

tion they can check the practice, but under the existing system there is no check. Under the existing system, where the professor is partly paid by fees, his income depends to some extent upon attracting students to his class. The source of attraction is not the excellence of the teaching he gives, but the facility with which he helps the students through their examination. Therefore the temptation is put upon him to be a mere crammer. In such a subject as mine, or of law, the temptation to a professor to be dishonest is tremendous. In law the "cram" idea seems to be to train students to answer likely questions of the examination, and the best method of training the student for the examination is one that leaves out fundamental principles altogether. Now, that sort of thing is actually done by coaches. The student goes to a coach and pays him £10 10s. or £15 15s., and the coach shows him what to learn. For a professor to take that position simply means that the money the nation provides is thrown into the sea. Then, take my own subject. The Commission set up on the University of Melbourne in 1904 went into the matter of the best method of teaching foreign languages, and they found that it was universally admitted that all except elementary teaching should be delivered in the language in question. Under our system, where the work of the students is tested entirely by an examination conducted outside, you can see that I could prepare them for their examination in one-quarter of the time by giving them in English answers to likely questions. If I were getting fees the temptation would be given to me to teach in a form which, though not right, paid me best.

26. The main alteration you want is the establishment of a conjoint Professorial Board?—Yes.

27. Do you approve of the system of examination for matriculation?—I believe they have solved the problem very advantageously in England and Scotland through the action of the Oxford and Cambridge Boards, and my opinion for some years has been that the proper solution of the difficulty in this place is this: You cannot do without an examination for matriculation in some form or other, because you have some students who have not gone through the secondary schools, but I believe the best way is to accept the certificate of the headmasters of the school, provided that the schools themselves have conducted an examination of their own pupils and have conducted it in accordance with the ideas of the University Senate.

28. Is that done in America?—I cannot tell you. It is done, but I cannot say whether it is done precisely in that form. The benefit of that system is that the University Senate would recognize certain schools as able to grant certificates. The recognition is based on the syllabus of the school being confirmed by the Senate. The Senate would then be able to say, "No, your syllabus and standard of examination do not meet our requirements." Practically it would mean that the Senate would determine roughly the requirements of the school course, but the examination would be entirely conducted by the school.

29. Do you find the standard of matriculation high enough for university purposes?—No, certainly not. That is to say, I have to do—and a majority of my colleagues have to do—a considerable amount of what might be called secondary-school work. At the same time I would point out that there is probably a great difference as regards the various subjects. That is to say, whereas in some subjects it might be felt that the students were inadequately prepared to begin the higher work, it would not be felt in others. The teachers of chemistry, for instance, sometimes take the line that it is preferable that the student should not have been taught in another school. That attitude is sometimes taken.

30. In the University?—Yes. I know in my subject that the student sometimes comes up—a junior scholar—so well prepared that he is at the point that I hope to reach with the matriculation student at the end of his course—three years—I mean with the student who has got through his matriculation without much of a margin.

31. *Mr. G. M. Thomson.*] You say practically that the junior scholar is up to the B.A. standard?—Yes. He has not gone through the specific work of the B.A. student, but his standard is that of the B.A. degree. The Junior Scholarship is competitive. It has a very high standard, and is a strain on the boy.

32. *Mr. Allen.*] Is it too high?—I would not say that.

33. Do you think the matriculation is too low and the Junior Scholarship too high?—I think that is so. You are asking me very difficult questions. I would like to approach the whole question of State aid to suitable students from a different point of view. I think the scholarship should be eleemosynary.

34. *Mr. G. M. Thomson.*] Do your remarks imply that the standard has been raised this year?—I am aware of that.

35. Do you know that it will take a boy four years' hard work to get a scholarship? You say the matriculation is too low?—It has been too low.

36. *Mr. Allen.*] I understood you to say, in answer to one of Mr. Sidey's questions, that you do not believe in the University Colleges having charters to give their own degrees?—I think one University is absolutely all that the population and the resources of the Dominion can possibly run to. To maintain a University effectively a population of a million is rather small.

37. What difference would it be if you took away the University Senate and gave the colleges charters to give their own degrees?—I think it would make them ridiculous.

38. Why?—Our pride has been that we have kept ourselves absolutely clean of what in England are known as American and colonial university practices. The English people do not know much about the colonies, and have a rough-and-ready method of lumping together colonial and American colleges as frauds, simply because in some of the places miscalling themselves universities degrees have been granted for cash.

39. Do you think we might suffer from that?—Yes. I think it would react upon ourselves and injure the University if an attempt were made to establish four distinct universities. At the same time we ought to so organize our institution that when the population of the Dominion admits of it the four colleges would be in a position to confer degrees.