, the institution, in present circumstances, of a Chair of moral philosophy could not fail to give rise to an impression throughout the colony that it was intended to subserve sectarian or ecclesiastical purposes; and that such an impression, even although unfounded, would be highly injurious to the present welfare and future prospects of the University.

"5. That, in the interests of higher education, and in order to make the course of instruction in the Arts Faculty reasonably complete, and thereby enable students to pass successfully the examinations of the New Zealand University, the Chairs which are really and indeed urgently needed are a Chair of physical science and a Chair of English language and literature; and that the foundation of a second professorship in the department of Mental Science, while no provision was made for instruction in physical science, which is the basis of all the sciences, and while only an inadequate provision was made for the study of the English language, which (to our students) is the most important of all the languages, would weaken public confidence in the wise conduct of the affairs of the University."

Resolved (unanimously), "That, on the grounds specified, the Council be earnestly recommended to refuse its consent to the founding of the proposed Chair of moral philosophy and political economy, which in the opinion of this Board would not merely be superfluous, but would even be prejudicial to the best interests of the University."

Dissociation of the University of Otago from the University of New Zealand.—At a special meeting of the Council held on the 5th December, 1878, for the consideration of the above, the following resolution was unanimously adopted :—

"That this Council make application in the usual way for a Royal charter, and that the Chancellor, Vice-Chancellor, and Judge Bathgate be a Committee to prepare the necessary papers for the approval of this Council."

H. S. CHAPMAN.

3. *Statement as to Reserves.*

SIR,—

University of Otago, 17th February, 1879.

Your communication of the 29th January did not reach me until the 10th of this month, and I then acknowledged the receipt by telegram.

I now proceed to furnish full details of the several properties granted to the University as endowments.

The several pastoral properties about to be mentioned were in the first instance held by the several tenants under the Waste Lands Act of 1866, the several tenants paying for the same the assessment of 7d. per head per sheep depasturing on the runs. The amounts given below are the latest amounts under such assessment :—

1. *Barewood.*—This property consists of 30,000 acres. The last assessment was £375. It was then leased for ten years ending in October, 1880, at a fixed rent of £500 per annum, and it is anticipated that at the termination of the present lease it will yield £1,500 per annum.

2. *Burwood and Mararoa.*—This run comprises 70,000 acres, the assessment of which was £824 14s. 4d. In January, 1870, it was let for twenty-one years, ending 1st January, 1891, at £1,300 per annum. It is anticipated that at the expiration of the present lease the property will yield an increased rental of £2,200 per annum.

3. *Benmore.*—100,000 acres. Last assessment, £955 14s. 1d. Held under three leases, expiring in 1882, 1883, and 1884. It is anticipated that as these leases expire the property will yield at least double the present rental.

4. *Forest Hill.*—10,000 acres. Leased for fourteen years, ending 10th February, 1887, at £343 15s. per annum. It is certain that at the end of the eight years during which the present lease has to run the property will be more valuable, but I am unable to give any precise estimate.

5. *The Museum Endowment.*—When this endowment was made by the Government in consideration of the University taking over the management of the Museum, the annual value was estimated by valuers at £600. Last year a lease for fourteen years from the 1st January was submitted to public competition by auction, and yielded £916 13s. 4d. Of this sum the University has to pay annually to

the Committee of the Athenæum the sum of £91 13s. 4d., leaving to the University the net sum of £825 per annum.

6. *The University Building* was sold in 1877, with the sanction of the Government, for the sum of £27,000, the whole of which is now in course of being expended in the erection of new and commodious buildings on the University site, commonly known as "The Old Botanical Gardens."

7. *The University Site*.—The site originally designed for the University was the old Cemetery, but this was afterwards exchanged for the present site, which is the block bounded by Castle Street, Albany Street, Leith Street, and St. David Street. It is, in fact, two blocks divided by Union Street, and measures ten acres. It is on the northern portion, between Union and St. David Streets, that the present buildings are in course of erection. The University Council has received from the Government authority to grant building leases along the frontage in Albany Street, from which the University will derive a small revenue, increasing when the first leases expire.

8. *Professorial Endowment*.—The Church Trustees have endowed one Professorship, that of Mental and Moral Philosophy, at £600 per annum; and the funds at the disposal of the Church Trustees are now sufficient to endow another Chair at the same annual remuneration.

9. Last year the Government granted the University £500 a year for a limited number of years (dependent of course upon an annual vote) in aid of the School of Mines then contemplated and since established, together with a sum of £500 for outfit, but not renewable.

10. There are also two University scholarships—the Richardson Scholarship and the Scott Scholarship—from funds unconnected with the Government.

All the above endowments are for the general purposes of the University, except that for the Museum above described. The grant in aid of the School of Mines was on a condition also, which has been fulfilled.

I believe the above information will be all that the Royal Commission requires, but, if any other information or explanation should be deemed necessary, I shall be happy to afford it, though I believe that I have exhausted the subject.

I have, &c.,

The Rev. W. J. Habens,
Secretary, Royal Commission on the University, &c., Wellington.

H. S. CHAPMAN,
Chancellor.

4. Replies to Questions in Schedule B.

Copies of examination papers, annual and for matriculation, with names of examiners: Appended hereto, so far as can be obtained. (Not printed.—SEC. R. COM.)

Number of Students, &c.—The Registrar of the University of New Zealand is the proper person to whom application should be made for this information. The following, however, may be accepted as approximately correct:—

Year.	Entered for Degree.	Gained Degree.	Senior Scholarships.	Third-Year Scholarships.	Honours.	Prizes.
1875	2	2	...	...	...	...
1876	1	1	...	...	...	...
1877	1	1	1	...	1	...
1878	4	2	1	1	...	1

The number of undergraduates now on the roll is as follows: In their first year, 16; have kept one year's term, 11; have kept two years' terms, 6; have kept three years' terms, 4: total, 37.

Time-table: Appended hereto. (See above.)

Undergraduates attending in each subject, session 1878:—

Latin.—Two classes, five hours each per week—fifteen undergraduates attending.

Greek.—Junior class, five hours per week; senior class, three hours per week—two undergraduates attending.

English.—First class, three hours per week—six undergraduates attending.

Mathematics.—Three classes, five hours each per week—seventeen undergraduates attending.

Mental Science.—First class, five hours per week; second class, three hours per week—ten undergraduates attending.

Chemistry.—Three classes, five hours each per week; laboratory open to students all day—nine undergraduates attending.

Zoology and Biology.—One class, seven and a half hours per week; one class, one hour per week—four undergraduates attending.

German.—Two classes, two hours each per week—one undergraduate attending.

Law.—One class, four hours per week—three undergraduates attending.

Anatomy.—Two classes, five hours each per week; dissecting room open to students all day—five undergraduates attending.

Number of Terms.—One (annual). Length of session: Six months. The undergraduate course covers three sessions, each of which is constituted by attendance on three full courses of lectures on subjects prescribed for the B.A. degree.

Income available for University Instruction.—For the year 1878–79 the income was as follows:—

	£	s.	d.
Rents from endowments	3,090	9	1
Government subsidy, School of Mines	500	0	0
Church Trustees, Mental Science Chair	600	0	0
Class fees	416	17	0
Total	£4,616	6	1

Remuneration to Teachers.—Professors, £600 per annum each and class fees; Law Lecturer, £50 per annum and class fees; German Lecturer, class fees only.

Scholarships.—None provided by institution. The Council hold the following in trust: Richardson Scholarship, £40 per annum; Scott Scholarship, £20 per annum.

The Miscellaneous Expenses for purposes of University instruction were as follows:—

Fittings	£	s.	d.
Apparatus and chemicals	164	1	10
Appliances for School of Mines	8	1	9
	406	8	6
Total	£578	12	1

NOTE.—The sum of £250 was paid for apparatus and chemicals on the 3rd April, three days after the close of the financial year.

A.—CANTERBURY COLLEGE (FOUNDED AND INCORPORATED BY "CANTERBURY COLLEGE ORDINANCE, 1873.")

1. *Extracts from Calendar, 1879.*

TIME-TABLE FOR YEAR 1879.

HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
A.M.						
7.45 to 8.45	Pass Greek (Translation)	Honours and Pass Greek (Trans. and Comp.)	Pass Greek (Translation)	...	Honours (Latin Trans. and Comp.)	...
9 to 10	Honours Chemistry Honours Greek (Literary)	German (University subjects)	Laboratory Class (Ch.) Honours Greek (Literary)	Honours Chemistry	German (University subjects) Laboratory Class (Physics)	Elementary Mechanics and Hydrostatics.
10 to 11	Senior Chemistry Conic Sections, &c.	Geometry ...	Jurisprudence ... Laboratory Class (Ch.) Conic Sections, &c.	Jurisprudence Senior Chemistry Geometry	Conic Sections, &c. Laboratory Class (Physics)	Trigonometry.
11 to 12	Physics (Senior Electricity)	German (Junior)	...	Physics (Senior Electricity)	German (Junior)	Pass Latin (Trans. and Comp.) Elementary Chemistry and Physics.
P.M.						
12 to 1	Honours Mathematics	Honours Mathematics	...	Honours Mathematics	Honours Mathematics	Pass Latin (Translation).
1 to 2	...	...	...	...	...	Honours Latin (Literary).
2 to 3	...	Agricultural Chemistry	French (Elementary)	...	...	French (Elementary).
3 to 4	Botany ...	Geology (Senior)	French (Junior)	Botany ...	Geology (Senior)	French (Junior).
4 to 5	German (Senior) Physics (Junior Electricity—1st term) Physics (Junior, Sound and Light—2nd term)	Geology (Junior) Zoology	Botany (Elementary) Trigonometry French (Senior)	German (Senior) Physics (Junior Electricity—1st term) Physics (Junior Sound and Light—2nd term)	Geology (Junior) Zoology	French (Senior).
5 to 6	Algebra ... Physics (Senior Heat)	Chemistry (Junior)	Elementary Mechanics and Hydrostatics	Algebra ... Physics (Senior Heat)	Chemistry (Junior)	...
6 to 7	Honours Latin (Trans. and Comp.)	...	Greek and Roman History	Pass Latin (Translation)	...	...
7 to 8	English Literature (Literary)	...	...	Honours Latin (Literary)	...	...
8 to 9	...	...	...	English Literature (Philological)	...	...

PROFESSORS, ETC.

PROFESSORS—Classics and English Literature: J. M. Brown, M.A., late Snell Exhibitioner, Ball Coll., Oxon. Mathematics and Natural Philosophy: C. H. H. Cook, M.A., late Fellow of St. John's College, Cambridge. Chemistry and Physics: A. W. Bickerton, F.C.S., Associate and late Senior Queen's Scholar, Royal School of Mines. Geology and Palæontology: Julius von Haast, Ph.D., F.R.S. LECTURERS—Biology: Llewellyn Powell, M.D., F.L.S. Jurisprudence: C. J. Foster, LL.D., and late Member of Senate of the University of London. French: Rev. C. Turrell, M.A. German: J. von Tunzelmann. Director of Museum: Professor von Haast. Director of School of Agriculture: W. E. Ivey, F.C.S. Registrar: F. G. Stedman.

SCHOOL OF AGRICULTURE.

Object.—To afford students the opportunity of acquiring a thorough knowledge of the practice and science of agriculture.

Locality.—The site chosen for the institution is near the township and railway station of Lincoln, in a good farming district, about twelve miles from the City of Christchurch.

The School Buildings, of brick and freestone, are now in course of erection. They will comprise lecture theatre to seat eighty students, library and museum, chemical laboratories, dining-hall, separate bedrooms for twenty resident students, with lavatories, bathrooms, &c., &c., together with quarters for the Director of the school, and all the necessary outbuildings.

The School Farm is 410 acres in extent. The land is of various qualities, and has been so selected that it may be divided into three several portions, adapted for as many different styles of farming. One portion consists of rich pasture, admirable for dairying purposes and the rearing of cattle; a second is a freer-working loamy soil, well suited for arable farming combined with sheep feeding; whilst a third portion is light thin soil overlying shingle, land similar in character to a large extent of the Canterbury Plain.

Farm Buildings of the most approved construction will be erected. These are planned to be as complete as possible, whilst including only such accommodation as it is thought will be required in a country with the climate of New Zealand.

The Course of Instruction, which will probably extend over three years, will include—1. Agriculture—practical and theoretical; 2. Chemistry; 3. Natural history; 4. Veterinary medicine and surgery; 5. Land-surveying and draining, mechanics, mensuration, and book-keeping.

It is expected that the school will be ready for the reception of students by the end of the current year.

THE CANTERBURY MUSEUM.

This institution, incorporated with the Canterbury College, was begun in 1861 in connection with the Geological Survey of Canterbury. It was first opened to the public in 1867, arranged in three rooms in the Government Buildings. A separate building having been erected in the Domain, the collections were transferred to it, the opening taking place on the 1st of October, 1870. This was the nucleus of the pile of buildings now forming the Museum, for which the late Provincial Council repeatedly voted ample funds. It now consists of one hall 90 feet long and 45 feet broad, with a gallery all round, containing the foreign zoological collections, and of another hall 70 feet long and 35 feet broad, in which the New Zealand collections together with the minerals and rocks from foreign countries are exhibited. A room 30 feet long and 30 feet broad is mainly used for osteological collections, and another 50 feet long and 30 feet broad for the palæontological series, whilst a third room 60 feet long and 30 feet broad contains the casts of statues and reliefs, and a fourth room 80 feet long and 30 feet broad is devoted to foreign ethnological collections, both pre-historic and historic. The collections illustrating the habits and customs of the former and present indigenous inhabitants of New Zealand are placed in a Maori house, originally intended for the Ngatiporou Tribe, North Island, and, finally, a room 16 feet long and broad contains the herbarium.

The collections, containing numerous series of types, obtained from the first scientific authorities in each branch, consist of upwards of 100,000 specimens.

The Museum is open to the public every week-day except Monday, from 10 a.m. till 5 p.m., from September 1st to April 30th; Sundays, from 2 till 5 p.m. From May 1st to August 31st, from 10 a.m. till 4 p.m., in every week-day except Monday; Sundays, from 2 till 4.30 p.m. On Mondays the Museum is not opened until 12 noon.

2. Number of Students in 1878.

Twenty-four matriculated students of the University and fifty-eight others.

3. For statement as to Reserves, see return made by J. Marshman, Esq., in Appendix III. G.

4. Replies to Questions in Schedule B.

1. Copies of examination papers forwarded. Names of examiners: Professors Brown, Bickerton, Cook, Dr. Foster, Rev. C. Turrell, Mr. J. von Tunzelmann.

2. Number of students who have entered for and gained degrees, 2. Four matriculated students have passed only the first part of the B.A. degree. Another student, who has migrated to this College from Christ's College, gained a junior scholarship, passed the compulsory section of the B.A. degree, and has gained a senior scholarship. Senior scholarships, 4, in addition to the one already mentioned. Third-year scholarships, 2. Honours and prizes: The Bowen Prize, 1876 and 1877, was gained by students of this College.

3. Undergraduates on the roll, 28—4 of whom have kept three years' terms, 4 two years, 9 one year, and 11 are in their first year.

4. Time-table [see above]. Names of teachers forwarded [see above]. Amount of work done by each matriculated student, stated in terms of attendance per week:—Student No. 1, nil; No. 2, 15 hours; No. 3, 18; No. 4, 11; No. 5, nil; No. 6, 14; No. 7, nil; No. 8, nil; No. 9, 14; No. 10, 13; No. 11, 13; No. 12, 4; No. 13, 14; No. 14, 15; No. 15, 8; No. 16, 15; No. 17, nil; No. 18, 5; No. 19, nil; No. 20, nil; No. 21, 11; No. 22, 9; No. 23, 10; No. 24, 19.

5. Number of terms, 2. First term, from 3rd March to 21st June; second term, from 21st July to 5th March.

6. Income available for purposes of University instruction,* £6,204 7s. 2d.

7. Remuneration to teachers on account of University work, £2,578 10s. 6d.

8. Scholarships, prizes, and other rewards provided by the institution for the advancement of University education: Six exhibitions of £20 each.

9. Last year's miscellaneous expenses for purposes of University instruction, £2,506 15s. 7d. This includes all expenditure except payments to professors, lecturers, and exhibitioners.

* The balance in hand, £834 14s. 6d., and Government grant, £1,578, at the commencement of the year 1878, were exceptional receipts, which will not again occur after the present year. The amount in hand at the close of the year 1878 will all be required to meet necessary expenditure up till 1st May, when the rent from the pastoral reserves will be received.

VI.—PAPERS RELATING TO THEOLOGICAL COLLEGES AFFILIATED TO THE UNIVERSITY.

A.—ST. JOHN'S COLLEGE, AUCKLAND.

No written statement supplied, but see evidence of the Bishop of Auckland, the Rev. R. Burrows, the Rev. Dr. Kinder, and the Hon. Colonel Haultain.

The College estate was acquired by purchase, and the trust is as follows: "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: subject to all such rules and regulations as may from time to time be made by or by authority of the General Synod of the Branch of the United Church of England and Ireland in New Zealand concerning the constitution, government, and discipline of the said College, and the course of study to be followed therein, and for insuring the good order and efficiency thereof, and otherwise for securing the due execution of the trusts and purposes aforesaid; and, until such rules and regulations shall be so made concerning the matters aforesaid, subject to all such rules and regulations as may from time to time be made concerning the same by the trustees for the time being."

Dr. Kinder's evidence shows that he is the master (unassisted); that the College is intended to provide a course of instruction in such subjects as are required for University scholarships, for the Civil Service, and for the preliminary legal examinations, and especially to prepare young men for holy orders; that one student of the College has graduated in the New Zealand University; that there are now seven students, all residing in the College, and that one of them is an undergraduate of the New Zealand University.

B.—WESLEY COLLEGE, THREE KINGS.

1. *Letter from Chairman of Auckland Wesleyan District Meeting.*

SIR,—

Auckland, 14th February, 1879.

In reply to your letter of 29th January, 1879, requesting the trustees of Wesley College, Three Kings, to send a statement as to the condition, value, and application of the Three Kings endowments, I have the honour, by direction of the trustees, to forward the following statement:—

1. No grants of money are now received from the public estate for the support of the College.
2. The trustees hold certain lands at Three Kings and Grafton Road as endowments for educational purposes in connection with the Wesleyan Church.
3. The land at Grafton Road was granted in 1844, "to be used for the purposes of a Wesleyan Native institution," as was also the first grant at Three Kings, consisting of 192 acres. The subsequent grants were made available for children of all races in the Pacific Ocean.
4. These endowments are held in trust under the provisions of the Wesleyan Methodist model deed, which was duly enrolled, and is numbered 9252A, in the Auckland Register of Deeds, and legalized by "The Religious, Charitable, and Educational Trusts Act, 1856."
5. The land at Three Kings is leased in small farms, except 45 acres reserved for the use of the institution, and produces a yearly rental of £299. The land at Grafton Road is let on building leases, and produces a yearly rental of £146, all let by public competition.
6. The value of the lands the trustees consider to be determined by the amount of rent obtained; in the case of the Three Kings by public tender, and in the case of Grafton Road by public auction.
7. *Application of the Endowments.*—From the date when the endowments were available to the time when the Native tribes came into collision with the Government, and the country was disturbed by the Native war, a period embracing about twenty years, a large and successful Native and half-caste school was conducted under the superintendence of a Wesleyan minister, according to the principles stated in a memorandum received from Sir George Grey, who was then Governor of the colony, dated May 13th, 1853. Annual reports of the work done, and accounts of expenditure, were furnished to the Government, and a Government inspection was annually appointed: those reports and accounts will be found in the Blue Books of the colony. During the above period the Wesleyan Missionary Society did not expend less than £5,000 in connection with the Three Kings Institution, in addition to the Government grants, besides a large sum in aiding primary schools in the country districts.
8. After the Native scholars were dispersed by the war the school was occupied for a time by half-caste children, and by orphans and children of destitute Europeans, aided by a capitation grant of £10 from the Provincial Government, the entire cost of boarding and educating being at the rate of £17 per head. When the provincial grant was withdrawn the school was closed.
9. After the school was closed the land was let at a rental of £250 per annum, and the rents applied to Native education, distributed among the various mission stations in conformity with Sir George Grey's memorandum,* which provides, "That the funds appropriated to the purposes of schools supported from the Government grant shall be administered by the Auckland District Meeting;" the trustees considering that such application of funds at their disposal would, under the circumstances, be the best way of fulfilling their trust.

10. As regards the present application of the endowments, the rents, amounting to £445 per annum, are applied exclusively to the support of a Native institution—*i.e.*, for boarding and training Native teachers, and educating a select number of Native youths, drafted from the primary schools.

Combined with Native education is an English department for students who are preparing for the Wesleyan ministry. No part of the expense of this department is taken from the endowments for Native education.

Since the institution was reopened in this form, the governors have expended in initial expenses, for repairs of buildings, furniture, &c., and in salaries, boarding, &c., the sum of £3,163 14s. 2d., of

* See the Rev. T. Buddle's evidence, question 709, page 34.

which sum the trustees have paid only £1,111: the balance of £2,052 14s. 2d. was provided by funds obtained from Wesleyan Church properties, the Auckland Wesleyan congregations, an annual grant from the Wesleyan Conference, and from the students' contributions (as per Statement of Income and Expenditure enclosed). The English students devote a portion of their time to teaching the Native students the elements of an English education.

11. The trustees further certify that they consider they are faithfully applying the endowments to the purposes for which they received them in trust.

Signed on behalf of the trustees.

Rev. W. J. Habens,
Secretary to the Royal Commission.

THOMAS BUDDLE,
Chairman, Auckland Wesleyan District Meeting.

THREE KINGS INSTITUTION, in account with the Managing Committee.

Income.

SOURCES OF INCOME.	To meet Initial Expenses.		1876. 3 Quarters.		1877. 4 Quarters.		1878. 4 Quarters.		Totals.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
1. NATIVE.										
Trustees of educational properties ...	150	0 0*	180	0 0	325	0 0	{ 106 0 0 } { 350 0 0 }		1,111	0 0
2. EUROPEAN.										
1. For Principal's salary:										
Trustees of Wesley College, Auckland† ...	758	10 3	93	15 0	125	0 0	125	0 0	1,102	5 3
Auckland Circuit Stewards ...			112	10 0	150	0 0	150	0 0	412	10 0
2. For English students:										
Home Mission Fund ...			93	6 8	76	9 4	140	0 0	309	16 0
Students' personal contributions ...			26	0 0	151	10 0	42	0 0	219	10 0
3. Miscellaneous:										
Private subscriptions ...			8	12 11					8	12 11
Farm produce, &c. ...										
	908	10 3	514	4 7	827	19 4	913	0 0	3,163	14 2

Expenditure.

ITEMS OF EXPENDITURE.	Initial Expenses.		1876. 3 Quarters.		1877. 4 Quarters.		1878. 4 Quarters.		Totals.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Repairs and alterations to buildings, &c. ...	590	5 5	...		12	9 6	17	2 6	619	17 5
Furniture, &c. ...	298	11 4	41	2 10	53	5 2	51	5 5	444	4 9
Salaries, &c. ...			267	17 0	446	9 0	443	13 0	1,157	19 0
Boarding expenses ...			116	5 7	195	10 9	208	13 3	520	9 7
Educational expenses ...			12	10 8	11	15 7	22	9 10	46	16 1
Miscellaneous, viz., students' quarterage, farm expenses, and other charges			112	4 0	78	6 6	81	14 5	272	4 11
	888	16 9	550	0 1	797	16 6	824	18 5	3,061	11 9
Balance carried forward to 1879			...		...		...		102	2 5
									£3,163	14 2

* In addition to this amount, the trustees of the property expended large sums in order to prepare the place for occupation, without reference to this Committee.

† This trust was originally a private proprietary, which acquired the property by purchase solely. The Girls' High School is now in occupation by lease.

Auckland, 10th February, 1879.

H. H. LAWRY, Treasurer.

2. Letter from Principal of College, in reply to Letter of 20th January.

SIR,—

Wesley College, Three Kings, 30th January, 1879.

I have the honour to enclose, for the information of the Commissioners and the Minister of Education, as invited by yours of 21st December, 1878, and 20th January instant, replies to inquiries respecting the objects and operations of Wesley College.

I suppose you can obtain the examination papers from the Registrar of the University, if required; and the Rev. A. Reid, of Wellington, can furnish you with the results of the examination of the theological students. Any further information you require I shall be glad to supply.

I have, &c.,

Rev. W. J. Habens,
Secretary, Commission on University Education, &c.

THOMAS BUDDLE,
Principal, Wesley College, Three Kings.

ANSWERS to Inquiries contained in the Education Department Schedule, so far as they are applicable to Wesley College.

1. The College was opened in June, 1876, as a theological and training institute, for the purpose of training young men, both English and Maori, for the Wesleyan ministry, and for general educational work.

2. The staff consists of the Principal, who is theological tutor, teacher of moral science and of other subjects; and a classical and mathematical tutor (Rev. R. Kidd, LL.D.). The English students give a portion of their time to teaching the Maori students English reading, writing, arithmetic, grammar, geography, &c.

3. The number of English students in residence last year was—First quarter, 5; second quarter, 4; third and fourth quarters, 3. Four English students (non-resident) passed the matriculation examination in July last, three of whom have kept terms and passed the annual College examination.

4. Maori students in residence during the year were—First, second, and third quarters, 8; fourth quarter, 5. Three had to return home on account of sickness.

5. Ages of students: Under eighteen years, 1; all the rest above eighteen years.

6. Subjects of study: English, Latin, Greek, history, arithmetic, algebra, Euclid, theology, and moral science. The Maori students, in addition to the subjects noted in No. 2, have received Biblical lessons, embracing Scripture doctrine, history, geography, biography; manners, customs, and laws of the Jews; life and writings of St. Paul; and other subjects in both Old and New Testaments. They are taught singing on Curwen's Tonic Sol-Fa system, which they read with comparative ease.

7. The examiners for matriculation were a Board appointed by the Senate of the University. Examiners for theological students, a Board appointed by the Wesleyan Conference.

8. Examination papers (not printed) have been forwarded to the Registrar of the University; the theological papers to the Board appointed.

9. The present buildings contain a lecture-room 32 feet by 24 feet, class-rooms, dining-room, dormitories, &c., affording accommodation for six English and twenty Maori students, and residence for the Principal. They stand on 45 acres of land, in a healthy situation, within four miles of Auckland. The Native students are occupied in the garden and farming operations from 2 to 5 p.m.

10. The income of the governing body for 1878 has been as follows: Grants from trustees of Church properties, £275; from the funds of the Wesleyan Conference, £200: total for expenses of English students, £475. For the support and education of Maori students, £375, from trustees of Three Kings endowment for Maori education.

Expenditure as follows:—

	£	s.	d.
Salaries	443	13	0
Food	208	13	3
Furniture, &c.	51	5	5
Books and Stationery	22	9	10
Miscellaneous	84	14	5
	£810 15 11		

The Maori students are supported entirely from funds received from the proceeds of land held in trust for Maori education, and the English students from a separate and distinct source, as above.

THOMAS BUDDLE,

Principal, Wesley College, Three Kings.

3. *Letter from Principal of College, in reply to Letter of 17th February.*

SIR,—

Wesley College, Three Kings, 1st March, 1879.

I have the honour to forward the information you requested in Schedules A and B, accompanying your letter of 17th February, as far as the questions relate to Wesley College.

I have, &c.,

THOMAS BUDDLE,

Chairman of Wesleyan District Meeting.

Rev. W. J. Habens,
Secretary, Royal Commission, &c.

SCHEDULE A.

TIME-TABLE.

Maori Students.

HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M.					
9 to 1	English : Reading Grammar Arithmetic Geography Writing	Bible Lessons : Old and New Testament in Maori, reading English and translating Church History	English, as on Monday	Bible Lessons : Sacred History Geography Manners and Customs of Ancients	English, as on Monday.
2 to 5	Gardening, Recreation, &c.	Gardening, Recreation, &c.	Gardening, Recreation, &c.	Church History	
4 to 5	...	Maori, English ...	...	Singing	Maori, English.
7 to 9	Preparing Lessons...	Preparing Lessons ...	Preparing Lessons ...	Preparing Lessons ...	Preparing Lessons.

Theological Students.

9 to 1	Teaching Maori Pupils	Classics and Mathematics ...	Moral Science ... Homiletics Theology English	Classics and Mathematics	Theology. Church History. English.
4 to 5	...	Maori Language ...	...	...	Maori Language.
7 to 9	Preparing Lessons, and General Studies	Preparing Lessons, and General Studies	Preparing Lessons, and General Studies	Preparing Lessons, and General Studies	Preparing Lessons, and General Studies.

Foundation, &c.: The endowment is land granted by the Government, amounting to about 800 acres, the principal portion of which is leased, and produces a rental of £445 per annum. The school was originally instituted for the training of Native ministers and teachers; afterwards extended to general education for Maori, half-caste, and European children and youths of both sexes; and contained at one time 150 boarders. The Maori scholars were dispersed by the Native war, but the school was continued for half-caste and European children until the funds failed, and it was closed from 1869 to 1876. The institution was reopened in its present form in 1876.

Duties, &c., of Principal: The duties of the Principal are—theological tutor, teacher of moral science, English and Maori language, general superintendent of the educational work, and house governor.

Teachers, &c.: The Principal; salary, £270 per annum. Rev. R. Kidd, LL.D., classical and mathematical tutor; salary, £105. The theological students who assist in the Native school.

Library, &c.: The library contains books of reference, lexicons, dictionaries, text-books, classical, mathematical, scientific, historical, and theological, with maps, &c.

Attendance: Eight English students, four resident and four non-resident; eight Native students, all resident. Of the English students, three are from the Canterbury Province and five from Auckland. Of the Maori students, four are from Hokianga and four from Kaipara. All the resident students are in daily attendance; the others five hours per week.

SCHEDULE B.

Examination papers: Matriculation papers were prepared as follow:—Latin, by the Ven. Archdeacon Maunsell; Greek, by Dr. Kidd; English, by the Principal; arithmetic, algebra, and Euclid, by Dr. Kidd; history, by the Principal.

The papers and answers were forwarded to the examiners, and not returned; but each gave a certificate that the students had satisfactorily passed. The annual examination papers were all forwarded to the Registrar of the University.

Students who have entered for degrees, &c.: Nil.

Undergraduates now on the roll: Three, who have all kept terms one year—namely, Charles F. Buddle, Edward Robertson, and Percy Scott Smallfield.

Time-table: The undergraduates attend class five hours per week for classics and mathematics: hour, 7 p.m.

Length of Session: All the year except Christmas vacation.

Income: Supplied by Governors according to requirements.

Remuneration to teachers for University work: No distinction. See Schedule A.

Scholarships, &c.: Nil.

C.—BISHOPDALE THEOLOGICAL COLLEGE, NELSON.

The Bishop of Nelson's Reply to Questions in Schedules A and B.

THE Bishopdale Theological College is an institution for the purpose of training students to become clergymen in the Church of the Province of New Zealand, commonly called the Church of England, especially, but not exclusively, for the Diocese of Nelson.

It has arisen gradually from the necessities of the case, and there is every reason to believe that it will continue, inasmuch as there must be such training institutions provided to satisfy the wants of the Church, arising from vacancies and extension, while the divided state of the colony, and the want of ready communication between the extremities and chief cities of the Islands, render the adoption of any one central or bi-central scheme Utopian, if not undesirable. If it were necessary for divinity students to go to the centres referred to, it would seem almost as easy, and in many respects preferable, to send them to England at once, where they would have genuine University training, which consists as much in its associations as in its teaching efficiency, which associations cannot be artificially produced in New Zealand.

It is with this view, and to meet present wants, that the Bishop of Nelson has formed this institution and devoted himself to its development, assisted more or less by those whose names will be mentioned in the details.

The institution, though affiliated, is, of course, wholly independent of the New Zealand University, and exists primarily because the New Zealand University has no divinity faculty.

It is the wish, however, of the promoters of this institution that the students who are to be admitted to the ministry of the Church of England in New Zealand, as it is sometimes unavoidably but incorrectly styled, should be either those who have already received at least the ordinary B.A. degree, or should pursue their studies with a view to attaining that degree; and it is with this object that the institution sought affiliation with the New Zealand University, and thereby adds to the number of intending graduates, for the same students would not in all probability have finished their studies in that direction had they been obliged to leave the diocese, and the institution in which they received their special theological training, for other places. The affiliation of such an institution therefore, undoubtedly, adds to the number of applicants for degrees, and, since the standard of such degrees is indefeasibly in the hands of the University itself, there is no reason for any apprehension as to the maintenance of the standard on that score.

With regard to the permanent foundation and stability of the College, it has an element of fixity in its being entitled to the benefit of two funds, according to the discretion of the Bishop of the diocese and the trustees.

A sum of £3,000 is invested, the increase of which may be applied according to the Bishop's discretion, amongst other objects, to the education of the clergy. This produces about £220 per annum, and is applied accordingly.

A further sum of £1,050 was collected by the present Bishop of Nelson, part of which is invested in land and part in mortgage, the interest of which is available for the stipend of a theological tutor

or similar officer. Further sums are in course of receipt every year for the purpose of clerical education, which are invested.

A location is also permanently secured, either by having it attached to the Bishop's residence, as at present, or by its being one of those buildings which may be built anywhere on the Bishopdale property, a clause being inserted with that object in the original trust deeds.

Although, of course, wood buildings are essentially temporary, yet accommodation has been provided, which will last for many years, for as many students as are for the present likely to be in residence, while it is possible to increase them to any extent, and to increase the staff at the same time.

At present there are eight students attached to this institution, of whom three are undergraduates, one non-resident, and one occupying the post of assistant tutor in the elementary subjects, and in some subjects outside the University curriculum. The other students in the College have not yet applied for admission by the matriculation examination, but are about to do so shortly in succession.

The time-table, under these circumstances, contains many items outside the University course, as that course is not the only object by any means for which they are at College, but a subordinate, though, in the opinion of the present Warden, a very important one.

Class lectures are regularly given in classics and physical science, while the same and other subjects are also studied with the assistance of the Warden and Assistant Tutor, as with a private tutor. Increased assistance in tuition may reasonably be expected to be attainable in proportion to the increase in the demand for it.

Teachers in—Latin: C. H. Chepmell, Esq., M.A., Ch.Ch., Oxford. Botany and Physiology: Leonard Boor, Esq., F.R.C.S. German and French: Herr Harling. General Literature, Classics, and Mathematics: The Principal.

The examining staff is strong, and embraces the following gentlemen in addition:—Rev. J. C. Andrew, M.A., Principal of Nelson College; Rev. S. Poole, M.A., examiner of Nelson College; Rev. C. O. Mules, M.A., Cambridge; Ven. Archdeacon Thorpe; Rev. G. T. N. Watkins, A.K.C., London.

It is only due, however, to this and similar institutions to mention that, although the University of New Zealand has no theological faculty, yet there has been established, in connection with the General Synod of the Church of New Zealand, a regular scheme of examinations of four grades, conducted by members of the English Universities (for the most part) in New Zealand, in which the candidates are carefully and elaborately classified.

The scheme is appended,* and has now been in existence four years. Considering the position and disadvantages arising from an inchoate scheme, the success of these examinations has been admitted by those qualified to judge, and there is no reason to doubt their permanence. Until there is some equivalent to the theological faculty, the ecclesiastical bodies will adopt some such scheme as the above, although it would, in the opinion of many, be better if the University of New Zealand was to follow the University of London, and give examinations in the Hebrew and Greek Scriptures and ecclesiastical history as such. The members of the Church will also naturally desire on the part of those who are to be ministers some certificate of attainment, whether by degree or license, or otherwise, and it would seem well if the University could agree with the ecclesiastical bodies to undertake the conferring of a guarantee of literary attainment, at least in some parts of the curriculum, which the University could take up without being committed to a different position from its present attitude.

Library.—An extensive library at Bishopdale is accessible to the students, embracing varied branches of literature, by no means confined to theology. Diagrams, maps, and illustrations are largely supplied and in constant use.

Since the foundation, eleven students have been on the roll of the College, and four others have resided temporarily and received tuition during their stay.

There are three undergraduates on the roll at the present time—Rev. T. S. Grace, jun., Rev. A. H. Sedgwick, Rev. J. P. Kempthorne—in third, second, and first year respectively.

The time-table for students in full residence: 7-7.45, preparation; 9-1, preparation, private tuition each student one hour daily; 4.30-5.30, study, classical lecture or class; 7-9, study, botanical and physiological lecture, on Mondays.

Fees are paid to Classical Lecturer, and offered to but returned by the Lecturer on Botany. Fees are also offered in some cases to examiners, but their services are for the most part offered gratuitously. The Assistant Tutor has, in addition to other sources of stipend, £100 per annum in connection with work done in the College.

It is impossible to distinguish the sums actually paid for University instruction from the general working expenses of the institution. The same would be expended if there was no University, but, at the same time, it may be considered expended at present in reference to that standard and object.

D.—CHRIST'S COLLEGE, CANTERBURY.

(See Appendix VII.—E)

VII.—INSTITUTIONS AFFILIATED TO THE UNIVERSITY, AND AFFORDING THE MEANS OF SECONDARY EDUCATION.

A.—AUCKLAND COLLEGE AND GRAMMAR SCHOOL.

1. The College was founded by His Excellency the Governor (Sir George Grey). The following is a copy of the grant:—

VICTORIA, by the grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth:

To all to whom these presents shall come, greeting:

WHEREAS the allotments or parcels of land hereinafter particularly described, and intended to be hereby granted and conveyed, have been marked out and distinguished on the charts of the New Zea-

* Same as in the Rev. Dr. Kinder's evidence, question 1961, page 91.—SEC. R. COM.

land Islands as college and grammar school reserved lands, as an endowment for or towards the maintenance and support of a college and grammar school or schools on the isthmus on which Auckland stands, if the funds suffice; or otherwise as an endowment for or towards the maintenance and support of such grammar school or schools alone, which college or schools are to be always conducted on the following principles: 1st. In addition to the usual course of education in the English language and mathematics, and in such other branches of learning as the trustees for the time being may direct, all students attending such college or schools shall, if they desire it, receive instruction in the Greek and Latin languages. 2nd. Any grammar schools to be maintained or supported from this endowment shall, upon all school-days, not being half-holidays, be kept open for the purposes of instruction for such two hours in the evening between the hours of half-past six p.m. and ten o'clock p.m. as the trustees for the time being may direct. 3rd. Persons of all classes or races who may inhabit this colony are to be in all respects equally admitted to such college or schools. 4th. Such proportion of the students or scholars in the college or schools maintained or supported under this endowment shall be free scholars as the trustees for the time being may deem compatible with the state of the funds of the trust: And whereas, for the better management of the said college and grammar school reserved lands, for the framing of rules and regulations for the management of the college or schools to be maintained or supported under this endowment, for the appointment of a visitor or visitors, for the appointment and removal, if they deem it requisite, of a master or masters and other officers, and for other like purposes, it is expedient that the same be invested in trustees upon the trusts and with the powers hereinafter mentioned: Now know ye that we, for us, our heirs and successors, do hereby grant unto Andrew Sinclair, Esquire, Colonial Secretary; William Swainson, Esquire, Attorney-General; and Alexander Shepperd, Esquire, Colonial Treasurer, and other the person or persons for the time being respectively discharging the duties of the said offices, all that allotment containing by admeasurement nine acres one rood (9a. 1r.), more or less, situated in the suburbs of Auckland, Parish of Waitemata, County of Eden, and being number nine, of section ninety-five. Bounded on the South-west by section ninety-eight, seven hundred and seventeen links, three hundred and sixty-four links, and one hundred and five links; on the North-west by a road curved and by the same road, sixty links; on the North by number eight of section ninety-five, three hundred and sixteen links; on the West by number eight before mentioned, three hundred and sixteen links, and by a portion of section ninety-five, one hundred and six links; on the North by the strand, six hundred and ninety-seven links; on the North-east by the Manukau Road, four hundred and forty-eight links; and on the South-east by lot number seven, nine hundred and seventeen links. All those allotments containing by admeasurement nineteen acres two roods (19a. 2r.), more or less, situated in the suburbs of Auckland, in the Parish of Waitemata, in the County of Eden, and being numbered twenty-three A, twenty-three B, of section six. Bounded on the North by a road, one thousand five hundred links; on the East by the road from Auckland to Epsom, six hundred and ninety-five links and six hundred and ten links; on the South by number twenty-three C, one thousand five hundred and thirty links; and on the West by a road, six hundred and ten links and six hundred and ninety-five links. All that allotment containing five acres (5a.), more or less, situated in the Parish of Takapuna, and being number twenty of section two. Bounded on the North by number twenty A, eight hundred and eighty links; on the East by number nineteen, seven hundred and fifty links; on the South by a road, one hundred links and eight hundred and forty-one links; and on the West by a road, three hundred and seventy links: To hold the same 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 and support 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. And upon further trust to convey the said allotments or parcels of land unto such other person or persons either jointly with themselves or otherwise, as the Governor of the Province of New Ulster shall from time to time, in writing under his own hand, nominate, direct, and appoint: subject, nevertheless, to the trusts and with the powers herein expressed and declared of and concerning the same, and with full power and authority to lease the said allotments or parcels of land, or any part or parts thereof, for any term not exceeding twenty-one years, upon such terms and conditions, and in such manner, and in all respects as to the trustees for the time being shall seem best fitted to promote the efficient maintenance of such college and grammar schools.

In testimony whereof we have caused this our grant to be sealed with the seal of our said Province of New Ulster.

Witness our trusty and well-beloved Sir George Grey, K.C.B., Governor and Commander-in-Chief of our said province and its dependencies, at Government House, Auckland, in New Ulster aforesaid, this twenty-eighth day of October, in the fourteenth year of our reign, and in the year of our Lord one thousand eight hundred and fifty.

G. GREY.

2. Masters and Salaries: Mr. Farquhar Macrae, Headmaster, £700; Mr. John Anderson, B.A., Glasgow, Classical Master, £350; Mr. John F. Sloman, B.A., Sydney, £350; Mr. A. de Lisle Hammond, First Master, Lower School, £300; Mr. W. Tomlinson, F.R.A.S., Second Master, Lower School, £250; Mr. C. A. Robertson, Junior Master, Lower School, £250; Mr. W. St. Clair Tisdall, M.A., New Zealand, Assistant Master, £150.

3. Number on roll for December quarter, 1878, 214; average attendance, 198.

4. Numbers attending during five years: 1874, 161; 1875, 159; 1876, 171; 1877, 185; 1878, 220.

5. Number of pupils under ten years of age, 4; ten and under fifteen, 142; fifteen and under eighteen, 68.

6. School divided into seven classes, the number in each being as follows:—I., 8; II.A, 15; II.B, 26; III., 27; IV., 51; V., 37; VI., 50.—[For time-table see Minutes of Proceedings, page 16.—SEC. R. COM.] The work of the classes is as shown in the following table:—

5—H. 1. (AP.)

- Class I.** Latin—Horace: *Ars Poetica*; Odes, Books II., III., IV. Cicero: *Philippics*, Books I., II.; *Pro Milone*. Composition: Melvin's Exercises, and Smith's, Part IV.
 Mathematics—Algebra: Todhunter's large, Cap. 1-34. Arithmetic: Hamblin Smith's *Miscellaneous Examples*. Trigonometry: Todhunter's larger, Cap. 1-16. Geometry: Euclid, Book VI., and Exercises.
 History—Age of Elizabeth, Liddell's *History of Rome*.
 English Language—Shakespeare's *Merchant of Venice*.
 French—Charles XII.
- Class II.A.** Latin—Cæsar: Books I., II.; Livy, Book XXIII., 1-34. Horace: Odes, Book I. Virgil: *Æneid*, Book VI. Composition: Ferguson's Exercises and Smith's, Part IV.
 Mathematics—Arithmetic: Hamblin Smith's *Miscellaneous Examples*. Trigonometry: Todhunter's smaller, Cap. 1-8. Geometry: Euclid, Books II., III., IV., and VI. Algebra: Todhunter's smaller, Cap. 1-44.
 Geography—Physical.
 English Language—Shakespeare's *Julius Cæsar*.
 History—Age of Elizabeth, and *History of Greece*.
 French—Elementary.
- Class II.B.** Latin—Extracts from Ovid; Virgil, *Æneid*, Book I.; Sallust, *Catiline*. Composition: Exercises.
 Mathematics—Arithmetic: Fractions to end of book. Geometry: Euclid, Book I.
 History—Collier's *British History*.
 English Grammar—Morris.
 Geography—Physical and political.
 French—Elementary.
- Class III.** Latin—Extracts from Livy; and Cæsar, *Lib. 1*.
 Arithmetic—Fractions, proportion, interest, discount, &c.
 History—Collier's *British*.
 Grammar—Morris's *English*.
 Geography—Physical and political (Anderson's).
 French—Elementary.
- Class IV.** Latin—Grammar to adverbs, Bryce's *First Reader*.
 Arithmetic—Mackay's *Fractions*.
 History—Collier's *British*.
 Geography—Physical and political.
 Grammar—Morris's *English*.
 French—Elementary.
- Class V.** Arithmetic: Compound rules.
 History—England and Continental Powers,
 Geography—Physical and political.
 Reading, &c.
- Class VI.** Arithmetic—Simple and compound rules.
 History—Early England.
 Geography—Nelson's *Atlas and Geography*.
 Reading, &c.

7. Examination conducted by the Rev. C. M. Nelson, M.A., and Hugh Hart Lusk, Esq., the examiners appointed by the Board of Governors.

8. Number of scholarships, value £30 per annum each, with free tuition: Sixteen. Ex-scholars receiving free tuition: Five.

9. No pupil-boarders connected with the school. Twenty-one boys reside away from home, one of them coming from Taranaki.

10. Fees, £2 per quarter.

11. The school is held in three distinct buildings—the upper school partly in the District Court-house, and partly in a small chapel adjoining; the lower school in a building in Symonds Street, formerly the High School. The two former have no grounds whatever, and the latter about the eighth of an acre. All, from their limited dimensions and scattered positions, are unsuitable and ill-adapted for the accommodation of the school. The supply of apparatus, books, &c., is limited, and valued at about £120.

12. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending the 31st December, 1878.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance from Education Board	400	10 3	By Masters' salaries	2,708	5 10
Rents and interest	1,234	3 0	Office salaries	68	1 1
School fees	1,591	9 0	School rent	71	13 4
Mortgage paid off	500	0 0	School repairs (including fitting up District Court, £57 18s. 6d.)	103	12 5
Bank New Zealand, overdraft 31st Dec.	219	1 6	Books, prizes, and stationery	124	18 2
			Advertising	44	8 10
			Insurance on properties	72	1 0
			City rates on properties	37	16 1
			Repairs and improvements on properties	100	3 5
			Contingencies and incidental expenses	112	17 7
			Capital reinvested	500	0 0
			Balance in hands of Treasurer	1	6 0
Total	£3,945	3 9	Total	£3,945	3 9

13. Examiners for University purposes: Mr. Macrae, Mr. Anderson, Mr. Sloman, and Mr. Hammond.

14. Entered for degrees, 4; successful, 3 (one has taken the degree of M.A.). For senior scholarships, 5; successful, 2. For third-year scholarships, 0. For honours, 1 (successful). For prizes, 0.

15. Undergraduates now on the roll: Passed matriculation examination, 1; kept one year's term, 5; two years', 3; three years', 1.

16. Time-table for University work (temporary on account of vacancies in staff): Eight hours for Latin, and eight for mathematics.

17. Two students devoted to University work alone; instructed by Mr. Tisdall in Latin, and Mr. Sloman in mathematics.

18. Four terms in the year for University work.

19. No income or expenditure for purposes of University instruction alone; and no scholarships or prizes provided by the College for University work.

B.—CHURCH OF ENGLAND GRAMMAR SCHOOL, AUCKLAND.

1. The school was founded by Bishop Selwyn in 1855. It is under a Board of Governors appointed by the General Synod, of which the Lord Bishop of Auckland is chairman. The object is to provide for youths a superior education, with religious instruction. The school prepares students for the University, the learned professions, and Civil Service examinations. Three boys of the first class passed the senior and junior Civil Service examinations during the past year. Three others obtained scholarships at St. John's College.

2. There are five teachers—three for the general work of the school, one for botany, and one for drawing. There are neither female pupils nor female teachers. The headmaster is responsible for the work done in the school, and has the appointment and dismissal of masters. The salaries of the teachers are arranged between them and the headmaster.

3. There were 73 pupils on the roll in December; 69 in September; 74 in April; and 71 in January. The number of pupils on the roll in December was 73, and the average attendance for the month more than 71.

4. The numbers attending for the last five years are: 1873, 66; 1874, 74; 1875, 73; 1876, 77; 1877, 85; 1878, 73.

5. No account is kept of the ages of the pupils.

6. The school is divided into three classes. In each class there are two divisions, for classics and mathematics. 18 in the first class, 29 in the second class, 26 in the third class. A detailed printed statement is appended.

TIME-TABLE.—February—March, 1879.

HOURS.	CLASS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9 A.M. to 9.30	1st	Collect and Gosp.	Eng. Grammar	Eng. Grammar	Eng. Grammar	Eng. Grammar.
	2nd	"	"	"	"	"
	3rd	"	Life of Christ ...	Life of Christ ...	Life of Christ ...	Life of Christ.
9.30 to 10	1st	Eng. Grammar, Analysis and Parsing	Eng. Hist. (Nor. Kings)	Geo. (Europe)...	Eng. Grammar, Analysis and Parsing	Eng. Hist. (Nor. Kings).
	2nd	"	Eng. His. (Tudor Kings)	"	Eng. Grammar	Eng. His. (Tudor Period).
	3rd	Geo. of N.Z. ...	Saxon Period ...	Pacific Islands...	Geo. of N.Z. ...	Saxon Period.
10 to 10.30	1st	Phys. Geography (Hughes)	Modern History (5th P.), Sums	Phys. Geography	Mod. Hist., Sums	Roman History.
	2nd	Phys. Geography (Primer)	"	"	"	Modern History.
	3rd	Eng. His. (Saxon Period), Tables	Latin Grammar	Eng. Hist. (Saxon Period)	Eng. His., Tables	Latin Grammar.
10.30 to 11	1st	Virgil, Book I. ...	Euclid IV. and II.	Sallust (Catiline)	Virgil, Book I. ...	Euclid.
	2nd	Cornelius Nepos	Euclid, Book I.	Cornelius Nepos	Cornelius Nepos	"
	3rd	Dictation ...	Ment. Arithmetic	Dictation ...	Dictation ...	Natural History.
11 to 11.30	1st	Gram. and Latin Composition	Euclid ...	Latin Exercise...	Latin Exercise ...	Euclid.
	2nd	Gram. and Exercises	"	"	Latin Grammar	"
	3rd	Writing, Latin...	Arithmetic ...	Latin, Writing	Writing, Latin...	Natural History.
11.30 to 12	1st	Dictation ...	Dictation ...	Grammar ...	Grammar ...	Dictation.
	2nd	"	"	Dictation ...	Dictation ...	"
	3rd	Latin, Writing...	"	Writing, Latin	Latin, Writing...	"
2 to 3 P.M.	1st	Algebra ...	Trig. and Arith.	Algebra ...	Trig., Arithmetic	Algebra.
	2nd	"	Arithmetic ...	"	Arithmetic ...	Arithmetic.
	3rd	Arithmetic ...	"	Arithmetic ...	"	"
3 to 3.30	1st	Chemistry ...	French Exercise	Eng. Language...	Physics ...	French Exercise.
	2nd	Physics ...	"	Description ...	Reading ...	"
	3rd	Reading ...	Reading ...	Reading ...	"	French.
3.30 to 4	1st	Chemistry ...	Translation ...	Exercises ...	Physics ...	Translation.
	2nd	Physics ...	"	"	Spelling ...	"
	3rd	Spelling and Exposition	French Exercise	Spelling ...	Spelling, Expos.	Reading."

7. The Governors appoint an examiner, but his report has not yet been published.

8. There are three scholarships of the value of £10 yearly, tenable for one year. A set of examination papers is sent. [Received.—SEC. R. COM.]

9. There is no proper accommodation for boarders. The headmaster has generally two or three boarders at £50 a year, under his own supervision. Eleven pupils reside in Auckland away from their homes; none from beyond the province.

10. The school fees are £10 per annum.

11. The school buildings are of wood, in three rooms, capable of holding 100 boys. There is a great need of improvement. There is no library or museum. All the chemicals required in Roscoe's Inorganic Chemistry, with the apparatus for experiments, are provided; also the principal scientific instruments required in teaching Balfour Stewart's Physics. There is a very good supply of maps. Diagrams and charts of natural history are also in use.

12. The governors expend £50 a year—three exhibitions at £10 each; on prizes, £10; examination fee, £10. The school is in all other respects self-supporting.

13. No students have graduated at the University. No undergraduates are now on the roll. There are no funds available for University instruction.

C.—WELLINGTON COLLEGE.

1. *Brief Statement as to the Foundation, &c.*

The Wellington College was founded in 1853 by His Excellency Sir George Grey, by the grant* of certain reserves in the City of Wellington, consisting of 5 acres 1 rood 38 perches, between Hobson Street and Tinakori Road; Lots 3 and 5, reclaimed land, fronting Willis Street, and containing 1 rood 25 perches; and Town Acres 270, 271, 272, 278, 279, City of Wellington, between Cambridge Terrace and Tory Street. The first trustees appointed were Messrs. A. de B. Brandon, J. C. Crawford, J. Dransfield, W. Lyon, and E. Pearce.

No school was opened under this endowment until early in the year 1868, when the trustees adopted as the Wellington Grammar School a private school which had been opened the year before by Messrs. H. E. Tuckey and Hamilton, appointing the first-named as classical and Mr. Hamilton as mathematical master; and school buildings were erected on the Terrace, into which the school, numbering about fifty boys, was moved in November, 1868. At the beginning of 1869 Mr. Bowden was appointed headmaster, and in 1872 the number of scholars had increased to more than ninety, and Mr. Hardy was appointed assistant master. At the end of 1873 Messrs. Bowden and Hamilton resigned, and Mr. Tuckey was appointed headmaster until the arrival from England of the Principal, Mr. Kenneth Wilson, M.A.

In 1872 the Wellington College Act was passed, constituting a Board of Governors, in whom, as soon as appointed, all the estate, rights, title, and interest of the trustees above mentioned in the endowments of the Wellington Grammar School were vested, and the governors were empowered to borrow for the purposes of building.

In 1873-74 the present buildings were erected on a site acquired from the Provincial Government of Wellington, the site on the Terrace being given in exchange.

In the end of 1874 (October) the new College was opened by the Principal, Mr. Kenneth Wilson, who has continued to conduct it since that time, with Messrs. H. E. Tuckey, B.A., C. J. Hardy, B.A., C. R. Buckland, and A. F. Merlet, and Mr. T. Kirk, F.L.S., Lecturer on Natural Science, who was appointed in November, 1873, at a salary of £450, the University of New Zealand giving a grant of £300 per annum towards his salary. This grant was withdrawn in September, 1877, but the governors retained Mr. Kirk's services, at the same salary.

The College has received other endowments of land since the first grant by Sir George Grey. Particulars are given elsewhere. [See Appendix III.—D.]

2. *Teaching Staff.*

Principal: Kenneth Wilson, M.A., St. John's Coll., Camb. General supervision; all the English and Latin subjects of Forms VI. and V. Salary, £700, and house.

Second Master: H. E. Tuckey, B.A., St. John's Coll., Camb. English and Latin subjects, and general control of Forms IV. and III., and Greek of Form V. Salary, £400.

Assistant Master: C. R. Buckland, A.A., Tasmania. English and Latin subjects, and general control of Forms II. and I. Salary, £250.

Lecturer in Natural Science: T. Kirk, F.L.S. Lectures in botany, zoology, and geology to Forms VI. and V., with field work, and is Curator of the Museum. Salary, £450.

Mathematical Master: C. J. Hardy, B.A., Christ's Coll., Camb. Entire control of the mathematics, and teaching of all except Form I. Evening lectures in classics and mathematics; each twice a week. Salary, £300.

A. F. Merlet, London University. French of Forms VI., V., IV., III., II., and German of Forms VI. and V.—*i.e.*, all the modern-language-teaching in the school, and evening lectures in modern languages twice a week. Salary, £200.

Sergeant C. N. Bell, late 60th Rifles. Drill Instructor to the Cadet Corps, and also to all the rest of the school.

Statement of the Duties and Powers of the Principal.—The Principal has the arrangement of the curriculum subject to the approval of the governors, the arrangement of the time-table, choice of books, regulation of discipline, and general supervision. He also takes the three highest forms in their English and Latin subjects, and examines for matriculation and primary scholarships, and conducts the terminal examinations at the end of the first and second terms in each year. He also has charge of the boarders. The exact extent of his discretionary power in the management of the school, and in his relations with the rest of the staff, has never been accurately defined, but it is at present under consideration.

Staff (as proposed after present Term).—Principal: K. Wilson, £500; and capitation fee of £1 per head, and house or £100 for rent. Second Master (to be appointed): £400, and capitation fee of

* The trusts are the same as those of the Auckland College (*mutatis mutandis*).—SEC. R. COM.

10s. per head. Mathematical Master (to be appointed): £350, and capitation fee of 10s. per head. Modern Language Master (to be appointed): £300.

N.B.—Mr. Kirk's engagement does not terminate till July, and the future teaching of science is still under consideration.

3. Attendance.

First term, 1878: Day classes, 75; evening classes, 11: total, 86.

Second term, 1878: Day classes, 72; evening classes, 15: total, 87.

Third term, 1878: Day classes, 73; evening classes, 15: total, 88.

Average daily attendance for third term, 1878: Day classes, 71; evening classes, 3: total, 74.

N.B.—Of those attending the evening classes, seven were women.

4. Abstract of Attendance Returns for the last Five Years.

1874: First quarter, —; second quarter, —; third quarter, 42; fourth quarter, 60.

1875: First term, 96; second term, 112; third term, 114.

1876: First term, 112; second term, 116; third term, 108.

1877: First term, 90; second term, 82; third term, 77.

1878: First term, 75; second term, 72; third term, 73.

5. Ages of Pupils.

Under ten, 2; between ten and fifteen, 56; between fifteen and eighteen, 13; over eighteen, 2: total, 73.

6. Classes and Subjects for Examination, 1878.

Form VI. Latin—Terentii Andria, Heautontimorumenos, and Phormio. M. T. Ciceronis Pro Milone, and Philippics I., II. Wilkin's Latin Prose Composition.

French—Dramatic Literature from Chapelain to Racine.

English—Shakespeare's Henry IV., Part I.; Henry VI., Part II. Bacon's Advancement of Learning. English Literature from 1688–1714.

Mathematics.—Arithmetic. Algebra. Trigonometry. Euclid, Books I., II., III., IV., and VI. Mechanics and hydrostatics.

Natural Science.

Form V. Latin—M. T. Ciceronis Pro Archiâ Poetâ and Pro Balbo. P. Ovidii Nasonis Fasti (Upper.) VI. Wilkin's Latin Prose Composition.

Greek—Æschyli Prometheus Vincetus. Arnold's Greek Prose Composition.

French—Corneille: La suite de Menteur. Xavier de Maistre: La Jeune Sibérienne. Le Lépreux de la Cité d'Aoste. Merlet's French Grammar.

German—A book of German Dactylic Poetry (Wagner). Ahn's Grammar.

English—Shakespeare's Julius Cæsar. History: William III. to George III. Geography: General. Grammar.

Mathematics—Arithmetic. Algebra to binomial theorem. Trigonometry, Todhunter's small edition. Euclid, Books I., II., III., IV., and VI.

Natural Science.

Form V. Latin—P. Ovidii Nasonis Fasti VI. C. Jul. Cæsaris De Bello Gallico VII. (Lower.) Arnold's Latin Prose Composition.

Greek—Xenophontis Anabasis I. Wordsworth's Greek Grammar. Accidence.

English—Same as in Upper Fifth.

Mathematics—Arithmetic. Algebra to quadratic equations. Euclid, Books I., II., and III.

Natural Science.

Form IV. Latin—Cæsar: De Bell. Gall. VII. Arnold's Latin Prose Composition. Public School Primer.

French—Xavier de Maistre: La Jeune Sibérienne. Merlet's French Grammar. Accidence.

English—Shakespeare's Julius Cæsar. History: General Outlines. Geography: Europe, British Isles, and Colonies. Grammar: Morell's.

Mathematics.—Arithmetic. Algebra to quadratic equations. Euclid, Books I., II., and III.

Form III. Latin—Cæsar: De Bell. Gall. I., i.–xxv. Arnold's Henry's First Latin. Public School Primer.

French—Merlet's Grammar. Accidence.

English—History, Geography, and Grammar, as in Form IV.

Mathematics—Arithmetic to decimals. Algebra to simple equations. Euclid, Book I., i.–xv.

Form II. Latin.—Valpy's Delectus, pp. 9–32. Latin Primer, pp. 1–84.

French—Merlet's Grammar, pp. 1–63.

Mathematics—Arithmetic to decimals. Euclid, Book I., i.–xv.

English—Collier's British History, pp. 1–145. Geography: New Zealand, Australia, Europe, British Isles. Grammar: Abbott's "How to Parse."

Latin—Valpy's Delectus, pp. 1–5. Primer, pp. 1–45.

English—As in Form II. Arithmetic to vulgar fractions.

French—Xavier de Maistre: La Jeune Sibérienne. Le Lépreux de la Cité d'Aoste. Merlet's Grammar. Accidence.

German—Ahn's First German Course.

TIME-TABLE.

HOURS.	FORM.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9 to 10	VI.	Latin ...	Latin ...	Latin ...	Latin ...	Mathematics.
	V.A	Greek ...	Greek ...	Greek ...	Greek ...	Latin.
	V.B	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics.
	IV.	Latin "	Latin "	Latin "	Latin "	Latin."
	III.	Latin "	Latin "	Latin "	Latin "	Latin."
10 to 11	II. } I. }	Latin and Writing	Latin and Writing	Latin and Writing	Latin and Writing	Latin and Writing.
	VI.	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics ...	Latin.
	V.A	Latin ...	Latin ...	Latin ...	Latin ...	Mathematics.
10-10.45	V.B	Spare ...	Spare ...	Spare ...	Spare ...	Spare.
	IV.	Latin ...	Latin ...	Latin ...	Latin ...	Latin.
	III.	Writing ...	Writing ...	Writing ...	Writing ...	Writing.
11 to 12	II. } I. }	Latin and Writing	Latin and Writing	Latin and Writing	Latin and Writing	Latin and Writing.
	VI.	Spare ...	Spare ...	French ...	Spare ...	French.
	V.A	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics.
	V.B	Latin ...	Latin ...	Latin ...	Latin ...	Latin
	IV. } III. }	History ...	Geography ...	History ...	Geography ...	Latin Grammar. French.
2 to 3	II. } I. }	Geography ...	English Grammar	Geography ...	English Grammar	English Grammar.
	VI.	Shakespeare ...	Natural Science ...	English Literature	Natural Science ...	Mathematics.
	V.A	French	History ...	French ...	History ...	Geography.
	V.B	Natural Science		Writing and Dictation	Writing and Dictation	French ...	Mathematics.
	IV.	Writing and Dictation	Writing and Dictation	Writing and Dictation	French ...	Mathematics.
3 to 4	III.	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics ...	"
	II. } I. }	History	French Geography	History ...	History ...	"
	VI.	Natural Science ...	Shakespeare ...	French ...	French ...	Composition, &c.
	V.A } V.B }	English Literature	Germ. and Greek Natural Science	English Literature	Germ. and Greek Natural Science	"
	IV. } III. }	French	Shakespeare ... English Grammar	...	Shakespeare ... English Grammar	French.
4 to 5	II. } I. }	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	VI.	English Literature	English Language	...	English Language	English Literature.
	V.A	Natural Science ...	Natural Science ...	...	Natural Science ...	
	V.B	French ...	German and Greek	...	German and Greek	

NOTE.—Forms VI., V.A. and V.B. show up Latin prose on Monday, Wednesday, and Friday; history and natural science on Tuesday; Latin notes on Wednesday; Shakespeare or English notes on Thursday; and corrected Latin prose on Monday. Forms IV. and III., Latin exercise every morning.

7. Inspection, Examination, &c.

At the end of each term the whole school is examined, partly orally and partly on paper, by the Principal; and at the end of the year a general examination in all the work of the year is held by examiners appointed by the Board of Governors. In Forms I. and II. the examination is mainly oral, and in the higher forms almost entirely by papers. A list of the school, in accordance with the results of this examination and the work of the year combined, is published in the school Calendar, and prizes awarded, &c.

Reports are furnished by each of the examiners and by the Principal, and are printed in the Calendar. See copy attached. [Copy received.—SEC. R. COM.]

The school was inspected by the Inspector-General of Schools in July last. Copy of his report, dated 18th July, 1878, is attached. [Printed in Minutes of Proceedings of Commission, page 20.—SEC. R. COM.]

The Board of Governors has agreed to an inspection of the College by the Inspector-General of Schools, to comply with clause 51 of the Education Act.

8. Scholarships.

Two Walter Turnbull Scholarships, each value £25, tenable for two years. Open to matriculated students of the New Zealand University attending the Wellington College.

One Rhodes Scholarship, value, say, £40, tenable for three years.

One Moore Scholarship, value, say, £40, tenable for two years, attendance at Wellington College for at least six months before competing for the scholarship being required.

Four Primary Scholarships, giving free education at the College. Open to any boys from any primary school in the Provincial District of Wellington, of the age of twelve years and upwards, and tenable up to the age of sixteen years.

9. Boarders during Third Term, 1878.

Full boarders, at £52 10s. per annum, 7; weekly boarders, at £45 per annum, 5; scholar, at £31 10s. per annum, 1; scholar receiving board and education free, 1; day boarders at £10 10s., 9; total, 23. The boarders reside in the Principal's house, which is attached to the College, and where there is accommodation for twenty-eight boarders, exclusive of day boarders. The boarders have breakfast and dinner in hall with the Principal and family, and their tea is presided over by one of the masters, who sleeps in the house; and either he or the Principal is always on the premises after dark.

10. Fees for the Day School.

Boys under twelve years, 3 guineas per term; boys over twelve years, 4 guineas per term.

18. *Number of Terms and Length of Session for Undergraduates.*

Three terms of thirteen weeks each, more or less.

19. *Income available for University Instruction.*

The University instruction is given as part of the general work; there is no special income for it, and no special remuneration of teachers. £70 raised by subscription has been expended in the purchase of microscopes.

D.—NELSON COLLEGE.

1. The Act of incorporation was passed in August, 1858.

2. There are five masters. The Principal (Rev. J. C. Andrew, M.A., late Fellow and Tutor of Lincoln College, Oxford) teaches the senior classics, and higher branches of English literature; the mathematical and resident master (J. Mackay, Esq., M.A., Aberdeen) teaches the higher branches of mathematics, physical geography, &c.; the third master (W. J. Barnicoat, Esq.) takes the junior classics, mathematics, &c.; the fourth master (J. Firth, Esq.) teaches generally the lower classes; the fifth, or teacher of modern languages (Herr Harling), teaches French and German.

3. Attendance, 1878:—

	Boarders.	Day Pupils.	Free.	Total.
First quarter	43	36	10	89
Second quarter	46	36	10	92
Third quarter	47	44	10	101
Fourth quarter	47	48	10	105

4. Average number for the past five years, 84½.

5, 6. No information supplied as to the ages of the pupils, the number in each class, and the work of the several classes. The prospectus states that "the regular course of instruction embraces ancient and modern languages, history, and literature; mathematics; the elements of natural science; and political and physical geography."

The time-table is as follows:—

TIME-TABLE.—May, 1879.

—	9 a.m. to 10 a.m.	10 a.m. to 11 a.m.	11 a.m. to noon.	2 p.m. to 3 p.m.	3 p.m. to 4 p.m.	Evening Preparation.
MONDAY AND THURSDAY.						
Univer. Students	Latin and Greek Test.	Latin Exer.	Mathematics	Greek	French ...	} Work for Tuesday or Friday.
Forms VI. & V.	Latin Exercise and Greek Testament	Latin ...	Algebra ...	Greek or English	" ...	
Form IV.	History and Geography	Algebra ...	Latin ...	German or English	Arithmetic ...	
" III.	"	" ...	" ...	German or Dict.	" ...	
" II.	"	Arithmetic	" ...	Dictation and Spelling	Reading and Writing	
" I.	"	" ...	" ...	"	"	
TUESDAY AND FRIDAY.						
Univer. Students	Latin Exercise and Greek Testament	Latin ...	Mathematics	Greek	Algebra or Trig.	} Work for Wednesday or Saturday.
Forms VI. & V.	Latin and Greek Test.	Latin Exer.	Trigonometry	Greek or English	Arithmetic ...	
Form IV.	History and Grammar	Trigonom.	Latin ...	German or English	French ...	
" III.	"	Algebra ...	" ...	German or Reading	" ...	
" II.	"	Arithmetic	" ...	Reading and Writ.	Mental Arith.	
" I.	"	" ...	" ...	"	"	
WEDNESDAY AND SATURDAY.						
Univer. Students	Greek Test. and Hist.	Latin ...	Mathematics	} Work for Thursday or Monday.
Forms VI. & V.	"	" ...	Euclid ...	...	...
Form IV.	Repetition, and Essay or Letter	Euclid ...	Latin ...	...	...
" III.	"	" ...	" ...	...	...
" II.	"	Arithmetic	" ...	...	...
" I.	"	" ...	" ...	...	...

7. The Rev. Mr. Poole's report on the annual examination has been furnished to the Commission.

8. There are four endowed scholarships: The Richmond, £24, tenable for three years; the Newcome, £24, tenable for two years; the Stafford, £20, tenable for three years; and the Fell, £16, tenable for three years: six Foundation Scholarships, tenable for one year, two of £20 each, two of £10, and two of £5: four Governors' Fees Scholarships, tenable for one year, of £12 10s. each: ten Provincial Scholarships, tenable for two years, of £12 10s. each; and six of £52 10s. each: and a Simmons Prize, of £6.

9. There are fifty-eight pupil boarders—of whom twelve are from Marlborough, twelve from Wellington, four from Otago, four from Auckland, three from Napier, two from Taranaki, one from Westland, and two from England.

10. The fees are £3 2s. 6d. per quarter; or for boarders, £12 10s.

11. The College building stands on a commanding eminence, overlooking the town and bay—in the midst of pleasure-grounds, spacious playground, and plantations. It was designed and built expressly for a College, and is considered very complete in every respect, and admirably adapted for the purpose. A considerable addition is now in progress—viz., a large class-room, several bedrooms,

I have the honour, by direction of the governors, to state their willingness to furnish the Commissioners any information respecting the College that may be considered of service.

I have, &c.,

Rev. W. J. Habens, Secretary to the Commission,
Wellington.

ROBT. POLLOCK,
Secretary, Nelson College.

REASONS showing that the Nelson College was not endowed out of the Public Estate, nor by Grants of Public Money.

By letters patent dated the 12th day of February, 1841, the New Zealand Company acquired the right of settling the colony, and of disposing of the lands thereof for the profit of the shareholders of the Company, which was a company started for the purposes of speculation and profit.

By 10 and 11 Vict., c. 112, section 2, all the lands in New Munster (Middle Island) were vested in the Company in trust for sale.

Section 6 of same Statute enacted that part of the produce of the sale was to be applied by the Company (*inter alia*) in forming schools, &c., subject to regulations approved of by the Secretary of State for the Colonies.

By 14 and 15 Vict., c. 86, it is enacted that the New Zealand Company had sold land under certain published terms, providing that part of the money thereby derived should be appropriated (*inter alia*) for religious and educational uses.

Section 3 enacted that this part of the money was to be paid to a Board of Trustees, and then all further *liability* of Her Majesty was to cease. (This shows that it was recognized as a liability or claim, and was not treated as a gift.)

Section 4 enacted that the trustees were to have power to dispose of the money towards (*inter alia*) education, as they should think expedient.

The foundation deed, incorporated in "The Nelson College Act, 1858," recites the whole history of the sources from whence the College funds were derived, and shows that the Crown paid over the money in settlement of a legal claim, and not as a gift, grant, or endowment.

And section 2 of the regulations in the Schedule to the Incorporation Act, 1858, states that the funds have arisen from the *contributions* of persons of different religious persuasions, &c.

All these public references to the origin of the present College estate show that the Nelson settlers purchased their land on certain published terms, whereby part of their purchase-money was to be applied towards educational purposes, of which the College is the outcome. And it was part of their contract of purchase that they and their successors should have certain advantages in the way of education. The College is, therefore, endowed by an arrangement between these purchasers and their vendor (the New Zealand Company), and did not acquire its property by an endowment from the Crown. It bears the same relation to the Government-endowed schools as a private road reserved by the vendor of an estate for the benefit of the purchasers bears to a public highway.

2. *Letter (with Enclosure) from Secretary of College.*

SIR,—

College Office, Nelson, 27th March, 1879.

I have the honour to acknowledge the receipt of your letter of the 20th instant, and in accordance with your request I enclose herewith a statement of the land belonging to the College.

With respect to the value of the land, I have furnished the several rentals derived from it, which I apprehend may be taken as its value to the College. For some time to come I do not anticipate any material increase in the aggregate amount, whatever future years may bring forth.

I may mention that the College block of 12 acres was acquired partly by exchange, but chiefly by purchase, for a college site.

I have, &c.,

Rev. W. J. Habens, Secretary, Royal Commission,
Wellington.

ROBT. POLLOCK,
Secretary, Nelson College.

STATEMENT of the Land Endowments pertaining to Nelson College.

No. 1. The College Domain contains about 12 acres, seven of which are occupied by the College buildings, playground, pleasure-grounds, and plantations, &c. The remaining five acres, with a cottage thereon, are let to a yearly tenant at £80 a year. The entire block is fenced in and laid down in grass, excepting the plantations, garden, and a portion of the playground.

No. 2. Block B contains $17\frac{1}{2}$ acres, and is within the Town Belt, let on lease for ten years from 1871. When so let, the fencing was much out of repair, and the land overrun with briars and scrub: it was in consequence let at a low rent—the first two years at £5 a year, the next two years at £15 a year, and the remaining six years at £20 per annum—on condition that certain specified improvements were made. This has been faithfully done. The block is now perfectly fenced, drained, and ploughed, and is eventually to be laid down in grass.

No. 3. Block D, containing six acres: Four of these are let on lease to four separate tenants at a rental in each case of £10 a year; in each case the tenants have cleared and fenced, and built cottages on their holdings. The two remaining acres are unimproved and unoccupied; they have been repeatedly advertised, and offered at a very low rent, but without effect, although situated within the town boundary.

No. 4. Riwaka: This land, situated on what is known as Riwaka Swamp, consists of six and a half 50-acre sections. Sections 38, 39, and 49, containing 150 acres, are let to one tenant, the total annual rent now being £65. Section 36, 50 acres, let on lease; present rent, £15 a year. Section 35, 50 acres, also let on lease; annual rent, £18. Section 40 also let on lease at £15 a year. The above sections, from their position, are subject, more or less, to floods, and during the very disastrous floods at Motueka and Riwaka, some three years since, the last-named section, No. 40, was severely injured, nearly the whole of it having the soil washed away, and covered instead with silt and driftwood, to a

considerable depth, so as to render it for a considerable period nearly useless. Under the circumstances, the governors forgave the tenant his rent for the remainder of his term (now nearly expired) on condition that he reopened the drains, and as far as possible cleared away the *débris*.

No. 5. Opawa: Block F, 800 acres, in the District of Marlborough, let at a rental of £30. This land is also frequently flooded by the River Opawa, and much damage done from time to time, both to sheep and land.

No. 6. Amuri: 2,780 acres in the District of Nelson, let on lease to a neighbouring sheepfarmer at an annual rent of £130. This block is so situated that it cannot be let, excepting to one or other of the two adjoining runholders.

The above, to the best of my belief, comprises all the land belonging to the College.

ROBT. POLLOCK, Secretary.

3. *Letter from Secretary of College.*

SIR,—

College Office, Nelson, 2nd April, 1879.

I have the honour, with reference to our correspondence of yesterday, to hand you herewith copy of a resolution adopted by the Council of Governors at their meeting held this day:—

“The governors, having been advised that the Nelson College is not supported by endowments made out of public estate, or grants of public money, are of opinion that they would not be justified in allowing an official inspection of its working by the Royal Commission on University and Higher Education.

“The governors, together with the Principal, will, however, most readily give facility to any gentlemen taking an interest in University and higher education, whether members of the Royal Commission or otherwise, to see the working of the College.”

Rev. W. J. Habens, Secretary to the Royal Commission,
Nelson.

I have, &c.,

ROBT. POLLOCK,
Secretary, Nelson College.

4. *Letter from Principal of College.*

SIR,—

Nelson College, 3rd April, 1879.

I hope you will not attribute it to any want of courtesy on my part that I reply briefly to your letter of this morning that as Principal of Nelson College I do object to the Commissioners visiting the College in their official capacity.

Rev. W. J. Habens, Secretary to Higher Education Commission.

I have, &c.,

J. C. ANDREW.

5. *Memorandum by Secretary to Royal Commission.*

The New Zealand Company agreed with the early settlers in Nelson to apply part of the Land Fund to certain public purposes, including the promotion of education. The Company having surrendered its charter (in accordance with the provisions of “An Act to promote Colonization in New Zealand,” 10 and 11 Vict.), and having invested £25,000 in trust to satisfy the amount applicable to educational and other uses, the amount being in dispute between the Company and the purchasers of land, it was enacted (14 and 15 Vict., c. 86) that the Commissioners of the Treasury should receive the £25,000 and the interest thereon, should ascertain the amount due, and pay such amount to seven trustees nominated by the purchasers and the Company, and that the “Fund for the Public Purposes of the Settlement of Nelson” thus created should be administered by such trustees. In 1852 the Commissioners of the Treasury paid to the trustees £20,199 15s.; and in 1858, after arbitration, a second and final payment of £20,578 0s. 6d. was similarly made. The trustees of the fund then transferred to the College the land upon which the school then stood, together with mortgages to the value of £18,290, and money in the bank £1,710.

E.—CHRIST’S COLLEGE, CANTERBURY.

1. *Constitution and Endowments.*—Christ’s College, consisting of a Collegiate Department and of a Grammar School Department, is governed by a warden, sub-warden, and fellows, who were declared to be a body corporate by an Ordinance of the Provincial Council of Canterbury, dated 27th June, 1855. It has been endowed by the Church Property Trustees with rural and town land in the town and country districts situated within the boundaries of the original Canterbury Block. The College also received a grant of ten acres of the Government Domain from the Provincial Council on the 24th of February, 1857, as a site for buildings and grounds. It possesses, also, endowments from private sources for the following professorships and scholarships: The Watts-Russell Professorship, the Hulsean Chichele Professorship of Classics and English Literature, Somes Scholarships, Buller and Reay Scholarships, Rowley Scholarship, and the Dudley Divinity Scholarship.

The gross rental of the various endowments is as follows: The General Estate, £1,250; Watts-Russell Professorship, £144; Hulsean Chichele Professorship, £100; Somes Scholarships, £520; Buller and Reay Scholarships, £200; Rowley Scholarship, £120; Dudley Scholarship, £20.

The greater part of the proceeds of the general estate and of the Somes Scholarship estate is for the present devoted to the Grammar School Department.

Objects of the College.—The object of the College in both departments, to use the words of the original document, put forth by the Canterbury Association and the early settlers, is to “train young men from their early boyhood for the learned professions, or for the general duties of life, according to the highest attainable standard of religion, morals, and learning.” “The Grammar School Department has been established on the plan of the great grammar schools of England, both as to instruction and discipline,” with such modifications as from time to time have seemed to be required from the peculiar circumstances of a colony.

Operations of the School, and the Work done by it.—The efforts of the governing body of the College have, up to the present time, been chiefly devoted to the Grammar School Department. It will be seen from the enclosed time-table for last year, showing the work done in the various forms during the week, that a large amount of time is spent on other subjects besides classics, and that the learning of Greek is not required in those cases where it seems desirable to substitute German. A school-list for

the last term of 1878, founded on the results of the work of the term, and of the Christmas examination, is also enclosed. This will show the division of the school according to the various subjects taught, and the pupils in each class or form in the month of December, 1878. There is also enclosed the school-list of Christ's College Grammar School from 1852 to 1877. This list, published by the Old College Boys' Association, will show the number of boys who have passed through the school, or were present in it in 1877. The publication will also give a variety of information as to the work which has been done by the school.

Since its first foundation the following boys have gone from the school to the Universities of Oxford and Cambridge:—C. C. Prichard, D. T. Williams, F. G. Brittan, W. Harper, H. T. Dudley, P. B. Abraham, A. Duncan, G. N. Willmer, R. H. Rhodes, A. E. G. Rhodes, E. Bell, E. B. Brown, J. Barker, J. B. Wilkin, H. O. Tripp.

The following have entered as medical students in London:—C. H. Whitcombe, F. G. Westenra, B. Moorhouse.

The following gained New Zealand University scholarships under the old regulations:—C. H. Bell, A. W. D. Bell, W. A. Atack, H. Cotterill, M. Davie, A. W. E. Stiffe, C. Gould, W. V. Milton, W. P. Reeves, E. B. Brown, W. H. Herbert, J. H. Twentyman.

The following have gained junior University scholarships under present regulations:—J. Hay, J. Innes, H. Williams, B. M. Connal. A senior scholarship has been gained by W. H. Herbert.

2. Teaching Staff.

(a.) Christ's College, Upper Department.

Watts-Russell Professor of Divinity: The Very Rev. Dean Jacobs, M.A., Oxford; salary, £140 per annum. Hulsean Chichele Professor of Classics and English Literature, Tutor, and Chaplain: The Rev. F. A. Hare, M.A., Cambridge; salary, £100 per annum, with house and rooms for six students.

(b.) Grammar School Department.

Headmaster: C. C. Corfe, B.A., Cambridge; salary £450, and house for thirty boarders (takes the mathematics in Divisions I., II., III., and A). Chaplain and Instructor in Divinity: Rev. F. A. Hare, M.A., Cambridge; salary £200 (takes the divinity of the whole school). Second Master: E. A. Worthy, B.A., Oxford (first class in moderations, third class in final examination), £350 per annum, and house for thirty boarders (takes classics and English of Form VI., and has the supervision of the classics and English of the school). Science Master: C. M. Phillips; salary £375 (takes science in Forms VI., V., IV., and III.; classics and English in the Lower V.). Assistant Masters: T. D. Condell (educated at Christ's College, and twelve years master), salary £250, and house for twenty boarders (takes classics and English in the Upper and Middle V.); B. Church, salary £250 (takes classics and English in Form IV., and arithmetic in Division C); W. Morrison, B.A., Oxford, salary £300 (takes classics and English in Form II., and arithmetic in Division B, and French in Form II. and Remove); Rev. W. Dunkley (temporary appointment), salary £250 (takes classics and English in Remove and Form I., and arithmetic in Divisions E and F); M. H. Berkeley, salary £250 (teaches classics and English in Form III., and arithmetic in Division D); J. E. von Tunzelmann, salary £160 (teaches French to Forms VI., V., IV., and III.; also German, which is optional). F. Burchell, teacher of drawing, optional. Mr. J. B. Harrison, M.A., Oxford, has been appointed a master in the place of Mr. Dawe, now headmaster of Lyttelton Borough School. Another master will be appointed in the place of Mr. Church, who has resigned. [Mr. Condell has been promoted to the second classical mastership, and Mr. Brown, B.A., Oxon., has been appointed since the above statement was sent in.—SEC. R. COM.]

The headmaster and other masters are appointed by the governing body (subject to the approval of the warden), and may be dismissed by them. The governing body look to the headmaster for advice as to the choice of masters, and also with respect to their dismissal. The headmaster has control over the discipline and arrangements of the school, and takes the teaching and oversight in the department for which he is best fitted. In the case of the present headmaster, the mathematical department is under his direction. The classical and English departments are overlooked by the principal classical master. In all cases there is the power of appeal to the governing body.

3, 4. *Attendance*.—Average number for each of the three terms of each year from 1874 to 1878:—1874: 144, 152, 141. 1875: 155, 172, 186. 1876: 192, 181, 174. 1877: 175, 172, 170. 1878: 180, 180, 190. Number on roll for 1878:—First term, 189; second term, 186; third term, 200.

5. *Ages of Pupils in attendance, December, 1878*.—Under ten, 2; over ten and under fifteen, 104; over fifteen and under eighteen, 81; over eighteen, 13: total, 200.

6. TABLE showing the Hours per Week given to the Different Subjects in each Form at Christ's College Grammar School.

SUBJECTS.	FORMS.									
	VI.	V. Upper.	V. Middle.	V. Lower.	IV.	III.	II.	I. Upper.	I. Lower.	
Divinity	2	2	2	2	2	2	2	2	2	
Latin	5	4	4½	5	6½	5	4	4	...	
Greek	3	3	2	2	...	...	...	...	...
English	4	5	5½	5	5½	9	9	12	14	
Mathematics	8	8	8	8	8	7	8	8	8	
French	2	2	2	2	2	1	1	...	...
Science	2	2	2	2	2	2	2	2	2	

N.B.—In the science department, physical chemistry and botany are taught.

Music and drawing are taught out of school hours, and are not compulsory. There is no extra charge for music.

In addition to twenty-six hours a week in school, boys are required to give from an hour and three-quarters to two and a half hours every evening to preparation.

Work of First Term of 1879.—Classics.

Sixth Form: Æschylus, Prometheus Vincetus, ll. 1-396, 436-525, 561-699. Thucydides, Book I., ch. 24-51. Horace, Epist., Book I., Ep. 1-12. Virgil, Æneid, Book I., ll. 441-578. Livy, Book XXI., ch. 1-22. Greek prose, Latin prose.

Upper Fifth Form: Cicero, Pro Milone, ch. i.-viii. Virgil, Æneid, Book II., ll. 559-729. Public School Latin Grammar. Xenophon, Anabasis, Book III., ch. i. Greek grammar. Virgil, lines by heart, 559-650. Latin and Greek prose.

Middle Fifth Form: Cæsar, Book IV., ch. 31-38; Book V., ch. 8-11. Virgil, Æneid, Book II., ll. 559-704. Public School Latin Grammar. Xenophon, Anabasis, Book I., ch. v. Greek grammar. Virgil, lines by heart, 559-623. Latin and Greek prose.

Lower Fifth Form: Cæsar, Book I., ch. 1-10. Ovid (selections), V., 60 lines. Latin grammar. Latin exercises. Initia Græca, Part 1, pp. 1-70; Ex. 1-15.

Fourth Form: Principia Latina, Part 2, Book III., 1-16. Latin grammar. Easy Latin prose.

Upper Third Form: Principia Latina, Part 2, 1-10, pp. 39, 40. Principia Latina, Part 1, L.E. to Ex. xxxii.; E.L. to Ex. xxviii. Latin grammar to p. 50.

Lower Third Form: Principia Latina, Part 1, L.E. to Ex. xxix.; E.L. to Ex. xxvii. Latin grammar to p. 50.

Upper Second Form: Principia Latina, Part 1, L.E., Ex. xvii.-xlvii.; E.L., Ex. xxvi.-xxxiii. Latin grammar to end of irregular verbs.

Lower Second Form: Principia Latina, Part 1, xix.-xxv. Latin grammar to end of fourth conj. passive.

Remove: Principia Latina, Part 1, pp. 3-23, 28-30, 32-35; L.E. Ex. i.-viii.; E.L. Ex. i.-v.

Mathematics.

Upper First Division: Arithmetic. Algebra—Todhunter's Algebra to ch. xxv. Trigonometry—Hamblin Smith, to ch. xxviii. Euclid, Books I, II., III., IV., VI. Easy deductions.

Middle First Division: Arithmetic. Algebra—Todhunter's Algebra for Beginners, to ch. xxviii. Trigonometry—Hamblin Smith, to ch. xiii. Euclid, Books I, II., III., IV. Easy deductions.

Lower First Division: Arithmetic. Algebra—Todhunter's Algebra for Beginners, to ch. xxiii. Trigonometry—Hamblin Smith, to ch. x. Euclid, Books I, II., III., IV. Easy deductions.

Second Division: Arithmetic. Algebra—Todhunter's Algebra for Beginners, to ch. xxiii. Euclid, Books I, II. Easy deductions.

Third Division: Arithmetic to rule of three. Algebra—Todhunter's Algebra for Beginners, to ch. xxii. (omitting from x.-xviii.). Euclid, Book I. to Prop. xxiv.

Division A: Arithmetic. Algebra—Todhunter's Algebra for Beginners, to ch. xxii.

Divisions B and C: Arithmetic to rule of three.

Division D: Arithmetic to abstract fractions.

Division E: Arithmetic to reduction.

English.

Sixth Form: Student's Greece, Book I., ch. 1-6. Student's Hume, pp. 134-180. Collins's English Literature, pp. 260-273. Shakespeare, Henry VIII., act 1, sc. 1, to act 2, sc. 3. Essay.

Upper and Middle Fifth: Collins's English History, House of Brunswick. Smith's smaller Roman History, ch. 22-35. Phillips's Geography, Asia. Shakespeare, Henry IV., part 2.

Lower Fifth: Collins's English History, Tudors. Boyer's Roman History, XVIII.-XXIII. English Grammar, primer (Morris). Thomson's Spring. Analysis of sentences. Graves's Geography, primer, first half.

Fourth Form: Smith's smaller Roman History—Second Punic War. Collins's English History, Henry II. to Richard II. Euclid—Definitions and first five propositions.

Upper and Lower Third: Brief History of England, to Richard II. Geography, Asia. Allen and Cornwell, pp. 1-33, 56-59, 100-104. Royal Reader VI., Lady of the Lake.

Second Form: English History, Stewart Period. Geography, Asia; maps of Asia, Western Asia, Palestine, India, and China, Malay Archipelago. Repetition, Royal Reader II., pp. 52, 115, 118, 206.

Remove and First: Royal Reader IV. English History—Brief History of England. Geography. English Grammar. Dictation.

French.

Sixth Form: Grammaire des Grammaires, Ex. 185-200. L'Avare, Molière.

Upper Fifth: Grammaire des Grammaires, Ex. 100-115. Le Conscriit.

Middle Fifth: Grammaire des Grammaires, Ex. 70-85. Le Bourgeois, Molière.

Lower Fifth: Grammaire des Grammaires, Ex. 55-70. First Reader, Hachette.

Fourth Form: First French course, Ahn, Ex. 95-110. First Reader, Hachette.

Third Form: First French Course, Ahn, Ex. 55-70. First Reader, Hachette.

Second Form and Remove: First French Course, Ahn, to Ex. 30. Verbs *avoir* and *être*.

German.

Boys who do not learn Greek in Middle and Lower Fifth: Ahn's First Course, Part 2. Schiller's Wilhelm Tell.

Science.

Sixth and Upper Fifth: Frictional electricity.

Middle and Lower Fifth: Frictional electricity. Magnetism. Botany.

Fourth Form: Frictional electricity. Botany.

Upper and Lower Third: Physics, Primer.

Upper and Lower Second: Physics, from Royal Reader V.

Divinity.

Sixth Form: St. Mark, i.-vi., in Greek; i.-x., in English. Numbers.
 Upper Fifth: St. Mark, i.-v., in Greek; i.-x., in English. Numbers.
 Middle Fifth: St. Mark, i.-iii., in Greek; i.-x., in English. Numbers.
 Lower Fifth and Fourth: St. Mark, in English. Numbers.
 Third, Second, Remove, and First: St. Mark, i.-x., in English. Numbers.

7. Examinations, &c.

At the end of the first and second terms of the year the examinations are conducted by the masters of the school. At the end of the third term the examinations are conducted by others (not masters). These examiners are appointed by the governing body. Reports made by various examiners at the late examination are enclosed; also copies of all examination papers at last Christmas which were printed. The mathematical papers for first division were not printed.

Christ's College is affiliated to the University of New Zealand, and conducts matriculation examinations for the University. It is also empowered to examine candidates for the medical profession in the preliminary examination required by the Medical Council of Great Britain.

8. Scholarships.

The present scholars are—In the *Upper Department*: Buller and Reay (£70 per annum each), J. R. Wilkinson, W. H. Herbert. *Somes Students Scholar* (£50 per annum): H. W. Williams.—*Lower Department*: Senior *Somes Scholars* (£40 per annum each): F. D. Harman, E. G. S. Hare. *Sons of Clergy Scholarships* (£15 per annum each): H. B. M. Watson, F. M. M. Watson, H. H. Mathias, R. H. Mathias.

The holders of scholarships given in the school are determined by the Christmas examination.

It is proposed to increase the number of scholarships, the income of the various scholarships having considerably increased.

9. Boarding-houses.

The headmaster's house for thirty boarders, the second master's house for thirty boarders, and Mr. Condell's house for twenty boarders, are on the College site. The Rev. G. Cotterill's house for sixteen boarders, sanctioned as a boarding-house by the governing body, is situated in Cashel Street West.

Terms for Boarding: At the houses on the College site, 50 guineas per annum; at the Rev. G. Cotterill's house, 45 or 40 guineas, according to the ages of the boys.

From 80 to 90 boys attending the school are boarders in the houses connected with the College: 37 of these are from places outside the Canterbury Provincial District, as follows:—From Otago, 20; Southland, 4; Wellington, 5; Hawke's Bay, 6; Auckland, 2.

10. Scale of Charges for Day-Scholars and Boarders.

Fees: Upper school, £15 15s. per annum; lower school, £12 12s.; stationery, 10s. 6d. Books are charged for.

11. School Buildings, &c.

The buildings consist of the headmaster's house, containing a class-room; the second master's house, containing a class-room; Mr. Condell's house, containing a class-room; a detached building, containing five class-rooms; a stone schoolroom; the chaplain's house; the chapel, built of stone; the library, containing offices and commemoration hall; the gymnasium; a small chemical laboratory.

There is no museum. Apparatus for teaching on science subjects, models for drawing, and maps, are supplied as they become necessary.

12. Income and Expenditure.

A statement of the income and expenditure for the year ending the 31st December, 1878, is appended.

GRAMMAR SCHOOL DEPARTMENT.							
<i>Receipts.</i>			<i>Expenditure.</i>				
	£	s.	d.		£	s.	d.
By rent of land ...	1,288	11	2	To sinking fund on debt ...	198	11	8
School fees ...	2,600	0	0	Masters' salaries ...	2,780	2	6
Books, &c. ...	451	13	3	Books, &c. ...	451	13	3
Balance of expenditure over receipts, provided for by borrowing ...	2,611	14	2	School furniture, &c. ...	106	7	6
				Prizes ...	48	13	11
				Repairs and insurance... ..	166	8	3
				New buildings	2,800	12	3
				Printing, &c.	93	2	10
				Cost of management	227	0	0
				Sundries	79	6	5
	<u>£6,951</u>	<u>18</u>	<u>7</u>		<u>£6,951</u>	<u>18</u>	<u>7</u>
UPPER DEPARTMENT.							
	£	s.	d.		£	s.	d.
By rents from landed endowments...	1,032	6	8	To professors and tutor	209	11	0
Scholars' fees and payment for books ...	34	17	11	Scholarships (including £166 6s. 8d. paid Grammar School scholarships) ...	223	6	8
				Cost of management, books, and sundries...	60	17	8
				Balance	573	9	3
	<u>£1,067</u>	<u>4</u>	<u>7</u>		<u>£1,067</u>	<u>4</u>	<u>7</u>

13. The papers for the last examination have already been forwarded. The names of the examiners for matriculation (given in the University Calendar) are,—Rev. H. Jacobs, M.A., Oxford; C. C. Corfe, B.A., Cambridge; C. N. Phillips, Oxford; Rev. C. Turrell, M.A.

14. The following, who have gained scholarships, have been students of the College:—W. H. Atack, E. B. Brown, W. H. Herbert, C. Gould, W. V. Milton, J. Innes, J. Hay, J. W. Twentyman, H. Williams. Of these, Herbert and Williams have obtained senior scholarships. Williams has been (in error) stated to have been a student at Canterbury College.

15. At the present time, Herbert and Williams, who matriculated at Christ's College, reside at the house on the College ground, under the charge of the Rev. F. A. Hare. They are students at Canterbury College, and also attend the theological lectures of the Professor of Divinity, and have private instruction from Mr. Hare. Mr. Hamilton is a theological student, and is also under Mr. Hare's tuition for classics and English.

16. The ordinary time-table of the sixth form is the time-table for University work. Additional instruction is provided by the College tutor and professors.

17. The terms are the same for University work as for the grammar-school.

19. *Income and Expenditure for University purposes.*

The Income of Professorships: Amount required taken from the General College Fund. Various scholarships (as given in former statement) are provided for the upper department; also a house to receive students, to whom private tuition is given by the tutor in charge of the house. The scholarships are now held by students resident in the tutor's house who have entered Canterbury College—viz., Messrs. Wilkinson, Herbert, and Williams—and by Mr. Hamilton, a theological student. From the answers to questions 14 and 15, it will be seen that the students of Christ's College have been, for the most part, boys who, as University scholars, are obliged to enter upon the University course, and whose friends wished them to remain under school control and teaching; and that the upper department also provides a home, scholarships, and the tuition of the Professors of Divinity and Classics, for students of Canterbury College, as well as for theological students and other students of Christ's College.

Christ's College, Christchurch,
28th March, 1879.

G. COTTERILL,
Registrar and Bursar, Christ's College.

VIII.—PAPERS RELATING TO SECONDARY SCHOOLS NOT AFFILIATED TO THE NEW ZEALAND UNIVERSITY.

A.—GIRLS' HIGH SCHOOL, AUCKLAND.

SEE the evidence of Mr. Neil Heath, headmaster (Minutes of Evidence, page 102), and of Mr. Vincent Rice, Secretary to the Education Board of the District of Auckland (Minutes, page 111). The following curriculum of instruction is published under authority of the Education Board:—

Lower School.

First Form: Reading—Nos. III. and IV. Royal Readers. Spelling—Nos. III. and IV. Royal Readers. English Grammar—Nouns (no text-book). Elementary Geography—No text-book. Arithmetic—No. I. Nelson's. Writing. French—Conversational (no text-book). Sewing—Plain. Singing.

Second Form: Reading—No. IV. Spelling—No. IV. English Grammar—Nouns, adjectives, verbs, and adverbs (no text-book). Geography—Geography and Atlas No. 1. History. Arithmetic—Nos. II. and III. Nelson's. Writing. French—Conversational (no text-book). Sewing—Plain. Singing.

Third Form: Reading—No. V. Spelling and Dictation—No. V. English Grammar and Analysis—Morris's Primer. Geography—Political. History—English. Arithmetic—Nos. III. and IV. Nelson's. Writing. French—Chardenal's French Grammar and Conversation. Sewing—Plain. Singing. Drawing—Line.

Upper School.

Fourth Form: Reading—No. VI. Spelling and Dictation—No. VI. English Composition, Grammar, and Analysis—Morris's History; English Grammar. Geography—Political. History—English. Arithmetic—Vulgar and decimal fractions (Smith). Writing. French—Same as III. German—Conversation (no text-book). Latin—Grammar. Fancy Work—Leather; wool. Singing. Drawing—Line and object.

Fifth Form: Reading—Extracts, prose and verse. English Composition, Grammar, and Analysis—Same as IV., but more advanced. Geography—Political and physical. History—Epochs. Arithmetic—Advanced rules (Smith). French—Comparative grammar, translation, composition, and conversation. German—Tiark's Grammar and Reader. Latin—Cæsar, Virgil, composition. Geometry—Books I. and II. Algebra—To end of equations, Todhunter. Fancy work—Optional. Singing—Optional. Drawing—Perspective and model.

Sixth Form: Reading—Extracts. English Composition, Grammar, and Analysis—Advanced. Geography—Thorough. History—Epochs. Arithmetic—General. French—Thorough. German—Thorough. Latin—Sallust, Livy, Virgil, Horace, and composition. Geometry—Books I. to VI. Algebra—Thorough. Trigonometry—When required. Applied Mathematics—When required. Fancy work—Optional. Singing—Optional. Drawing—Painting; sketching from nature.

Pupils having passed through Form IV. can, on entering Form V., take German instead of Latin, or continue their Latin.

English composition is done in school, not at home.

Lectures on the chemistry of common things, on the composition of air, &c., on the winds, &c., are given to both schools, when desirable.

Forms V. and VI. will have lectures on political economy, while the laws of health and domestic economy are carefully treated, as opportunity offers.

The parents of those pupils in Forms V. and VI. are invited to confer with the headmaster as to the course of study more immediately beneficial to their daughters.

B.—BOYS' AND GIRLS' TRUST SCHOOLS, NAPIER.

SIR,—

Napier, 13th February, 1879.

The Rev. D. Sidey wrote you last week, stating that answers would be sent to your queries before the 31st March, when the treasurer of the trustees had returned to the colony. Since that time a letter has been received from the Rev. W. J. Habens, urging that the same return should be sent without delay, and the present trustees agree to do so, but intimating that they can only give a probable statement as to the funds. Enclosed are the statements of the respective teachers of the Boys' High School and the Girls' School. Hitherto we have not had the Board schools in full operation, and now that the large town school is about to be opened we do not doubt that it will bring certain changes to both schools. The trustees have been contemplating making some new arrangements by an Act of the Legislature or otherwise to convert the Girls' School into a high school for girls, and so arranging that both of them might participate in the endowments for secondary education. Owing to the absence of H. S. Tiffen, Esq., their treasurer, this matter has not been finally decided on. The only other matter requiring attention is the nature of the endowment held by trustees. Two sections were purchased with funds raised by public subscription at the formation of Napier for a public school in the centre of the town. The schoolhouse was burnt, and the land leased for somewhere about £230. These rents accumulated through a series of years, when the matter was brought before the Supreme Court, and a deed granted to certain trustees to manage the schools. A piece of land described by the Rev. John Campbell was conveyed to them at a nominal price by the late Provincial Council, and the buildings erected thereon by the accumulated funds. From the pressing necessity of a larger girls' school than existed in Napier the trustees were induced to take over a girls' school already existing, held by a committee of ladies, and borrowed money from one of our number to enlarge it. It is now and has for years been occupied by Miss Gascoigne; the debt is very nearly, if not altogether, liquidated by the application of the moneys of the trust after meeting other liabilities. If this debt be paid, as we presume it is or nearly so, the trust is free from all debt. The papers of the trust are all inaccessible through the absence of the treasurer, who expected to be home before the close of December, but has been delayed by an accident to a friend who is travelling with him.

The Minister of Education and Commissioners may accept the above statement as substantially correct, and meeting their request as far as it can be done.

I have, &c.,

JAMES ANDERSON,
Chairman, Board of Trustees.

John Hislop, Esq., Secretary of Education.

DEAR SIR,—

Boys' Trust High School, Napier, 28th January, 1879.

In reply to your request that I would forward you my reply to the schedule of queries sent to you from the Education Department, I have the honour to send you the following answers:—

1. During the past year, the school under my charge has been worked as a high school, no boy having been entered on the books during that period who was unable to read. The school, as the trustees are aware, is constituted under a trust the terms of which have been settled by a decision of the Supreme Court. The amount of salary I have received has been at the rate of £60 per annum from endowments, in addition to my share of the school fees. The work that we have attempted to do in connection with the school has been to give a good English and commercial education, in addition to teaching the two highest forms Latin (the Principia and Cornelius Nepos), and the highest geometry and algebra (three books of Euclid and simple equations), French, and also a little Greek.

2. Two teachers have been employed, and also a visiting drawing-master.

3. The number of pupils on the roll for the December quarter was 57, and the average attendance $51\frac{2}{7}$; for the September quarter 54, and average attendance $48\frac{2}{3}$; for the June quarter 52, and average attendance $46\frac{2}{7}$; for the March quarter 51, and average attendance $45\frac{2}{7}$.

4. The number of pupils on the roll for the month of December was 56, and the average attendance $48\frac{2}{3}$.

5. The ages of the pupils were—Under ten, 12; under fifteen, 37; and under eighteen, 7.

6. The pupils were arranged in four forms, with, in some of them, two divisions. The subjects of study in the fourth form were Latin, French, geometry, Roman and English history, English grammar and composition, English literature, geography, and arithmetic, and, in the case of very few, book-keeping and Greek. The number of boys in this form was 16.

In the third form the subjects were Latin, British history, grammar and composition, reading, writing, and arithmetic, and also geography. Number of boys, 14.

In the second form the subjects were reading and spelling, writing, arithmetic, geography, and a little grammar and history. The number of boys, 14.

In the first form the subjects were reading and spelling, writing, arithmetic, and a little geography. Number of boys, 12.

7. The examination was made privately, by a select body of examiners in Napier.

8. The pupils were excluded from competition for scholarships by the regulations of the Board of Education.

9. The number of pupil-boarders was nine, accommodated in the house of the headmaster. The charge for board is £30 per annum, exclusive of fees and cost of books, stationery, washing, &c.

10. The fee for the day school is two guineas per quarter for all pupils, except when there are more than two from one family.

11. The school and headmaster's dwelling-house are connected. The schoolroom proper is large and lofty. The boys' dining-room was also at one time used as a class-room. There are two dormitories and a lavatory for the use of the boarders, and between two and three acres of ground in connection with the school, in a very good position.

12. A little less than £400 was last year received for fees; and of this the assistant master

received £120, more than £20 were spent in cleaning and maintenance, and the remainder went towards the salary of the headmaster.

I shall be most happy to send you any further particulars which may be required.

I have, &c.,

James Anderson, Esq., Chairman of Trustees.

JNO. CAMPBELL.

DEAR SIR,—

Girls' Trust School, Napier, 10th February, 1879.

In answer to your request that I would forward you my reply to the schedule of queries sent to you by the Education Department, I have the honour to send you the following answers:—

1. During the past year, the school under my charge has been worked as a young ladies' school, taking also little boys under seven. No salary has hitherto been received by me, my income being derived solely from my share of the school fees. The object aimed at is to give a good English education, in addition to needlework, and the usual accomplishments, when desired.

2. Two assistant teachers have been employed, as also a music-mistress.

3. The number of pupils on the roll for the December quarter was—Girls, 58; boys, 22: average attendance, 68.

4. The number of pupils on the roll for the month of December was—Girls, 65; boys, 24: average attendance, 77.

5. The ages of the pupils were—Under ten: Girls, 33; boys, 24. Under twelve: Girls, 20. Under fifteen: Girls, 12. None over sixteen.

6. The pupils were arranged in six classes, besides an infant class, numbering—Girls, 13; boys, 12. The subjects for instruction for the rest were reading, writing, arithmetic, and spelling in different degrees for all; for the first and second, in addition, outlines of geography. Number in classes: Girls, 20; boys, 7. For the third and fourth the same with grammar with simple English composition. Number in classes, 12; boys, 5. For the fifth and sixth, English grammar, composition, and literature, and British history. Number in classes, girls, 20.

7. The school was examined privately by two clergymen. No report was published.

8. The pupils were excluded from competition for scholarships by the regulations of the Board of Education.

9. The number of pupil-boarders was six, accommodated in the house of the headmistress. The charge for board, inclusive of school fees, was £40 per annum.

10. The fee for the day school is £1 per quarter, many, however, paying less.

11. The school and dwelling-house are connected. The schoolroom is large and lofty, and has accommodated 100 scholars. The dining-room is used as a class-room. There is a spacious yard, used as playground. The building is situated nearly in the centre of the town, and close to the free school.

12. About £360 was received last year, inclusive of boarders' fees. Of this the assistant teachers received £70, being also boarded in the house, and at the expense of the mistress; £40 were expended in improvements, and the remainder went to the salary of the mistress; £50 were also received in music fees, which went to the salary of the music-mistress.

I should be most happy to furnish any further information required.

James Anderson, Esq., Chairman of Trustees.

Yours truly,

M. E. H. GASCOIGNE.

C.—WANGANUI COLLEGIATE OR INDUSTRIAL SCHOOL.

(See Appendix IX.)

D.—BISHOP'S SCHOOL, NELSON.

THE Bishop's School was founded in 1843, by the Bishop of New Zealand, and reconstituted by Bishop Hobhouse in 1861. It supplies a plain commercial education, at a smaller cost than the College. Latin and Greek are optional subjects.

The number of teachers in December, 1788, was two, with a (third) drawing-master. Headmaster, Mr. J. H. Harkness, scholar of the University of New Zealand.

The number of pupils on the roll, December, 1878, 26. Average daily attendance, 25. Number for quarter ending March, 1878, 41; for quarter ending June, 1878, 39; for quarter ending September, 1878, 38.

Ages: Under ten, 2; under fifteen, 20; under eighteen, 4; over eighteen, none.

Divided into two forms, first and second, first division (6 in first form, 10 in second); first and second, second division (4 in first, 6 in second).

Subjects: Scripture, Latin, geography, Euclid, arithmetic, algebra, French, history, English grammar.

Income: The whole is derivable from fees; the school being let to the Bishop without rent, so long as a school is maintained there. The repairs have been met out of the school funds. The headmaster has had £300, and the second master £150; but the former has been reduced, according to the attendance.

The school has suffered much from recent changes of masters, but it has proved a valuable feeder to the College, and has held its ground without any endowment, and with the drawback of not having a playground.

It has recently been put on a new footing, and the numbers reduced, rendering it a more select school; but the fact of there being boys attending it now, although the Government schools have so much advanced in what they offer, is a proof of the need of such a school, and a pledge of its continuance.

The fees are £2 2s. per quarter, with extra fees for French, German, and music.

Two scholarships are offered, of the value of £10 and £5, to be held for two years, and to be competed for in June.

Bishop Hobhouse gives an annual Scripture prize, as does the present Bishop also.

The school will, if the consent of the Education Board be obtained, be examined by the Inspector of Public Schools. Periodical examinations are held, and pupils are prepared for the Civil Service examinations.

E.—GIRLS' HIGH SCHOOL, CHRISTCHURCH.

1. The funds for defraying the cost of the site and buildings of the school were provided by the Provincial Government, and the management placed under the Board of Governors of Canterbury College. The school was established for the purpose of giving girls a higher education than that to be obtained in the district schools.

2. The lady-principal, Mrs. Ingle, has the supervision of the school, and also teaches the senior classes. Salary, £400; £50 allowance for house-rent, and 5s. per annum capitation fee for each pupil. The other teachers are Miss Edger, B.A., £300 per annum; Miss Hamilton, a certificated teacher (Class D), £200 per annum; Miss Cannon, an undergraduate of the University of New Zealand, who has kept two years' terms, and has passed the examination for the first-class certificate of the Canterbury Board of Education, £160; and Miss Dunnage, a certificated teacher (Class E), £160. Class singing is taught as part of the school course, by Mr. Simms, who receives £1 1s. per annum for each pupil. The other visiting teachers are paid by fees as follows: Music—Mrs. Simms, 3½ guineas per term; Miss Fairhurst, 2½ guineas; Miss Dearden, 2 guineas. Solo Singing—Miss Taylor, 3½ guineas. German—Mr. J. von Tunzelmann, 1½ guineas. Drawing—Mr. Cousins, 1 guinea. Dancing and Calisthenics—Mrs. Woodroff, 1½ guineas. French is taught as part of the school course.

3, 4. Number of pupils on the roll for the third term ending December, 1877, 90. First Term, 1878: Number on roll, 115; average daily attendance, 102. Second Term, 1878: Number on roll, 99; average daily attendance, 86. Third Term, 1878: Number on the roll, all female, 93; average daily attendance, 84.

5. Ages of the Pupils: Under ten years, 2; over ten and under fifteen, 65; over fifteen and under eighteen, 26; over eighteen, *nil*.

6. Number of Classes, and Subjects of Study: Upper First, three pupils: Arithmetic, algebra, Euclid, English, science, Latin, French. First Class, twelve pupils: Arithmetic, algebra, Euclid, English, Latin, French, science, class singing, and needlework. Second Class, twenty pupils: The same. Third Class, twenty-one pupils: The same. Fourth Class, twenty-four pupils: Arithmetic, English, French, class singing, and needlework. Fifth Class, twelve Pupils: Arithmetic, English, class singing, and needlework.

TIME-TABLE.

HR.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
MORNING.					
1	1. Algebra—Miss E. 2. Arith.—Miss H. 3. Arith.—Miss C. 4. Arith.—Miss D. 5. Arith.—Mrs. I.	1. Arith. } Miss H. 1. Arith. } 2. Algebra—Miss E. 3. Arith.—Miss C. 4. Arith.—Miss D. 5. Arith.—Mrs. I.	1. French—Mrs. I. 1. Algebra—Miss E. 2. Arith.—Miss H. 3. Arith.—Miss C. 4. Arith. } Miss D. 5. Arith. }	1. Arith. } Miss H. 1. Arith. } 2. Algebra—Miss E. 3. Arith.—Miss C. 4. Arith.—Miss D. 5. Arith.—Mrs. I.	1. Algebra—Miss E. 2. Arith.—Miss H. 3. Arith.—Miss C. 4. Arith. Miss D. 5. Arith.—Mrs. I.
½	1. Euclid—Miss C. 1. Euclid—Miss E. 2. Writing } Mrs. I. 3. Writing } Miss D. 4. Writing } 5. Grammar—Miss H.	1. Grammar } Miss H. 1. Grammar } 2. Grammar } 3. Geog.—Miss D. 4. Geog.—Miss E. 5. Writing—Miss C.	1. Euclid—Miss C. 1. Euclid—Miss E. 2. History } Mrs. I. 3. History } 4. History } 5. Grammar—Miss H.	1. Gram. } Miss H. 1. Gram. } 2. Gram. } 3. Geog.—Miss D. 4. Geog.—Miss E. 5. Writing—Miss C.	1. French—Mrs. I. 1. Euclid—Miss E. 2. Gram.—Miss H. 3. Writing } Miss D. 4. Writing } Miss C. 5. Writing }
¼	1. Latin—Miss E. 1. French—Mrs. I. 2. Author—Miss C. 3. Dictation—Miss D. 4. Dictation } Miss H. 5. Gram. Ex. }	1. Latin—Miss E. 1. Geog. } Miss C. 2. Geog. } 3. French—Mrs. I. 4. Grammar—Miss H. 5. Lessons—Miss D.	1. Euclid—Miss C. 1. Latin—Miss E. 2. History } Mrs. I. 3. History } 4. History } 5. Lessons—Miss D.	1. Latin—Miss E. 1. French—Mrs. I. 2. Author—Miss C. 3. Dict.—Miss D. 4. Gram. } Miss H. 5. Gram. Ex. }	1. Latin—Miss E. 1. Geog. } Miss C. 2. Geog. } 3. French—Mrs. I. 4. Gram.—Miss H. 5. Lessons—Miss D.
½	1. Latin—Miss E. 1. History and Composition—Miss H. 2. French—Mrs. I. 3. Latin—Miss C. 4. Wri., Latin } Miss D. 5. Lessons }	1. French—Mrs. I. 2. Latin—Miss E. 3. Grammar—Miss H. 4. Latin—Miss C. 5. Reading—Miss D.	1. French—Mrs. I. 1. History and Composition—Miss H. 2. Spelling—Miss E. 3. Latin—Miss C. 4. Comp. } Miss D. 5. Reading }	1. Latin—Miss E. 2. French—Mrs. I. 3. Gram.—Miss H. 4. Latin—Miss C. 5. Lessons—Miss D.	1. French—Mrs. I. 2. Latin—Miss E. 3. Latin—Miss C. 4. Dict.—Miss H. 5. Reading—Miss D.
AFTERNOON.					
1	1. Latin—Miss E. 1. Needlework } Miss H. 2. Singing } 3. Composition—Mrs. I. 4. Latin—Miss C. 5. Dictation—Miss D.	1. } Author—Miss C. 1. } 2. Latin—Miss E. 3. } N. Work—Miss H. 4. } Singing—Miss D. 5. }	1. Arith.—Miss H. 1. Latin—Miss E. 2. Comp.—Miss C. 3. French—Mrs. I. 4. Writing } Miss D. 5. Transcrip. }	1. Latin—Miss E. 1. N. Work } Miss H. 2. Singing } 3. Latin—Miss C. 4. Maps—Mrs. I. 5. Dict.—Miss D.	1. Algebra—Miss C. 1. Latin—Miss E. 2. French—Mrs. I. 3. } Needlework— 4. } Miss H. 5. } Singing—Miss D.
1	1. } Eng. Lit.—Miss C. 1. } 2. Latin—Miss E. 3. Reading—Miss H. 4. Reading—Miss D. 5. Maps—Mrs. I.	1. Algebra—Miss C. 1. Latin—Miss E. 2. Reading—Miss H. 3. Maps—Mrs. I. 4. Comp. } Miss D. 5. Transcrip. }	1. } Eng. Lit.—Miss C. 1. } 2. Latin—Miss E. 3. Reading—Miss H. 4. Reading—Miss D. 5. Maps—Mrs. I.	1. } 1. } 2. } Science. 3. } 4. } 5. }	1. Latin—Miss E. 2. } Re- 3. } vision } Miss H. 4. } of Lec- } Miss C. 5. } ture. } Miss D.

7. The school was inspected by the Inspector-General of Schools in the month of June. (See Report of Education Department H.—1, 1878, p. 107.) The school is examined each term by the teachers, and a report forwarded to the Board by the lady-principal. The annual examination was held in December; the examiners were Professors Brown and Cook. A copy of their report is forwarded herewith. [Not printed.]

8. Three open exhibitions of £20 each, tenable for one year, were offered by the Board of Governors for public competition, one of the conditions being that the successful candidate should attend the school during the year 1879. Four exhibitions of £10 each, to be held on the same terms as the foregoing, were awarded to the pupils in the first four classes who had distinguished themselves during the year by diligence, good conduct, and general progress. Copies of the last examination papers for the open exhibitions are forwarded herewith.

9. The school is for day scholars only. Twelve pupils reside with friends in Christchurch; the remainder live at home. There are no pupils from any other provincial district.

10. Pupils under twelve, £9 9s. per annum; over twelve, £12 12s. per annum. Extras per Term: Music, first, £3 13s. 6d.; second, £2 12s. 6d.; third, £2 2s. German, £1 11s. 6d.; vocal music, £3 13s. 6d.; drawing, £1 1s.; dancing and calisthenics, £1 11s. 6d.

11. Area of School Site: Nearly one-quarter of an acre. Three-quarters of an acre adjoining is rented for one year as a playground. Half an acre fronting on Cranmer Square has been purchased as a site on which to erect new buildings, plans for which are now being prepared; the present building, though built for the school, and very suitable for the purpose, being required for other purposes connected with Canterbury College. Maps, drawing models, &c., are provided in sufficient quantity. Instruction in science is given by Professors Brown and Bickerton, and the scientific apparatus belonging to Canterbury College is available for the illustration of their lectures.

12. Balance-sheet will be forwarded shortly. [Not received.—SEC. R. COM.]

F.—BOYS' HIGH SCHOOL, DUNEDIN.

1. *Constitution, Objects, and Operations.*

THE school was established in the year 1863 with a view to impart instruction in all the branches of a liberal education. It is divided into a lower and an upper department, each comprising three forms, and named the lower and upper schools.

The lower school is intended to be preparatory to the upper. Boys are admitted about the age of eight or nine years. No examination is required for admission into the lower school; but it is expected that those who enter will be able to read an easy passage of English, and will know the four simple rules of arithmetic.

The upper school is divided into two sides—the classical and the modern. The classical side is intended to prepare pupils for a University curriculum and the learned professions. The modern side, on the other hand, while also preparatory for the University, is chiefly intended to impart a first-class commercial and general education, suitable for those who desire to avail themselves of the benefits of a liberal training without going through a University curriculum. Pupils desirous of entering the upper school must pass a preliminary examination. The following syllabus shows the subjects of examination, and the standard required in each:—

1. *Reading*.—To read well any book of ordinary difficulty, with comprehension of the sense, and ability to explain fairly the meaning of the words and phrases.

2. *Writing from Dictation*.—Fair writing and good spelling.

3. *English Grammar*, including analysis of easy sentences.

4. *Arithmetic*.—Simple and compound rules, practice, simple proportion, vulgar fractions, finite decimal fractions, and exercises in square and cubic measures.

5. *Geography*.—Chief physical features, political divisions, and principal towns of Europe and Australasia; also ability to draw fair outline maps.

6. *Latin*.—Grammar and accidence, with ability to translate into English easy Latin sentences not previously prepared. (N.B.—This subject is compulsory only on those boys who mean to take Latin in the upper school.)

7. Either (A) mathematics, including Euclid, Book I., Props. 1–32, and algebra, four elementary rules; or (B) French—Grammar and translation into English or of easy French sentences not previously prepared. (N.B.—One of these subjects is compulsory on all who have not passed in Latin. See section 6.)

The curriculum of study in the lower school embraces those subjects which form the basis of a sound English education. In the first form special attention is devoted to reading, spelling, writing, arithmetic, geography, grammar, history, and object-lessons. In the third form an opportunity is granted, to those boys whose parents desire it, to add French or German, and Latin, to the other studies. The chief aim of the lower school is to give a thorough grounding in the elements of English and arithmetic.

In the upper school, boys who enter the classical side receive a thorough training in Latin and Greek, along with instruction in the English language and literature, history, geography, and mathematics; and have also an opportunity, if they desire it, of attending classes in natural history or modern languages, so as to enable them to enter upon the study of those subjects afterwards with greater facility. In the modern side, French and German take the place of Greek; while more time is devoted to mathematics, natural science, and those branches which better fit boys for entering on commercial pursuits.

Drawing forms a part of the regular school course, and instruction is given in freehand drawing from copies and solid models, in practical geometry, and in mechanical drawing and perspective.

2. *Staff employed in the Month of December, 1878.*

Rector (teaching Classics): Wm. Macdonald, LL.D.; salary, £800 per annum. English: Alex. Wilson, M.A., Aberdeen; salary, £300, and $\frac{1}{3}$ of the fees. Mathematics and Arithmetic:

Daniel Brent, M.A., Cantab.; salary, £525. Writing and Book-keeping: A. Y. Smith. German: A. Büchler; salary, £300. Natural Science: G. M. Thomson, Edinburgh; salary, £300, and $\frac{1}{2}$ of boarding fees. Junior Masters: G. Montgomery, B.A., New Zealand; salary, £200. J. C. F. Ulbrick, B.A., Melbourne; salary, £250. Drawing: D. C. Hutton, Alex. Anderson, Provincial Drawing Masters. Gymnastics: Oscar David; salary, fees. Drill: Sergeant-Major Stevens. Janitor: Richard B. Wilson; salary, £140.

3. Attendance.

Number of pupils on the roll, December quarter, 1878, 156.

Average daily attendance for 1878: First quarter, 116; second quarter, 133; third quarter, 151; fourth quarter, 147.

Number on the roll for the month of December, 1878, 156. Average daily attendance, 147.

4. Abstract of Attendance for the past Five Years.

1874: First quarter, 102; second quarter, 102; third quarter, 103; fourth quarter, 103.

1875: First quarter, 115; second quarter, 134; third quarter, 146; fourth quarter, 159.

1876: First quarter, 180; second quarter, 191; third quarter, 190; fourth quarter, 194.

1877: First quarter, 184; second quarter, 191; third quarter, 177; fourth quarter, 172.

1878: First quarter, 121; second quarter, 149; third quarter, 168; fourth quarter, 156.

5. Ages of Pupils.

The ages of the pupils in December, 1878, were,—Under ten, 6; over ten and under fifteen, 117; over fifteen and under eighteen, 33: total, 156.

6. Classes.

The classes into which the pupils were arranged were as follows:—First, second lower, second upper, third lower, third upper, fourth, and fifth.

The subjects of study were,—

Class I. Reading, grammar, history, composition, geography, elementary botany and object-lessons, writing, arithmetic, and drawing.

Class II. The same subjects as the first class, with the addition of Latin and Greek.

Class III. All the above subjects, with the addition of algebra and Euclid.

Class IV. All the above, with the addition of Greek, English literature, German, practical trigonometry, logarithms, and chemistry.

Class V. Same subjects as the fourth class.

Number of pupils in each class: First class, 21; second lower, 36; second upper, 26; third lower, 22; third upper, 37; fourth, 6; fifth, 8.

TIME-TABLE.

FORM.	HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
Lower I.	a.m. 1	Writing ...	Drawing ...	Writing ...	Writing ...	Writing.
	2	English ...	English ...	English ...	English ...	English.
	3	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	p.m. 1	Grammar ...	Geography ...	Grammar ...	Geography ...	Grammar.
	2	...	...	Drill ...	...	...
	3	...	...	...	...	...
Upper I.	a.m. 1	English ...	Drawing ...	English ...	English ...	English.
	2	Writing ...	Writing ...	Writing ...	Writing ...	Writing.
	3	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	p.m. 1	Grammar ...	Geography ...	Grammar ...	Geography ...	Grammar.
	2	...	...	Drill ...	...	...
	3	...	...	...	...	...
Lower II.	a.m. 1	Writing ...	Writing ...	Writing ...	Drawing ...	Writing.
	2	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	3	Latin ...	Latin ...	Latin ...	Object-lesson ...	Latin.
	p.m. 1	English ...	English ...	English ...	English ...	English.
	2	2.30-3: Geog. (N.Z.)	2.30-3: Geog. (E.)	2.30-3: Gram.	2.30-3: Geog. (N.Z.)	2.30-3: Geog. (E.)
	3	3-3.30: Gram.	3-3.30: Gram.	3-30: Drill ...	3-3.30: Gram.	3-3.30: Grammar.
Upper II.	a.m. 1	Writing ...	Writing ...	Writing ...	Drawing ...	Writing.
	2	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	3	Latin ...	Latin ...	Latin ...	Latin ...	Latin.
	p.m. 1	English ...	English ...	English ...	English ...	English.
	2	Grammar ...	Geog.: Mackay	Grammar, Drill	Geog. (N.Z.) ...	Grammar.
	3	...	...	Drill ...	...	...
Lower III.	a.m. 1	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	2	Writing ...	German ...	Writing ...	German ...	Writing.
	3	Latin ...	Latin ...	Latin ...	Latin ...	Latin.
	p.m. 1	Geog., Reading, &c.	Parsing Exer., Grammar	Geog., Reading, &c.	Reading, Gram. Exercise	Reading, Gram.
	2	Latin ...	Read., Dictation	Latin ...	Dictation ...	Latin.
	3	Drawing ...	...	Drill ...	Drawing ...	...
Upper III.	a.m. 1	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	2	German ...	Writing ...	German ...	Writing ...	French.
	3	Geog., Grammar	Parsing Exer., History	Geog., Grammar	Analysis Exer., Reading	Reading, History.
	p.m. 1	Latin ...	Latin ...	Latin ...	Latin ...	Latin.
	2	Reading ...	Latin ...	Dictation ...	Latin ...	Dictation, Read., &c.
	3	Drawing ...	...	Drill ...	Drawing ...	...

TIME-TABLE—continued.

FORM.	HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
Non-Latin III.	a.m. 1	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
	2	German ...	Writing ...	German ...	Writing ...	French.
	3	Geog., Grammar	Parsing Exer., History	Geog., Grammar	Analysis Exer., Reading	Reading, History.
IV.	p.m. 1	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics.
	2	Reading ...	German ...	Dictation ...	German ...	Dictation, Reading, &c.
	3	Drawing ...	...	Drill ...	Drawing ...	...
Non-Latin IV.	a.m. 1	Latin: Cæsar ...	Latin: Cæsar ...	Latin: Cæsar ...	Latin: Cæsar ...	Latin: Cæsar.
	2	Comp. Exer., Morris's Hist., Gram., Read.	Geog., Milton ...	Gram. Exer., Bain's Gram.	Geog., Milton ...	Paraphr. Exercise, Morris and Milton.
	3	French: Gram.	Botany ...	French: Read.	Botany ...	French: Gram.
V.	p.m. 1	Math.: Algebra and Euclid	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics.
	2	Arithmetic ...	Latin: Syntax	Arithmetic ...	Arithmetic ...	Latin: Syntax.
	3	Drawing ...	...	Drill ...	Drawing ...	...
VI.	a.m. 1	Bain's Grammar, English Comp.	German: Read., Geography	German: Revis., Gram. Exer.	Chemistry, Geog.	German: Paraphr. Exercise.
	2	Morris's History, Grammar	Milton ...	Bain's Grammar	Milton ...	Morris and Milton.
	3	French: Gram.	Botany ...	French: Read., Exercise	Botany ...	French: Gram.
VI.	p.m. 1	Math.: Algebra and Euclid	Mathematics ...	Mathematics ...	Mathematics ...	Mathematics.
	2	Arithmetic ...	German: Etym.	Arithmetic ...	Arithmetic ...	German: Reading.
	3	Drawing ...	...	Drill ...	Drawing ...	...
VI.	a.m. 1	Bain's Grammar, Eng. Comp.	Macaulay, Morris's Gram.	Paraphr. Exer., Shakespeare	Macaulay, Morris	Gram., Analysis Exer., Shakesp.
	2	Latin: Virgil ...	Latin: Virgil ...	Latin: Virgil ...	Latin: Virgil ...	Botany.
	3	Algebra ...	Euclid ...	Arithmetic ...	Algebra ...	Euclid.
VI.	p.m. 1	French: Read.	*French: Gram., Exercise, and Reading	French: <i>Ex tem- pore</i> Exer. (free trans.)	*French: Gram., Exercise, and Reading	French: Reading and Revision.
	2	Latin: Comp. ...	Algebra ...	Latin: Comp. ...	Arithmetic ...	Latin: Comp.
	3	Drawing ...	...	Drill ...	Drawing ...	...
VI.	a.m. 1	Bain's Gram., Eng. Comp.	Macaulay, Morris's Hist., Grammar	Paraphr. Exer., Shakespeare	Macaulay, Morris's Hist., Grammar	Analysis Exer., &c., Shakespeare.
	2	Chemistry ...	Botany ...	Chemistry ...	Botany ...	Chemistry.
	3	Algebra ...	Euclid ...	Arithmetic ...	Algebra ...	Euclid.
VI.	p.m. 1	Latin: Livy and Composition	Latin: Livy ...	Latin: Livy ...	Latin: Livy and Composition	Latin: Translation at sight.
	2	French: Read.	French: Gram., Exercise, and Reading	French: <i>Ex tem- pore</i> Exer. (free trans.)	French: Gram., Exercise, and Reading	French: Reading and Revision.
	3	...	...	...	...	...

* Also German.

7. Examiners.

Special examiners are appointed by the Board of Governors to examine the whole school annually. [Copy of Mr. F. Chapman's report on the school received.—SEC. R. COM.]

8. Scholarships.

There are no scholarships in connection with the High School, but the Otago Education Board has during the year established twelve scholarships, six of which are junior and six senior. In connection with the senior scholarships it is made a condition that the holders shall attend the Dunedin High School (Boys' or Girls', as the case may be) during the latter two years of their tenure.

9. Boarding Department.

During the last quarter of 1878 there were twenty-three boarders, of whom six were weekly boarders. None from beyond the provincial district.

The boarders are under the direct supervision of Mr. Thomson, who is present during lesson-time and home preparation. In the event of his having to be absent some substitute is provided, by whom the work is supervised.

The fees are,—For regular boarders, £10 per quarter; for weekly boarders, £8 15s. per quarter.

The establishment is carried on solely on account and at the expense of the Board, Mr. Thomson having no direct interest in its financial success.

Provision is made by which those boarders who wish to learn music may practise regularly.

10. Day-school Fees.

The fee charged for each pupil in the day school is £2 2s. 6d. per quarter.

11. School Buildings, Library, &c.

The present school buildings are quite unsuitable, and are so situated that there can never be a playground worthy of the name attached to them. If the present buildings could be applied to some other purpose a new and commodious building should be erected in some more suitable position. This is a matter which urgently calls for the attention of the Government.

Gymnastic classes are conducted during the winter six months of the year, and attendance at this class is strongly recommended as a means of physical education.

2. Teachers employed in the Month of December, 1878.

Lady-Principal (General Supervision) : Mrs. M. G. Burn ; salary, £275, and £1 for each pupil.
 Assistants : A. J. Jardine (higher English, Latin, and mathematics), salary £300 ; Miss M. McGregor, salary £175 ; Miss Douglas, salary £175 ; Miss Gillies, salary £130.
 Science : Geo. M. Thomson. Drawing : Mr. Hutton and assistants. Teachers of extra classes—
 Music : Mesdames White, Wilmot, and Spooner. Singing : Mrs. White. Dancing and Calisthenics : Mr. Kelly. Gymnastics : Mr. Oscar David.

3. Number of Pupils.

Average daily attendance, 1878 : First quarter, 114 ; second quarter, 123 ; third quarter, 119 ; fourth quarter, 122. Number of pupils on roll for the month of December, 1878 : 132 ; average daily attendance : 122.

4. Attendance Returns for the past Five Years.

Abstract of attendance returns for the past five years : For 1874, 139 ; 1875, 169 ; 1876, 193 ; 1877, 168 ; 1878, 132.

5. Ages of Pupils.

The ages of the pupils in December, 1878, were—Under ten years of age, 2 ; over ten and under fifteen years, 99 ; over fifteen and under eighteen years, 29 ; over eighteen years, 2.

6. Classes.

The classes into which the pupils were arranged were as follows : A, B, CI., CII., DI., DII.
 The subjects of study were,—

Class A. English, history, geography, science, mathematics, French, German, Latin, drawing.
 Class B. English, history, geography, science, mathematics, Latin, French, German, drawing, writing, needlework.
 Classes CI. and CII. English, geography, botany, history, arithmetic, French, drawing, writing, needlework.
 Class DI. English, history, geography, object-lessons, arithmetic, French, drawing, writing, needlework.
 Class DII. Same as DI., with the exception of French and drawing. Extra time given to English and writing.

The number of pupils in each class were—A, 13 ; B, 26 ; CI., 34 ; CII., 27 ; D, 31.

TIME-TABLE.

FORM.	HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
Division A.	a.m.	1 Arithmetic ...	Grammar ...	Milton ...	Arithmetic ...	Grammar.
		2 Botany ...	French ...	Physiography ...	Botany ...	French.
		3 History ...	Algebra ...	French ...	History ...	Algebra.
	p.m.	1 Latin ...	Euclid ...	Latin ...	Latin ...	Euclid.
		2 Geography ...	Drawing ...	Composition ...	Geography ...	Drawing.
		3 Grammar ...	Botany ...	French ...	Grammar ...	Botany.
Division B.	a.m.	1 History ...	Composition ...	Shakespeare ...	History ...	Writing.
		2 Euclid ...	Algebra ...	Arithmetic ...	Euclid ...	Algebra.
		3 German ...	French ...	German ...	German ...	French.
	p.m.	1 Geography ...	Drawing ...	Needlework ...	Geography ...	Drawing.
		2 Grammar ...	French ...	Botany ...	Grammar ...	French.
		3 Arithmetic ...	Geography ...	...	History ...	Geography.
Division CI.	a.m.	1 Grammar ...	French ...	Botany ...	Grammar ...	French.
		2 History ...	Geography ...	...	History ...	Geography.
		3 Arithmetic ...	...	...	...	...
	p.m.	1 Etymology and Dictation	Reader ...	Composition ...	Etymology or Dictation	or Reader.
		2 Writing ...	Drawing ...	Needlework and Poetry	Writing ...	Needlework and Poetry.
		3 French ...	Grammar ...	Object-lesson ...	French ...	Drawing.
Division CII.	a.m.	1 History ...	Spelling and Dictation	Composition or Class Singing	History ...	Grammar.
		2 Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
		3 Geography ...	Reader ...	Needlework and Poetry	Geography ...	Reader.
	p.m.	1 Writing ...	French ...	Writing ...	Spelling and Dictation	Needlework and Poetry.
		2 History ...	French or Grammar	Object-lesson or Composition	History ...	French, or Spelling and Dictation.
		3 Geography ...	Reader ...	Class Singing ...	Geography ...	Reader.
Division D.	a.m.	1 Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic.
		2 Needlework and Poetry	Grammar ...	Reader ...	Needlework and Poetry	Grammar.
	p.m.	1 Writing ...	Drawing ...	Spelling and Dictation	Writing ...	Spelling and Dictation.
		2 History ...	French or Grammar	Object-lesson or Composition	History ...	French, or Spelling and Dictation.

7. Examiners.

Special examiners are appointed by the Board of Governors to examine the whole school annually. [Copies of reports on the Girls' High School by Mr. F. Chapman, Mr. D. Petrie, and Professor Shand, received.—SEC. R. COM.]

8. *Scholarships.*

There are no scholarships in connection with the High School; but the Otago Education Board has during the year established twelve scholarships, six of which are junior and six senior. In connection with the senior scholarships, it is made a condition that the holders shall attend the Dunedin High School (Boys' or Girls', as the case may be) during the latter two years of their tenure.

9. *Boarding Department.*

The boarding department is under the superintendence of Mrs. Burn, who is assisted in her duties by a well-qualified resident governess. The terms are—Day boarders, £3 per quarter; weekly boarders (without washing), £10 10s. per quarter; resident boarders (including washing), £13 2s. 6d. per quarter—exclusive of day-school fees. During the last quarter of 1878 there were fifteen pupil-boarders, of whom one was from Wellington, one from Canterbury, and one from Southland.

10. *School Fees.*

The fees charged for pupils in the day school are—Day pupils (ordinary course), senior, £2 10s. per quarter; junior, ditto, £2 per quarter. Extras—Piano: Mrs. White, £3 3s. per quarter; Mrs. Wilmot, £2 2s. per quarter; Mrs. Spooner, £2 2s. per quarter. Singing: Two half-hour lessons per week, £3 3s. per quarter; two one-hour lessons per week, £5 5s. per quarter. Gymnastics: 10s. 6d. per quarter. Dancing: £1 11s. 6d. per quarter.

11. *School Buildings, Library, &c.*

The present school buildings are quite unsuitable, and are so situated that there never can be a playground, worthy of the name, attached to them.

A library was subscribed for by the girls soon after the opening of the school. The Education Board subsidized, in books, the amount subscribed at the rate of £1 for £1. The number of books is now 500.

There is no museum or laboratory in connection with the school, but the use of the laboratory belonging to the Boys' School is granted when necessary.

There are also belonging to the school the following appliances: (a.) A complete apparatus for a course of lessons on heat. (b.) A geological cabinet (specially prepared in London). (c.) A cabinet for object-lessons. (d.) Botanical, zoological, physiological, geological, and other diagrams. (e.) A full supply of maps. (f.) Two globes. (g.) Models of conic sections, mechanical powers, and drawing casts and models.

12. *Income and Expenditure.*

The general statement of the income and expenditure for the year ending 31st December, 1878, is included in the statement given under Boys' High School.

H.—INVERCARGILL GIRLS' HIGH SCHOOL.

Letter from Secretary of Board.

SIR,—

Invercargill, 10th March, 1879.

I have the honour to acknowledge the receipt of your letter of 17th ultimo, requesting information relative to matters contained in the schedule accompanying it, and in reply to inform you,—

1. There are at present in the Invercargill Girls' High School no copy of prospectus or time-tables.
2. The school was opened on 10th of February, 1879.
3. The duties of the lady-principal are to teach the first, or highest, class, and generally to superintend the school.
4. List of teachers, as under:—

	Salary.
Lady-principal, Miss Hood	£400 per annum.
First assistant teacher, Miss Atkins	£225 „
Second assistant teacher, Miss Millne	£200 „

Qualifications: Miss Hood is qualified to impart a first-class education; Miss Atkins to teach English and arithmetic. Miss Millne is capable of imparting instruction in languages.

5. There is no library or museum attached to the institution; and no laboratory, cabinets of scientific apparatus, drawing models, or diagrams, but simply a few school maps.

6. The school opened with a roll of fifty-seven pupils, which has been steadily increasing.

7. One pupil resides away from home. None reside beyond the provincial district.

I have, &c.,

The Secretary,
Royal Commission on University and Higher Education.

F. NUTTER,
Secretary, High School Board.

IX.—ENDOWMENTS FOR RELIGIOUS, INDUSTRIAL, AND ENGLISH EDUCATION OF BOTH RACES, ETC.

A.—THREE KINGS AND OTHER WESLEYAN ENDOWMENTS IN AUCKLAND.

(See Appendix VI.—B., Wesley College.)

B.—ST. MARY'S, NORTH SHORE, AUCKLAND (ROMAN CATHOLIC).

(See evidence of Rev. H. J. Fynes.)

ESTATE valued at £4,000. Income, £40 per annum. Sum in hand, £180. Operations have ceased for several years.

C.—ST. STEPHEN'S, PARNELL, AUCKLAND (CHURCH OF ENGLAND).

Statement furnished by Rev. R. Burrows.

Number of Scholars during the last Eight Years.—1871, 16; 1872, 23; 1873, 28; 1874, 33; 1875, 38; 1876, 31 (the children of the Maori theological students left with their parents at the end of the year 1875, and did not return, which accounts for the smaller number of pupils in 1876); 1877, 44; 1878, 55: also two learning trades and lodging at the institution. The total number admitted to February 10th, 1879: 119.

Highest Number.—There have been eleven new boys admitted already this quarter. The attendance on February 10th was 47; February 11th, 53; and eight more of last year's scholars are expected during the week, which will give us a higher number than we have had before.

Ages.—From six to eighteen years.

Highest Standard of Education reached.—Reading: Royal Reader, Standard VI. Arithmetic: Vulgar and decimal fractions, bills of parcels, practice, proportion and mensuration. Geography: Descriptive, mathematical, and physical; map-drawing. Grammar (English): Parsing and analysis, English composition, letter-writing, dictation, and object-lessons. Drawing.

School Accommodation.—Good.

Occupation of Boys while at the Institution.—Rise at 6 a.m.; sweep bedrooms, &c. Bible reading and prayers, from 7 to 7.30. Breakfast, 7.30. General work connected with the school, from 8 to 9. School hours, from 9 to 12, and from 2 to 4. Dinner at 1. Tea at 5. Play hours, from 12 to 1, 4 to 5, and from 5.30 to 7 evening. Lessons, from 7 to 8. Prayers at 8. All expected to be in bed at 10.

Food.—Breakfast: Bread and dripping with tea, milk and sugar. Dinner: Meat and potatoes (pudding on Sundays). Tea: Bread and butter with tea, sugar and milk.

Clothing.—Mostly provided by the parents and friends, the remainder by the manager.

Habits.—Naturally slovenly, but amenable to discipline.

General Health.—Good.

Who and what are the Scholars?—Maoris and half-castes, from all parts of the North Island; at the present time mostly Maoris, sons of Native chiefs, children of Natives in whom the Government are interested; some who live a long distance from any school; orphans and sons of Native pastors.

Management, Staff, &c., and Salaries.—Trustees, manager, master, and assistant master in the morning. The assistant has £60 per annum, paid from Church Missionary Society's funds; master, £140 per annum (£100 from Government and £40 from estate); assistant master, £60 per annum for the morning. The master has his house and firing provided for taking charge of institution and care of boys out of school hours.

Revenue.—£18 per head per year is paid by Government to manager for all boys sent or approved of by them. The Government also pay £100 per year towards the master's salary. The remainder is obtained from rents of land belonging to the institution and from the Church Missionary Society.

What becomes of the Boys when they leave School.—Several have been apprenticed to trades, and have given satisfaction; two are at present in the Government service; others have returned to their friends; and ten have died.

How the Institution could be improved by an Additional Grant, or if more Funds were available.—The assistant master should be employed in the afternoon as well as in the morning, as the Native pupils cannot be depended on. An intelligent middle-aged woman should be appointed to assist in taking charge of smaller boys, &c.

Wants.—A lavatory, bath-room, and wash-house are required. The cooking apparatus is deficient (a large kitchen range is very much needed). There is not enough water during the dry season. The dormitories are insufficient for the increased number of scholars. A gymnasium also is wanted.

D.—POVERTY BAY NATIVE SCHOOL (CHURCH OF ENGLAND).

Letter from Rev. W. L. Williams to Secretary to Royal Commission.

SIR,—

Gisborne, 19th February, 1879.

I have the honour to acknowledge your letter of the 29th ultimo, addressed to the trustees of Poverty Bay Native School, and requesting them to furnish, for the information of the Royal Commission on University and Higher Education, a statement as to the condition, value, and application of any such endowment or grants made in favour of Poverty Bay Native School.

Assuming that the property with reference to which information is sought is that which is commonly known as the "Waerengahika Native School Trust," which was a gift from the aboriginal natives to the General Synod of the body commonly known as the Church of England (and not a grant from the public estate), and for which I am one of the trustees, I would, on behalf of the trustees, respectfully ask the permission of the Commissioners to refer them to certain papers which have been laid before Parliament, as these contain a full history of the trust property up to 30th June, 1875. The papers I refer to are these:—

1. Second Report of the Commission of Inquiry into the Condition and Nature of Trust Estates for Religious, Charitable, and Educational Purposes, dated 30th June, 1869, and marked A.—5a, pages 1 and 2.

2. Papers relating to Native schools, 1872, marked F.—5, page 5.

3. Report and Proceedings of the Select Committee of the Legislative Council on Te Aute College and other Educational Trust Estates. 1875, No. 5, pages 29–37.

As a supplement to the information contained in the papers above named, I beg leave to enclose an abstract of the accounts from 30th June, 1875, to 30th June, 1878.

The Commissioners will see from the information now submitted to them—

1. That the estate is let for £400 per annum, and that the lease will expire on 25th March, 1887;

2. That the estate is now clear of debt, and that a portion of the rent has been applied towards the support of the Native Girls' School, Napier, at which a number of girls from the Poverty Bay District have been pupils;

3. That on the 30th of June last there was a balance in hand of £440 15s. 8d.

I may add that it is the intention of the trustees, as soon as there may be sufficient funds for building, to get a good school for Native children established in the district in which the trust is situated.

Rev. W. J. Habens,
Secretary, Royal Commission on Higher Education.

I have, &c.,
W. L. WILLIAMS.

The TRUSTEES in Account with the WAERENGARIKI NATIVE SCHOOL TRUST from 30th June, 1875, to 30th June, 1878.

1876.		<i>Receipts.</i>		£ s. d.		1876.		<i>Expenditure.</i>		£ s. d.		
March 25.	To rent one year and interest	...	401	6	8	March 25.	By liquidation of debt	...	321	18	4	
	Proceeds of sale of cattlo and interest	...	121	18	4		Native Girls' School, Napier	...	201	6	8	
			<u>£523</u>		<u>5</u>				<u>£523</u>		<u>5</u>	
					0						0	
<i>Memo. of Liabilities.</i>												
									£	s.	d.	
							Balance debt	...	68	3	9	
							Six months' interest on £268 3s. 9d.	...	9	7	9	
							Six months' interest on £277 11s. 6d.	...	9	14	3	
									<u>£87</u>		<u>5</u>	
											9	
<i>Memo. of Liabilities.</i>												
									£	s.	d.	
							Nov. 11.	By liquidation of debt	...	90	6	10
							1877.					
							June 30.	Balance at interest at 6 per cent.	...	314	0	6
									<u>£404</u>		<u>7</u>	
											4	
<i>Memo. of Liabilities.</i>												
									£	s.	d.	
							1877.					
							Oct. 23.	By Native Girls' School, Napier	...	100	0	0
							1878.					
							June 30.	Balance	...	440	15	8
									<u>£540</u>		<u>15</u>	
											8	

W. L. WILLIAMS,
For the Trustees.

E.—WANGANUI INDUSTRIAL SCHOOL.

Letter from the Bishop of Wellington (with Enclosures) to Secretary to Royal Commission.

SIR,—

Wanganui, March 14th, 1879.

I have the honour to forward the information required by your letters of January 27th and February 17th, concerning the Wanganui Collegiate School. I am, however, unable to supply answers to all the questions. My inability to do so has in a great measure arisen from the fact that the trustees were obliged, rather suddenly, to part with the headmaster early last year during term time.

The present trustees had no connection with the institution at its foundation. They are trustees acting under the authority of the General Synod. According to the terms of the grant the school is open to all races.

During the latter half of last year there were two masters, G. R. Saunders, Esq., and G. Ansen, Esq., both graduates of the University of Cambridge.

The duties and powers of the headmaster are such as are usual in schools such as this is.

The school is at present a day school.

The schoolrooms have just been completed. Hitherto, from want of funds, the school has been carried on under great disadvantages.

I herewith enclose information supplied by Mr. Saunders, and the reports of examinations by S. J. Fitzherbert, Esq., a graduate of the University of Cambridge, and W. H. Barnicoat, Esq., barrister.

I also forward a statement of accounts from the agent, E. Churton, Esq.

I have, &c.,

Rev. W. J. Habens, Secretary to Commission.

O. WELLINGTON.

Attendance.—Average daily during the months of October, November, and December, 1878, 36; boys over eleven, 22; boys under eleven, 14.

Boarders.—Arrangements made by parents with regard to boys residing at a distance.

Scale of Charges.—Boys over eleven, £7 per annum; boys under eleven, £6 per annum.

Grounds, Buildings, &c.—The school ground consists of about three acres (including playground and cricket reserve). A new schoolhouse has been erected and is almost ready for occupation.

Arrangement of Classes, Subjects taught, &c.—The subject-matter taught has included Greek, Latin, and mathematics, and the ordinary branches of English instruction—English grammar and the analysis of sentences, geography (physical and political), and English history. The sixth form are reading Cæsar, Virgil, and Horace, together with elementary Latin composition, and Greek

have only to add that the rents derived from the estate are wholly devoted to the support of the school.

Te Aute.—I enclose a memorandum forwarded to me by the Rev. Samuel Williams, who is well acquainted with all particulars connected with the Te Aute Estate. I may here mention that Parliamentary Papers contain very full information in reference to this estate.

Porirua.—The Porirua Estate consists of 500 acres of rough undulating land. It is now leased at a rental of £75 per annum. The money received is invested in landed securities, for the purpose of allowing it to accumulate to provide a fund sufficient to enable the trustees to establish a college. Very full particulars of all funds connected with this estate have been recently supplied to the Legislative Council, and are contained in the Journals of Parliament.

Wairarapa.—There are two school estates at Wairarapa. Papawai consists of 400 acres. The greater part of this is bush and swamp land, but the rest is open. It is let at a rental of £35 per annum for ten years, with covenants to clear and fence. Kaikokirikiri consists of 190 acres of open land. It was let in 1868 for twenty-one years. The present rent is £30 per annum, but will be £40 per annum for the last seven years. There is a covenant to fence the whole estate.

A Maori boarding-school was at one time carried on in connection with these estates. At present the rents are allowed to accumulate, with a view to future operations.

Otaki.—The several Crown grants connected with the Otaki Estate comprise about 580 acres. By far the greater part originally consisted of swamps and sandhills, of which the Native owners could make no use. It is now enclosed, and chiefly under grass. It is let at a rental of £200 per annum. The proceeds are expended in paying the schoolmaster's salary and supporting the school. There are on the estate a schoolhouse, schoolrooms, a dwelling-house, and a barn and small cottage. These buildings were erected more than twenty-eight years ago. There is at present only a day school. The boarding-school was closed some years ago, after twenty years' existence, for want of funds.

I beg leave to say, in reference to all these estates, that I am wholly unqualified to give any opinion as to their value, and must therefore decline to make any guesses on such a subject.

I have, &c.,

O. WELLINGTON.

Rev. W. J. Habens, Secretary to Royal Commission,
Wellington.

A Statement for the information of the Trustees of the Te Aute School Estate.

The several Crown grants in connection with this estate contain in all 7,000 acres, comprising parts of high ranges and undulating hills, with a small proportion of arable land, which has all been fenced with totara posts and wire, and a portion of it subdivided into paddocks.

About 400 acres are covered with bush and scrub; about 1,200 acres are under English grass (mostly surface-sown); and the rest has more or less fern upon it, with a moderate amount of grass. I regret to say that the very dry weather which has prevailed in Hawke's Bay for the last two years has destroyed a considerable proportion of the English grasses, more particularly on the hills.

The quality of the soil is very variable, some of it being very good, whilst other parts are very inferior, the greater portion being second-class land.

The value of the property I consider to be on an average of about £3 per acre with improvements, exclusive of the school buildings and my own residence, which are worth about £4,000.

We have at the present time thirty-six scholars (boarders)—twenty-seven Natives and half-castes and nine English, besides one boy who is to arrive immediately, and two who are absent on sick leave. The English boys are sons of poor people who are unable to maintain their children.

Te Aute, 14th March, 1879.

SAML. WILLIAMS.

G.—WESLEYAN RESERVE, WELLINGTON.

Letter from the Rev. the Chairman of the Trust to Secretary to Royal Commission.

SIR,—

Wellington, 26th February, 1879.

I have the honour to acknowledge receipt of your letter dated 29th January, requiring me to forward to you a statement as to the condition, value, and application of any endowments or grants made in favour of Wesleyan educational institutions in Wellington.

In compliance with this request, I beg to submit the following particulars respecting the Wellington Wesleyan education property:—

In the year 1852 a grant of land amounting to 73 acres 1 rood 22 perches, adjoining the Wellington Town Belt and Botanic Gardens, was made by Sir George Grey, then Governor of New Zealand, to the Wesleyan Church, to be held in trust for the education of the children of Maoris, destitute Europeans, and inhabitants of the islands of the South Pacific.

The difficulty of obtaining a suitable master, lack of necessary funds, disastrous effects of Maori King movement and war on existing Native schools, transfer of governing power in Wesleyan Church from London to these colonies, and the probability of the estate being sold to the Provincial Government, were among the causes which successively operated in retarding the establishment of a school on the reserve as originally intended.

In 1865 70 acres of this land were sold to the Provincial Government for the sum of £3,500. Of this amount £1,150 was paid at once; but the balance of £2,350 was not paid until 1872. Part of the proceeds of this sale was invested in the purchase of land in the Wellington Province; the remaining portion was lent out at interest.

In 1872 the trustees expended £1,200 15s. in the purchase of land and the erection of school premises in Dixon Street, Wellington. A schoolmaster and schoolmistress were engaged; and a day school for boys and girls was opened in January, 1873. The average attendance of scholars during the four years ending December, 1876, was 133. The education afforded was of the kind usually given at the common day schools of the colony. The master employed is at present a teacher in the English High School of this city.

The Wesleyan Conference, having reopened the institution at Three Kings, in the Auckland District, for the education of selected Maori youths, suggested to the Wellington trustees the propriety of expending a portion of their annual income in educating such Maori lads as might be sent from Wellington to enjoy the advantages of the central school at Auckland. In accordance with this recommendation, the trustees dispensed with the services of the master of the school at the end of 1876; and have since then continued the day school for the instruction of younger children only, under the care of a mistress and assistant teacher. The average number of scholars attending in 1877 was 50; last year, 47; up to date of present year, 60. The salary paid to the mistress is £120 per annum; to assistant, £21. The children's fees last year amounted to £62 12s. 11d.

In 1877 the sum of £106 was paid by the trustees to Three Kings Institution; last year a further sum of £100 was voted to the same establishment. No Maori youths have as yet gone from Wellington to Three Kings. The students there are exclusively from the Auckland District.

Appended is an estimate of the present value of the school estate, and a summary of income and expenditure since the formation of the trust.

I have, &c.,

ALEXANDER REID,

Chairman of Wesleyan Educational Trust.

Rev. W. J. Habens,
Secretary to the Royal Commission on Education.

APPROXIMATE STATEMENT of Account of the WESLEYAN EDUCATION FUND.—Wellington,
15th February, 1879.

<i>Receipts.</i>			<i>Disbursements.</i>		
	£	s. d.		£	s. d.
Proceeds of sale of 70 acres, at £50 (1865)	3,500	0 0	Cost of land and schoolhouse, Dixon Street	1,200	15 0
Interest on same from date of sale to date of final payment	788	3 4	Cost of land, 258 acres at Motoa	258	0 0
Interest from loans	1,423	8 1	Cost of land, 2 acres at Foxton	28	0 0
Rents	122	13 9	Cost of land at Kaiwarawara	50	0 0
School fees	730	18 1	Expenses of school—salaries, cleaning, repairs, insurance, &c.	1,909	15 0
			Donation to College	50	0 0
			Education, Three Kings	206	0 0
			Loans out at 6 per cent.	2,849	10 0
	<u>£6,565</u>	<u>3 3</u>		<u>£6,552</u>	<u>0 0</u>
<i>Assets.</i>			<i>Income.</i>		
	£	s. d.		£	s. d.
Cash in hand and interest due	176	5 4	Interest from loan	174	0 0
School in Dixon Street	1,200	15 0	Rents	85	0 0
Land at Motoa, valued at	500	0 0			
Land at Foxton, valued at	200	0 0			
Land at Kaiwarawara, valued at	150	0 0			
Land on Terrace, valued at	800	0 0			
Cash on loan	2,849	10 0			
	<u>£5,876</u>	<u>10 4</u>		<u>£259</u>	<u>0 0</u>

H.—ROMAN CATHOLIC EDUCATION RESERVES, WELLINGTON.

Letter from Roman Catholic Bishop of Wellington to Secretary to Royal Commission.

REVEREND SIR,—

Wellington, 17th February, 1879.

In reply to your letter of 29th January, I have the honour to state that the following are the endowments or grants of public estate made in favour of Roman Catholic schools in the District of Wellington, together with their value and application:—

Town Section No. 559, Wellington, is occupied by the present St. Joseph's Providence buildings, yards, &c.

Town Section No. 488, Wellington, is let for the benefit of the aforesaid St. Joseph's Providence, at a rental of £30 per annum.

Section No. 38, Tawa Flat, for educational and religious purposes, part in grass and part in bush, let for the benefit of the Catholic schools in Wellington for £36 per annum.

I have, &c.,

† FRANCIS REDWOOD, Bp.

Rev. W. J. Habens,
Secretary to Royal Commission on University and Higher Education, Wellington.

I.—MOTUEKA ESTATE, NELSON (CHURCH OF ENGLAND).

(a) *Letter (with Enclosure) from Bishop of Nelson to Secretary to Royal Commission.*

SIR,—

Nelson, 25th March, 1879.

I beg to forward the last report of the Whakarewa Estate, which was laid before the Synod of this diocese, of which I am trustee. It will, I think, give all the information required, along with the following facts. The facts are briefly these: The income is about £330, and will not be much more, as land at Motueka has diminished in value owing to floods.

There is a master, who is ably assisted in his work by his wife. His work is well done. Five girls are boarded. Two boys, and a few, but irregular, day scholars. The attendance is extremely irregular.

The cost of tuition (£190), board and clothing, and collection of the rents of forty holdings, amounts altogether to £350 more than the actual income. At present, for this year, the excess of expenditure is met by payment of arrears of some standing, which source however is now exhausted, as, with one exception, which will soon be eliminated, there are no arrears.

I have, &c.,

ANDREW BURN NELSON.

The Secretary, Royal Commission.

Report of Whakarewa Estate, laid before the Synod by the Right Rev. the Bishop of Nelson, Trustee.

The operations of this trust consist now of a very efficient boarding industrial school for girls of the Maori race, and a day school which is attended by a few boys, but rather irregularly. The boarding department is under the able and kindly care of Mr. and Mrs. Baker, and the results in the case of those children who have given the institution a fair trial have been very satisfactory.

The funds of the institution do not allow of a greater number of boarders being taken, unless they are paid for, as it is found impossible to provide for the present number at a cost of less than 8s. apiece per week, for which the children are clothed and fed.

For some time the Maoris did not appreciate the advantages of the boarding establishment, but now, seeing the effect on the scholars already taken, they are anxious for more to be taken. They must not be judged as Europeans in this matter: the Maoris are so much attached to their children that it is not for the sake of the cost of their keep and education that they send them, but rather for the benefit of the education itself. The boarders have been examined by me, and a special examination has been fully conducted by the Rev. T. S. Grace in Maori, and from time to time the Rev. S. Poole has kindly visited the school. I regret to say that one of the most promising girls has died during the year, but the consistency of her life showed her to be a true Christian, and the fact of her funeral being attended by all the Maoris and a good many Europeans, and being conducted in the most orderly manner, testifies to the esteem in which she was held. The same combined interest was felt in the wedding of Mr. and Mrs. Parkes, the latter of whom was a scholar of the institution for many years.

Mr. Baker met with great discouragement in his work at first, but by perseverance the Maoris have learned to appreciate him, and he feels, he says, rewarded for all he has endured, and only regrets that there are not more Maoris.

The greatest praise is due to Mrs. Baker, who by her instruction given to the girls conveyed in the Maori language, and by her kind and motherly manner towards the children, has proved a true friend to them. She has nursed them as if they were her own.

It seems as if this boarding system would answer, and it is the only system that will: day-schools, where as much is unlearned at night as is learned during the day, are very difficult to keep up, and it is the thoroughness of the training that shows the advantage of the boarding system.

Income and Expenditure.

For 1877, the estimated income was £334 18s., and, owing to the payment of previous arrears, it was £366 13s. 3½d.; while the expenditure was as follows: Teacher's salary, £190; repairs to Te Uma farmhouse, £32 7s. 2½d.; rent of building for school, £20; insurances, £7 7s.; bailiff and collector's commission, £35 4s. 6d.; boarding and clothing—five boarders at 9s., now 8s., £117: total, £392 18s. 8½d.

It will be seen from the above that the expenditure is above the actual receipts for the year: this has been met by the payment of arrears of past years.

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 year's floods.

The present cost of the institution is £354 7s. 7d., about £20 above its income.

Every additional £20 per annum will wholly maintain and educate a Maori child.

It is intended to apply to the Native Department for assistance towards an additional number of boarders.

The property is in a satisfactory position as regards the payment of rents. The holdings are numerous, but with few exceptions the rents are regularly and without great difficulty collected.

Much damage was done to the estate by the disastrous floods of last year, and a few of the rents were reduced. Those leases which have run out have been renewed after due investigation and valuation, based in great measure on the Road Board valuation, the amount of improvement being taken into account in estimating the increase of the rent. It would obviously be unfair to raise the rent simply on account of the improvements made by the tenant.

I wish to place on record my satisfaction with the efforts of Mr. and Mrs. Joseph Baker in connection with this institution; my only regret is that there are not funds to extend its operations and enable them to have more scholars.

A boarding-school is, of course, expensive; but its work is so much more thorough and permanent than an ordinary school, and the training the girls receive is of an industrial character, as may be seen from the useful needlework they do.

I wish also to record the careful and business-like assistance I receive from Mr. F. Greenwood, who acts as steward and collector, the holdings, upwards of forty in number and very varied, requiring the supervision of some one on the spot who is acquainted with their condition and capacities.

4th November, 1878.

ANDREW BURN NELSON.

(b.) Memorandum as to Motueka Leases.—(Sec. R. Com.)

One form of lease is for twenty-one years, and contains the following words: "surrender and yield up all erections and buildings then standing upon the said demised land, and whether affixed to the freehold or otherwise, it being the intent and meaning of these presents that all erections and buildings now or hereafter to be erected or placed upon the said demised land during the said term shall become the property of the said Bishop." It contains also provision for renewal of lease for twenty-one years, at valuation made and estimated on the value to let, such value to be ascertained by two arbitrators appointed mutually by the parties, or by a third appointed beforehand by the other two. The other form of lease is for twenty-one years, and provides that buildings damaged by fire, &c., are to be replaced by tenant. There is no covenant for renewal.

X.—REPORTS OF UNIVERSITY EXAMINERS.

1. EXAMINATION OF MAY, 1876.

CLASSICS.—Examiners: Professor Brown and Professor Sale.

SIR,—

In the enclosed lists we beg to submit the results of the recent classical examinations (1) for the degree, (2) for the senior scholarships, (3) for the junior scholarships in Latin, and (4) for the junior scholarships in Greek.

With regard to the degree examination the papers of the successful candidates are specially commendable for careful preparation. In the paper on the subject-matter particularly many of the minutest details seem to have been noticed and remembered. In A's papers this minute knowledge was most remarkable, but it was also very noticeable in B's and K's. E's papers showed in many places marks of excessive haste, and in the Latin prose this led to a complete failure on his part: at the same time in the other two subjects he frequently showed more ability than any other candidate.

With regard to the senior scholarship examination, the papers of P and R were almost worthless, whilst those of M, S, and N, though not so conspicuous a failure, did not approach the standard necessary to entitle them to a scholarship.

With regard to the junior scholarship examination we regret to say that our report must be exceedingly unfavourable both in the Greek and Latin subjects. The candidate who stood highest failed to obtain even a third of the total number of marks. In apportioning the marks we gave the highest value to the passages for translation into English, and it was in this paper that even the best candidates failed most completely. It was not merely that they were unable to cope with the difficulties; most of them seemed unable to use their reasoning faculties in comprehending the most simple Greek or Latin sentence. Not only so, but the great majority of the candidates seemed unable to put together English words into an intelligible form. There were a few exceptions, and we may especially mention the translation papers of No. 5, who stands second in the Latin examination, and who, although much less advanced than many of the other candidates, has evidently learned to use his common-sense both in discovering the meaning of a Latin sentence, and in expressing that meaning in English.

The papers set were certainly not of undue difficulty, and ought to have been within the reach of a candidate, say, of sixteen years of age who had studied Latin or Greek as a language. This evidently has not been done. It would serve no good purpose to refer to the blunders—many of them almost incredible—committed by the majority of the candidates; but we may remark that in the papers of most, even of those who stood highest, very great ignorance was displayed of the commonest syntactical usages and even of the accidence. It is evident to us that great harm has been done by the scholarship examinations of previous years being confined to prepared work only. It seems as though nearly all the candidates had been taught to depend entirely upon their teachers, and had never been exercised in the use of their reasoning faculties, or in the practice of writing English in their own words.

At the same time we have no doubt that if the examination had been confined, as in former years, to subjects specially prepared by the candidates with the assistance of their teachers many of the candidates would have passed well.

As this is the first occasion on which we have had an opportunity of examining the work done in the various classical schools in the colony, we should feel greatly relieved if this expression of opinion were corrected or confirmed by some competent authority. We beg to suggest that the questions and answers in the junior scholarship classical examination be submitted to Mr. Andrew, of Wellington, or to Dr. Badham, of Sydney. Mr. Andrew's opinion would be very valuable, because he would be able to compare the work done in this examination with that done in former years. We need not say that Dr. Badham's name stands very high indeed, both as a teacher and a scholar, not only in England but also on the Continent.

The Chancellor,
University of New Zealand.

We are, &c.,
J. M. BROWN.
G. S. SALE.

DEGREE EXAMINATION (LATIN).

—	Nos. 1 and 4, Passages from Authors.	No. 2, Unseen Passages.	No. 3, Latin Prose.
A	Pass	Pass	Pass.
B	Pass	Pass	Pass.
C	Fail	Fail	Pass.
E	Pass	Pass	Fail.
F	Fail	Fail	Pass.
K	Pass	Pass	Pass.

A, B, and K therefore pass in all the papers, E in two papers only, and C and F in one only.

SENIOR SCHOLARSHIP (LATIN).

—	No. 1, General Paper.	No. 2, Translation.	No. 3, Latin Prose.	Total.
	Per cent.	Per cent.	Per cent.	Per cent.
M	17	27	27	24
N	11	15	22	16
P	5	5	2	4
R	1	5	5	4
S	24	28	28	27

JUNIOR SCHOLARSHIP (LATIN).

No.	No. 1 (General), Marks 500.	No. 2 (Translation), 600.	No. 3 (Prose), 400.	Total, 1,500.
1	142	72	84	298
2	147	186	148	481
3	30	60	20	110
4	50	60	60	170
5	95	216	96	407
6	142	150	64	356
7	15	30	28	73
8	32	30	88	150
9	50	30	80	160
10	37	30	28	95
11	37	12	8	57
12	47	12	28	87
14	105	66	40	211
15	120	120	64	304
16	20	12	4	66
17	40	108	148	296
18	55	108	68	231
19	145	144	88	377
21	22	24	4	50
23	100	24	48	172
24	60	36	28	124

JUNIOR SCHOLARSHIP (GREEK).

No.	No. 1 (General), Marks 300.	No. 2 (Translation), 400.	No. 3 (Prose), 250.	Total, 1,000.
1	63	16	12	91
2	121	80	65	266
3	3	28	...	31
6	59	60	27	146
15	21	24	2	47
18	45	20	13	78
19	70	48	20	138
23	56	32	20	108
24	25	8	...	33

J. M. BROWN.
G. S. SALE.

MATHEMATICS.—Examiners: Professor Shand; F. Macrae, Esq.

SIR,—

We have the honour to report that the candidates for junior scholarships, whose papers are marked No. 1, 2, and Nos. 4, 5, &c., to 24, have obtained in mathematics the number of marks set opposite their respective numerical designations in the appended schedule.

We have, &c.,

The Chancellor.

JOHN SHAND,
FARQUHAR MACRAE, } Examiners.

SCHEDULE OF MARKS.—Junior Scholarship Examination, 1876.—Mathematics.

No. 1	...	...	554	No. 14	...	...	810
" 2	...	...	1,122	" 15	...	...	300
" 4	...	...	750	" 16	...	...	137
" 5	...	...	1,136	" 17	...	...	750
" 6	...	...	412	" 18	...	...	529
" 7	...	...	624	" 19	...	...	714
" 8	...	...	954	" 20	...	...	330
" 9	...	...	800	" 21	...	...	37
" 10	...	...	550	" 22	...	...	433
" 11	...	...	175	" 23	...	...	340
" 12	...	...	870	" 24	...	...	202
" 13	...	...	607				

JOHN SHAND,
FARQUHAR MACRAE, } Examiners.

SIR,—

I have the honour to present my report on the examination for the B.A. degree and senior scholarships.

The candidates A and B have answered very creditably several of the papers set, and all of them to my satisfaction. It was not indeed possible for them, on the paper set in mechanics, to show that they possessed such a knowledge of this branch of mathematics as is required from candidates who are subject to the new examination; but, on the evidence furnished by the whole of their papers, and in particular by their papers in algebra and trigonometry, I have no hesitation in deciding that their knowledge of mathematics in general is equal to what the new examination scheme requires.

I have to certify, therefore, that A and B have, in my opinion, passed, whether they are under the new or under the old regulations.

D and H have sent up no papers in trigonometry, and cannot therefore pass if they are under the new regulations. The other four papers have all been answered by D to my satisfaction. In dealing with the more difficult problems D shows quite as much mathematical ability as either A or B, but he is somewhat inferior to both in carefulness, in finish, and in accuracy of expression. The case of H is doubtful. He has not quite satisfied me in algebra, and though he has passed in the other branches he has done so without a great deal of merit to spare. I have decided, however, to admit his claim, because, although not strong in mathematics, he has exhibited general intelligence in his answers and methods.

I have therefore to report that, in my opinion, D and H have passed if they are under the old regulations.

The remaining candidates, C, F, G, and K, are not, in my opinion, entitled to pass whether they are under the new or under the old regulations. Three of them, C, F, and K, have answered well in the paper on mathematics, and the two last have also passed, though with difficulty, in Euclid. They have failed however (in many cases signally) in all the other papers. With the doubtful exception of the Euclid paper, G has failed throughout.

The annexed table (Table I.) contains the details of examination. In deciding whether candidates should pass if under the new regulations I have excluded the paper on arithmetic, and in deciding whether they should pass if under the old regulations I have excluded the paper on trigonometry. I have marked the other papers as if they were suitable for either examination.

In the senior scholarship examination all the papers were very poorly answered, and no candidate obtained even one-fourth of the total marks. I am unable, therefore, to recommend that any senior scholarships be awarded on the ground of "great credit" in mathematics. Table II. contains the percentages of marks obtained by the candidates.

JOHN SHAND,
Examiner in Mathematics.

TABLE I.

	Arithmetic.	Algebra.	Euclid.	Trigonometry.	Mechanics, &c.
A	Passed ...	Passed ...	Passed ...	Passed ...	Passed.
B	Passed ...	Passed ...	Passed ...	Passed ...	Passed.
C	Not passed ...	Not passed ...	Not passed ...	Not passed ...	Passed.
D	Passed ...	Passed ...	Passed ...	...	Passed.
F	Not passed ...	Not passed ...	Passed*	Not passed ...	Passed.
G	Not passed ...	Not passed ...	Passed*	...	Not passed.
H	Passed ...	Not passed*...	Passed ...	...	Passed.
K	Not passed ...	Not passed ...	Passed*	Not passed ...	Passed.

* Doubtful.

TABLE II.—SENIOR SCHOLARSHIPS.

—	Geometry.	Algebra and Trig.	Mechanics, &c.	Averages.
	Per cent.	Per cent.	Per cent.	Per cent.
M	12	27	26	22
N	9	30	17	19
P	5	7	5	6
R	11	14	10	12
S	9	18	10	12

SIR,—

I have the honour to enclose herewith the results of my examination of the mathematical papers of the candidates for the B.A. degree, as requested in your telegram of the 9th instant. These results are given in the form prescribed in your letter of the 15th June (Paper A).

In his telegrams to me of 28th and 31st July, copies of which were posted to you on the 10th instant, Professor Shand states that, in his opinion, candidates for the degree are not required to satisfy *both* of the examiners, who "should report separately on the B.A. examination, in regard to which there is no necessity for their agreement." It appears to me that this view of the functions of the examiners is not only inconsistent with the letter and spirit of the instructions contained in your letter of 21st March, but that, if acted upon, it might inflict serious injury on a candidate who, while satisfying one of the examiners, might not reach the standard independently demanded by the other. In the absence of an agreement, considered by my colleague unnecessary, as to the amount of attainment to be required for passing, I have deemed it my duty to adopt the standard prescribed by the Senate in the session of 1875 (Minutes of 1875, p. 21), and to report that those students who have worked one-third of any paper have passed in that subdivision of the subject, and that those who have on the whole worked one-third of all the papers have passed in "Mathematics."

In the "List of Subjects prescribed for the B.A. Degree in May, 1876" (enclosure No. 3, in your Letter of 21st March), the subject of mathematics is limited to the four branches of arithmetic, Euclid, algebra, and mechanics and hydrostatics, in which branches alone therefore candidates should have been examined.

In compliance with your instructions, I have the honour to enclose a report on the answers of the undergraduates A, B, C, F, and K to the paper on trigonometry, forwarded by Professor Shand, and a summary of the results arrived at by substituting that paper for the arithmetic prescribed by the Senate (Paper B).

My examination of the papers of the candidates for senior scholarships is not yet completed. I hope to be able to forward them by next mail.

I have, &c.,

FARQUHAR MACRAE.

PAPER A.—Return of Results in B.A. Examinations, May, 1876.—Mathematics.

—	Arithmetic.		Algebra.		Euclid.		Mechanics, &c.		Mathematics.
A	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
B	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
C	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
D	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
F	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
G	Failed	...	Failed	...	Passed	...	Failed	...	Failed.
H	Failed	...	Passed	...	Passed	...	Pass (?)	...	Passed.
K	Passed	...	Failed	...	Passed	...	Passed	...	Passed.

PAPER B.—Return of Results obtained on substituting Trigonometry for Arithmetic, as proposed by Professor Shand.

—	Algebra.		Euclid.		Mechanics, &c.		Trigonometry.		Mathematics.
A	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
B	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
C	Passed	...	Passed	...	Passed	...	Failed	...	Passed.
F	Passed	...	Passed	...	Passed	...	Passed	...	Passed.
K	Failed	...	Passed	...	Passed	...	Passed	...	Passed.

FARQUHAR MACRAE,
Examiner.

SIR,—

I have the honour to report that the undergraduates who are designated respectively A and B as candidates for the B.A. degree, and M and N as competitors for senior scholarships, have passed with great credit the mathematical portion of the compulsory section of the examination.

I have, &c.,

FARQUHAR MACRAE,
Examiner.

ENGLISH LANGUAGE AND LITERATURE.—Examiners: Mr. H. Jacobs; Mr. J. Curnow.

SIR,—

We beg to acknowledge the receipt of fifty-one papers containing the answers of seventeen students to the questions on English language and literature set by us for the junior scholarship examination.

We have examined these papers according to the instructions contained in your communication of the 19th ultimo, and herewith enclose a list showing the number of marks obtained by each candidate. Further, we desire to *especially recommend* the papers of No. 2, as exhibiting such a knowledge of the English language and its literature as would warrant the Chancellor in using his discretionary power of awarding a scholarship without reference to the aggregate number of marks obtained in not less than two, and not more than four, prescribed subjects.

We have, &c.,

HENRY JACOBS,
JOHN CURNOW,

Examiners in English Language and Literature.

NUMBER of MARKS obtained by each Candidate in the English Language and Literature Papers of the Junior Scholarship Examination, 1876.—(Highest marks obtainable: 750.)

No. 2	...	...	...	622	No. 12	...	...	...	243
" 6	...	...	...	452	" 11	...	...	...	222
" 19	...	...	...	429	" 15	...	...	...	215
" 20	...	...	...	429	" 7	...	...	...	180
" 23	...	...	...	392	" 21	...	...	...	170
" 5	...	...	...	387	" 9	...	...	...	156
" 10	...	...	...	358	" 3	...	...	...	147
" 8	...	...	...	267	" 17	...	...	...	143
" 4	...	...	...	259					

SIR,—

We beg to acknowledge the receipt of eight papers, being the answers of the undergraduates of the University of New Zealand to the questions set upon the subject designated "English language and literature." Three of these papers were marked with the letter G, three with the letter H, and two with the letter E.

We have examined these papers in accordance with the Chancellor's instructions contained in your communication of the 19th ultimo, and we have the honour to submit the following tabular statement as the result of that examination:—

	(a.) Origin, History, and Structure of the English Language.	(b.) Periods of English Literature, &c.	(c.) Bacon's Reign of Henry VII.	(d.) Essay.	Whole Subject, English.
G	Passed ...	Passed ...	Passed ...	Passed ...	Passed.
H	Passed ...	Passed ...	Passed ...	Passed ...	Passed.
E	...	...	Passed ...	Passed ...	?

We have, &c.,

E. A. WORTHY.
JOHN CURNOW.

MODERN LANGUAGES.—Examiners: C. Turrell; F. Lohse.

SIR,—

I beg to enclose the marks for the French papers. They were forwarded in the first instance by me to Miss Lohse at her particular request. She thoroughly examined them, and in the case of the candidates for junior scholarships she affixed the mark each candidate deserved: after duly examining the same I also affixed the mark I thought each answer deserved. The difference between the sum-total of my marks and of Miss Lohse's is so slight that it will not affect the position of any candidate. You will perceive that No. 2 is far ahead of the rest in marks; the next is No. 23.

Candidate D's papers for the B.A. degree are very good, especially the paper on literature, in which he shows a thorough knowledge of the history of Montesquieu and his writings. His paper on English into French might certainly have been much better done; but then this is a particularly difficult subject, consequently one must not be too exacting. I have thought it best to assign marks to D, because by marks it is easier to measure the exact amount of credit he deserves.

I have, &c.,

CHAS. TURRELL.

JUNIOR SCHOLARSHIP (FRENCH).

No.	Grammar, &c. (Maximum, 200.)	Translation. (Maximum, 200.)	French Prose. (Maximum, 100.)	Total.
2	133	190	50	373
3	66	170	...	236
5	60	150	...	210
6	88	130	...	218
7	48	160	...	208
8	33	10	...	43
9	11	..	...	11
10	42	50	...	92
11	67	175	20	262
15	89	165	20	274
17	41	180	50	271
19	121	90	...	211
20	96	95	20	211
21	59	110	...	169
23	82	185	30	297

B.A. DEGREE.

	Grammar, &c. (Maximum, 200.)	Literature. (Maximum, 200.)	Translation. (Maximum, 300.)	French Prose. (Maximum, 100.)	Total.
D	175	125	287	70	657

CHAS. TURBELL.

SIR,—

In accordance with the instructions given to me by the Registrar I enclose the results of the examinations in French. I would draw your attention particularly to No. 19 and to D.

Believe me, &c.,

F. LOHSE.

JUNIOR SCHOLARSHIP.

No.	Marks.	No.	Marks.
2	373	6	215
23	298	5	212
17	269	20	210
11	264	19	205
15	254	21	169
12	246	10	91
3	240	8	43
7	238	9	13

EXAMINATION FOR THE B.A. DEGREE.

D, the undergraduate, wrote an excellent paper. All the grammar questions are answered most satisfactorily, and if they be here and there incomplete we must not forget how much had to be done in three hours' time. There are very few inaccuracies in the answers to grammar questions, and some answers are admirably given. The sketch of the life of Corneille is very well drawn; every statement and nearly every date are correct. Some questions in literature—viz., 1, 5, 7, 8, and 9—are not answered at all, perhaps owing to the statements in the Calendar of University of last year, p. 60; others—viz., 4 and 6—are but imperfectly answered. The account of Montesquieu (answer 10) is again very satisfactory. The translations contain hardly any mistakes except the last one, from English into French. Some idiomatical niceties and some peculiarities of style betray the foreigner. The candidate deserves much praise. He must have studied diligently and conscientiously.

F. LOHSE.

HISTORY.—Examiner: H. Jacobs.

SIR,—

I have the honour to acknowledge the receipt of your letter of 19th June, accompanying a packet containing the answers of candidates for junior scholarships to the examination papers in history, and conveying information as to the mode of arriving at a final decision as to the result of the examination.

I have now the honour to report that I have examined the eight papers of answers forwarded to me, marked respectively 1, 3, 7, 8, 10, 11, 17, and 20, and that I have allotted marks as under showing the relative merits, in my judgment, of each paper, the full number of marks obtainable being 500:—

No.	1	...	...	Marks.	No.	10	...	...	Marks.
	1	...	...	335		10	...	...	138
	3	...	...	183		11	...	...	104
	7	...	...	239		17	...	...	126
	8	...	...	244		20	...	...	403

I have further to state that I have much pleasure in making a special recommendation in favour of No. 20. I feel satisfied that if the Chancellor were to see fit, in the exercise of his discretion, to confer a scholarship on this candidate, it would be exceedingly well deserved, so far as the examination in history is concerned.

I have, &c.,

HENRY JACOBS.

SIR,—

I have the honour to acknowledge the receipt of the answers of two undergraduates to the examination paper in history set by the late Rev. F. C. Simmons and myself.

The papers of answers are marked respectively E and G.

Both of these gentlemen exhibit, in my judgment, a fair amount of knowledge of the subject brought up, and I have no hesitation in reporting that they are qualified to pass, so far as history is concerned.

I have, &c.,

HENRY JACOBS.

NATURAL AND PHYSICAL SCIENCE.—Examiners: Professor Bickerton; Professor Black.

SIR,—

I have the honour to submit the following report on the B.A. and junior scholarship examinations in science.

I am, &c.,

A. W. BICKERTON, F.C.S.

B.A. DEGREE.

Botany (total value, 100).—G: 4, 7, 3, 5, 5, 7, 8, 5, 6, 4, 7, 7: total, 68.

Zoology (total value, 100).—G: Vertebrata, 6, 4, 4, 6; invertebrata, 6: total, 26.

Geology and Mineralogy (total value, 100).—G: 8, 8, 3, 7½, 8½, 3, 4, 5½, 7: total, 54½.

Chemistry (total value, 100).—D: 8, 8, 5, 5½, 4, 8½, 8, 8, 4½, 8, 8, 8½: total, 84. H: 8½, 6, 8½, 5½, 2, 8½, 5, 8, 6½, 3, 3: total, 64½.

Summary of Results.—D passes in chemistry with special commendation. H passes in chemistry. G passes in geology and mineralogy, passes in botany, fails in zoology=passes in physical science.

I desire to call attention to a footnote to G's papers, from which it appears that he had to do botany and zoology in the time allotted to one subject.

JUNIOR SCHOLARSHIP.

Heat (total value, 500).—No. 13: 20, 40, 30, 10, 20, 42, 20, 30: total, 212. No. 20: 30, 20, 10, 10, 15, 5, 10: total, 100.

Light and Sound (total value, 500).—No. 12: 30, 40, 30, 30, 40, 30, 40, 40, 30: total, 310. No. 13: 20, 25, 25, 35, 40, 42, 20: total, 197. No. 22: 35, 20, 25, 30, 40, 10: total, 160.

Electricity (total value, 500).—No. 12: 30, 20, 20, 35, 30, 20, 40, 30: total, 225. No. 20: 30, 20, 10, 25, 10, 20, 30, 30, 25, 35, 10: total, 245. No. 22: 20, 5, 30, 20, 25, 20, 30, 35, 30, 30, 40, 25: total, 310.

Geology (total value, 500).—No. 16: 40, 30, 15, 25, 10, 25, 30, 20: total, 195. No. 21: 30, 30, 15, 5, 15, 35, 5: total, 135.

Zoology (total value, 500).—No. 14: 45, 50, 50, 50, 45, 50, 45, 45, 35, 30: total, 445. No. 21: 40, 30, 35, 40, 40, 35: total, 220.

Botany (total value, 500).—No. 14: 40, 35, 35, 20, 30, 25, 45, 40, 35, 45, 35: total, 385. No. 16: 5, 25, 15, 25, 20, 30, 10, 10: 150.

Summary of Results.—No. 12 obtains 225 in electricity; 310 in light and sound: total, 535. No. 13 obtains 212 in heat; 197 in light and sound: total, 409. No. 14 obtains 445 in zoology; 385 in botany: total, 830. No. 16 obtains 195 in geology; 150 in botany: total, 345. No. 20 obtains 245 in electricity; 100 in heat: total, 345. No. 21 obtains 135 in geology; 220 in zoology: total, 355. No. 22 obtains 310 in electricity; 160 in light and sound: total, 470.

I have much pleasure in recommending No. 14 for a special scholarship in natural science.

A. W. BICKERTON.

SIR,—

I have the honour to report on the examination papers in physical science set this year to candidates for the degree of B.A. and for junior scholarships.

B.A. DEGREE.

Chemistry (total value, 100).—D: 7½, 8, 4½, 4½, 4, 8½, 8, 8, 5, 8, 8½, 8½: total, 83. H: 8½, 6, 5½, 5½, 8½, 2, 8, 5, 5, 3, 0, 5: total, 62.

Geology and Mineralogy (total value, 100).—G: 7½, 7, 0, 1½, 8, 8½, 0, 0, 2½, 3, 5, 8: total, 51.

Zoology, Invertebrata (total value, 100).—G: 0, 0, 0, 0, 0, 8, 0, 0, 0, 0: total, 8.

Zoology, Vertebrata (total value, 100).—G: 8, 5, 7, 0, 0, 0, 0, 0, 5: total, 25.

Botany (total value, 100).—G: 6½, 8, 1, 3, 5, 7, 7½, 5, 4, 3, 7, 7½: total, 64½.

Note.—The candidate G complains of the unfairness of having to answer the two papers in zoology and one paper in botany in the time allotted to zoology.

Summary of Results.—D passes in chemistry with special commendation. H passes in chemistry. G passes in geology, mineralogy, and botany, but fails in zoology=passes in physical science. Note at the end of his paper that he was restricted for two papers in zoology and one paper in botany to the time allowed to other candidates for zoology alone. I should consider two hours sufficient time for each paper in zoology, and two hours for the paper in botany.

JUNIOR SCHOLARSHIP.

Heat (total value, 500).—No. 13: 15, 40, 35, 5, 0, 10, 40, 20, 0, 30, 0, 0: total, 195. No. 20: 25, 20, 10, 12, 20, 0, 0, 5, 0, 0, 0, 5: total, 97.

Electricity (total value, 500).—No. 12: 30, 0, 0, 20, 20, 0, 35, 30, 20, 40, 0, 30: total, 225. No. 20: 30, 0, 15, 10, 30, 10, 15, 30, 30, 20, 30, 15: total, 235. No. 22: 25, 5, 35, 20, 25, 20, 35, 35, 30, 30, 40, 25: total, 325.

Light and Sound (total value, 500).—No. 13: 20, 20, 25, 0, 0, 35, 0, 40, 42, 0, 0, 15: total, 197. No. 22: 0, 20, 20, 25, 0, 30, 0, 40, 40, 0, 0, 10: total, 185. No. 12: 30, 40, 35, 30, 0, 40, 0, 30, 40, 40, 30, 0: total, 315.

Geology (total value, 500).—No. 21: 0, 20, 0, 0, 0, 15, 0, 40, 25, 30: total, 130. No. 16: 18, 35, 0, 0, 15, 10, 30, 25, 30, 35: total, 198.

Zoology (total value, 500).—No. 14: 45, 50, 50, 45, 45, 45, 50, 40, 45, 25: total, 440. No. 21: 40, 35, 30, 40, 20, 0, 0, 20, 35, 0: total, 220.

Botany (total value, 500).—No. 14: 35, 35, 30, 25, 30, 20, 50, 40, 45, 34: total, 344. No. 16: 10, 0, 20, 20, 20, 15, 36, 10, 15, 7: total, 153.

Summary of Results.—No. 12 obtains 225 in electricity; 315 in sound and light: total, 540. No. 13 obtains 195 in heat; 197 in sound and light: total, 392. No. 14 obtains 440 in zoology; 344 in botany: total, 784. No. 16 obtains 198 in geology; 153 in botany: total, 351. No. 20 obtains 235 in electricity; 97 in heat: total, 332. No. 21 obtains 130 in geology; 220 in zoology: total, 350. No. 22 obtains 325 in electricity; 185 in sound and light: total, 510.

I have much pleasure in being able to recommend 14 for a special scholarship in natural science, and have to add that, with the exception of 14, 12, and 22, the papers given in obtained, as will be seen, marks which fall considerably short of half value.

I have, &c.,

JAMES G. BLACK, M.A., B.Sc., D.Sc.

Mean of Results.

B.A. Degree.—Both examiners agree that D passes in chemistry with special commendation. H passes in chemistry. G passes in geology and mineralogy, passes in botany, fails in zoology—passes in science.

A. W. BICKERTON.

Junior Scholarship :—

No.	...	...	...	Total Mean.	No.	...	...	...	Total Mean.
No. 12	...	...	...	537½	No. 20	...	...	...	338½
„ 13	...	...	...	400½	„ 21	...	...	...	352½
„ 14	...	...	...	807	„ 22	...	...	...	490
„ 16	...	...	...	348					

Both examiners agree in recommending No. 14 for a special scholarship in natural science. No. 12 is the only other candidate to whom the examiners agree in awarding more than half marks.

A. W. BICKERTON.

2. EXAMINATION OF NOVEMBER, 1876.

CLASSICS.—Examiners: Professor Sale; Professor Brown.

SIR,—

We beg to forward the enclosed results of the examination of candidates in Latin for the degree and senior scholarship held in November last.

In the degree examination E's papers are almost on a level with the best of those in last examination: the same remarkable minuteness of information and accuracy of memory-work characterize them. The papers of C and D show a similar tendency to detail without any of the accuracy: they have occasionally a curious confusion in the use of proper names, as if they had been hurriedly read or heard, and imperfectly understood. The paper of passages for translation at sight is the only one that has been done satisfactorily by all.

With regard to the prepared work, may we be allowed to suggest that, considering the number of the subjects in which the candidates have to pass, and the tests of classical scholarship applied in papers Nos. 2 and 3, the amount might with advantage be reduced?

The scholarship papers are not so good as those for the degree, though N's show, perhaps, a slight advance on those of the May examination; they do not, however, approach the standard which seems necessary for a senior scholarship, having been awarded only 34 per cent. of the marks.

We remain, &c.,

J. M. BROWN, }
G. S. SALE, } Examiners in Classics.

RESULTS OF DEGREE EXAMINATION, November, 1876.

—	No. 1.	No. 2.	No. 3.	No. 4.
C	Fails ...	Passes ...	Fails ...	Fails.
D	Fails ...	Passes ...	Fails ...	Fails.
E	Passes ...	Passes ...	Passes ...	Passes.
F	Fails ...	Passes ...	Fails ...	Fails.

C, D, and F fail in all but Paper No. 2. E passes in all.

J. M. BROWN.
G. S. SALE.

RESULTS OF SCHOLARSHIP EXAMINATION.

—	No. 1.	No. 2.	No. 3.	Total.
N	21	46	35	34 per cent.
H	3	17	30	17 per cent.

N obtains 34 per cent. of marks. H obtains 17 per cent. of marks.

J. M. BROWN.

G. S. SALE.

MATHEMATICS.—Examiners: Professor Shand; Professor Cook.

SIR,—

The following is a brief statement of the results of the examinations in mathematics which have recently been held by the University of New Zealand:—

B.A. EXAMINATION.

—	Arithmetic.	Algebra.	Euclid.	Trigonometry.	Mechanics.
C	Failed ...	Passed ...	Passed ...	Failed ...	Failed.
D	Failed ...	Passed ...	Passed ...	Failed ...	Failed.
E	Failed ...	Passed ...	Passed ...	Failed ...	Passed.
F	Passed ...	Passed ...	Passed ...	Passed ..	Passed.

Taking however mathematics as a whole, we think that C, E, and F should be allowed to pass whether under the old or new regulations, and that D should not be allowed to pass in either case. In arriving at this opinion, we have reckoned arithmetic, algebra, Euclid, and mechanics as forming the mathematics under the old regulations; algebra, Euclid, trigonometry, and mechanics as forming the mathematics under the new regulations.

Senior Scholarship Examination.

The candidate whose papers are marked H, being obviously the same individual as the one whose papers are marked F in the pass examination, has, in our opinion, acquitted himself with credit in mathematics, and we therefore recommend that a senior scholarship should be awarded him.

Honour Examination.

We recommend that the candidate whose papers are marked G should be placed in the first class.

JOHN SHAND,
C. H. H. COOK, } Examiners.

ENGLISH.—Examiners: E. A. Worthy; J. Curnow.

SIR,—

We have the honour to acknowledge the receipt of six sets of examination papers, three of which were marked A and three B, containing answers to questions set by us as duly-appointed examiners in English language and literature for the University of New Zealand. These papers we have examined in the manner prescribed by the Chancellor of the University, and as the result of our examination we beg to submit the following report:—

—	Structure and History of English Language.	Bacon's Reign of Henry VII.	English Essay.
A	Passed	Passed	Passed.
B	Passed	Passed	Passed.

We have, &c.,

E. A. WORTHY.
J. CURNOW.

LAW AND CONSTITUTIONAL HISTORY.—Examiners: C. J. Foster; H. H. Lusk.

SIR,—

I have the honour to report that I have examined the papers marked A and B (jurisprudence and constitutional history) for the B.A. examination, November and December, 1876, and I have also forwarded the papers to Mr. Lusk as desired.

I have further the honour to report that both the candidates passed in both subjects. Paper A was very satisfactory in both subjects. Paper B was adequate in jurisprudence, but considerably less satisfactory in constitutional history; but, according to my experience in the University of London, I have no doubt he would be allowed to pass there, though probably in the second class.

I have, &c.,

C. J. FOSTER,
Law Examiner.

SIR,—

I have the honour, in accordance with the instructions conveyed to me by the letter of the Secretary of the University, bearing date 20th December, to report upon two sets of papers on the above subjects marked respectively A and B in each subdivision of the subject.

In the subdivision Jurisprudence both sets are in my judgment very satisfactory. In assigning a value in percentage marks to the answers, I consider those marked A to be worth 80 per cent. of the highest marks obtainable, and those marked B to be worth 83 per cent.

In the subdivision Constitutional History the papers are not so good, but I consider them nevertheless satisfactory, when the involved character of the text-book selected is taken into account. I have assigned a percentage value of 70 marks to the answers marked A, and a value of 63 per cent. to those marked B. On the whole, I consider that both candidates have passed with credit in both subdivisions of this subject.

I have, &c.,
HUGH H. LUSK.

CHEMISTRY.—Examiners: Professor Black; Professor Bickerton.

SIR,—

I have the honour to report the marks obtained in the chemistry paper by candidates for the B.A. examination held in November last.

The result of the examination in chemistry is that A (775 marks) has passed, and B (450 marks) failed, in that subject. Highest number of marks attainable, 1,200.

JAMES G. BLACK,
— Professor of Chemistry, Joint Examiner.

SIR,—

I have the honour to report on the chemistry paper of the B.A. examination of the University of New Zealand held in November, 1876.

Of the two papers, A passes; B fails. The marks are as follow: A, 780; B, 440.

I have, &c.,
A. W. BICKERTON.

3. EXAMINATION OF JANUARY, 1878.

CLASSICS.—Examiner: A. Leeper.

SIR,—

Herewith I beg to forward a tabular statement of marks showing the results of the examination in classics for junior scholarships. The general character of the answering is, in my opinion, somewhat lower proportionately than that of the candidates for the B.A. degree and for senior scholarships. The latter may, I think, be described as being on the whole very creditable; but it will be observed that only a very small proportion of the twenty-five candidates for junior scholarships have succeeded in obtaining half marks in Latin. Several of the papers—for example, those of Nos. 10, 17, 19, 21, 22, 25, and 29—show such an extremely low level of scholarship as to make it matter for surprise that these candidates should have taken part at all in the competition. The papers of questions are, I believe, as nearly as possible of the same character as would be set at an examination for an open scholarship (with limitation of age) at an Oxford College. Only one candidate (No. 9) has shown a knowledge of Latin at all approaching what would be required for success in such a competition. The papers of Nos. 1 and 31 are, I think, though widely removed in merit from those of No. 9, still sufficiently good to entitle those candidates to some credit in the subject (Latin), if taken in conjunction with other subjects of examination.

Only one candidate (No. 23) has sent in Greek papers deserving of half marks. No. 23's papers have some good features and show decided promise; but the amount of knowledge displayed seems scarcely as high as might have been fairly looked for.

I shall take care that all the papers of answers in classics are duly forwarded to you in the course of a few days.

I have, &c.,
A. LEEPER.

LATIN.

No.	Paper No. 1. (Maximum, 500.)	Paper No. 2. (Maximum, 500.)	Paper No. 3. (Maximum, 500.)	Total. (Maximum, 1,500.)
1	271	227	265	763
5	80	105	150	335
6	105	73	80	258
7	280	202	80	562
8	105	125	70	300
9	408	261	290	959
10	50	60	35	145
12	105	60	105	270
14	221	170	120	511
15	105	20	70	195
16	105	62	70	237
17	20	17	65	102
19	180	25	50	255
20	205	25	55	285
21	10	5	5	20
22	7	10	10	27
23	283	161	100	544
24	130	25	57	212
25	15	35	57	108
26	108	83	50	241
27	210	52	80	342
28	230	90	75	395
29	10	17	50	77
30	100	5	30	135
31	330	205	280	815

GREEK.

No.	Paper No. 1. (Maximum, 350.)	Paper No. 2. (Maximum, 350.)	Paper No. 3. (Maximum, 300.)	Total. (Maximum, 1,000.)
14	233	62	92	387
19	0	8	0	8
20	0	20	0	20
22	0	20	0	20
23	299	94	119	512
28	62	95	76	233

SIR,—

I beg to forward the enclosed sheets containing the results of the classical portion of the examination for the degree of B.A. and for the senior scholarships.

As will be observed by reference to sheet No. 2, five candidates, G, M, N, P, and S, have passed "with great credit" in Latin. Of these, only three, G, M, and N, have exhibited a degree of proficiency which I can consider satisfactory. These three candidates are therefore, in my opinion, so far as relates to the classical portion of the examination, deserving of scholarships.

In your communication dated 19th February, you state that "the undergraduate G, by some strange inadvertence, omitted, after finishing his answers to the Latin paper No. 2 for senior scholarship, to hand them in to the supervisor, and did not find them till three or four days afterwards," and that consequently the paper was not accepted from the candidate, but that directions were given that I should be informed of the fact. This paper has been forwarded to me, I presume, in error; but, under the circumstances, I thought it advisable to examine and report on it.

Sheet No. 3 enclosed contains the numerical marks that I have awarded to candidates for senior scholarships who had previously passed the degree examination "with great credit." The answers given by M and N to questions in grammar and philology, on the paper marked 2 for senior scholarships, call for special commendation. The Latin prose composition of the candidates, whether for the degree or for senior scholarship, is generally of a poor character.

I must express my regret that, through an unfortunate oversight with respect to Paper No. 3 (*i.e.*, the paper on Latin prose composition) of the candidate marked T, I had in my previous report* marked him as not having passed in the whole subject Latin. I trust that no great inconvenience has been occasioned in consequence. On discovering the mistake that had been made I at once sent to you the following telegram: "Mistake in the classical examination. T has passed in Latin."

In the list accompanying your letter of the 19th ultimo you have included V amongst the candidates in Latin; but I have received only Greek papers with that signature. On referring to the list furnished to Professor Nanson I found that V was entered amongst the candidates in Greek, but not among those who took up Latin. I have therefore assumed that this candidate was, through inadvertence, placed under a wrong heading.

I hope to furnish you with the results of the examination in classics for junior scholarships in a few days.

I have, &c.,

ALEX. LEEPER.

EXAMINATION FOR B.A. DEGREE.

I. Under Old Regulations.

A passed in Papers No. 1 and No. 2 Greek, and No. 1 and No. 2 Latin. Result: Passed in Greek and Latin.

II. Under New Regulations.

	Latin.			Greek.			Result.
	No. 1.	No. 2.	No. 3.	No. 1.	No. 2.	No. 3.	
E	P	P	P	P	P	P	Passed Greek and Latin.
F	P	P	N	...	...	...	Passed Latin.
G	P*	P*	P*	...	...	...	Passed Latin.
H	N	N	N	...	...	...	Failed Latin.
K	P	P	N	...	...	...	Passed Latin.
M	P*	P*	P*	...	...	...	Passed Latin.
N	P*	P*	P*	...	...	...	Passed Latin.
P	P*	P*	P*	...	...	...	Passed Latin.
Q	N	P*	P	...	...	...	Passed Latin.
R	P	P	P	...	...	...	Passed Latin.
S	P*	P*	P	...	...	...	Passed Latin.
T	N	P	P	...	...	...	Passed Latin.
V	...	...	...	P	P	P	Passed Greek.
Y	N	P	N	...	...	...	Failed Latin.

Number of candidates, 14.

P = pass; N = fail; the * signifies "great credit."

* Merely a preliminary report, embodied in the above letter.—Sec. R. Com.

EXAMINATION FOR SENIOR SCHOLARSHIPS (LATIN).

	No. 1. (Maximum, 100.)	No. 2. (Maximum, 100.)	No. 3. (Maximum, 100.)	Total. (Maximum, 300.)
G	80	40	65	185
M	76	81	81	238
N	76	67	63	206
P	63	32	62	157
S	36	32	43	111

ALEX. LEEPER,
Examiner.

MATHEMATICS.—Examiner: Professor Nanson.

SIR,—

I have the honour to send herewith the marks for the junior scholarship papers in mathematics. The papers of the candidate No. 31 are very good, and accordingly I recommend that a scholarship be awarded to this candidate.

I have, &c.,
E. J. NANSON.

No.	Algebra. (Maximum, 375.)	Trigonometry. (Maximum, 375.)	Arithmetic. (Maximum, 375.)	Euclid. (Maximum, 375.)
4	74	18	160	123
5	129	0	236	134
6	164	102	244	187
7	72	146	136	155
8	148	256	172	212
9	142	146	276	203
10	99	36	122	128
11	106	136	176	123
12	246	184	214	206
14	80	106	130	140
15	64	4	108	52
16	47	0	112	76
17	51	32	170	112
19	51	112	92	76
20	97	0	174	127
21	95	12	184	169
22	0	0	38	68
23	91	72	162	108
24	66	84	188	112
25	103	88	150	108
26	168	134	256	153
27	72	56	202	174
29	70	64	200	99
30	76	5	100	98
31	261	294	282	228

E. J. NANSON,
Examiner.

SIR,—

I have the honour to report as follows on the mathematical papers of the candidates for the degree of B.A. under the old regulations:—

Algebra.—Passed: B, C, D. Failed: None.

Arithmetic.—Passed: B, C, D. Failed: None.

Geometry.—Passed: B, C, D. Failed: None.

Mechanics, &c.—Passed: D. Failed: B, C.

Mathematics.—Passed: B, C, D. Failed: None.

The candidates have all done well in arithmetic and geometry, and B's paper on algebra was highly satisfactory; but no good papers were sent in on mechanics and hydrostatics.

I have, &c.,
E. J. NANSON.

SIR,—

I have the honour to report on the mathematical papers for the degree of B.A., under present regulations, as follows:—

Geometry.—Passed: E, T, H, Y, G, K, M, N, P, Q, R, S. Failed: F.

Algebra.—Passed: T, H, Y, G, K, M, N, P, Q, R, S. Failed: E, F.

Trigonometry.—Passed: T, H, Y, G, K, M, N, P, Q, R, S. Failed: E, F.

Mechanics and Hydrostatics.—Passed: Y, K, M, N, P, R. Failed: E, T, H, F, G, Q, S.

Complete Subject, Mathematics.—Passed: Y, G, K, M, N, P, R, S. Failed: E, T, H, F, Q. Passed with great credit: K, M, N, P, R. Passed with very great credit: K.

On the whole the candidates answered fairly well in algebra, geometry, and trigonometry. In mechanics and hydrostatics very fair papers were done by K, P, R; but the other candidates showed great weakness. In algebra very good papers were done by K, N.

I have, &c.,
E. J. NANSON.

SIR,—

I have the honour 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.

MODERN LANGUAGES.—Examiner: Professor Strong.

SIR,—

I have the honour of enclosing the marks for the New Zealand University French papers. It will hence appear that candidate No. 31 has done by far the best. Indeed, the papers showed signs of signal industry and care.

I purposely refrain from adding any comments on the present occasion; but, should you require any further information as to candidates' papers, I shall of course be happy to supply any in my power. I do not know whether it may be considered out of my province to suggest that we find it useful to give to candidates a list of recommended books, which they are not *obliged* to get up, but which seem the best to peruse, should time permit.

I am, &c.,
HERBERT A. STRONG.

No.	No. 1. (Maximum, 170.)	No. 2. (Maximum, 160.)	No. 3. (Maximum, 170.)	Total. (Maximum, 500.)
20	33	5	50	88
16	27	0	25	52
17	67	15	21	103
19	92	20	22	137
15	45	10	21	76
7	104	65	48	217
9	127	35	65	227
10	63	15	48	126
24	10	0	22	32
25	10	0	9	19
26	88	35	40	163
30	63	0	27	90
29	15	0	16	31
31	156	104	168	408
6	98	28	48	174
5	74	53	59	186
4	78	30	58	166
1	135	49	113	297
27	57	15	44	116

HERBERT A. STRONG,
Examiner.

SIR,—

I have the honour to report that the candidate marked T did not pass in Paper No. 1 or Paper No. 2. Candidate E passed in both papers. Candidate V passed in both papers.

I have, &c.,
HERBERT A. STRONG,
Examiner.

ENGLISH AND HISTORY.—Examiner: J. S. Elkington.

SIR,—

I now do myself the honour to forward the return showing the results of examination in English and in history for junior scholarships in the University of New Zealand.

I have, &c.,
J. S. ELKINGTON.

ENGLISH.

No.	Paper No. 1. (Maximum, 250.)	Paper No. 2. (Maximum, 350.)	Paper No. 3. (Maximum, 150.)	Total. (Maximum, 750.)
1	184	222	140	546
4	167	180	90	437
5	173	105	75	353
6	126	92	70	288
7	154	149	135	438
9	145	221	100	466
10	116	85	85	286
15	91	0	50	141
16	68	4	40	112
17	116	43	95	254
19	88	6	60	154
20	122	84	10	216
24	104	28	40	172
25	81	14	65	160
26	160	118	110	388
27	135	30	45	210
29	118	20	75	213
30	48	3	35	86
31	177	98	145	420

J. S. ELKINGTON,
Examiner.

HISTORY.

(Maximum marks, 500.)

No. 1	...	262	No. 21	...	204
" 4	...	168	" 22	...	33
" 5	...	15	" 23	...	221
" 8	...	296	" 26	...	229
" 9	...	336	" 31	...	316

J. S. ELKINGTON,
Examiner.

SIR,—

I now do myself the honour to offer the following report on the examination of the undergraduates' papers lately received by me.

I. Under the Old Regulations.

ENGLISH LANGUAGE AND LITERATURE.

—	Paper No. 1.	Paper No. 2.
A	Passed ...	Passed.
B	Passed ...	Passed.
C	Passed ...	Passed.

In the whole subject, English language and literature, A, C, and D, have passed.
In political economy under the old regulations no papers were received.

HISTORY.

B passed. A passed. C passed.

II. Under the Present Regulations.

ENGLISH LANGUAGE AND LITERATURE.

—	No. 1.	No. 2.	No. 3.
E	Passed ...	Passed ...	Not passed.
T	Not passed ...	Not passed ...	Not passed.
W	Passed ...	Passed ...	Passed.
Z	Passed ...	Passed ...	Passed.

In the whole subject, English language and literature, E, W, Z, have passed; T has not passed.
The work of W in English language and literature entitles him to great credit.

	History.	Political Economy.
W	Passed	Passed.
Z	Passed	Passed.

J. S. ELKINGTON.

JURISPRUDENCE AND CONSTITUTIONAL HISTORY.—Examiner: H. B. Higgins.

SIR,—

I have the honour, as examiner in jurisprudence and constitutional history, to report that the candidate whose papers are marked B is, in my opinion, entitled to pass in those subjects, whether taken together or separately. As, in a previous communication, comments or suggestions were, I think, invited, I venture to submit to the University authorities whether it would not be desirable to substitute (say) Markby's Elements of Law, or The Student's Austin, or even portions of Austin's larger work on jurisprudence, for Professor Amos's Science of Jurisprudence; and of substituting Taswell-Langmead's or Stubbs's Constitutional History, or Hearn's Government of England, for Sir Edward Creasy's little book, excellent as it was in its day.

I have, &c.,

H. B. HIGGINS.

CHEMISTRY.—Examiner: J. D. Kirkland, M.B.

Results of Junior Scholarship Examination.

Number of marks allotted to paper, 100; number of marks entitling to a first class, 75.

No. 27	...	...	65	No. 21	...	...	48
" 24	...	...	53.5	" 29	...	...	38
" 30	...	...	50	" 25	...	...	16

Examination for Degree of B.A.

Paper marked D passed.

J. D. KIRKLAND, M.B.,
Examiner.

PHYSICAL SCIENCE.—Examiner: F. J. Pirani.

Junior Scholarship.

Heat (maximum marks, 500).—No. 7, 150; No. 11, 364.

Electricity (maximum marks, 500).—No. 11, 396.

The answers of candidate 11 show very great excellence, and I recommend him as deserving a scholarship.

N.B.—I have taken 500 as maximum marks for each division of science. If the maximum be 1,000 the marks of the candidate will of course have to be doubled.

Examination for the B.A. Degree.

Candidate V passed in sound and light, and in electricity and magnetism, and therefore in the complete subject.

MENTAL SCIENCE.—Examiner: F. J. Pirani.

Candidates W and Z each passed in three divisions—viz., history of philosophy, psychology and ethics, logic—and passed with great credit in the complete subject.

F. J. PIRANI,
Examiner.

NATURAL SCIENCE.—Examiner: Professor McCoy.

SIR,—

I have the honour to report the numbers of marks obtained by the undermentioned candidates for junior scholarships.

No.	Botany.	Zoology.	Geology.
1	350	350	...
4	300	300	...
6	50	...	20
14	200	200	...
16	50	50	...
15	100	100	...
17	200	150	...
21	...	25	...

Each of the subjects, botany, zoology, and geology, has been taken as full marks=500.

The candidates generally seem to have been well instructed, and to have understood the subjects in the order above given, that is to say, botany first, zoology nearly equal, and both creditable; geology very much below the other subjects.

I have, &c.,

FREDK. MCCOY.

SIR,—

I have the honour to report that the candidate marked T has passed the B.A. examination in botany.

I have, &c.,

FREDK. MCCOY.

4. EXAMINATION OF DECEMBER, 1878.

CLASSICS.—Examiner: A. Leeper.

SIR,—

Trinity College, Melbourne, 26th February, 1879.

Herewith I beg to forward the details of the classical examination for the B.A. degree, senior scholarship, and third-year scholarship, the main results of which you have already learned by my telegram of the 24th instant. At the same time I enclose a table of the marks for junior scholarships.

The Latin composition sent in by the candidates for the latter was, almost without exception, of a very inferior quality. None of their other papers call for any special remark, except "Latin (1)," of candidate No. 29, which was of high merit.

The papers of the candidates of third-year scholarships were good, and both these gentlemen are, in my opinion, deserving of scholarships. Most of the work sent in by J, the only candidate for honours, was remarkably well done. I believe this gentleman would have found little difficulty in taking a "first class" at Oxford or Cambridge.

In the accompanying table of the results of the degree examination, I have put P. for "Passed," N.p. for "Not passed," P.c. for "Passed with great credit" (exhibiting satisfactory proficiency), and P.n.c. for "Passed, but not with credit."

I think it right to forward, for transmission to the Chancellor, a letter received some time since from the candidate for honours.

I must express my very great regret that, in consequence of absence from home, I have not been able to let you have the full examination returns before the 28th instant, as requested. I trust that my telegram may have prevented any inconvenience to the University authorities resulting therefrom.

Finding that the s.s. "Arawata," by which, as notified in my message per cable, I proposed to forward these returns, does not leave till Friday next, I am sending this *via* Sydney, in the hope that it may reach its destination sooner.

I have, &c.,

The Registrar, New Zealand University.

A. LEEPER.

JUNIOR SCHOLARSHIP, NEW ZEALAND UNIVERSITY (LATIN).

No.	Translation. (Maximum, 500.)	Grammar, &c. (Maximum, 500.)	Composition. (Maximum, 500.)	Total. (Maximum, 1,500.)
1	30	25	25	80
3	250	20	50	320
5	270	65	340	675
7	220	150	240	610
10	105	30	30	165
11	90	30	30	150
14*	285	220	250	755
15	0	10	0	10
20	250	120	285	655
21	35	155	75	265
23*	240	230	320	790
24	75	55	100	230
25	75	55	50	180
26	255	20	225	500
27	75	30	120	225
29*	355	100	300	755
30	255	190	135	580
31	50	52	20	122
32	65	35	25	125
33	240	60	25	325
37	70	20	50	140
38	220	100	50	370

EXAMINATION FOR THE B.A. DEGREE AND SENIOR SCHOLARSHIP.

—	Latin No. 1.	Latin No. 2.	Latin No. 3.	Passed or Not Passed.
D	P.	P.	P.	P.
L	P.c.	P.c.	P.n.c.	P.n.c.
M	N.p.	N.p.	P.	N.p.
N	P.n.c.	P.c.	P.n.c.	P.n.c.
P	P.n.c.	P.c.	P.n.c.	P.n.c.
Q	P.	P.	N.p.	P.
W	P.	P.	P.	P.
X	N.p.	N.p.	N.p.	N.p.
Y*	P.c.	P.c.	P.c.	P.c.
Z	P.	P.	N.p.	P.
KS	N.p.	N.p.	N.p.	N.p.

—	Greek No. 1.	Greek No. 2.	Greek No. 3.	Passed or Not Passed.
C	P.	P.	P.	P.
D	P.	P.	N.p.	P.
O	P.	P.	P.	P.

THIRD-YEAR SCHOLARSHIP.

—	Greek No. 1. (Maximum, 400.)	Greek No. 2. (Maximum, 400.)	Greek No. 3. (Maximum, 200.)	Total. (Maximum, 1,000.)
C	246	328	174	748
O	242	244	122	608

Honours.—J: First class in Latin and Greek.

A. LEEPER,
Examiner.

ENGLISH AND HISTORY.—Examiner: J. S. Elkington.

SIR,—

The University of Melbourne, 27th February, 1879.

I now do myself the honour to forward the complete returns of examinations as under:—

Junior Scholarship Examination: History; English.

Degree Examination: English (present regulations); English (old regulations); history; political economy.

I have, &c.

The Chancellor, University of New Zealand.

J. S. ELKINGTON.

JUNIOR SCHOLARSHIP EXAMINATION (ENGLISH).

No.	Paper No. 1.	Paper No. 2.	Paper No. 3.	Total.
1	70	87	110	267
2	71	37	120	228
3	64	42	90	196
4	35	80	70	185
5	144	117	170	431
7	165	79	125	369
10	73	15	...	88
11	59	50	95	204
15	118	195	150	463
22	136	95	145	376
23	154	123	100	377
25	144	111	180	435
26	46	35	75	156
27	68	52	90	210
29	63	90	85	238
30	92	100	80	272
31	119	84	130	333
33	92	108	125	325

JUNIOR SCHOLARSHIP EXAMINATION (HISTORY).

(Value of paper, 500 marks.)

No. 1	...	208	No. 23	...	432
" 2	...	260	" 24	...	244
" 3	...	256	" 26	...	72
" 4	...	184	" 27	...	188
" 5	...	388	" 29	...	164
" 7	...	386	" 30	...	328
" 14	...	176	" 31	...	228
" 15	...	132	" 32	...	258
" 17	...	116	" 37	...	128
" 21	...	255			

J. S. ELKINGTON,
Examiner.

EXAMINATION FOR THE DEGREE OF B.A.
Under Present Regulations.
THE ENGLISH LANGUAGE AND LITERATURE.

No.	Paper No. 1.	Paper No. 2.	Paper No. 3.	Result.
C	Passed ...	Passed ...	Passed ...	Passed.
D	Passed ...	Passed ...	Passed ...	Passed.
E	Passed ...	Passed ...	Passed ...	Passed.
F	Passed ...	Passed ...	Passed ...	Passed.
O	Not passed ...	Passed ...	Passed ...	Passed.
Q	Not passed ...	Not passed ...	Passed ...	Not passed.
R	Not passed ...	Not passed ...	Passed ...	Not passed.
S	Passed ...	Passed ...	Passed ...	Passed.
X	Not passed ...	Passed ...	Not passed ...	Not passed.
Z	Passed ...	Passed ...	Passed ...	Passed.

Passed the Examination : C, D, E, F, O, S, Z.

Senior Scholarship Examination.—F is the only candidate who has passed the examination with great credit. The special work of this candidate shows satisfactory proficiency.

Under Old Regulations.

A : Paper No. 1 passed ; Paper No. 2 passed. A has, therefore, passed the examination in this subject.

27th February, 1879.

J. S. ELKINGTON,
Examiner.

EXAMINATION FOR THE DEGREE OF B.A.
Under Present Regulations.

History.—Candidate E, not passed.

Political Economy.—Candidate E, passed, but not with credit.
Senior scholarship work scarcely satisfactory.

Under Old Regulations.

General History.—Candidate A, passed.

17th February, 1879.

J. S. ELKINGTON,
Examiner.

MODERN LANGUAGES.—Examiner : H. A. Strong.

DEAR SIR,—

University of Melbourne, 15th February, 1879.

I have the honour herewith to transmit for your information the results of my branch of your examination. I trust I have set them forth clearly. For the senior scholarship, I regret to say that the candidate did not pass with "great credit," and did not exhibit a degree of proficiency satisfactory to the examiner.

The Chancellor of the New Zealand University.

I have, &c.,
H. A. STRONG,

JUNIOR SCHOLARSHIP (FRENCH).

No.	Paper No. 1. (Maximum, 170.)	Paper No. 2. (Maximum, 162.)	Paper No. 3. (Maximum, 168.)	Total.
1	39	81	8	128
2	97	158	76	331
3	78	159	42	279
4	84	134	60	278
5	95	132	72	299
7	88	116	32	236
11	61	103	9	173
15	46	108	28	182
22	54	91	20	165
25	24	32	6	62
26	24	83	2	109
27	33	49	0	72
29	84	60	0	144
30	64	53	15	132
31	64	62	0	126
33	69	129	55	253

JUNIOR SCHOLARSHIP (GERMAN).

—	Paper No. 1. (Maximum, 166.)	Paper No. 2. (Maximum, 166.)	Paper No. 3. (Maximum, 166.)	Total.
23	70	54	43	167

B.A. EXAMINATION (GERMAN).

—	Paper No. 1.	Paper No. 2.	Paper No. 3.	Result.
R	Not passed ...	Not passed ...	Not passed ...	Not passed.
U	Passed ...	Passed ...	Passed ...	Passed.

B.A. EXAMINATION (FRENCH).

—	Paper No. 1.	Paper No. 2.	Paper No. 3.	Result.
B	Passed ...	Passed ...	Passed ...	Passed.
D	Passed ...	Passed ...	Passed ...	Passed.
F	Not passed ...	Not passed ...	Not passed ...	Not passed.
Q	Not passed ...	Not passed ...	Passed ...	Not passed.
X	Not passed ...	Not passed ...	Not passed ...	Not passed.
Z	Not passed ...	Passed ...	Passed ...	Passed.

I certify to the results as above.

H. A. STRONG,
Examiner.

MATHEMATICS.—Examiner: E. J. Nanson.

JUNIOR SCHOLARSHIP EXAMINATION.

No.	Trigonometry. (Maximum, 375.)	Algebra. (Maximum, 375.)	Geometry. (Maximum, 375.)	Arithmetic. (Maximum, 375.)	Total. (Maximum, 1,500.)
2	149	69	151	78	447
4	149	75	144	108	476
5	238	204	227	258	927
7	203	158	242	294	897
10	...	...	...	39	39
11	52	11	103	165	331
14	172	54	142	126	494
15	54	73	74	141	342
16	0	0	18	0	18
17	0	0	45	51	96
20	118	144	156	198	616
21	138	75	176	213	602
22	...	97	129	168	394
24	103	75	115	231	524
25	...	5	71	72	148
26	35	124	50	96	305
27	222	230	188	228	868
29	154	184	162	228	728
30	189	204	176	162	731
31	152	146	99	210	607
32	178	126	138	195	637
33	57	99	134	237	527
37	54	52	143	102	351

Candidates Nos. 22 and 25 did not send in any answers in trigonometry. Candidate No. 10 did not send in any papers in algebra, geometry, or trigonometry.

EXAMINATION FOR THE DEGREE OF B.A.

Algebra.—Passed: L, M, N, W, X, Y. Failed: D, KS, P, Q, Z.*Trigonometry.*—Passed: L, M, N, P, W, X, Y. Failed: D, KS, Q, Z.*Geometry.*—Passed: D, L, M, N, P, W, X, Y, Z. Failed: KS, Q.*Mechanics and Hydrostatics.*—Passed: L, M, N, P, W, X, Y, Z. Failed: D, KS, Q.*Complete Subject.*—Passed: L, M, N, P, W, X, Y. Failed: D, KS, Q, Z.

Of the above candidates, N and Y, who are candidates for senior scholarships, have passed with very great credit. W also passed with great credit.

The candidates N and Y have, in answering the questions specially addressed to candidates for senior scholarships, exhibited a degree of proficiency satisfactory to me.

Under Old Regulations.

Candidate A passed in arithmetic, algebra, geometry, mechanics and hydrostatics, and in the complete subject mathematics.

E. J. NANSON,
Examiner.

NATURAL SCIENCE.—Examiner: Frederick McCoy.

JUNIOR SCHOLARSHIP.

Botany (Paper, 500).—No. 11, 400 marks; No. 23, 350 (Nos. 11 and 23 nearly equal); No. 2, 150; No. 4, 5.

Zoology (Paper, 500).—No. 11, 300 marks.

B.A. DEGREE.

Zoology (Paper, invertebrata, 500; and vertebrata, 500).—Invertebrata: I passed, 300 marks; K passed, 250; S passed, 400; T passed, 300; Q passed, 275.

Botany.—X passed.

HONOURS.

Geology.—No. 1, Physical Geology (paper, 500): G, 300 marks. No. 2, Geology of New Zealand (paper, 500): G, 250. No. 3, Mineralogy (paper, 500): G, 150. G failed.

FREDERICK MCCOY.

SIR,—

University of Melbourne, 10th February, 1879.

I have the honour to forward returns of the examination in natural science.

The candidate G writes on his geology and mineralogy (No. 3 Mineralogy) paper the following remarks: "I beg to protest against the paper on geology on the following grounds: 1st, on account of the short time (two hours) given for the completion of the answers, which makes it impossible for the work to be done with any hope of correctness; 2nd, the papers are not in accordance with the Syllabus of the New Zealand University for 1878." To the first I would reply that a man with full knowledge might write for a week on one question. The examiner makes due allowance for the short time; but in this candidate's case the failure is not from deficiency of written matter, but from the multitude of errors written down. To the second I would reply that the papers agree, I think, with the requirements of the portions of the Calendar to which I was referred.

I have read the treatise by G on the geology of Hawke's Bay District, which is creditable. I have not been instructed to make any special returns concerning it, but can do so if required by telegraph.

If the values taken for the papers (500) be inconvenient they can be reduced to any standard without altering the ratio I have given of the value of the answers to the value assumed for the paper.

The answering generally in botany and invertebrate zoology is highly creditable; that in zoology of vertebrata, geology, and mineralogy, less so.

I have, &c.,

Henry John Tancred, Esq.,

FREDERICK MCCOY.

Chancellor of the New Zealand University.

MENTAL AND PHYSICAL SCIENCE.—Examiner: F. J. Pirani.

SIR,—

University of Melbourne, 11th February, 1879.

I have the honour to forward herewith my report on the examination in mental and physical science.

I have, &c.,

H. J. Tancred, Esq.,

F. J. PIRANI.

Chancellor, University of New Zealand.

JUNIOR SCHOLARSHIP EXAMINATION (PHYSICAL SCIENCE).

No.	Heat. (Marks, 500.)	Sound and Light. (Marks, 500.)	Electricity. (Marks, 500.)
16	202	...	...
23	...	...	303
32	...	...	128
33	119	112	...
37	179	100	...
38	149	200	...

EXAMINATION FOR B.A. DEGREE (PHYSICAL SCIENCE).

—	Heat.	Sound.	Light.	Electricity.	Whole Subject.
B	Not passed ...	Passed ...	Not passed ...	...	Not passed.
C	Passed ...	Passed ...	Passed ...	...	Passed.
F	Not passed ...	...	...	Not passed ...	Not passed.
K	...	Passed ...	Not passed ...	Not passed ...	Not passed.

MENTAL SCIENCE.

—	Psychology and Ethics.	Logic.	History of Philosophy.	Whole Subject.
E	Passed ...	Not passed ...	Not passed ...	Not passed.
I	Passed ...	Passed ...	Passed ...	Passed.
S	Passed ...	Passed ...	Not passed ...	Passed.
T	Passed ...	Passed ...	Passed ...	Passed.
U	Passed ...	Passed ...	Not passed ...	Passed.

SENIOR SCHOLARSHIP EXAMINATION.

The papers sent in by F in heat and electricity do *not* exhibit satisfactory proficiency.
The papers sent in by E in mental science do *not* exhibit satisfactory proficiency.

THIRD-YEAR SCHOLARSHIP EXAMINATION.

—	Heat (Marks, 500).	Sound (Marks, 500).	Light (Marks, 500).
B	194	305	195

F. J. PIRANI,
Examiner.

JURISPRUDENCE AND CONSTITUTIONAL HISTORY.—Examiner: H. B. Higgins.
EXAMINATION FOR B.A. DEGREE.

—	Jurisprudence.	Constitutional History.	Joint Subject.
G	Not passed ...	Not passed ...	Not passed.
H	Not passed ...	Not passed ...	Not passed.
O	Passed ...	Passed ...	Passed.

HY. B. HIGGINS,
Examiner.

8th February, 1879.

CHEMISTRY.—Examiner: J. D. Kirkland, M.B.
JUNIOR SCHOLARSHIP.

Number of marks allotted to paper, 500. Candidates: No. 16, 225 marks; No. 2, 195; No. 32, 190; No. 21, 120; No. 4, 95.

The examiner would be glad to see Roscoe's Elementary Chemistry substituted for Fowne's Chemistry in the case of junior scholarship candidates.

B.A. DEGREE.

I passed, B passed, K passed, T not passed, R not passed, U not passed.

J. D. KIRKLAND, M.B.

XI.—OPINION AS TO OPERATION OF "THE RELIGIOUS, CHARITABLE, AND EDUCATIONAL TRUSTS ACT, 1876," IN CONNECTION WITH THE WESLEYAN MODEL TRUST DEED.

1. The SECRETARY to the ROYAL COMMISSION to the Hon. the MINISTER of EDUCATION.

Royal Commission on University and Higher Education,
Wellington, 10th March, 1879.

SIR,—

I have the honour, by direction of the Royal Commission, to ask you to be so good as to obtain for the Commission the opinion of the Law Officers of the Crown upon a question arising out of the following case:—

In the years 1850, 1852, and 1854 certain lands in the neighbourhood of Auckland were granted by the Crown to the superintendent of the Wesleyan Mission and his successors "in trust for the use and towards the support and maintenance of" a school at the Three Kings, "so long as religious education, industrial training, and instruction in the English language shall be given to youth educated therein or maintained thereat." The school is defined to be "for the education of children of our subjects of both races, and of children of other poor and destitute persons, being inhabitants of islands in the Pacific Ocean."

I enclose a copy of one of the grants, taken from page 30 of the minutes of evidence attached to a "Report of the Commission of Inquiry into the Condition and Nature of Trust Estates for Religious, Charitable, and Educational Purposes," and forming part of Appendix to Journals of House of Representatives, A.—5, 1869. On pages 30, 31, and 32 four such grants are exhibited, the terms of the trust being the same in all of them.

It has been given in evidence before the Royal Commission that these lands have been conveyed to trustees under "An Act to render more simple and effectual the Titles by which Property is held for Religious, Charitable, and Educational Purposes in New Zealand [6th August, 1856]," and subject to the provisions of the model deed of the people called Methodists, which model deed is referred to in section 4 of the said Act. I enclose a copy of the "model deed."

The question is, are the trustees under "The Religious, Charitable, and Educational Trusts Act, 1856," and under the "model deed," bound by the original trusts expressed in the Crown grants?

I have, &c.,

WM. JAS. HABENS,

Secretary to the Commission.

The Hon. the Minister of Education, Wellington.

2. COPY OF CROWN GRANT NO. 36 OF REG. NO. 4.

Victoria, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth: To all to whom these presents shall come, greeting:

WHEREAS a school hath been established by the Government at the Three Kings, in the suburbs of Auckland, under the superintendence of the superintendent of the Wesleyan Mission in New Zealand, for education of children of our subjects of both races, and of children of other poor and destitute persons being inhabitants of islands in the Pacific Ocean: And whereas it would promote the objects of the said institution to set apart certain pieces or parcels of land in the neighbourhood thereof, for the use and towards the maintenance and support of the same: Now know ye that we, for us, our heirs and successors, do hereby grant unto the said superintendent of the said mission all that allotment or parcel of land in our Province of New Ulster, containing by admeasurement twenty (20) acres, more or less, situated in the Parish of Waitemata, in the County of Eden, and being No. one hundred and twenty-four (124) of section ten (10), bounded on the north by No. one hundred and twenty-five (125), two thousand (2,000) links; on the east by a road one thousand (1,000) links; on the south by No. one hundred and twenty-three (123), two thousand (2,000) links; and on the west by No. forty-six (46) of the Parish of Titirangi, one thousand (1,000) links. All that allotment or parcel of land containing two hundred and eighty (280) acres, more or less, situated in the Parish of Titirangi, in the County of Eden, and being No. eighty-seven (87), bounded on the north-west by No. fifty-one (51), three thousand three hundred and fifty (3,350) links and one thousand one hundred and fifty (1,150) links, and by a road eight hundred (800) links; on the north-east by the road from Mount Albert to Epsom, three thousand two hundred (3,200) links, one thousand three hundred and thirty-five (1,335) links, one thousand and forty (1,040) links, six hundred and seventy-five (675) links, and by branch road to Nos. forty-eight (48) and forty-nine (49); on the east by the continuation of the said branch road; on the south by a road from Mount Albert to lots Nos. forty-eight (48) and forty-nine (49), as shown on the accompanying plan on the margin. All that allotment containing two hundred and twenty-seven (227) acres, more or less, situated in the Parish of Waitemata, in the County of Eden, and being No. fourteen (14) of section thirteen (13), bounded on the north by the Ridge Road, from the Whau to Epsom; on the east by Nos. eight (8) of section thirteen (13); on the south by the Manukau Harbour; on the west by a stream and Wesley Bay, and by a line bearing north (magnetic) to the above-named road, as shown on the plan in the margin of this deed: together with the rents, issues, and proceeds thereof, to hold unto the said superintendent and his successors, in trust nevertheless, and for the use and 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 or maintained thereat.

In testimony whereof we have caused this our grant to be sealed with the seal of our said Province of New Ulster.

Witness our trusty and well-beloved Sir George Grey, K.C.B., Governor and Commander-in-Chief of our said province and its dependencies, at Government House, Auckland, in New Ulster aforesaid, this fifteenth day of October, in the fourteenth year of our reign, and in the year of our Lord one thousand eight hundred and fifty.

(L.S.)

G. GREY.

Entered on record this twenty-second November, 1850.

ANDREW SINCLAIR,
Colonial Secretary and Registrar.

3. OPINION OF ASSISTANT LAW OFFICER.

THIS is a difficult and somewhat obscure point, but I have arrived at a conclusion after careful consideration. The preamble shows the intention of the Act to be the making titles "more simple and effectual." The 1st section, after making provisions to secure the vesting of the legal estate in a succession of persons, has a very full and careful saving of the trusts of the original grants or conveyances. The 2nd section provides for evidence of the appointment of such persons. The 3rd section settles doubts as to the estate conveyed by the grants or conveyances, and it also carefully saves the original trusts. The recitals of the 4th section (the one in question) contain words, in my opinion, sufficiently carrying on the general policy of the preceding parts of the Act into this section: the object is to provide for a succession of trustees, and "for defining the manner in which the trusts upon which they are respectively held shall be fulfilled." The word "they" here is seen by the recital to mean the lands in the said grants, &c., referred to in the preceding sections of the Act, and the sites of chapels, ministers' dwellings, and schools, &c., of the Methodists. The enacting part of the section authorizes the conveyance of the trust premises, lands, &c., to trustees elected, &c., to be vested "upon the trusts and for the ends, &c., &c., mentioned, expressed, and declared in a model deed, &c." In my opinion these last words cannot be made consistent with the preceding portion of the same section and the rest of the Act in any other way than by reading them as if they contained

the following words—viz., “so far as the same are not inconsistent with the trusts of the original deeds, &c.” To hold any other view is, I think, to hold that the section provides not for the “fulfilling” of the original trusts as declared by the recital, but may defeat the trusts. This would be a contradiction in the Act which, if we can, we are bound to avoid. This view is, I think, materially strengthened by the language of the amending Acts of 1865 and 1872, which contain careful savings of the original trusts. It will be curious if it be held that a uniform intention and policy running through all the rest of this Act and the amending Acts shall suddenly be altered when it comes to the Wesleyan Methodists.

With respect to the particular grant, copy of which is herewith, I do not think the trustees can sell the land, which is to be held “so long as religious education, &c., and instruction in the English language shall be given” in the school. But I am of opinion that it is a sufficient fulfilling of the original trusts if they are carried out as nearly as the existing circumstances will admit.

6th June, 1879.

J. H. SHAW.

XII.—MEMORANDUM BY E. DOBSON, C.E., ON EXAMINATIONS FOR SURVEYORS AND CIVIL ENGINEERS.

I THINK the difficulties are—

1. To find competent men to conduct the examinations;

2. So to constitute the Boards as to prevent the Government from putting pressure on the examiners to pass incompetent men. We had great annoyance from this in Melbourne, where the Municipal Surveyor's Board was composed of Government officials.

I think it of great importance that the services rendered should be honorary, with the exception of the work done by the secretary, for which an addition should be made to his regular salary.

In Victoria there are two Examining Boards, one for surveyors and one for engineers. No surveyor can do any contract work for the Government without having passed; nor can an engineer be employed by any Road Board, Municipality, or Shire Council, without having at least a second-class certificate. Certificates of service were, however, issued to those who had been engaged for eight years as municipal surveyors at the date of the passing of the last Act. Certificates of qualification are also given in the nature of an *ad eundem* degree to men of established reputation coming in from other countries.

Looking at the desirability of gradually introducing into New Zealand similar restrictions on professional practice, I think it would be much better that the power of granting certificates should be held by a Board appointed directly by the Government than by the Council of any teaching body, and I have also a strong feeling that any University examination would insist too much on theoretical knowledge, and too little on that practical experience without which theoretical knowledge is simply useless, and which must be obtained outside the class-room in the actual practice of a profession. I speak advisedly, having before my eyes the practical results of attendance in the engineering curriculum at the Melbourne University.

I think, however, it would be desirable, in connection with the University, to establish Chairs of engineering at Wellington, Christchurch, and Dunedin: each professor to give three courses in each year, of twelve lectures in each course—viz., two weekly for six weeks, on subjects selected for the certificate examinations in surveying and engineering. These lectures might be given at night, so as to facilitate the attendance of those who are professionally engaged during the day-time. Certificates of attendance, and first and second prizes for the best examinations on the subjects of the lectures, should be given at the end of each year. A fair remuneration for the lectureships would be £180 each.

Messrs. Lockwood and Co. published in 1876 a book called “Pioneer Engineering,” which was written by me as a guide to the Melbourne examinations. I have not a spare copy, but Mr. McKerrow can lend you one. I think he would like to introduce it as a text-book for the cadets in the Survey Department.

I send you a memorandum respecting the Melbourne engineering examinations and one of our examination papers, and shall be very glad to send you any further information if you will kindly write.

I have, &c.,

J. Hector, Esq., M.D., F.R.S.

E. DOBSON.

SKETCH OF A SYSTEM OF EXAMINATION FOR GRANTING CERTIFICATES OF COMPETENCY TO SURVEYORS AND CIVIL ENGINEERS.

Appointment of Examining Boards.

Two Boards of Examiners to be appointed, one for granting certificates to surveyors, the other for granting certificates to civil engineers. Both Boards to be in connection with the Department of Land and Works.

There will be two classes of certificates issued by each examining Board, marked A and B, the highest class of certificate being marked A, and the second or lower-class certificate being marked B.

The Board to sit at Wellington twice in each year for holding examinations—viz., the Survey Board on the first Tuesday, Wednesday, and Thursday in January and July; the Engineering Board on the third Tuesday, Wednesday, and Thursday in January and July.

Constitution of Boards.

The Survey Board to consist of—Assistant Surveyor-General (chairman *ex officio*); one mathematician (to be a University professor); one draftsman (to be a principal draftsman in the Land Department); one surveyor (to be selected from the authorized surveyors in private practice). Secretary to be one of the clerks in the Land Department. Services to be honorary.

Engineering Board to consist of—Chief Engineer (chairman *ex officio*); one mathematician (to be a University professor); one engineer (to be an officer in the Railway Department); one engi-

neering surveyor (to be selected from the authorized surveyors in private practice). Secretary to be one of the clerks in the Land Department. Services to be honorary.

NOTE.—It is assumed that the secretary and two members will be common to both Boards.

Qualifications for Candidates.

Survey Examination.—The candidate must be not less than twenty-three years of age, with certificate of character from not less than two persons from personal knowledge, and must not have been convicted of felony, embezzlement, or breach of trust. He must have passed the Civil Service examination in England or in an English colony. He must have served articles for three years, or have been employed as paid assistant for three years, with a civil engineer, architect, or land surveyor.

Any person proposing to present himself for the surveyors' examination must make application in writing to the Chief Surveyor of the district in which he resides, forwarding his certificates and testimonials, with duplicates on foolscap paper and a fee of two guineas, fourteen clear days before the date of the examination. If his application is received his certificates will be returned to him with a ticket, which will be his passport to the examination-room, the duplicate papers being forwarded to Wellington to be filed by the Secretary to the Board. If unsuccessful, his money and the whole of his papers will be returned to him within one week of the date of his application. Holders of a B certificate, who wish to obtain the A certificate, will simply forward the copy of the B certificate and a fee of £1 1s.

Engineering Examination.—Candidates must be not less than twenty-five years of age, and hold a B certificate from the Survey Board. They must have served articles for three years, or have been employed as paid assistants for three years, under some civil engineer or architect of repute. A conviction for felony will disqualify the candidate, no matter how high may be his certificates of good character.

Any engineer proposing to present himself for the engineers' examination must make application in writing to the District Engineer of the district in which he resides, forwarding his certificates and testimonials, with copies on foolscap paper and a fee of three guineas, fourteen clear days before the date of the examination. If his application is received his certificates will be returned to him, with a ticket, which will be his passport to the examination-room, the duplicate papers being forwarded to Wellington to be filed by the Secretary to the Board. If unsuccessful, his money and the whole of his papers will be returned to him within one week of the date of his application. Holders of a B certificate, who wish to obtain the A certificate, will simply forward the copy of the B certificate and a fee of two guineas.

SUBJECTS FOR EXAMINATION.

Survey Examination.—B Certificate.

Instruments.—Nature of surveying instruments—viz., compass, sextant, theodolite. Use of instruments: correction of adjustments when deranged.

Measurements.—Angles by compass, sextant, or theodolite. Distances, accessible and inaccessible.

Trigonometry.—Geometry. Plane trigonometry. Logarithms. Reduction of traverses. Minor triangulation.

Survey Work.—Setting out Crown lands. Survey of natural features. Survey of fenced lands. Survey of streets and buildings.

Drafting.—Lines and angles. Natural features of country. Buildings and enclosures. Writing and lettering. Colouring. Hill shading.

A Certificate.—In addition to Subjects for B Certificate.

Geodesy.—Spherical trigonometry. Determination of meridian. Measurement of a meridional arc. Major triangulation, theory and practice. Principles of geodetic survey: leading systems and their defects.

Marine and River Surveying.—Coast-lines. Soundings. Tide-lines.

Altitudes.—With theodolite, spirit-level, and barometer.

Levelling.—Sections of country. Contour levels.

Laying-off Roads.—Laying out roads in sidling ground. Calculating and setting out gradients. Setting out curves.

Mapping.—Principles of projection. Advantages and disadvantages of different systems.

Engineering Examination.—B Certificate.

Materials.—Wood. Brick. Stones. Limes and cements. Iron.

Constructive Details.—Carpentry: Floors, roofs, trussed beams. Piling. Masonry in brick and stone. Foundations, walls, piers, arches. Ironwork: Pillars, beams, roofs, bridge trusses. Concrete: Foundations, piers, floors.

Principles of Design.—Bridges: Wood, iron, and masonry. Culverts: Log, sawn timber, masonry, concrete. Retaining and breast walls.

Gates and Fencing.—Gates: Principles and constructive details. Fencing: In wood, iron, and stone.

Roads, Formation and Maintenance.—Drainage: Formation, pitching, metalling. Principles and practice of maintenance.

Street Paving.—Roadway. Footpaths. Side-channels.

Town Drainage.—Construction of sewers in brick, stone, and concrete. House drains, and their connection with street sewers.

Cuttings and Embankments.—Principles and practice of levelling. Calculation of gradients. Setting out work. Measurement of earthwork.

Office Work.—Working drawings. Specifications and contracts. Bills of quantities. Accounts and certificates.

NOTE.—Candidates must possess the B survey certificate before coming up for examination.

*A Certificate.—In addition to Subjects for B Certificate.**Laying-out Roads.*—In fen districts. In rolling country. Over mountain passes.*Railways.*—Gradients, curves, gauge, station arrangements. Station buildings—viz., passenger, goods, and engine sheds, and workshops.*Tunnels.*—Construction of tunnels, under various conditions.*Foundations.*—Cofferdams, and other means of laying foundations under water.*Marine Engineering.*—Harbour works. Breakwaters. Jetties. Lock-gates. Graving docks. Lighthouses.*Drainage.*—Surface drainage in towns and country districts. Disposal of town sewage.*Canal Navigation.*—Construction of canals, and improvement of navigable rivers.*Water Supply.*—From rivers, wells, rainfall, gravitation, and pumping schemes. Storage and service reservoirs. Town reticulation. Extinction of fires. Natural and artificial systems of filtration.

XIII.—PAPERS RELATING TO APPLICATION FOR CHARTER FOR UNIVERSITY OF OTAGO.

1. PETITION OF UNIVERSITY OF OTAGO, 1879.

To Her Most Gracious Majesty Victoria, by the Grace of God, Queen of Great Britain and Ireland and Empress of India, Defender of the Faith, &c., &c.

MOST GRACIOUS SOVEREIGN,—May it please your Majesty :

The humble petition of the Chancellor, Vice-Chancellor, and Council of the University of Otago, in the Colony of New Zealand, humbly showeth,—

That the University of Otago, in the Colony of New Zealand, was, in the year 1869, founded and incorporated, for the promotion of sound learning, by an Ordinance of the Provincial Council of the Province of Otago, under the name of “the University of Otago,” with power to confer, after examination, the several degrees of Bachelor of Arts, Master of Arts, Bachelor of Medicine, Doctor of Medicine, Bachelor of Laws, Doctor of Laws, Bachelor of Music, and Doctor of Music. That the said University is unconnected with any religious denomination.

That the said University has been very liberally endowed both by the Provincial Council and the Colonial Legislature. On an endowment of ten acres of land in the City of Dunedin has been erected, at a cost of £34,000, a commodious and effective pile of buildings, affording excellent accommodation for the Faculties of Arts, Medicine, and Law, and for Schools of Mines and Engineering. There are also residences for professors within the University grounds.

Provision has been made for the efficient maintenance of the University by the endowment of 210,000 acres of land in the provincial district, at present yielding a considerable revenue, which will be largely increased as leases are renewed.

The very valuable Public Museum of the Province of Otago, contained in a separate building in Dunedin, erected at a cost of £13,000, has been placed under the permanent control and management of the University. An endowment of 11,000 acres of land has been made for the management of this Museum.

There is also a yearly appropriation to the University funds of £600 from trusts administered under the powers granted by an Act of the General Assembly of New Zealand entitled “The Presbyterian Church of Otago Lands Act, 1866,” for the maintenance of a Chair of Mental and Moral Philosophy, and further endowments for the maintenance of other Chairs are anticipated from the same source.

A grant of £500 in aid of the School of Mines is made annually by the Colonial Parliament.

That the said University was opened for the instruction of students in 1871, and is now in the eighth year of its operation. There are now seven professors and two lecturers—viz., George Samuel Sale, M.A. (formerly Fellow and Classical Lecturer, Trinity College, Cambridge), Professor of Classical and English Literature; John Shand, M.A. (formerly head mathematical master in the Edinburgh Academy), Professor of Mathematics and Natural Philosophy; James Gow Black, M.A., D.Sc. Edinburgh University, Professor of Chemistry; Duncan Macgregor, M.A., M.B. (formerly Ferguson Scholar), Professor of Mental and Moral Philosophy and Political Economy; Frederick Wollaston Hutton, F.G.S., C.M.L.S., Cor. of Nat. History, Museum of Paris, Professor of Natural Science; John Halliday Scott, M.D. Edinburgh, M.R.C.S.E. (late Demonstrator of Anatomy, Edinburgh University), Professor of Anatomy and Physiology; George Henry Frederick Ulrich, Professor of Mineralogy and Metallurgy; Lecturer on Surgery, William Brown, M.B., C.M., Edin.; Lecturer on Law, Allan Holmes, B.A. Oxon., of the Middle Temple, barrister-at-law; Lecturer on the German Language, Arthur Büchler; Lecturer on French, vacant.

That the number of students in attendance averages 68.

That, in addition to the means of education provided out of the funds of the said University, two scholarships have been founded.

That the standard of acquirements which must be attained by graduates in the University of Otago is fully equal to that prescribed by the Universities of the United Kingdom. That your Majesty's representative in the colony is the Visitor of the University, and that no alteration in the standard required for degrees can be made without his sanction. That, several years after the constitution of the University of Otago, the University of New Zealand was established, and subsequently the University of Otago became affiliated thereto; but your petitioners are now satisfied that the object for which the University of Otago was founded—namely, the promotion of sound learning—will be best obtained by reverting to its original status as an independent University.

That it is desirable to have the degrees of the University of Otago generally recognized throughout your Majesty's dominions.

That, although the Ordinance of the Provincial Council of the Province of Otago hereinbefore referred to which incorporates the University and confers the power of granting degrees has become law, yet the degrees so to be granted by the said University under the authority of the said Ordinance are not clearly entitled to recognition beyond the limits of the Province of Otago, and your petitioners are in consequence most desirous to obtain from your Majesty a grant of letters patent requiring all your Majesty's subjects to recognize the degrees given under the authority of the said Ordinance in the same manner as if the said degrees had been granted by any University of the United Kingdom.

Your Majesty's petitioners therefore most humbly pray that your Majesty will be pleased to take the premises into your most gracious consideration, and grant unto the University of Otago letters patent effective for the objects in the humble petition set forth. And your petitioners will ever pray, &c., &c.

H. S. CHAPMAN, Chancellor.	E. B. CARGILL. JOHN BATHGATE.
D. M. STUART, Vice-Chancellor.	JAMES FULTON. J. HYDE HARRIS.
WILLIAM H. REYNOLDS.	W. H. CUTTEN.

2. PETITION OF CANTERBURY COLLEGE, 1879.

To Her Most Gracious Majesty Victoria, by the Grace of God, Queen of Great Britain and Ireland and Empress of India, Defender of the Faith, &c., &c.

MOST GRACIOUS SOVEREIGN,—May it please your Majesty :

The petition of the Governors of the Canterbury College, New Zealand, humbly showeth,—

That the Canterbury College was established and incorporated in the year one thousand eight hundred and seventy-three, by an Ordinance of the Provincial Council of Canterbury, to enable "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."

That to place the College on a permanent and secure footing, and to provide the means of maintaining the institution in a state of thorough efficiency (in addition to a grant of money for defraying the cost of the necessary buildings), liberal endowments of land were made by the Provincial Council.

Commodious buildings have been erected, capable of accommodating two hundred students. The laboratories have been provided with every requisite for the instruction of students in physics and chemistry. The Museum, erected at a cost exceeding £21,000, contains a most valuable collection of specimens of natural history, and type collections of minerals and fossils.

That the present teaching staff consists of four professors and four lecturers, viz.,—

Professors.—J. M. Brown, M.A., late Snell exhibitioner, Ball. Coll., Oxon: Classics and English literature. C. H. H. Cook, M.A., late Fellow of St. John's College, Cambridge: Mathematics and natural philosophy. A. W. Bickerton, F.C.S., Associate and late Senior Queen's Scholar, Royal School of Mines: Chemistry and physics. Julius von Haast, Ph. D., F.R.S.: Geology and palæontology.

Lecturers.—Llewellyn Powell, M.D., F.L.S.: Biology. C. J. Foster, LL.D., and late member of Senate of the University of London: Jurisprudence. Rev. C. Turrell, M.A.: French. J. von Tunzelmann: German.

Director of Museum: Professor von Haast. Director of School of Agriculture: W. E. Ivey, F.C.S.

Arrangements have been made to obtain, by the assistance of Professor Jowett, of Oxford University, Professor Seeley, of Cambridge University, Professor Blackie, of Edinburgh University, and T. W. Maude, Esq., M.A., a Professor of Classics from Oxford or Cambridge; your Majesty's petitioners having deemed it expedient to establish separate Chairs for classics and English literature.

That the average number of students who attended lectures last year was fifty-eight.

That a School of Agriculture is now being established under the control of the College. The farm is of the extent of 403 acres, and the buildings now in course of erection, at a cost of £10,967 13s. 4d., will contain laboratory, lecture theatre, &c., and accommodation for twenty students (boarders). There will also be the necessary farm buildings, it being the intention of your Majesty's petitioners to make this school complete in every respect. The building will be ready for the reception of students during the current year. Mr. W. E. Ivey, member of the Royal Agricultural College at Cirencester and a Fellow of the Chemical Society of London, has been appointed Director.

That the endowments granted by the Provincial Council, and confirmed by the General Assembly, consist of 316,750 acres of agricultural and pastoral land and 11 acres of town sections. In addition to these endowments, 5,000 acres of agricultural land have been vested in the governors of the College for the maintenance of a medical school, which your Majesty's petitioners hope will shortly be established as a department of the College.

That, in a separate building, but under the control of the governors of the College, there is a free public library containing upwards of 10,000 volumes.

That endowments of 14,320 acres of agricultural land have been granted for the maintenance of a Boys' High School and a Girls' High School in Christchurch, both schools being under the control of the governors of the College: the latter school has been established more than a year. The contract for the buildings for the boys' school has been signed.

That the foregoing statement shows that the Canterbury College has the means of providing the youth of all classes of the community with a thoroughly liberal education.

That, in the year 1868, the General Assembly of New Zealand passed an Act for the endowment of a colonial University in New Zealand, it being then the intention of the Legislature to establish such University as soon as possible.

That the University of Otago, one of the Colleges affiliated to the University of New Zealand, was founded by an Ordinance of that province in the year 1869, and that the University of New Zealand

was established by Act of the General Assembly of the colony in the year 1870. In the year 1872 the University of New Zealand and the University of Otago each applied for a Royal charter; but your Majesty's Secretary of State for the Colonies, by despatch No. 8, 31st January, 1873, intimated to the Governor of the colony that your Majesty's Government would not advise on the subject until the Legislature of the colony had decided upon which University the charter should be conferred. In the year 1874 a deputation from this College conferred with the authorities of the Otago University. The result of this conference was an agreement that the University of Otago and the Canterbury College should become affiliated to the New Zealand University.

That in the year 1874 the General Assembly of New Zealand passed an Act intituled "The New Zealand University Act, 1874," which repealed the Act of 1870, and more clearly defined the objects and powers of the University. By clause 4 of the Act of 1874 it is "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."

That on the 29th day of July, in the year 1876, your Majesty, being moved thereto (on the advice of His Excellency the Governor of New Zealand), granted to the University of New Zealand letters patent, declaring "that the degrees of Bachelor and Master in Arts, and Bachelor and Doctor in Law, Medicine, and Music, hereafter to be granted or conferred by the said University of New Zealand, shall be recognized as academic distinctions and rewards of merit, and be entitled to rank, precedence, and consideration, in our United Kingdom, and in our colonies and possessions throughout the world, as fully as if the said degrees had been granted by any University of our said United Kingdom."

That the Canterbury College has been affiliated to the University of New Zealand since the year 1874. The students matriculated to the University attending lectures at this College conform to the rules and regulations of the New Zealand University, their desire being to obtain degrees which shall be recognized in all parts of your Majesty's dominions.

That, it having lately come to the knowledge of the governors of this College that the University of Otago has forwarded a petition to your Majesty, praying that an Imperial charter may be granted to that body, your Majesty's petitioners wish to state their opinion that it would be highly inexpedient in the interests of higher education in this colony to establish two or more Universities in New Zealand, empowered by your Majesty to grant degrees which would be recognized in all parts of your Majesty's dominions. Your Majesty's petitioners are so impressed with the injury which would ensue to the cause of higher education, and to the value of degrees granted in this colony, from the existence of two or more institutions empowered to grant degrees, that your petitioners have refrained from approaching your Majesty with any petition for a charter, although the institution under your petitioner's direction is, as your petitioners believe, as much entitled to a charter as the institution known as the University of Otago. There are at present only about 420,000 inhabitants, exclusive of aborigines and Chinese, in the colony, and to grant an Imperial charter to any college which might apply for one would necessarily have the effect of weakening the influence of the University of New Zealand, and would be conferring power to grant degrees on a local body almost unknown outside of this colony. Even if the population of the colony were five times as great as at present, one University, having power to examine and confer degrees, would, in the opinion of your Majesty's petitioners, be sufficient.

That your Majesty's petitioners would most respectfully point out the following paragraph in the Royal charter granted to the University of New Zealand: "And we further will and ordain that no variation of the constitution of the said University which may at any time or from time to time be made by an Act of the General Assembly of New Zealand shall, unless the standard of knowledge now established or a like standard, in the opinion of our Governor for the time being, duly proclaimed in our said colony, be not preserved as a necessary condition for obtaining the aforesaid degrees therein, in any manner annul, abrogate, circumscribe, or diminish the privileges conferred on the said University by these our letters patent, nor the ranks, rights, privileges, and considerations conferred by such degrees;" and would humbly express their belief that to grant a charter to any other educational body in New Zealand would seriously circumscribe and diminish the privileges conferred on the University of New Zealand.

Your Majesty's petitioners most earnestly pray that your Majesty will be graciously pleased to take the foregoing premises into consideration, and refuse to grant a charter to any educational body in New Zealand other than the New Zealand University.

And your Majesty's petitioners will ever pray.

(Seal of Canterbury College.)

Affixed by order of the Board of Governors of the Canterbury College this twenty-fourth day of April, 1879.

F. G. STEDMAN, Registrar.

W. MONTGOMERY,
Chairman.

3. RESOLUTIONS OF SENATE OF UNIVERSITY OF NEW ZEALAND.

THAT, in the opinion of this University, it is undesirable, under the existing circumstances of the colony, that the power to confer University degrees should be possessed by more than one institution in the colony.

2. That this resolution be forwarded to the Governor, with the request that it may be brought under the attention of the proper authority in Great Britain, in conjunction with any petition which may be preferred by any local body for power to grant degrees independently of this University.

XIV.—REVISED SCHEME OF WORK FOR WELLINGTON COLLEGE.

SIR,—

The College, Wellington, 30th June, 1879.

I have the honour to enclose herewith the programme of work of the Wellington College for the current term, and also copies of the time-tables of the different masters and of each form. As there has been a great change in the staff and a complete rearrangement of the work since the inspection of the College by the Commission, I thought that the Commissioners might wish to have the latest statistics before them. I would ask their attention to the fact that three masters have to do the whole work, except in modern languages and natural science, for five classes, ranging from the merest elements up to junior scholarship standard, in addition to working evening classes and classes for girls; and that this involves about thirty hours a week of actual class-work for each master—a somewhat heavy allowance even without the work involved in general supervision and management on the part of the headmaster, while the classes have to be worked together oftener than is consistent with thorough efficiency. I may add that the numbers this term are—Boys, 88; girls, 6; evening students, 14: total, 108. Of these, four are entered for different sections of the B.A. examination, and about ten will enter for the entrance examination, of whom four or five will be candidates for scholarships.

I have, &c.,

KENNETH WILSON, M.A.,

Principal.

The Secretary to Higher Education Commission.

PROGRAMME OF WORK.—SECOND TERM, 1879.

- Form V.** Latin—Horace, *Od.*, Book III. Cicero, *De Amicitia*. Unseen translation, prose, &c. Greek—Homer, *Iliad* I. Euripides, *Medea*. Unseen translation, prose, &c. English—Shakespeare's *Merchant of Venice*. Grammar and analysis, derivation, laws of phonetic decay, composition, précis writing. Outlines of History: William I. to Henry VIII. Geography, general and physical, flora and fauna, &c. French—Le *Misanthrope*. Composition and syntactical work. German—Lessing's *Minna von Barnhelm*. Aue's *Grammar*, pp. 88–142. Mathematics—Algebra: Proof of rules for H.C.D. and L.C.M.; theory of quadratic equations; problems involving quadratics; arithmetical, geometrical, and harmonical progression. Euclid: Book VI. and original problems. Trigonometry: Logarithms, fundamental formulæ, transformations, trigonometrical equations, properties of triangles, solution of triangles, heights and distances, &c. Natural Science—Zoology.
- Form IV.** Latin—Virgil, *Æneid*, Book IV. *Principia Latina*, Part V. Grammar. Greek—As Form V. English—As Form V. French—Voltaire, *Charles XII*. Syntax of pronouns and verbs. German—Zimmermann, *Der Oberhof*. Aue's *Grammar*, Ex. 1–20. Mathematics—Arithmetic generally. Algebra: Simultaneous simple equations, quadratics, and problems. Euclid: Book II., revision of Book I., and original problems. Trigonometry: Definitions, trig. identities, variations in magnitude and quality of trig. functions, logarithms, fundamental formulæ, transformations. Natural Science—Zoology.
- Form III.** Latin—Cæsar, *De Bell. Gall.*, IV. Arnold's *Latin Prose*. Grammar, &c. Greek—Accidence. English—As in Forms V. and IV. French—Merlet's *Grammar*, pp. 55–69, 125–130. Mathematics—Arithmetic: Decimals, interest, discount, stocks. Algebra: H.C.D., L.C.M., fractions, simple equations. Euclid: Book I. Natural Science—Zoology.
- N.B.—The English work in these three forms differs only in minuteness of detail.
- Form II.** Latin—Delectus, *Latin Primer*. English—Reading, writing, dictation, parsing. History to reign of Edward III. (Smith's smaller). Grammar and analysis of complex sentences. Geography. French—Merlet's *Grammar*, pp. 43–69, 125–128. Mathematics—Div. I.: Arithmetic: Interest and discount. Algebra: Elementary rules, factors, H.C.D. and L.C.M. Euclid: Book I., props. 1–32. —Div. II.: Arithmetic: Proportion, interest. Algebra: Definitions and elementary rules. Euclid: Definitions and early propositions.
- Form I.** Latin—Delectus; *Latin Primer*. English—Reading, writing, dictation, parsing. History: Chief events from Roman Conquest to present time (Taylor's *First Principles*). Grammar: Explanation of different parts of speech, elementary analysis. French—Merlet's *Grammar*, pp. 1–43. Arithmetic—Div. I.: Decimals, practice, proportion.—Div. II.: Compound rules, vulgar fractions.

Evening Classes.

- Latin—Senior: Cicero, *De Amicitia*. Latin prose composition. Junior: Cæsar, *De Bell. Gall.*, I. Arnold's *Latin Prose*, &c. Mathematics—University Class: The mechanical powers, dynamics, and hydrostatics (as far as is required for the B.A. examination).—Civil Service Class: Algebra, to quadratics. Euclid, Book I. Trigonometry, to solution of triangles.

English—Civil Service Class: Grammar—Parsing and analysis, derivation, composition, *précis* writing. Geography—Outlines of continents, British Isles and colonies, in detail. History—General outlines, 1066-1815.

Girls' Classes.

Latin—Elementary.

English—As in Form III.

French.

Mathematics—Fractions, decimals, and elementary algebra.

Natural Science—Elementary botany.

TIME-TABLE.—SECOND TERM, 1879.

Headmaster's Work.

HOOR.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M.					
9.30 to 10.30	Form V.—Latin ...	V.—Latin ...	V.—Latin ...	V.—Latin ...	III.—Latin.
10.30 to 11.30	III.—Latin ...	III.—Latin ...	III.—Latin ...	III.—Latin ...	III.—Latin to 11.*
11.30 to 12.30	Girls: Latin ...	II. & I.—English Grammar	Girls: Latin ...	II. & I.—English Grammar	V.—Correct.
P.M.					
12.30 to 1	Junior Greek ...	Junior Greek ...	Junior Greek ...	Junior Greek ...	Composition and papers.
2 to 3	...	II.—History ...	...	II.—History ...	...
3 to 4	I.—History ...	...	I.—History ...	...	II.—History and reading.
4 to 5	...	Senior Greek ...	...	Senior Greek ...	I.—History and reading.
7.30 to 9.30	Senior and Junior Latin	...	...	Senior and Junior Latin	Cor. Exercises, &c.

* Also Latin paper for Form V.

Work of J. P. E. Francis.

HOOR.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M.					
9.30 to 11.30	I. & II.—Latin ... Parsing Writing	I. & II.—Latin ... Dictation Writing	I. & II.—Latin ... Parsing Writing	I. & II.—Latin ... Dictation Writing	I. & II.—Latin. Repetition. Writing.*
11.30 to 12.30	IV.—Latin Author	Latin Prose ...	Latin Author ...	Latin Prose ...	...
12.30 to 1	Girls: English ...	...	Girls: Geography	...	12 to 1—Girls: English and His- tory.
P.M.					
2 to 3	IV. & V.—Shake- speare Derivations	III.—History ... Parsing and Analy- sis	IV. & V.—Shake- speare Derivations	III.—History ... Parsing and Analy- sis	III., IV., & V.— Composition. Paraphrase.
3 to 4	Geography III.—Shakespeare Derivations ... Geography ...	Phys. Geog. IV. & V.—History Analysis ... Phys. Geog. ...	Geography III.—Shakespeare Derivations ... Geography ...	Phys. Geog. IV. & V.—History Analysis ... Phys. Geog. ...	Précis. III.—English Dictation. ...
7.30 to 9.30	Civil Service Class: English History Geography	...	...	...	...

SATURDAY.—12 to 1—Girls: English and Geography.

* Also Latin paper for Form IV.

Mathematical Master.

HOOR.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M.					
9.30 to 10.30	Form III.—Algebra	III.—Arithmetic...	III.—Euclid ...	III.—Algebra ...	V.—Trigonometry.
10.30 to 11.30	IV. & V.—Algebra	IV.—Arithmetic ... V.—Euclid	IV.—Euclid ... V.—Algebra	IV. & V.—Trigono- metry	III.—Exam. Paper.
11.30 to 12.30	II.—Geography ...	Arithmetic* ...	II.—Geography ...	Arithmetic* ...	I. & II.—Geography.
P.M.					
2 to 3	I.—Arithmetic ...	I.—Arithmetic ...	I.—Arithmetic ...	I.—Arithmetic ...	I.—Arithmetic.
3 to 4	II.—Algebra ...	II.—Arithmetic ...	II.—Euclid ...	II.—Algebra ...	II.—Arithmetic. IV. & V.—Exam. Paper.
7.30 to 8.30	...	University Class: Mechanics	...	University Class: Mechanics	...
8.30 to 9.30	...	Civil Service Class: Trigonometry and Algebra	...	Civil Service Class: Trigonometry and Euclid	...

* Ladies' Class from 11 a.m. to 1 p.m.

Modern Language Master.

HOUB.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M.					
11 to 11.30	Girls : French ...	...	Girls : French ...	...	...
11.30 to 12.30	1st Form : French	...	1st Form : French	...	...
P.M.					
2 to 3	2nd Form : French	4th Form : French	2nd Form : French	5th Form : French	...
3 to 4	5th Form : French	3rd Form : French	5th Form : French	3rd Form : French	...
4 to 5	4th Form : French	4th & 5th Forms : German	...	4th & 5th Forms : German	...

SATURDAY.—11 to 12.—Girls : French.

Natural Science.

HOUB.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M.					
10.30 to 11.30	...	...	...	...	Natural Science.
P.M.					
2 to 3	Natural Science ...	...	Natural Science ...	Natural Science ...	...
3 to 4	Natural Science ...	...	Natural Science ...	Natural Science ...	...
4 to 5	Natural Science ...	...	Natural Science ...	Natural Science ...	...

Zoology : On three evenings during the week.

Botany : —.

TIME-TABLE.—SECOND TERM, 1879.

FORM V.

HOUB.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9.30 to 10.30	Horace ...	Horace ...	Horace ...	Horace ...	Mathematics.
10.30 to 11.30	Algebra ...	Arithmetic ...	Geometry ...	Trigonometry ...	Latin Paper.
11.30 to 12.30	Prose ...	Prose ...	Prose ...	Natural Science ...	Latin Paper.
2 to 3	Shakespeare ... Grammar Derivation Modern Geography	...	Shakespeare ... Grammar Derivation Modern Geography	Prose ...	Paraphrase. Composition. Précis.
3 to 4	French ...	History ... Parsing Analysis Physical Geography	French ...	History ... Parsing Analysis Physical Geography	Mathematical Paper
4 to 5	Natural Science ...	German ...	Natural Science ...	German ...	Drill.
Home Work ...	Horace ... History Analysis or Parsing Physical Geography German Latin Notes Nat. Science Notes	Horace ... Shakespeare Grammar Modern Geography Geometry French Natural Science Latin Notes Nat. Science Notes	Horace ... Trigonometry Natural Science History Analysis or Parsing Physical Geography German Latin Notes Nat. Science Notes	Horace ... Composition Précis Latin Notes Nat. Science Notes	Horace. Shakespeare. Grammar. Modern Geography. French. Natural Science. Latin Notes. Nat. Science Notes.

FORM IV.

HOUB.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M.					
9.30 to 10.30	...	...	...	...	Latin Paper.
10.30 to 11.30	Algebra ...	Arithmetic ...	Geometry ...	Trigonometry ...	Latin Paper.
11.30 to 12.30	Virgil ...	Latin Prose ...	Virgil ...	Latin Prose ...	Latin Paper.
P.M.					
2 to 3	Shakespeare ... Grammar Derivation General Geography	French ...	Shakespeare ... Grammar Derivation General Geography	Natural Science ...	Paraphrase. Composition. Précis.
3 to 4	Natural Science ...	History ... Parsing Analysis Physical Geography	Natural Science ...	History ... Parsing Analysis Physical Geography	Mathematical Paper.
4 to 5	French ...	Greek or German...	...	Greek or German...	Drill.
Home Work ...	Latin Prose ... French History Parsing Analysis German Physical Geography	Geometry ... Virgil Shakespeare Grammar Derivation General Geography Natural Science	Latin Prose ... Natural Science History Parsing Analysis Physical Geography German	Virgil ... Trigonometry Paraphrase Composition Précis	Virgil. Shakespeare. Grammar. Derivation. General Geography. Natural Science. French.

FORM III.

HOUE.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A.M. 9.30 to 10.30	Algebra ...	Arithmetic ...	Euclid ...	Algebra ...	Cæsar. Latin Prose.
10.30 to 11.30	Cæsar ...	Cæsar ...	Cæsar ... Latin Prose	Cæsar ...	Cæsar. Latin Prose.
11.30 to 12.30	Preparation ...	Latin Prose ...	Preparation ...	Latin Prose ...	Mathematical Paper.
P.M. 2 to 3	Natural Science ...	History Parsing Physical Geography	Natural Science ...	History Parsing Physical Geography	Composition. Précis. Paraphrase.
3 to 4	General Geography Derivation Shakespeare	French ...	General Geography Derivation Shakespeare	French ...	English and Dicta- tion.
4 to 5	... Cæsar ... Latin Prose History Parsing Physical Geography Analysis French	Euclid ... Cæsar ... Latin Prose Natural Science General Geography Derivation Shakespeare	... Cæsar ... Latin Prose History Parsing Physical Geography Analysis	... Cæsar ... Latin Prose Composition Précis Paraphrase	Cadets' Drill. Cæsar. Natural Science. General Geography. Derivation. Shakespeare.
Home Work ...					

FORM II.

HOUE.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9.30 to 10.30	Parsing & Writing	Dictation & Writing	Parsing & Writing	Dictation & Writing	Writing.
10.30 to 11.30	Latin — Delectus, Notes, Declen- sions	Latin—Syntax and Verbs	Latin — Delectus, Notes, Declen- sions	Latin—Syntax and Verbs	Latin Repetitions.
11.30 to 12.30	Geography ...	English Grammar Drill ...	Geography ...	English Grammar	Geography and Map
12 to 12.40	... French Exercise and Verbs	English History ...	... French Exercise and Verbs	... English History ...	... English History.
2 to 3	Algebra ... Lat. Syntax, Verbs English Grammar English History	Arithmetic ... Latin — Delectus, Notes, Declen- sions Geography French Exercise and Verbs Euclid	Geometry ... Latin—Syntax and Verbs English Grammar English History	Algebra ... Latin Repetitions... Geography English History	Arithmetic. Latin — Delectus, Notes, Declen- sions. Geography. French Exercise and Verbs.
3 to 4					
Home Work ...					

FORM I.

HOUE.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9.30 to 10.30	Latin — Delectus, Notes, Declen- sions	Latin—Syntax and Verbs	Latin — Delectus, Notes, Declen- sions	Latin—Syntax and Verbs	Latin Repetition.
10.30 to 11.30	Parsing & Writing	Dictation & Writing	Parsing & Writing	Dictation & Writing	Writing.
11.30 to 12.30	French Exercise and Verbs	English Grammar	French Exercise and Verbs	English Grammar	Geography and Map
12 to 12.40	... Arithmetic ...	... Arithmetic ...	Drill ... Arithmetic ...	... Arithmetic ...	... Arithmetic.
2 to 3	English History ...	English ...	English History ...	Geography ...	Geography.
3 to 4	Latin—Syntax and Verbs English Grammar	Latin — Delectus, Notes, Declen- sions French Exercise and Verbs English History	Latin—Syntax and Verbs English Grammar Geography	Latin Repetition... Geography and Map	Latin — Delectus, Notes, Declen- sions. French Exercise and Verbs. English History.
Home Work ...					

XV.—PAPERS RELATING TO PRESBYTERIAN CHURCH TRUST, OTAGO.

A. EXTRACTS FROM ACTS AND ORDINANCES.

1. "The Presbyterian Church of Otago Lands Act, 1866."

"WHEREAS by certain terms of purchase of land within the Settlement of Otago, forming a contract between the New Zealand Company and Association of lay members of the Free Church of Scotland constituted for promoting the said settlement commonly called "The Otago Association," it was

agreed that certain allotments of land within the said settlement should be appropriated for an estate to be purchased by Trustees for religious and educational uses within the same, which the said Association was to do by a certain proportion of the price to be realized by the sale and disposal of the lands comprising the said settlement being appropriated for religious and educational uses, and to be administered by the said Trustees and applied in part in the purchase of the land intended to be the estate of that Trust: And whereas, in pursuance of the aforesaid terms of purchase, a certain portion of the funds appropriated for religious and educational uses, and to be administered by the said Trustees and applied in part in the purchase of the land intended to be the estate of that Trust as aforesaid, was realized; and certain allotments of land were purchased and acquired for such religious and educational uses, which said allotments of land are severally specified and described in Schedule A, hereto annexed, and a deed of trust and relative institutes as a constitution for church and schools, dated the sixth day of November, one thousand eight hundred and forty-seven, and other dates, were executed by Patrick Boyle Mure Macredie, of Perceton, Esquire, for and as specially authorized by the said Association by minute thereof in that behalf, and by certain purchasers and mandatories of purchasers of land in the said settlement, by which deed of trust " . . . &c., &c.

"Section VII. Two-thirds of the clear proceeds of the said rents, issues, and profits shall each year be applied by the said Trustees, in accordance with such regulations (to be made in manner hereinafter mentioned) as the said Synod of Otago and Southland shall from time to time prescribe, solely for the purpose of building or repairing manses and churches in the Provinces of Otago and Southland, and for endowing or aiding in the endowment of any theological chair or chairs in connection with the said Presbyterian Church of Otago in any college or University which may hereafter be erected in the said Province of Otago, or any or either of such purposes according to the said regulations, and shall be called 'The Ecclesiastical Fund.'

"Section VIII. The said Trustees shall set apart the remaining one-third of the said clear proceeds for the purpose of forming a fund for educational purposes, and shall from time to time invest the same in their own names in any Government or real securities of the Colony of New Zealand, and shall also vary the said securities at their discretion, and shall receive the dividends, interest, and annual produce of the said securities, and reinvest the same in or upon like securities so that the proceeds, securities, dividends, interest, and annual produce may accumulate, and the said fund so formed shall be called 'The Education Fund.'

"Section IX. The said Trustees shall from time to time apply the said Education Fund (in accordance with regulations to be made by the said Synod in manner hereinafter mentioned) in 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, or for either or both of those purposes.

"Section X. The regulations of the said Synod to be made from time to time for the guidance of the said Trustees shall be made in the following manner—that is to say: they shall be passed as an interim Act of the said Synod, and a printed copy of such Act, together with a notice of the day on which the said Synod intend to finally adopt such regulations, shall be sent to each Minister who shall for the time being be a member of such Synod, and to the Session Clerk of each congregation of the Presbyterian Church under the jurisdiction of the said Synod, to be submitted to the session of the congregation of which he is Session Clerk, and each said Session shall be entitled to appear before the said Synod and to be heard on the subject of such regulations before any such regulations as aforesaid shall be adopted by the Synod, and before any alteration shall be made in any regulations which shall be already in force; and it shall be lawful for the said Synod from time to time, after hearing the said several congregations, to pass and adopt such regulations, either with or without alterations or amendments as to them shall seem expedient.

"Section XI. Every professor of any theological chair that shall be endowed or aided in endowment as aforesaid shall be appointed and removable by the said Synod.

"Section XII. All professors to any literary chair as aforesaid, endowed in the whole or to the extent of two-thirds of such endowment from the said Education Fund, shall be appointed and removable by the said Trustees, with the concurrence of the said Synod."

2. "Dunedin Church Lands Ordinance, 1861."

"Whereas, by Crown grant, bearing date the twenty-eighth day of June, one thousand eight hundred and fifty-eight, all that allotment . . . was granted to the Superintendent of the Province of Otago and his successors, upon trust for a site for a church and school-house in connection with the Presbyterian Church of Otago . . ."

"Section 4. All the rents, issues, profits and proceeds arising from the pieces or parcels of land first and third hereinbefore mentioned and described, and from the mortgage or other disposition thereof, shall be paid to the Treasurer for the time being of the aforesaid Presbyterian Church of Otago; and the clear proceeds, after deduction of the costs of collection and other necessary expenses, shall and may from time to time be applied by the said Presbyterian Church of Otago to the following purposes—viz., first, towards the erection of a church and manse on the aforesaid piece or parcel of land third hereinbefore described, and thereafter towards the erection and repair of any church or manse in connection with the said Presbyterian Church of Otago; and the whole rents, issues, profits, and proceeds arising from the aforesaid piece or parcel of land second hereinbefore described, shall be applied towards the erection and maintenance of a college or other educational institution in Dunedin, and until so applied shall be invested in real or Government securities for accumulation, in name of the Superintendent of the said province in trust for the aforesaid purpose."

[The "parcel of land second hereinbefore described" is the land granted (as above) "for a site for a church and schoolhouse."—Sec. R. Com.]

B. CORRESPONDENCE.

1. *Reply to Circular of 29th January, 1879.*

SIR,—
Dunedin, 25th March, 1879.
On behalf of the Otago Presbyterian Church Trustees, I have the honor to acknowledge receipt of your letter of the 29th January last, and in reply I am directed to state that the Trustees have not the administration of any endowments made out of public estate, or grants of public money. I may add that the Trustees have the management of certain properties acquired by purchase, but they conceive your circular has no application to these.

I have, &c.,
The Secretary, WILLIAM H. REYNOLDS,
Royal Commission on University and Higher Education, Chairman.
Wellington.

2. *Letter from Secretary to Royal Commission to the Hon. W. H. Reynolds, M.L.C., and Memorandum in reply.*

Royal Commission on University and Higher Education,
Dunedin, 7th July, 1879.
SIR,—
I have the honor, referring to my letter of the 29th January, 1879, and to subsequent correspondence, to remind you of the endowment for a college, which, by Ordinance of 1861, was transferred from the Superintendent to the Presbyterian Church; and to request you to supply the Commission with information as to the condition, value, and application of the endowment.

I have, &c.,
The Hon. W. H. Reynolds, WM. JAS. HABENS,
Church Property Board, Dunedin. Secretary to Royal Commission.

MEMORANDUM.—The lands referred to in the Ordinance, 1861, were set aside by instructions of Mr. T. C. Harrington, the principal Secretary of the New Zealand Company, London, addressed to Colonel Wakefield, the principal Agent of the Company in New Zealand, under date 21st October, 1846. These instructions, which referred to Otago, were: "That Colonel Wakefield, assisted by his surveyors, be requested to appropriate sites for all other purposes referred to in clause 12, not omitting in each principal town, and under the head public buildings, a site for one church with school and playground for the children, and also, in the case of Dunedin, a site for a college." Clause 12 of the terms of purchase of land in Otago runs thus: "In laying out the chief town of the settlement to be named Dunedin—due provision to be made for public purposes, as fortifications, public buildings, sites for places of public worship and instruction . . . for all which instructions have already been given to the Company's principal Agent." These terms of purchase are dated 24th November, 1847. From the foregoing it must appear manifest that these properties are not a gift from the Crown, but that they were acquired by the Otago Association, in their agreement with the New Zealand Company. As regards the question "as to the condition, value, and application" of these lands, I refer to the "Proceedings of the Synod of the Presbyterian Church of Otago and Southland, 1879," a printed copy of which, I understand, has been forwarded to the Commission by the Church Factor, Mr. E. Smith.

Dunedin, 10th July, 1879.

WILLIAM H. REYNOLDS.

C. EXTRACTS FROM APPENDIX TO PROCEEDINGS OF SYNOD OF PRESBYTERIAN CHURCH OF OTAGO AND SOUTHLAND, JANUARY, 1879.

1. *College Fund Account to 30th September, 1878.*

CR.	£	s.	d.
Balance	54	2	2
Rents	902	7	0
Grant, Ecclesiastical Fund	600	0	0
	<u>£1,556</u>	<u>9</u>	<u>2</u>
DR.	£	s.	d.
Professor Salmond's salary, 13 months	650	0	0
Repairs, fencing, &c.	48	7	0
Rates	7	16	3
Interest 12 months, £600	48	0	0
Rev. M. Watt	100	0	0
Janitor	5	0	0
Stewart and Denniston	12	16	6
Reith and Wilkie, and <i>Times</i>	9	4	0
Commission on £902 7s.	45	2	4
Balance forward—			
Loan on mortgage	600	0	0
Cash in bank	30	3	1
	<u>£630</u>	<u>3</u>	<u>1</u>
	<u>£1,556</u>	<u>9</u>	<u>2</u>

2. *Education Fund Account.*

CR.							£	s.	d.
Balance	...	...	...	...	...	4,574	10	2	
One-third net receipts	...	...	...	...	...	1,200	16	4	
Interest on investments	...	...	...	...	...	331	7	7	
							<hr/>		
							£6,106	14	1
							<hr/>		
DR.							£	s.	d.
Cash paid Professor McGregor, 12½ months	...	...	...	...	...	612	10	0	
Synod expenses	...	...	...	...	...	20	0	0	
Commission on £331 7s. 7d.	16	11	5	
Balance forward	5,457	12	8	
							<hr/>		
							£6,106	14	1
							<hr/>		
Credit balance	£5,457	12	8	

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ERRATA ET CORRIGENDA.

MINUTES OF PROCEEDINGS—

Page 27. Paragraph 15, for "ayes" read "noes," and for "noes" read "ayes."

MINUTES OF EVIDENCE—

Page 40. In foot-note, for the initials "J.G." read "T.B.G."

„ 101. For "Mr. F. A. Whitaker" read "Mr. F. Whitaker."

APPENDIX—

Page 7. Secondary education reserves let, for "£8,689" read "£2,689," and for "£556 14s. 2d." read "£172 2s. 11d."

„ 15. Runs in Otago, for "£1,955 14s. 1d." read "£2,755 14s. 1d."

„ 26. For "A.—Canterbury College," &c., read "B.—Canterbury College," &c.

„ 52. Subjects of study, Otago Boys' High School, Class II., for "Greek" read "French."

