

# REPORT

OF THE

# ROYAL COMMISSION

APPOINTED BY HIS EXCELLENCY TO

INQUIRE INTO AND REPORT UPON THE OPERATIONS OF THE

# UNIVERSITY OF NEW ZEALAND

AND ITS RELATIONS TO THE

# SECONDARY SCHOOLS OF THE COLONY:

TOGETHER WITH

MINUTES OF PROCEEDINGS, MINUTES OF EVIDENCE, AND APPENDIX.

*(In continuation of paper H.-1, presented Session I., 1879.)*

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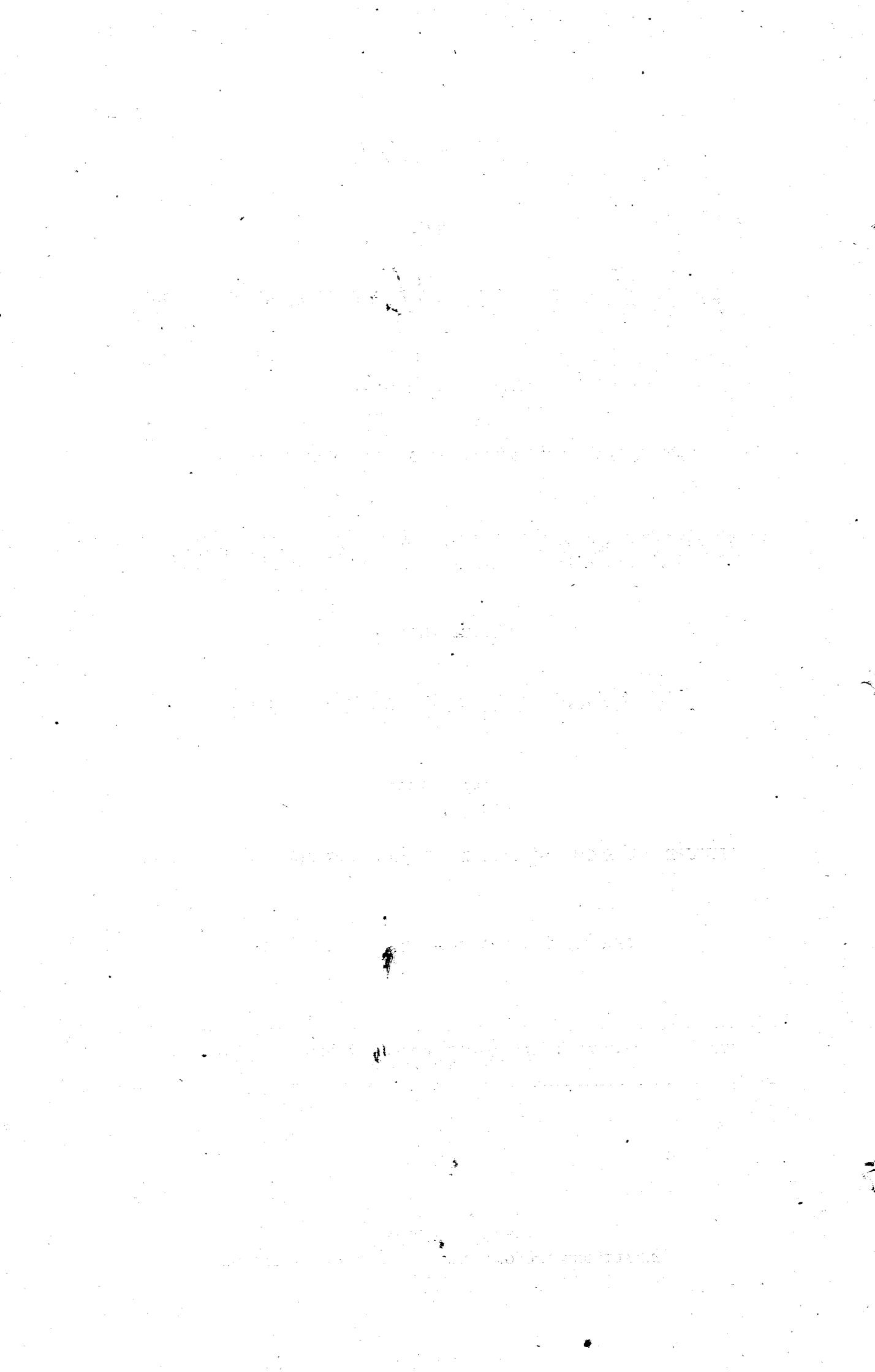
PRESENTED TO BOTH HOUSES OF THE GENERAL ASSEMBLY BY COMMAND OF  
HIS EXCELLENCY.

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1880.



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## ROYAL COMMISSIONS.

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

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

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

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

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

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

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

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

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

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

And we do by these presents appoint and direct that Wednesday, the fifteenth day of January proximo, at eleven o'clock *ante meridiem*, shall be the time, and the Parliament Buildings at Wellington the place, at which you shall hold your first meeting; and that at such meeting you shall elect one of your number to be Chairman, and, in case of the death or absence of any such Chairman, or in case of his inability to act, then that, at any of your meetings hereunder, one of your number may be appointed to be Chairman, as occasion shall require: And we do also by these presents give and grant unto you, at any meeting or meetings, full power and authority to call before

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

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

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

By His Excellency's command.

J. BALLANCE.

NORMANBY.

Approved in Council.

FRED. LE PATOUREL,

Acting Clerk of the Executive Council.

[INDORSEMENT.]

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

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

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

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

By His Excellency's command.

J. BALLANCE.

HERCULES ROBINSON.

Approved in Council.

FORSTER GORING,

Clerk of the Executive Council.

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

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

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

Witness our Right Trusty and Entirely-beloved Cousin and Councillor George Augustus Constantine, Marquis of Normanby, Earl of Mulgrave, Viscount Normanby, and Baron Mulgrave of Mulgrave, all in the County of York, in the Peerage of the United Kingdom; and Baron Mulgrave of New Ross, in the County of Wexford, in the Peerage of Ireland; a Member of our Most Honourable Privy Council; Knight Grand Cross of our

(L.S.) Most Distinguished Order of Saint Michael and Saint George; Governor and Commander-in-Chief in and over our Colony of New Zealand and its Dependencies, and Vice-Admiral of the same; at Wellington, this eleventh day of February, in the forty-second year of our reign, and in the year of our Lord one thousand eight hundred and seventy-nine.

By His Excellency's command.

G. S. WHITMORE.

NORMANBY.

Approved in Council.

FORSTER GORING,  
Clerk of the Executive Council.

VICTORIA, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith: To our trusty and loving subject, CHARLES CHRISTOPHER BOWEN, Member of the House of Representatives,—GREETING:

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

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

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

(L.S.)

HERCULES ROBINSON.

Approved in Council.

FORSTER GORING,  
Clerk of the Executive Council.

VICTORIA, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith: To all to whom these presents shall come, and to our Commissioners named in our Letters Patent bearing date respectively the twenty-third day of December, one thousand eight hundred and seventy-eight, the eleventh day of February, one thousand eight hundred and seventy-nine, and the tenth day of January, one thousand eight hundred and eighty, appointed to inquire into and report upon the operations of the University of New Zealand, and its relations to the secondary schools of the colony, and the relations of both to the primary schools,—GREETING:

WHEREAS we did, in the said Letters Patent bearing date the twenty-third day of December, one thousand eight hundred and seventy-eight, command and enjoin you, our said Commissioners, that the evidence taken by you, together with a full and faithful report under your hands and seals upon the matters therein referred to, you should transmit to us on or before the first day of July, one thousand eight hundred and seventy-nine: And whereas, by indorsement bearing date the twentieth day of May, one thousand eight hundred and seventy-nine, on our said Letters Patent of the twenty-third day of December, one thousand eight hundred and seventy-eight, we did extend the time within which you should transmit to us your said report to the thirty-first day of March, one thousand eight hundred and eighty: And whereas it hath been represented to us that, in order to enable you the more properly to fulfil the duties intrusted to you, it would be expedient to further extend the period within which you were required to transmit to us the said report as hereinafter provided:

Now, therefore, we do hereby, with the advice of the Executive Council of the Colony of New Zealand, declare and appoint that, notwithstanding anything in our said Commission or in the said indorsement contained, the time at or before which you shall, using all diligence, present to us your report as aforesaid is hereby extended from the thirty-first day of March, one thousand eight hundred and eighty, to the thirtieth day of April, one thousand eight hundred and eighty, until which date, or until such earlier date as you shall be able to conclude your labours, all the rights, privileges, and powers in our said Letters Patent contained shall be and remain in full force and effect: And with the like advice we do hereby confirm the said Letters Patent, except as altered by these presents.

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

Witness our Trusty and Well-beloved Sir Hercules George Robert Robinson, Knight Grand Cross of our Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over our Colony of New Zealand and its Dependencies, and Vice-Admiral of the same, at Wellington, this twenty-ninth day of March, in the year of our Lord one thousand eight hundred and eighty.

By His Excellency's command.

HERCULES ROBINSON.

H. A. ATKINSON.

Approved in Council.

FORSTER GORING,  
Clerk of the Executive Council.

## ANALYSIS OF REPORT.

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## REPORT.

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

MAY IT PLEASE YOUR EXCELLENCY,—

We, your Commissioners appointed to inquire into and report upon the state of the University of New Zealand and other educational institutions, submitted to your Excellency in the month of July, 1879, an interim report (hereinafter referred to as the interim report), together with minutes of proceedings and evidence, and a digest of written statements which we had obtained relating to the several institutions described in our Commission. Up to that time we had held meetings on ninety-nine separate days, and had taken the evidence of one hundred and six witnesses. Since then we have met on forty-five days, and examined four witnesses, of whom two had been previously examined; so that our sittings have occupied one hundred and forty-four days, and we have examined one hundred and eight witnesses. The evidence taken the day after we signed the interim report was printed with that which had preceded it; by a clerical error it is made to appear as if it had been given on the 8th of July instead of on the 10th.

Since the date of the interim report your Excellency has been pleased to accept the resignation of the Hon. W. Gisborne, and to appoint Mr. C. C. Bowen in his place.

Having carefully weighed the evidence of every kind which has been furnished to us, and given our most earnest consideration to the several matters set forth in our Commission, we now humbly submit to your Excellency our final report. The interim report contains our recommendations as to the constitution of the University and of the colleges which we propose should be placed in close relation with it. In July last we prepared the draft of a Bill embodying these recommendations, and we append this draft to our report. It remains for us to give an account of the present condition of institutions for University education, secondary education, and professional and technical education; as also of the various endowments for educational purposes, excepting (in accordance with our instructions) those which, under "The Education Reserves Act, 1877," are set apart for primary education.

### I.—INSTITUTIONS FOR UNIVERSITY EDUCATION.

There are at present only two colleges exclusively devoted to the purposes of the higher or University education—namely, the University of Otago and Canterbury College. The instruction imparted in these institutions, the number of professors and lecturers, the attendance of students, and the suitability and relative completeness of the college buildings, all alike do honour to the foresight and enlightened liberality of the Provincial Governments by which the colleges were erected and endowed, and to the character of the communities for whose benefit they exist. The creation of similar institutions in Auckland and Wellington, and, as population increases, in other towns also, would be of the

greatest service to the cause of education throughout the colony, and would tend at the same time to render the University more stable and more popular, because more useful and more widely known. The other institutions which, under the existing order of things, are affiliated to the University are either secondary schools (grammar schools or high schools) which add to their ordinary work the training of University undergraduates, or they are theological colleges. To the first class belong Auckland College, the Church of England Grammar School at Parnell (Auckland), Wellington College, and Nelson College. To the second class belong St. John's College (Auckland), Bishopdale College (Nelson), and Wesley College (Three Kings, Auckland), with which last is combined a Native school. Christ's College, Christchurch, belongs to both classes, being composed of two departments, of which the upper or collegiate department is in the main a theological college, and the lower department is a grammar school. Concerning all these colleges and schools more information is given in the appendix (V., VI., VII., and XIV.) to the interim report than it would be convenient to reproduce here.

Int. Rep., Appx.,  
pp. 21-47 and  
90-93.

University of  
Otago.  
Int. Rep.—Min.  
of Pro., p. 33;  
Appx., pp. 15,  
21, 87.  
Appx. to Journals  
H. of R., Sess. I.,  
1879, H.-4.

The University of Otago was founded in 1869 under a Provincial Ordinance, and was opened two years afterwards with a staff of three professors in the Faculty of Arts. Under the Provincial Ordinance the University enjoyed the power of conferring degrees, and, in order that these might take rank equally with those conferred by other Universities, application was made for a Royal charter. But, as the University of New Zealand, instituted in 1870, was also an applicant for a charter, and the Imperial Government was unwilling to grant more than one, long delay and tedious negotiations ensued. At length, in 1874, as the result of an agreement with Canterbury College, which had been established in 1873, the University of Otago waived its claim to a charter, and consented to hold in abeyance its power of conferring degrees, and both institutions became affiliated to the University of New Zealand, which, on its part, surrendered its teaching functions and promoted the passing of the Act of 1874, under which its powers are limited to examination and the conferring of degrees and other distinctions.

The University of Otago is governed by a Council consisting of twelve members appointed for life, vacancies being filled up by the Governor of the colony. The Council appoints the professors and lecturers, with the exception of those professors whose chairs are maintained out of the Education Fund administered by the Presbyterian Church of Otago, and manages the finances and general affairs of the institution. In the conduct of the educational affairs of the University the Council is assisted by the advice of a Professorial Board, consisting of all the professors and such lecturers as the Council may appoint to be members of the Board.

In addition to the Faculty of Arts, the University contains a School of Medicine, a School of Law, and a School of Mines, to all of which further reference will be made under the head of Professional and Technical Schools. The staff of professors is as follows: Professor of Classics and English Language and Literature; Professor of Mathematics and Natural Philosophy; Professor of Mental and Moral Philosophy and Political Economy; Professor of Chemistry; Professor of Natural Science; Professor of Anatomy; Professor of Mining and Mineralogy. There are also lecturers in Law, in French, in German, and in Surgery. Quite recently a new chair has been established by the Presbyterian Synod, the holder of which will undertake the subjects of English Language and Literature, Constitutional History, and Political Economy. The difficulty mentioned in page xv. of our interim report has thus been disposed of for the present, the Synod having decided to endow a chair which the University Council was found willing to accept.

The cost of the University buildings (including residences for the four senior professors) was £33,547, and they are worthy of the purpose for which they were erected. There is a valuable library, containing about 4,000 volumes, and open to the public during certain prescribed hours daily. It is to be regretted that the Council is at present unable (owing to the demands lately made upon its resources by the expenditure on buildings) to make regular additions to the library, and to

keep up a supply of scientific and literary serials. The chemical laboratory is already too small, owing to the unexpected demand for instruction in chemistry which has arisen; and additional accommodation will shortly have to be provided. The physical laboratory is large and commodious, but is unprovided with apparatus, and as yet there is no provision for instruction in experimental physics. The arrangements for the study of practical anatomy, in connection with the Medical School, are extensive and complete.

The Museum, which is chiefly devoted to natural history, stands at a short distance from the University, and is under the management of the University Council. The Professor of Natural Science is also Curator of the Museum. The building contains a biological laboratory, and a lecture room for the classes in natural science. The Museum has a library of its own, containing over 1,300 volumes of works on natural history.

The number of students last session (as stated in our interim report) was 111, Int. Rep., p. viii. of whom 44 were matriculated students of the University of New Zealand. They were of both sexes, and their average age was above twenty-one years. The average payment in fees is about 10 guineas a year from each student in full attendance, the charge for each complete course of lectures in a single subject being 3 guineas, and each student paying 1 guinea per annum for college expenses in addition to his class fees.

The total income of the Otago University for purposes of University education Int. Rep., Appx., p. 25. in the year 1878 was £4,616. This sum includes £600 received from the Education Fund of the Presbyterian Synod, as the salary of the Professor of Mental Science, and £500 received from the Government as a subsidy in aid of the School of Mines.

Canterbury College was founded in 1873 by a Provincial Ordinance, which appointed the first governors (twenty-three in number) by name, and gave to the Board of Governors so constituted the power of filling up vacancies; with the provision, however, that the graduates of the University of New Zealand on the books of the College should, so soon as they numbered thirty, be intrusted with power to fill up vacancies occurring in the Board of Governors. A Professorial Council, with powers of advice, has been instituted, as in the case of the University of Otago. The staff of professors is as follows: Professor of Classics; Professor of English Language, Literature, and History; Professor of Mathematics and Natural Philosophy; Professor of Chemistry and Physics; Professor of Geology and Palæontology; Professor of Biology. There are also lecturers in French, and in German; and a Director of the School of Agriculture. Incorporated with the College, and under the control of the governors, is a museum of remarkable extent and value. The Director of the Museum is the Professor of Geology and Palæontology. The arrangement by which the museums, both at Christchurch and Dunedin, are intrusted to the care of the college authorities is dictated by sound wisdom. The educational effect, of such institutions can scarcely be overrated. They convey to the minds even of children knowledge of a kind which books cannot impart, and they are indispensable to the advanced student in all departments of natural science. Canterbury College. Int. Rep.—Min. of Pro., p. 31; Appx., pp. 9, 26, 88. Appx. to Journals H. of R., Sess. I., 1879, H.-5.

The College buildings and site have cost nearly £17,000, and are in every way adapted to the purposes for which they were designed. The chemical and physical laboratories are sufficient for the wants of University students. The apparatus has cost about £1,500, and the lecture theatre is very complete. There is also a good biological laboratory. Last session the students numbered fifty-seven, of whom twenty-three were matriculated students of the University. Ladies are admitted to all the classes. So far as we can ascertain, the average age of the students is not much below twenty-one years. The average cost to each student does not differ greatly from that which has been stated in the case of the Otago University.

The income of the College in 1878 for purposes of University education was £3,792, exclusive of a balance in hand (£834 14s. 6d.), and a Government subsidy Int. Rep., Appx., p. 27. of £1,578, which, however, was a special grant for that year only.

The governors of the College have the charge also of the public library, containing more than 10,000 volumes. The part of it which is used as a reference

library is of great value, much care having evidently been exercised in the selection of books. It is open to the public free of charge. The remaining portion forms a circulating library, to which there are 750 subscribers. There is also a free public reading room. The building with the fittings cost £5,000. The Museum contains a scientific library of about 800 volumes, and there is also a small library of classical works in the College for the use of the students. The Girls' High School, now in full operation, the Boys' High School, which will shortly be opened, and the Agricultural School, which is just about to commence operations, are all of them under the control of the Governors of Canterbury College. Information as to the endowments of all these institutions will be given under the head of "Endowments."

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## II.—SECONDARY SCHOOLS.

Probably no part of our report will be looked for with greater interest than that which relates to secondary schools. We propose to review with some care the present condition of these institutions; but before doing so it will be convenient to consider secondary-school work in its relation on the one hand to primary and on the other to University education.

Relation of the secondary to the primary school.

It is a common opinion that the primary and secondary courses of instruction form parts of a continuous whole, the primary education being adapted to the requirements of children below a certain age, and the secondary suitable for young persons who have passed through the primary course. That this view is erroneous is obvious from the consideration that the course which a boy's education ought to follow must depend greatly on the length of time which can be devoted to it. It is necessary that those who cannot be expected to remain at school much beyond the age of thirteen years should be taught English, writing, arithmetic, and the elements of geography and history, as thoroughly as the duration of their school course will allow, and any attempt to teach them Latin and mathematics under such conditions would not only result in failure, but would also seriously interfere with their chance of proficiency in the essential subjects. On the other hand, boys and girls who are likely to stay at school until they are sixteen or seventeen years old have time to acquire a sound knowledge of higher subjects, and their whole course ought to be planned with reference to this circumstance. Classics, for instance, ought to be begun long before the proper time for completing a primary-school course; and some even of those which are essentially primary-school subjects can be more fully and methodically treated from the beginning in a secondary school. We do not, however, think it at all desirable that secondary schools should undertake the work of elementary instruction in reading, writing, and arithmetic. This preparatory work ought to be done before the pupil is admitted to the secondary school. An entrance examination about equal in difficulty to Standard III. of the primary school, but omitting the geography and history, would be a suitable test to be applied to candidates for admission to the lowest form of a secondary school; and the certificate of Standard III. from a primary school might be accepted as entitling to exemption from the entrance examination. We recommend a low standard for entrance, because, as we have already said, the proper subjects of the secondary-school course should be begun early, and children who are intended to receive the full benefit of such a course should enter upon it as soon as they can profitably do so.

The case of advanced pupils from primary schools entering secondary schools.

A serious difficulty, arising out of the essential difference between the primary and the secondary schools, presents itself in the case of pupils who are transferred at various stages from the lower to the higher institutions. This case is, according to the evidence before us, of frequent occurrence; and the headmasters of secondary schools testify to the difficulty of making suitable arrangements for boys who join late in the course, and who, though admirably trained in the primary are not at all prepared in the secondary subjects. The best way of meeting this difficulty appears to us to be to make better provision for instruction in

higher subjects in primary schools. The present constitution of district high schools under "The Education Act, 1877," does not, in our judgment, sufficiently meet the requirements of the case. The provisions of this Act do not encourage, even if they permit, the teaching of subjects beyond the primary-school course in schools which, though not worthy of the distinction involved in the title of District High School, are yet quite able to afford a useful measure of secondary instruction. At the same time an inducement is held out to such schools to endeavour to acquire prematurely the status of district high schools. There is reason to fear that, since no provision is made in the Act for the maintenance of the higher work in district high schools, except so far as such maintenance is derived from funds more properly applicable to the purposes of primary instruction, the staff will usually be inadequate to the work expected of it. The headmaster, who receives a high salary professedly in acknowledgment of his responsibility for the conduct of the whole of a large primary school, is tempted to confine his energies almost entirely to the instruction of a small number of advanced pupils. We have given very careful consideration to this matter, and have agreed to make the following proposals:—

1. That, in any primary school, permission be granted to give instruction in subjects not included in the standards, on condition (*a*) that the extra subjects shall be specifically defined in each case by the Board, upon evidence that the master is competent to give instruction in them; (*b*) that the extra classes shall be taught outside of the legal school hours; and (*c*) that reasonable fees, to be fixed by the Board, may be received by the teacher from the parents or guardians of the children to whom the extra instruction is given. Provision for teaching higher subjects in primary schools. 2. That for every school in which a certain number of children have passed the fourth standard—the number to be fixed by the Minister of Education after correspondence with the Board of the district concerned—a sum of at least £100 per annum be granted by the Government to the Board towards making provision for strengthening the staff of the school, in order that the elements of a secondary education may be imparted without endangering the efficiency of the primary education in the school. We suggest that to entitle a school to this aid it should have about fifty children in the fifth and sixth standards, and that schools receiving the subsidy be called "middle schools." We further recommend that this aid be not granted to primary schools in the immediate neighbourhood of secondary schools, nor in any case until a scheme for the organization of the middle school—which scheme ought to provide for the payment of fees—has been approved of by the Minister. 3. That it be made illegal for a district high school, or middle school, even in a district which has no secondary school, to receive the winners of Board scholarships.

As the primary-school work overlaps the secondary, so the latter in its turn overlaps the work of the junior classes of a University college. The cases, however, present no further analogy. We have seen that it is desirable that the pupil should leave the primary school in order to begin his secondary course as early as possible. It is on the other hand highly undesirable that he should leave the secondary school before the conclusion of the course, in order to commence his University studies. A parent, observing that the work of a junior college class covers the same ground as the closing years of a secondary-school course, might be tempted to conclude that much time would be saved by transferring his son as soon as possible to the college. It cannot be too strongly represented that this can only be done at a sacrifice of the true aims of education. At that stage of a boy's course, his mind is best fitted for the slow, detailed, and painstaking processes of the school work, a kind of work very different from that of the junior classes of a University college; although the latter may provide a rapid and closely-condensed preliminary course for those whose early education has been neglected, but who come to the work with more matured powers and stronger determination and perseverance than can be expected of schoolboys. Relation of the secondary school to the University.

We now proceed to review the present condition of the principal grammar schools. We will take up first their financial position, stating in each case the proper income of the year from endowments and from fees, and also the expenditure in salaries, interest, and contingencies. Financial condition of the secondary schools.

Auckland College  
and Grammar  
School.  
Int. Rep.—Min.  
of Pro., p. 15 ;  
Appx., p. 32.  
Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3.

The endowments of Auckland College and Grammar School were granted by Sir George Grey in 1850, but the school did not commence operations till 1869, the funds in the meantime having been allowed to accumulate. The endowment now yields an annual revenue of £1,759 17s., with a “probable income from renewed tenancy” of £1,979 2s. For the last nine years the school has been carried on in temporary premises ; but buildings have now been erected at a cost of £7,424 5s., which was defrayed mainly by a grant of £5,000 from the Colonial Government, the remainder being taken from the accumulated funds of the college, which at the time amounted to about £7,500. It was proposed to draw to a larger extent on this fund in order to provide accommodation for boarders ; but, this intention having been for the present abandoned, the balance remains, and affords revenue to the institution. Exclusive of arrears both at the beginning and end of the year, and on both sides of the account, and omitting money received and spent for building purposes, and a sum of £105 13s. 4d. received from the School Commissioners, the income and expenditure for 1879 was as follows :—

<i>Income—</i>						£	s.	d.
Rents	...	...	...	...	...	1,678	13	0
Interest on investments	...	...	...	...	...	529	10	0
Fees—school	...	...	...	£1,642	4	0		
„ evening classes	...	...	...	97	15	0		
						<hr/>		
						1,739	19	0
						<hr/>		
Total	...	...	...	...	...	£3,948	2	0
						<hr/>		
<i>Expenditure—</i>						£	s.	d.
Salaries	...	...	...	...	...	3,059	0	8
Repairs to buildings	...	...	...	...	...	70	3	10
Contingencies	...	...	...	...	...	599	17	5
						<hr/>		
Total	...	...	...	...	...	£3,729	1	11

The number of pupils on the roll for 1879 was 210 ; and the regular staff of the school consists of seven masters, besides the masters for French and drawing.

Wellington  
College.  
Int. Rep.—Min.  
of Pro., p. 19 ;  
Appx., p. 36.

Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3.

Int. Rep., Evid.,  
5462.

Ibid., 5460.

Wellington College has been for several years past in financial difficulties, owing, according to the evidence taken, to the unproductive nature of the reserves with which it is endowed, to a heavy debt incurred for the building of a boarding establishment, and to the small number of pupils in proportion to the population. The endowments consist of certain town sections, which were the original grant to the Grammar School, and which now bring in £1,080 8s. 3d. per annum, with a “probable income from renewed tenancy” of £2,442 ; the suburban reserve of 69 acres on which the College is built, 19 acres of which the governors are empowered to let on building leases, an arrangement which it is estimated will eventually add £400 or £500 to the annual revenue ; and a large area of rural land, valued at £9,357, but which is not likely to bring in any revenue as a leasehold within a reasonable time, unless it can be leased with a purchasing clause. The original College building was erected, at a cost of £4,000, from a fund raised by private donations and grants from the Provincial Government. The portion of the building afterwards erected to serve as a master’s residence and for boarders cost £5,000, which sum was borrowed, and now occasions an annual charge on the revenue of £500. The small attendance at the school is attributed to several causes, all of which are of a temporary nature ; and a recent rearrangement of the school has been followed by a rapid increase in the number of pupils. The revenue and working expenses of the school for the year 1880 are estimated as follows :—

<i>Income—</i>						£	s.	d.
Rents of reserves	...	...	...	...	...	1,080	8	3
Tuition fees	...	...	...	...	...	980	0	0
						<hr/>		
Total	...	...	...	...	...	£2,060	8	3
						<hr/>		
<i>Expenditure—</i>						£	s.	d.
Salaries	...	...	...	...	...	2,225	0	0
Contingencies	...	...	...	...	...	497	0	0
Interest on debt	...	...	...	...	...	500	0	0
						<hr/>		
Total	...	...	...	...	...	£3,222	0	0

There will therefore be a deficiency for the year of £1,161 11s. 9d., in addition to which there was a debtor balance of £415 11s. 3d. at the end of 1879.

To meet the annual deficits which have arisen from the insufficiency of the income, grants have been made to the school from year to year ever since its foundation. During the time of the Provincial Government the amount of this grant was £1,500 annually, and it seems to have been intended to continue this provision for the school until the reserves should become sufficiently valuable. Since the abolition of the provinces the finances of the school have been placed in a more precarious position, owing to the uncertainty of the contribution to be obtained from the General Government. Int. Rep., Evid., 5440-1.

The number of pupils on the roll for 1879 was ninety-eight boys, besides eleven girls in the special classes. The number of masters on the regular staff is four, in addition to masters for modern languages and drawing.

Nelson College, founded in 1858, is in a flourishing condition, owing to the liberal foundation of £20,000, which originated in an agreement between the New Zealand Company and the settlers. From this endowment a building was erected at an original cost of £8,000, and it has since received considerable additions. The remainder of the money was placed on mortgage or invested in the purchase of land, and through careful management the capital has been greatly augmented, so that the present estimated value of the estate is £28,913 10s. 7d. This sum includes the value of lands taken in exchange for original landed endowments, which did not form part of the foundation of £20,000. The College buildings include accommodation not only for teaching, but also for boarders. The boarding establishment yields a profit, which is applied to the general purposes of the school. Nelson College. Int. Rep., Appx., p. 40. Ibid., p. 41. Ibid., Evid., 3011, 3086.

The proper income and expenditure for 1879, excluding arrears and additions to buildings, is as follows:—

<i>Income—</i>				£	s.	d.
Rent of lands	...	...	...	483	0	0
Interest	...	...	...	1,494	19	11
Tuition fees	...	...	£1,330	0	0	
Boarding fees	...	...	2,631	9	6	
				<hr/>		
				3,961	9	6
Miscellaneous	...	...	...	49	9	0
				<hr/>		
Total	...	...	...	£5,988	18	5
				<hr/>		
<i>Expenditure—</i>				£	s.	d.
Salaries of masters	...	...	...	1,591	5	0
Boarding expenses	...	...	...	2,214	8	0
Scholarships	...	...	...	399	0	0
Repairs	...	...	...	245	5	8
Contingencies	...	...	...	553	13	8
				<hr/>		
Total	...	...	...	£5,003	12	4

The highest number of pupils on the roll for 1879 was 134. There are four regular masters, besides a teacher of modern languages.

Christ's College Grammar School, Christchurch, was established by a Provincial Ordinance in the year 1855. Its endowments came from three sources. (1.) A grant of ten acres of the Government Domain for a site and buildings was made by the Provincial Council on 24th February, 1857. The school buildings and boarding-houses have been erected on this site. (2.) It was endowed by the Church Property Trustees with one-fifth of the land which came to them from the Canterbury Association. Land in the original Canterbury block was sold at £3 per acre, one-third of which was set apart for ecclesiastical and educational purposes. This third was handed over to the Church Property Trustees in land, on the condition that one-fifth should be devoted to Christ's College for educational purposes. (3.) Endowments and gifts were made from private sources, which were intended for scholarships and professorships in an upper department, in which the students are required to attend lectures in theology. Christ's College Grammar School. Int. Rep., Appx., p. 43. Ibid., Evid., 4039.

The greater part of the expense of the buildings has been met by private subscriptions, and by money taken from the general funds of the school, or borrowed

from the accumulated scholarship funds, interest on the money so borrowed being charged against the revenue of the school. The Provincial Council, however, made a grant of £1,000 for building a schoolroom, and frequently passed annual votes of £250 or £300 towards the general expenses. According to the accounts submitted for 1879, the revenue and expenditure are as follows, exclusive of any profit on the boarding, which goes in augmentation of the salaries of certain masters :—

<i>Income—</i>					£	s.	d.
Rents of lands	...	...	...	...	1,178	0	0
Interest on investments	...	...	...	...	90	0	0
Tuition fees	...	...	...	...	2,508	0	0
Other sources	...	...	...	...	135	0	0
Total					£3,911	0	0

<i>Expenditure—</i>					£	s.	d.
Salaries of masters	...	...	...	...	2,900	0	0
Prizes	...	...	...	...	50	0	0
Interest on debt and sinking fund	...	...	...	...	280	0	0
Repairs and furniture	...	...	...	...	210	0	0
Contingencies	...	...	...	...	425	0	0
Office expenditure	...	...	...	...	250	0	0
Total					£4,115	0	0

It will thus be seen that there was in 1879 an excess of expenditure over revenue to the extent of £204.

The highest number of pupils on the roll during the year 1879 was 187; and the number of masters was eight, besides masters for modern languages, music, and drawing.

Otago Boys' and  
Girls' High  
Schools.

Int. Rep.—Min.  
of Pro., p. 32;  
Appx. p. 51.

The Otago Boys' and Girls' High Schools, although organized as separate educational institutions, are managed by the same Board, enjoy a joint interest in the endowments, and have certain masters common to both. The incidental expenses of the schools have also been combined in the accounts; so that it would be difficult to make even an approximate statement of the income and expenditure of the institutions separately. It is necessary, therefore, to consider them together. The buildings for the two schools, which are contiguous, were erected at the cost of the Provincial Government of Otago. They are unsuitable and insufficient for the present requirements of the schools. The girls' boarding-house forms a part of the school buildings, but the boys' boarding-house, which was also erected at the cost of the Provincial Government, stands on a separate site distant half a mile from the schools. We understand that it is proposed to devote the present buildings exclusively to the purposes of the girls' school, and to erect new buildings for the boys' school on the site of the present lunatic asylum, which is adjacent to the boys' boarding-house. The site has already been secured, and will be available for this purpose as soon as the patients can be removed to the new asylum now being built at Seacliffe. There are, however, at present no funds at the disposal of the governors for the erection of the new school buildings. The endowment consists of certain reserves, chiefly pastoral lands, which yield a present revenue of £1,175 4s. 9d., with a "probable income from renewed tenancy" of £2,844 5s. This endowment was provided out of the reserves set apart for secondary education in the former Province of Otago, and has been held by the schools since 1878, when they were placed under the management of the present Board. Previously to this time both schools were supported by annual votes of the Provincial Government.

Appx. to Journals  
H. of R., Sess. II.,  
1879, C.—3.

The following is a statement of the revenue and expenditure of the schools for 1879 (exclusive of £228 14s. 10d. received from the School Commissioners) :—

<i>Income—</i>					£	s.	d.
Rents of reserves	...	...	...	...	1,175	0	0
Fees (inclusive of arrears still outstanding)—							
Boys' school	...	...	...	...	1,351	4	6
Girls' school	...	...	...	...	1,180	7	4
					2,531 11 10		
Total					£3,706	11	10

<i>Expenditure—</i>					£	s.	d.
Salaries	...	...	...	...	4,860	8	4
Interest	...	...	...	...	29	19	0
Repairs of buildings	...	...	...	...	232	13	7
Contingencies (of which £221 15s. is an exceptional payment for surveys)	...	...	...	...	591	14	8
Total					£5,714	15	7

Since the schools were placed under the present Board the annual deficits have been met partly by grants from the Colonial Government, and partly by sums received from the Otago School Commissioners out of the proceeds of such reserves for secondary education as remained unappropriated.

The highest number of pupils on the roll of the boys' school in 1879 was 188, and on the roll of the girls' school 144. The staff consists of six masters in the boys' school, and five lady teachers and one master in the girls' school, besides three masters who give their time in nearly equal proportions to both schools, and the teachers of music, drawing, and gymnastics.

The cost of the site and buildings for the Christchurch Girls' High School was borne by the Provincial Government; the cost of the site was £1,030, and of the building £5,000. An endowment of 5,000 acres of land was set apart for this institution, of which 2,185 acres have been sold at £2 an acre. The money obtained from the sale has been lent on mortgage at 8 per cent.; the remaining 2,815 acres, being unlet, yield nothing. The site and buildings at present occupied by the Girls' High School have been sold to the Canterbury College for a sum of £5,500. A more suitable site has been purchased, and fresh buildings are about to be erected. The following is a statement of the income and expenditure of the school for the year 1879:—

Christchurch  
Girls' High  
School.  
Int. Rep.—Min.  
of Pro., p. 22;  
Appx. p. 50.

<i>Income—</i>					£	s.	d.
Interest on investments	...	...	...	...	241	18	6
Fees	...	...	...	...	1,277	6	2
Total					£1,519	4	8
<i>Expenditure—</i>					£	s.	d.
Salaries	...	...	...	...	1,728	18	8
Repairs and furniture	...	...	...	...	28	7	3
Contingencies	...	...	...	...	580	17	11
Total					£2,338	3	10

As against the deficit of £818 19s. 2d., the School Commissioners gave the school a sum of £625 from the proceeds of reserves for secondary education. But as the total annual proceeds of the reserves now in their hands for secondary education amount only to £370 2s. 6d., a large grant cannot be expected another year.

The greatest number of pupils on the roll during the year 1879 was eighty-nine. There are five lady teachers on the staff, besides a teacher of class-singing. In addition to these there are three teachers of instrumental music, as well as one for singing and one for dancing; there are also masters for drawing and German: these, however, are all paid entirely by extra fees.

The Auckland Girls' High School was established by the old Auckland Education Board, under the authority of a Provincial Act. It was opened in 1877. The school originally had no endowment, the intention being that it should be supported by special votes of the Provincial Council. An Act of the General Assembly was passed in 1878, endowing the school with land to the value of £5,000. Until June, 1879, the school was aided from the general funds of the Auckland Education Board, who drew from the Government on behalf of this school the ordinary capitation allowance usually paid on account of scholars in primary schools. During last session of Parliament a vote of £1,200 was passed for the current expenses of the school. The buildings used for school purposes are leased at an annual rental of £200. They are insufficient and ill-adapted for their purpose, though some additions have recently been made to them. The income and expenditure of the school for the year 1879 was as follows:—

Auckland Girls'  
High School.  
Int. Rep.—Min.  
of Pro., p. 16;  
Appx., p. 47.

Evid., 1041, 1094,  
2184, 2352.

<i>Income—</i>					£	s.	d.
Fees	...	...	...	...	1,599	3	4

<i>Expenditure—</i>						£	s.	d.
Salaries	...	...	...	...	...	1,573	12	10
Rent of premises	...	...	...	...	...	200	0	0
Contingencies	...	...	...	...	...	241	14	3
Total						...	...	...
						£2,015	7	1

There is thus a deficiency of £416 3s. 9d. in the ordinary working of the school. In 1879 there was a further expenditure of £755 5s. 8d. on buildings and furniture. The total deficit thus produced was partly met by a sum of £105 13s. 4d., received out of the proceeds of the reserves for secondary education, and partly by the capitation allowance above referred to, which amounted to £886 2s. 6d. The salaries have since been increased to £2,030.

The highest number of pupils on the roll for 1879 was 245. The number of teachers on the general staff is nine, and there are visiting teachers for French, German, drawing, and fancy work.

The following table contains a summary of information respecting the attendance, staff, and fees of the several schools to which we have referred.

Table of attendance, staff, and fees.

School.	1879.			Scale of Fees per Annum.
	Attendance.	Staff.		
		Regular.	Visiting.	
Auckland College and Grammar School	210	7	2	£ s. d. ... 8 8 0
Wellington College	*109	4	2	{ Upper School ... 10 4 0 Lower School ... 8 12 6
Nelson College	134	4	1	... 12 10 0
Christ's College	187	8	3	{ Upper School ... 15 15 0 Lower School ... 12 12 0
Dunedin Boys' High School	188	6	4	... 8 10 0
Dunedin Girls' High School	144	6	†8	{ Upper School ... 10 0 0 Lower School ... 8 0 0
Christchurch Girls' High School	89	5	†6	{ Above 12 years 12 12 0 Under 12 years 9 9 0
Auckland Girls' High School	245	9	4	{ Upper School ... 8 0 0 Lower School ... 6 0 0

Financial difficulties of some schools.

From the account which we have given of the state of these schools, it will be seen that several of them are to a greater or less extent in a condition of financial embarrassment. The income of the Auckland College and Grammar School is fairly adequate. Nelson College and Christ's College Grammar School are also independent of external aid: but in the former school too small a staff is maintained, and inadequate salaries are paid to the junior masters; while the latter has found it necessary to increase its income by raising the fees. The Auckland Girls' High School may anticipate some difficulties from the withdrawal of the aid which it has hitherto received from the Education Board; and the Girls' School at Christchurch, which last year had a deficit of £819, will be placed in a straitened position by the necessary diminution of the grants from the School Commissioners. The accounts of the Wellington College and the Otago High Schools show yearly deficits of about £1,200 and £1,800 respectively; and hitherto these schools have been largely maintained out of annual votes.

Recommendation to grant power to sell reserves.

We think that the practice of meeting the continually-recurring deficiencies in the income of the schools by special votes of the Assembly, although necessary in some cases as a temporary measure, is eminently unsatisfactory; more especially as we are persuaded that in several instances the resources of the schools would be sufficient for their requirements, if power were given to the governors to deal with their endowments to the best advantage. We therefore recommend that the governing bodies of secondary schools be empowered, subject to the approval of the Governor in Council, to dispose of their rural reserves, which bring in comparatively little revenue, placing the proceeds on mortgage, or investing them in approved securities. In cases where the capital value of the reserves is sufficient to warrant such a course, a portion of the proceeds should be applied to extinguish

\* Including eleven girls in special classes.

† Four of these are teachers of music.

existing debts and to provide necessary school buildings. An Act conferring upon the governing bodies such powers as we have suggested, would not only liberate some of the older schools from embarrassment, but would also enable schools which have just been established, or which it is proposed to establish under recent Acts of the Assembly—such as the Waitaki and Southland High Schools—to commence operations, or to complete their schemes of work, free from the pressure of financial difficulties. The same power might also be conferred upon the University colleges. We further recommend that the fees at secondary schools be not lower than £10 per annum, except in the case of two or more members of one family receiving education at the same school.

Turning now to the management of these schools, we find that the governing bodies present a marked diversity in their constitution. The Board of Governors of the Auckland College and Grammar School consists of seven members, three of whom are elected by the Auckland Board of Education, three by the members of the Assembly for the Auckland Provincial District—resident members of the Legislative Council being included—and the seventh is the Mayor of the City of Auckland for the time being. One of the three members elected by each of the two electoral bodies retires annually, but retiring members are eligible for re-election. In the case of the Wellington College the Board consists of eight persons; the Mayor of Wellington and the two members of the House of Representatives for the City of Wellington being members *ex officio*, and the remainder being nominated by the Governor and holding their offices for life. The management of the Nelson College is vested in a Council of Governors constituted by an Act of the Assembly; the first Council, nine in number, being appointed by name. Vacancies occurring in the Council are now filled up by His Excellency the Governor—who is the Visitor of the College—and the persons so appointed hold their offices for life, unless they incur certain disabilities or are absent from their duties for a period of six months. The governing body of Christ's College, Christchurch, was originally constituted under an Ordinance of the Provincial Legislature of Canterbury, in which the members were appointed by name and designated Fellows of the College. The Fellows hold office for life, unless they leave the country or incur any of the disabilities mentioned in the Ordinance. The number of Fellows is limited to twenty-five. Vacancies are supplied by Fellows elected by the governing body itself. The Board of Governors of the Otago Boys' and Girls' High Schools numbers seven members, two of whom are nominated by the Governor, two appointed by the Council of the University of Otago, and two appointed by the Otago Education Board. The Mayor of Dunedin is a member *ex officio*. The tenure of office of all the members is for one year, but retiring members are eligible for re-election. The Christchurch Girls' High School is under the Board of Governors of the Canterbury College, the constitution of which has been already described; and the Auckland Board of Education is charged with the administration of the High School for Girls which has for some years been in operation at Auckland.

The high schools which have recently been established—namely, the Southland, Timaru, and Thames High Schools—and most of those which are to be established under Acts passed by the Assembly in 1878—namely, the Ashburton, Waitaki, and Whangarei High Schools—are constituted much more nearly on a uniform model. In all these the principle has been acted upon that the governing bodies should contain both an elected and a nominated element; but the electing bodies are varied to suit the circumstances of different places. In all of them, too, the Mayor of the Municipality, or the Chairman of the County Council, is an *ex-officio* member of the governing body. Some other new schools, however, have been placed under the management of bodies previously constituted, instead of under independent boards. Thus, the Boys' High School at Christchurch, the buildings for which are now in course of erection, has been committed to the charge of the Board of Governors of the Canterbury College, while the proposed high schools at Wanganui and New Plymouth are to be managed respectively by the Education Boards of these districts.

We proceed to consider the internal organization and working arrangements of the schools. The headmasters, or, as they are styled in some instances, rectors or

Governing bodies  
of secondary  
schools.

Organization of  
secondary  
schools.

Powers, &c., of  
headmasters.

principals, generally hold office at the pleasure of the governing bodies, their engagements being terminable by a notice of three or six months on either side. Subject to the approval of the governing bodies, they prescribe the curriculum, arrange the time-table, and select the class-books. They superintend both the discipline and the teaching, and are responsible for the efficiency of the whole school. In no case is the power of appointing or dismissing masters vested in the headmaster; but the testimony is unanimous that the governing bodies have duly consulted and deferred to the headmasters in this matter. The present arrangement seems to have worked well, both in maintaining harmonious relations between the governing bodies and the headmasters, and in attracting a higher class of teachers as undermasters by affording greater security of tenure. In all the schools except that at Auckland the headmasters regularly teach the upper classes in mathematics, English, or classics. At Auckland the headmaster stated in evidence: "In regard to what special classes I take year by year, I vary from one subject to another. Sometimes I have the highest class; frequently I have almost the lowest. I take different classes and subjects, as I think may be best for the general interest." We believe that under ordinary circumstances it is calculated to exercise a highly beneficial influence both on masters and pupils that the headmaster should regularly conduct some portion of the highest work of the school. In order, however, that he may have adequate time for general superintendence, his duties as teacher of his own special classes should not occupy more than three hours a day. In Wellington College, Christ's College, and Dunedin Girls' High School, the emoluments of the principals are increased by the profits of boarding-houses. In Dunedin Boys' High School and Nelson College the headmasters are not required to take charge of the boarding establishments attached to the schools; and this arrangement has for some years successfully stood the test of experience. We are of opinion that, where due provision can be otherwise made for the support of the headmaster, it is desirable that he should be left free to devote his whole time and strength to the more immediate work of the school. In several of the schools—Wellington College, Nelson College, the Otago High Schools, and the Christchurch Girls' School—the commendable practice has been adopted of giving the principals an additional interest in the prosperity of the school by making a suitable proportion of their income consist of a capitation allowance.

Int. Rep., Evid.,  
1260.

Other masters.

The masters, as we have seen, are appointed by the governing bodies, with the advice of the principals, and generally receive a fixed salary. At Christ's College the second and senior assistant masters, and at Nelson the second master, have their salaries augmented by the profits of boarding-houses provided by the governing bodies. In Wellington College the second master and the mathematical master, in Dunedin Boys' High School the English master, and in the Dunedin Girls' High School the master who teaches the higher subjects, receive capitation allowances in addition to their fixed salaries.

Entrance exami-  
nations and  
classification.

The entrance examinations are of one general character, requiring fluent and intelligent reading, writing, and a knowledge of the first four rules of arithmetic, and of the elements of geography. We have recommended that the standard of this examination should be somewhat raised. Promotion from class to class is as a rule determined by general proficiency. In several of the schools an effort has been made to secure the advantages of independent classification, so far as classics and English on the one hand and mathematics on the other are concerned. The method adopted is to take the boys composing two or three consecutive classes in classics, and to re-arrange them in two or more divisions in mathematics. These mathematical divisions are all occupied with mathematical work at the same hour, and thus the ordinary class arrangements for the classical and English work are not interfered with.

Forms.

There are six forms in each of the boys' schools, excepting Wellington College. Since the new arrangements with regard to this school came into operation, in the early part of 1879, there has been no sixth form; but as the number and attainments of the pupils increase, and the staff is strengthened, no doubt this anomaly will disappear. At Nelson College, too, though there are nominally six

forms, it appears from the time-table that the fifth and the sixth forms are taught together. In some of the larger schools, on the other hand, it has been found necessary to divide some of the forms. Thus, at Auckland College and Grammar School each of the two highest forms has two divisions; in Christ's College Grammar School the fifth form has three divisions, and the lowest form two divisions; in the Dunedin Boys' High School the second and the third forms have each two divisions. In the girls' schools the number of forms varies, there being six in Auckland, five in Christchurch, and four in Dunedin. In these two latter schools, however, one or more forms are divided, so that there are practically six classes in each of them. The complete curriculum at each of the schools seems planned to extend over from six to eight years, according to the capacity of the pupils.

In most of the boys' schools Latin is taught in all the forms, or, at any rate, Curriculum. in all except the lowest. In Auckland College and Grammar School, however, Latin is begun only in the highest class in the lower school. In the Christchurch Girls' High School, Latin is commenced in the lowest form but one; whilst in the girls' schools at Dunedin and Auckland it is not taught at all in the lower school. The study of mathematics is also commenced in the Christchurch Girls' School at an earlier period than at Dunedin and Auckland.

We believe that the interests of education will be best promoted by leaving each school free to adapt its curriculum to its own circumstances, to the requirements of the district in which it is situated, and to the special aptitudes of its teachers. Where there are two secondary schools in one town (as, for example, Int. Rep., Evid.,  
5016, 5025. in the case of Christ's College Grammar School and the Boys' High School, at Christchurch) this freedom may be peculiarly useful, if one school be made strong on the classical and the other on the modern side. It may be convenient, however, to indicate here the general course of study which in our opinion ought to be followed in secondary schools. In boys' schools Latin should be taught in every class, or, at least, in every class except the lowest. A language like Latin can only be learned slowly and gradually, and requires to be taught to boys for many years before they can acquire much skill in its use. In view also of the fact that comparatively few boys stay at school long enough to reach the sixth form, it is desirable to get the irksome work of the Latin accidence over at as early a period as possible in a boy's school-life. In all but the two lowest classes, Latin, mathematics, and one modern language, ought to be included in the course of instruction. Arithmetic and writing should receive careful attention, as also should English (including history and geography), special prominence being given to composition in the lower forms, and to the history of literature in the higher. Greek, or, as an alternative, science and a second modern language, ought to be commenced in the lowest class of the upper school. Not more than two branches of science should be attempted to be taught in any one school, and the instruction given should be of a practical character, with the aid of objects and experiments, rather than by means of text-books. Drawing should be taught to all the pupils. We see no reason why the curriculum of a girls' school should differ materially from that of a boys' school, except that in the former it would be unadvisable to introduce the study of Greek. We hold decidedly that the teaching of Latin should be encouraged in girls' schools, in so far as suitable arrangements for efficient instruction can be made; and we think that this subject should be begun at about the same period as in boys' schools. In mathematics, however, the course of study in girls' schools need not be so extensive as in boys' schools, and may therefore be commenced at a later stage.

It is a common opinion that the curriculum of a secondary school should be framed with the sole aim of preparing its pupils for the University. This is a Classical and  
modern sides. very inadequate view of the functions which such schools have to perform. As a matter of fact, only a small proportion of the pupils in secondary schools go to the University: most of them enter on the ordinary business of life immediately on leaving school, and for them the secondary school ought to aim at providing a complete education, so far as it goes. A school-system which does not attempt to do this, as well as to train students for the University, cannot be said completely to

meet the wants of the community. If the country were populous, and its schools numerous, no doubt the demand for different kinds of secondary education would best be met by instituting different kinds of secondary schools. This is actually done in Germany, and to a certain extent has, within the last few years, been tried in England. In many of the English schools, however, a substitute for this more complete provision has been made by dividing the school into two sides : one being the classical side, the distinctive aim of which is to prepare pupils for the Universities, for literary pursuits, and for the learned professions ; and the other the modern side, intended to prepare pupils for other professions and for commercial life. In most cases, we believe, this plan, although well conceived, has met with only moderate success so far as the modern side of the school is concerned ; partly because of the high estimation in which the classical languages are held as educational instruments, and partly because boys entering on the modern side are thereby cut off from any chance of a University career. It may be pointed out that the latter obstacle to the success of the modern side does not exist in New Zealand, for the reason that Greek, which is usually taken as the differentiating subject between the two sides of the school, and which in England is a necessary part of the University course, is not a compulsory subject for the matriculation and degree examinations of the University of New Zealand. If, then, Latin were retained, and efficiently taught, on the modern side of a school (as on all accounts is desirable), the curriculum of this side, although not planned with that immediate object, would prepare a boy for the University equally with that of the classical side.

In order that it may be clearly understood what is intended by the terms "classical side" and "modern side," we have thought it useful to draw up a table indicating generally the subjects, and the hours per week to be allotted to them, in the alternative courses for the two highest forms. We assume that twenty-five hours a week are devoted to school-work. The arrangement of work for the two sides would then be somewhat as follows :—

<i>Classical Side.</i>				<i>Modern Side.</i>			
English	...	...	five hours	English	...	...	five hours
French or German	...	...	two hours	Modern languages	...	...	four hours
Mathematics	...	...	five hours	Mathematics	...	...	seven hours
Latin	...	...	eight hours	Latin	...	...	five hours
Greek	...	...	five hours	Science	...	...	four hours

In addition to the above, drawing should be taught on both sides of the school for two hours a week.

We are aware that few, if any, of the schools would be able, at present, to adopt a complete separation into two sides, on account of the expense which it would entail ; and, even if it were otherwise, we should not be disposed to insist that the above distribution should be rigidly followed in every case. In some schools, in order to suit particular circumstances of staff or locality, it may be proper to give greater prominence to some subjects and less prominence to others than we have assigned to them ; and in every school the headmaster ought to have power to excuse individual boys, whose parents or guardians wish it, from attendance on particular classes. The utmost that can be done in existing circumstances is, that each school should elect one of these sides as its chief aim, and arrange for meeting any demand for the other as necessity exists and funds allow.

To a great extent this appears to be the plan on which the existing schools are working. Thus, the Auckland College and Grammar School and the Dunedin Boys' High School have been arranged on a plan which approximates to what we have set down as the modern side. In Auckland College, however, there is no provision at present for teaching science ; and, on the other hand, Greek has just been reintroduced as a voluntary subject in the highest class. In both institutions the time allowed for school-work is twenty-five hours a week. Nelson College, Wellington College, and Christ's College Grammar School follow more closely the course set down for the classical side. In Nelson College, however, Greek appears to be taught as an alternative subject with English, and twenty-six hours a week are allotted to school-work. In Wellington College, also, a bifurcation exists to the extent that Greek is made alternative with German. To Latin

ten hours a week are assigned—a very liberal allowance even for the classical side—whilst only two hours are assigned to Greek. The school-work occupies twenty-eight hours a week. In Christ's College Grammar School, the curriculum includes no fewer than six subjects besides divinity. If there is a sufficient staff to teach all these subjects efficiently, it would probably be an improvement to allow more option; at present the only option allowed is in the case of some boys who learn German instead of Greek. If boys who take Greek were not also required to learn Science, a fuller allowance of time could be given to both these subjects. In a school in which Greek is taught to almost all the boys in the upper forms, we think that the four or five hours a week allowed to Latin in these forms is too little. The entire curriculum occupies twenty-six hours a week, two of which are allotted to divinity.

In the three schools last referred to the study of Latin is compulsory throughout the course, while in the Auckland College and Grammar School and the Dunedin High School, although recommended and encouraged, it is not in all cases enforced. In these latter institutions the school authorities appear to have made some concession to a feeling, assumed to prevail among some classes of the community, averse to the recognition of classical studies as an indispensable part of a liberal education. We are of opinion that, in the present position of education, no other subject can be found which is capable of filling satisfactorily the place now assigned to Latin in the curriculum of a secondary school. We base this opinion not only upon the admitted superiority of Latin over any of the modern languages as a means of intellectual discipline (especially when taught with the ability and thoroughness so frequently to be met with in good schools), but also upon the advantage which a knowledge of Latin confers upon the student of English, French, and other modern tongues. We think, therefore, that Latin ought to continue to occupy a prominent place in the curriculum of all our secondary schools, and we should be inclined to treat the case of boys whose parents or guardians do not desire them to learn Latin, as coming within the scope of our recommendation regarding special exemption from certain classes. On the other hand, we believe that it would be judicious for the governing bodies and headmasters of schools, more especially in districts where an opinion adverse to the study of classics is known to exist, not only to grant exemption from attendance at the Latin classes on sufficient grounds, but also to take care, in arranging the time-table, to make it possible to substitute for Latin some other branch of study. We feel assured that the adoption of this course, while tending to make a school more popular, and to extend the area of its usefulness by providing a valuable means of culture for those boys to whom the study of Latin may be deemed unsuitable, would not in reality be injurious to the interests of classical studies.

In all the schools there is a nominal division into upper and lower departments; and, as a rule, the teaching in the upper departments is more specialized than in the lower, the different subjects being assigned to separate masters. The Boys' High School at Dunedin, however, affords the only instance in which a special examination is interposed between the two divisions of the school. This examination has to be passed by all boys who desire to enter the upper department, whether they have been sent up from the lower department of the school or come from other schools. The standard of the examination corresponds nearly to the Sixth Standard of the primary-school subjects, with the addition of a moderate amount of Latin, or mathematics, or French. As the reasons which led to the adoption of this distinctive feature of the school are of interest, we here quote the paragraphs of the report of the Otago High School Commission, 1873, in which this arrangement is recommended:—

“There are two considerations which have chiefly weighed with us in arriving at the conclusion that the existing entrance-test [to the lower school] should no longer be insisted on. In the first place, it is obvious that the present standard of qualification, or any other which could be reasonably exacted from pupils at the proper age for entering the lower division, is quite valueless as a test either of diligence or of fitness for receiving a higher education. An examination fitted to test these qualities can only come at a later stage; and we have therefore placed it

Upper and lower departments.

at the entrance to the upper department of the school. The second consideration is that the lower division of the school would probably prove to be wholly self-supporting, or at all events the cost would not be greater to the Government than the education of the same number of pupils at any of the district schools. From calculations based on data in our possession, we have satisfied ourselves that, even under existing circumstances, the lower forms in the High School are not far from being self-supporting; and we feel warranted in believing that, if our recommendations are properly carried out, the proposed lower department of the school will not be long in fully attaining to this desirable position. In the very nature of the case it is the greater relative expense of providing the requisite teaching-power for the upper forms which renders the High School, as a whole, so costly to the Government in comparison with the number of pupils in attendance. It is evident that if the proposed lower division can be shown to be wholly or almost self-supporting, it disposes of the objection that may be urged against the maintenance at the public expense of a separate school department in which a portion of the instruction imparted is almost of the same kind as that provided in the upper classes of the ordinary district school.

“The division of the High School into upper and lower departments, separated by a strict examination, is in accordance with the recommendations made by the Schools Inquiry Commission for the better organization of the English middle-class schools. The main object which the English Commissioners had in view in recommending an examination at this stage, was to secure that the more elementary work done in the lower forms should be thoroughly mastered before the boys were promoted to the upper forms of the school. This object is, of course, as much entitled to consideration here as in England. But, in addition to this, there are other reasons, arising out of the circumstances of the province and colony, which render it desirable to place a somewhat strict examination at the entrance to the upper division of the school. Believing, as we have already stated, that the cost of the upper school must be defrayed to some extent from the public revenue, or from the proceeds of public endowments, and that the education which it imparts must continue to be a comparatively expensive one, we consider it all the more necessary to guard the entrance to it by such an examination as shall guarantee the diligence of the candidates for admission, and their fitness for receiving a higher culture. Besides the beneficial effects which such an examination would have on the school itself, it might also be expected to exercise a stimulating influence on the district schools throughout the country, whose best pupils would no doubt in many cases proceed to the High School to finish their education, or to prepare for entering the University.”

It would appear from the foregoing extract that the institution of an examination at the entrance of the upper department of the school was intended to serve a twofold purpose—in the first place, to promote the efficiency of both the divisions of the school; and, secondly, to secure that the true aims of the school should not be subordinated to the interests of any social class. Without desiring to make a recommendation on a matter which should be left to the discretion of the governing bodies, we think it useful to point out that, in the event of our proposals for the extension of secondary instruction by means of extra classes in the primary schools being carried into effect, such an arrangement as has been adopted at Dunedin would tend to consolidate our educational system by facilitating the passage from the primary to the secondary schools. A boy would then be able, after taking the full course of a primary school, to pass directly, at the age of from thirteen to fifteen, into the upper department of the secondary school; so that this department—which forms the true high school—would be brought into almost as close relations with the primary-school system as with its own lower department.

Division of the  
year into  
quarters or terms.

The division of the school-year and the arrangements as to holidays are by no means uniform throughout the colony. In the schools at Auckland, Nelson, and Dunedin the year is divided into four quarters of between ten and eleven weeks each; in the schools at Christchurch it is divided into three terms of thirteen weeks each; and in Wellington College into three terms of between fourteen and fifteen weeks each. In most of the schools from nine to eleven

weeks (at Christchurch thirteen weeks) during the year are allowed for holidays. In all the schools the long holiday occurs at midsummer, and it ranges between six and eight weeks in length. We have ascertained the opinions of the headmasters and other witnesses on the question of the division of the school-year, and find that the balance of evidence is in favour of the division into three terms rather than into quarters. We think, however, that the decision of this point should rest with the governing bodies of the various institutions, as they are best acquainted with local circumstances and feelings which may affect their decision.

The extent of the accommodation provided for boarders varies considerably at different places, being naturally regulated by the demand which has existed, and the amount of funds procurable for this purpose. The arrangements also differ materially in respect of the degree of responsibility undertaken by the governing bodies of the schools. At Auckland College and Grammar School and at the Christchurch Girls' High School no provision for boarders has yet been made. The headmaster of the Wellington College and the lady-principal of the Dunedin Girls' High School have been provided with houses capable of receiving twenty-eight and thirty boarders respectively, who pay a fee of 50 guineas per annum. At the Auckland Girls' High School there is a similar arrangement, but the accommodation provided is less ample, and the boarding-fee is £50. At Christ's College Grammar School three boarding-houses have been built by the governing body on the school-grounds, and are occupied by the headmaster, the classical master, and the assistant classical master. These houses afford accommodation for eighty boarders, and the boarding-fee is 50 guineas. The private residence of the present bursar of the College has also been sanctioned by the governing body as a boarding-house, and the fee charged is from 40 to 45 guineas, according to the age of the pupil. At Nelson College boarding accommodation has been provided at the expense of the governors, who also collect the boarding-fees. The fee for boarders is £50 per annum; but there is a remission of £10 in the case of boys belonging to the Provincial Districts of Nelson and Marlborough. The charge of the boarders is given to the second master; and, as he is paid at the uniform rate of £40 for each boarder, a small profit remains in the hands of the governing body. At the Dunedin Boys' High School the whole cost and responsibility of the boarding arrangements are undertaken by the governing body. The supervision is intrusted to one of the under-masters of the school, who on that account is not required to teach during more than three hours each day. He receives a fixed salary and an eighth part of the fees paid by the boarders. The boarding-house has accommodation for forty pupils, and the charge for board is £40.

Accommodation  
for boarders.

It would be premature to pronounce any judgment on the relative advantages of these different arrangements, since some of them have not been subjected to the test of a sufficiently long experience. We hold, however, a decided opinion that it is desirable to make arrangements in some form for the boarding of pupils, provided that this can be done without encroaching on the funds which are requisite for rendering the teaching efficient and the course complete. We think also that, although the headmaster ought to be provided with an official residence, he should not as a rule be required to take boarders, his responsibilities being sufficiently heavy without this charge; and that the boarding-house should not be attached to the school-buildings.

The remuneration paid to the headmasters of the chief boys' schools, although derived from different sources, does not appear to vary greatly in amount. The salary of the headmaster of Auckland College is a fixed sum of £700. The principal of Wellington College has a fixed salary of £500, a capitation allowance of £1, and a house with accommodation for twenty-eight boarders. The principal of Nelson College has a salary of £500, a capitation allowance of £2, and an allowance of £84 for rent. In Christ's College Grammar School the headmaster has a salary of £450 and a house with accommodation for thirty boarders. In the Dunedin Boys' High School the rector's salary is £620, with a capitation allowance of £1. In the case of the girls' schools the remuneration paid to the head teachers is on a

Salaries.

somewhat lower scale. The headmaster of the Auckland Girls' High School has a salary of £500 and a house with accommodation for seventeen boarders. The lady-principal of the Christchurch Girls' High School has a salary of £400, a capitation allowance of 5s., and an allowance of £50 for rent; and the lady-principal of the Dunedin Girls' High School has a salary of £275, a capitation allowance of £1, and a house with accommodation for thirty boarders. The members of the regular staffs of the schools receive in the great majority of cases fixed salaries, which range in the boys' schools from £525 to £150, and in the girls' schools from about £400 to £50. In a few instances, however, where undermasters have the charge of boarding-houses, their whole emoluments may be greater than the highest sum above specified.

Parnell Grammar School.

Int. Rep.—Min. of Pro., p. 16; Appx., p. 35.

We have not included the Parnell Grammar School in our discussion of the financial position and organization of the secondary schools, because, although, as an institution affiliated to the University, it falls within the scope of our Commission, it has never received either endowment or subsidy from the public estate. It is under the management of the Board of Governors of St. John's College, which consists of the Bishop of Auckland and five representatives of the other dioceses in New Zealand, the bishop of each diocese nominating one representative. The school consists of three classes, with two divisions in each class both for classics and mathematics; and there are three masters, besides visiting masters for botany and for drawing. The average attendance for 1878 was seventy-three. The governing body commits the entire administration of the school to the headmaster, who engages and pays the subordinate masters.

Napier Trust School.

Int. Rep., Appx., p. 48.

The remaining schools which can come under the designation of secondary schools are either small or have been very recently opened, and consequently require only a brief notice. The endowment of the Napier Trust School consists of two sections of land in the centre of Napier, originally purchased for a public school with money raised by public subscription at the time of the formation of the town. The late Provincial Government afterwards conveyed to the trustees at a nominal price a piece of land on which school buildings were erected out of the accumulated rents of the estate. The staff for the boys' school consists of two teachers and a visiting drawing-master. The average attendance for 1879 was forty-three. There are four forms, some of which are subdivided, and the course of study embraces the subjects of an ordinary English education, with the elements of classics and mathematics. The headmaster accommodates nine boarders in his house, and the charge for board is £30 per annum. The headmaster's salary is £60 per annum, with a share of the school fees, this share amounting in 1878 to about £260. The girls' school under this trust has been discontinued.

Wanganui Industrial School.

Int. Rep., Appx., p. 58.

The Wanganui Industrial School, which under the terms of the grant is open to both races, is governed by trustees acting under the authority of the General Synod of the Church of England. There are two masters, and the course of study comprises the ordinary branches of English instruction as well as classics and mathematics. The average attendance for the first half of 1879 was thirty.

Southland High School.

Int. Rep., Appx., p. 56.

The Southland High School was constituted under an Act of the General Assembly in 1877. Its governing body consists of five persons, two of whom are nominated by the Governor, and two appointed by the Southland Board of Education, the fifth being the Mayor of Invercargill. The school (for girls only at present) was opened on 10th February, 1879, with fifty-seven pupils. There are three teachers.

Timaru High School.

The Timaru High School was constituted under an Act of the General Assembly in 1878. Its governing body consists of seven persons, one of whom is the Mayor of Timaru, one is nominated by the County Council of Geraldine, one by the County Council of Waimate, two by the Governor, and two by the Board of Education for South Canterbury. The boys' and the girls' departments are for the present to be taught by the same staff, under the control of the rector. The staff consists of rector, second master, and lady-superintendent. The school has been open only a few weeks.

We have already shown that the incomes of several of the most important schools are inadequate for their maintenance, and with a view to placing them in a more satisfactory position have recommended that the governing bodies should be empowered to sell their reserves, and invest the proceeds to the best advantage. In the case of some of the schools, however, we fear that this power will not be sufficient to render them at once independent of extraneous aid. The reserves of the Auckland Girls' High School have not yet been specified, and it is possible that they may not for some time produce a suitable revenue. The school, therefore, will require an annual vote-in-aid until the income from its endowments is large enough to make up the difference between the amount of the fees and the current expenditure. The reserves of the Christchurch Girls' School were from the first open for sale, but a portion of them has not yet been sold, and yields no revenue. We suggest that the proportion of revenue from secondary-school reserves which is due to North Canterbury may properly be applied to supplement the income of this school. The authorities of Wellington College hold an endowment applicable to the purposes of a girls' high school. This endowment, however, produces no revenue; so that all that can be done at present is to maintain special classes for girls, open during two hours each day, the instruction being given by the ordinary staff of Wellington College. The proposed power to deal with the reserves would go far towards enabling the College authorities to make more satisfactory arrangements; but in the meantime an annual grant will be necessary for this purpose, as well as for the purposes of the boys' school. The Thames High School Board is about to open a school under conditions which will render it necessary for the Government to furnish an annual subsidy for some time to come. The endowment, consisting of land to the value of £10,000 out of the Te Aroha Block, is not yet available. A vote of £1,500 has already been expended in the purchase of a site, buildings, and furniture. A headmaster and a mistress, whose salaries amount to £600, have been appointed. The salaries of the teachers must be drawn almost entirely from the fees of the pupils, the proportion of revenue from secondary-school reserves applicable to the maintenance of the school being very small. It would require sixty pupils paying £10 a year each to make up a sum sufficient to pay the salaries of the teachers already appointed; and it is obvious that two teachers could not efficiently instruct sixty pupils of both sexes in all the subjects of secondary education. The case of this school is an illustration of the necessity of making provision for the payment of the principal teachers independently of the income to be derived from fees, leaving the fees to supply the salaries of assistant teachers and to meet incidental expenses.

Insufficiency of existing provision for some schools.

In addition to the schools which have been mentioned, some provision, not in every case sufficient, has been made by the Legislature for the establishment of high schools at Oamaru (Waitaki High School), Ashburton, Wanganui, New Plymouth, and Whangarei. We believe that if power were given to the Southland High School Board to deal with its reserves as we have recommended, it would be placed in a position to open a boys' high school at Invercargill in addition to the girls' school which is now in operation. Owing to the recent large accession to the number of high schools it does not appear that many places remain where such schools are urgently needed. At Nelson, however, there seems to be a pressing want of a high school for girls. The school ought to receive an endowment in land, and might for a time be aided by an annual vote, as in the case of the Auckland Girls' High School. It might advantageously be placed under the control of the governors of Nelson College. The population of Westland, also, considered in connection with its geographical isolation, would warrant the institution of a high school at Hokitika; and the income from secondary-school reserves in the district would suffice for its maintenance.

New schools projected or required.

Although there is no present need for any considerable extension of the secondary-school system, it must nevertheless be borne in mind that, as the several small centres of population in New Zealand become larger, a demand will naturally arise in them for the foundation of new high schools. As a rule, when a town and suburbs contain a settled population of about 5,000 it will be desirable to establish a high school there; and in some circumstances even a smaller population than 5,000 might reasonably expect to be supplied with the means

General proposals for establishment and constitution of new schools.

of secondary education. It can be of no public advantage to set up schools professing to supply secondary education, but not provided with a staff sufficient to render suitable classification possible. In the English subjects the training given would not be equal to that given in the primary schools, while in the branches of secondary education the work done would be very unsatisfactory. The classification necessary in a high school is hardly possible unless at least five classes can be maintained, with as many teachers. At the same time, where the population is small the salaries of the headmaster and the assistants need not be so high as in large towns. If the Government provide in each case a site of from two to ten acres, and an endowment in land of the annual value of £600 or £800, to pay the salaries of a headmaster and a lady assistant, the fees ought to be sufficient to enable the governing body to obtain the services of the requisite number of assistant teachers. The increasing value of land, and the increasing revenue from fees, may be depended upon to provide for the better payment of the teachers, for additions to the staff, and ultimately for the separation of the boys' and girls' schools. It would not be unreasonable to expect that a part at least of the original expense of the buildings should be defrayed by public subscription or private donation; and preference might well be given by the Government to districts where the desire of the people for the education of their children was expressed in such a form. We are of opinion that the headmaster should always be a graduate of some University. We also think that, where it is practicable, it would be advantageous to make provision for allowing, or for compelling, the headmaster to retire on half-pay after fifteen years' service, or on two-thirds of his salary after twenty years' service. A similar provision might well be introduced into agreements made with professors of the University colleges. The governing bodies of the schools should be so constituted as to represent various interests. They should include in each case members appointed by the Governor, by the Senate of the New Zealand University, or by the Council of a neighbouring University college, and by the Board of Education of the district. The municipal Council, and the Council or Councils of the adjacent county or counties, ought also to elect one or more members. We think that representation of these bodies is preferable to any *ex-officio* membership.

Uniformity of constitution not necessary.

While recommending a general form of constitution for new high schools we do not think it advisable to reduce the constitution of the governing bodies of existing schools to one model. Regard ought to be paid to the circumstances of the origin and history of these institutions; and substantial advantages may arise from differences produced by such circumstances. As an illustration we may refer to the case of the Boys' High School at Christchurch, which is to be under the control of the Canterbury College. We are far from thinking that such a connection between a University college and a grammar school is generally desirable, but we believe that in this instance one important result will be gained. The governors will be compelled, for the sake of the reputation of the school, to encourage the boys to remain long enough to enable the sixth form to sustain comparison with the sixth forms of the best grammar schools in the country; and they will also be obliged to show that in the College there is work in advance of all that a grammar school can be expected to do, and fit to engage the time and the energies of young men for three or four years after leaving school. In this way a useful illustration will be afforded of the difference between grammar-school and University work.

Tests of efficiency of secondary schools.

Examinations conducted by the school authorities.

Int. Rep., Evid., 4299.

It is difficult to arrive at an accurate judgment with regard to the efficiency of the secondary schools. The only means that have hitherto existed of arriving at any conclusion on this point have been furnished by the periodical school examinations, the Civil Service examinations, and the examinations for junior scholarships in the University. The great difficulty of obtaining competent independent examiners has greatly diminished the value of the ordinary school examinations as a test of school work. The headmaster of Christ's College Grammar School pointedly alludes to this difficulty; and in the case of Nelson College the evidence shows that one gentleman has been the examiner in all the branches of study for a number of years. While, therefore, we cannot regard these examinations as satisfactory, we are of opinion that a general system of

examination would promote the efficiency of the secondary schools, and that such a system ought to be established. The evidence on this subject is generally in favour of intrusting the examinations to the University of New Zealand; but it may be doubted whether the University, as at present constituted, is well qualified to initiate and carry out the arrangements necessary for this work. We recommend, therefore, that the secondary schools should be regularly inspected and examined under the authority of the Minister of Education; and that the University Senate should be constituted a Council of Advice to the Minister with regard not only to the inspection and examination of the schools, but to all matters affecting secondary education. An opinion has been expressed in favour of the examiners undertaking the detailed examinations of all the classes at the end of the school-year; but the necessity for holding all the examinations in the closing weeks of the session, and the limited number of examiners available, seem to render this arrangement impracticable. We think, however, that an examination on a more limited scale, in which a selection both of classes and of portions of subjects might be made by the examiners, would form a satisfactory basis for a report on the general condition of the schools. With regard to the Civil Service examinations, the character of the papers, combined with the low minimum required for passing, has in our judgment rendered these examinations valueless as a test of secondary-school work. It is a matter of regret that several of the secondary schools look upon success in these examinations as the principal aim of their most advanced pupils.

Government inspection and examination recommended.

Civil Service examinations.

The junior scholarship examinations do afford a valuable means of ascertaining the quality of the best work done in the schools. The first examination for junior scholarships took place in May, 1876; but for four years previously scholarship examinations had been annually held, the candidates for the most part coming from secondary schools affiliated to the University. So far as these earlier scholarships are concerned, the examinations did not furnish a sufficient test of the condition of the schools; chiefly because the examinations in languages were upon prescribed portions of authors carefully prepared beforehand, and in science a very meagre acquaintance with elementary text-books was all that was required. The examinations, in fact, though they furnished evidence of the cultivation of memory applied to a limited range of work, afforded little or no scope for the exercise of the thinking powers.

University junior scholarship examinations as a test of the efficiency of the schools.

During the three years in which junior scholarship examinations have been held, there have been only twelve junior scholars elected out of 101 candidates; while in the examinations of the previous four years, out of 106 candidates forty-four were successful. It might be thought, and several witnesses seem to have been under the impression, that the examinations during the three years from 1876 to 1879 have been unduly severe. Judging, however, from the reports of the examiners, this does not seem to have been the case. The classical examiners for 1876 state that the papers in Greek and Latin were "not of undue difficulty, and ought to have been within the reach of a candidate, say, of sixteen years of age who has studied Latin or Greek as a language;" and yet "the candidate who stood highest failed to obtain even a third of the total number of marks." The examiner for 1877-78 says: "The papers 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 has shown a knowledge of Latin at all approaching what would be required for success in such a competition." The results of the examination for 1879 seem to show that some improvement had taken place; but the examiner for that year, who was also the examiner for 1877-78, says: "The Latin composition sent in by the candidates for junior scholarships was, almost without exception, of a very inferior quality." In other subjects the examiners do not make any remarks calling for special notice; but it would seem from the awards that the work in other subjects, especially in mathematics, was more satisfactory. We have little doubt that the deficiencies in our secondary-school instruction which have been brought to light by these examinations will gradually be remedied. They are such as would naturally be encouraged by the style of examinations which prevailed in the earlier years of the University, and they will naturally disappear under the influence of sounder methods of instruction and examination.

Int. Rep., Appx., p. 63.

Int. Rep., Appx., p. 72.

Ibid., p. 78.

Dangers attendant upon scholarship scheme.

It may not be amiss to point out here that a scholarship scheme, unless it be wisely devised and judiciously applied, may be productive of injurious, instead of beneficial, effects upon the course of studies in the schools which prepare for the University. In the first place, if the competition extend over too wide a range of subjects, there will be a tendency to foster superficiality rather than thoroughness of attainments, and a temptation will be presented to the schools to burden their curriculum with a variety of subjects which cannot possibly be mastered by the pupils. On the other hand, if the scholarships be offered for excellence in an unduly restricted number of subjects, the opposite danger will arise, that candidates will neglect all the branches of study excepting the one or two subjects in which they intend to present themselves for examination. In the latter years of his University course a student may properly devote himself to special studies; but the aim of a secondary school should be, not to encourage specialization, but to lay as broad a foundation as is consistent with thoroughness of work.

Satisfactory character of present regulations for scholarships.

Although we are persuaded that in the earlier years of the administration of the University scholarship system the Senate did not fully appreciate these considerations, and in consequence erred at different times in both of the directions which have been indicated, we do not think it necessary to dwell on this point. The regulations for the junior scholarship competition which were framed four years ago, and which have since remained substantially unaltered, seem to us to follow a middle course, free from the opposite objections which have been adduced. A candidate is now allowed to take up any number not exceeding five out of the eight subjects prescribed for the examination, the scholarship being awarded on the aggregate of the marks gained in the subjects taken up. This limitation of the range of the examination to five subjects—which as a general rule is as great a number as a boy can profitably study during his course at school—is calculated to promote sound learning, and to check the tendency which has manifested itself in some schools towards an undue multiplication of the subjects included in the curriculum.

Minimum age for junior scholarships.

We have recommended in our interim report that the minimum age for matriculation at the University be raised from fifteen to sixteen years. In most parts of New Zealand boys now leave school at too early an age, and this evil is more likely to become permanent if the regulation regarding admission to the University be not amended. The mind of a boy of fifteen is too immature to admit of his carrying on his studies in the manner suited for a University college, and he is in other respects unfitted to begin the comparatively free life of the University. At this age a boy had better be attending school, where his studies will be more effectively controlled, and his attention to them more closely enforced. In the case of University scholars who may be expected to take up the higher line of study which leads to Honours and other University distinctions, it is of still greater consequence that they should not enter the University until their faculties have become relatively mature. We do not, however, think it necessary to recommend that the minimum age for holding a University scholarship should be fixed higher than that which we have set down for matriculation. We have arrived at this conclusion, not on the ground that the proper age for entering the University is sixteen years, but because we have not lost sight of the consideration that the effect of the competition for scholarships, as soon as it acquires some degree of intensity, will be to raise the average age of scholars considerably above the minimum fixed by the regulations. The warden and the headmaster of Christ's College, Christchurch, both stated in their evidence that their only reason for desiring to retain for Christ's College the status of an institution affiliated to the University was the low minimum age which had been fixed for junior scholarships; and no doubt considerable importance is also attached to this point by the authorities of other schools.

Int. Rep., Evid., 4098 *et seqq.*, 4340 *et seqq.*

Affiliation and its effects.

The principal significance of the discussion as to the age for matriculation lies in the distinctive characteristics of secondary instruction on the one hand, and of the University instruction on the other. It is on this distinction that the proposals for the reconstitution of the University, as sketched in the interim report and the draft bill, are based. It seems necessary therefore to refer here to the relation which some of the secondary schools have hitherto sustained to

the University as affiliated institutions, and to assign reasons for our disapproval of that relation.

In 1871 the Council of the University of New Zealand, finding itself free to determine the form the University should take, resolved to invite applications from schools or collegiate institutions desiring to be affiliated to the University, and to spend one half of the annual sum at its disposal (£3,000) in aiding the affiliated institutions to establish professorships or lectureships. The object which the Council had in view was "to stimulate educational efforts throughout the colony and among all classes of its community, and to aid and direct those efforts in the successful attainment of a high standard of learning and knowledge of all branches of education."

Object of affiliation.

Four institutions—namely, Auckland College and Grammar School, Wellington College, Nelson College, and the Canterbury Collegiate Union—responded to the invitation of the University, and were affiliated. The first three were secondary schools, the last was an institution composed of Christ's College, the Canterbury Museum, and the Canterbury Philosophical Institute. An annual sum of £300 was placed by the University at the disposal of each of these institutions. Wellington College employed the grant in establishing a Natural Science Lectureship; Auckland College employed part of its grant for two years in aid of its evening classes; and Canterbury Collegiate Union devoted the whole of its grant to a similar purpose. Nelson College devoted a portion of the grant to the teaching of science, but the greater part to the general purposes of the institution.

Institutions affiliated.

The original intention of the University Senate in affiliating these institutions seems to have been, not to attach secondary schools as such to the University, but rather to give a University standing to the higher departments of the schools in cases where they were able to undertake separate and higher work. And this intention seems at first to have been recognized by the affiliated institutions themselves. For in the Proceedings of the New Zealand University Senate for 1872 we find that three of these affiliated institutions—namely, Auckland College and Grammar School, Wellington College, and the Canterbury Collegiate Union—proposed to satisfy the requirements of the Senate by the institution of separate evening classes. But this intention of separating the higher or University departments of the schools seems to have been soon abandoned both by the University Senate and by the affiliated institutions. In the case of Parnell Grammar School, which was affiliated in 1875, there never has been any attempt to separate University from school work, and the institution seems to have been affiliated simply as a secondary school. At Nelson College the undergraduates receive instruction at the same time with the fifth and sixth forms. At Auckland College the undergraduates and the sixth form work together, the only difference being that the undergraduates obtain occasional help from the masters outside the regular school-hours. At Christ's College, also, which, on the dissolution of the Canterbury Collegiate Union in 1874, was separately affiliated, undergraduates receive the main part of their instruction along with the sixth form. Wellington College has up to the present year given separate instruction to undergraduates by means of evening classes; but the headmaster, in his report for 1879, proposes that they should be discontinued.

Apparent intention not to affiliate secondary schools as such. Int. Rep., Evid., 283.

It is evidently impossible successfully to combine school and University work in the same institution. The experience of the affiliated schools themselves has proved that the attempt to do so must end in failure. Not only will the staff be overtasked, but it is inevitable that either the school or the University work must suffer. The University Senate seems to have been alive to this difficulty, and to have endeavoured to meet it, as far as was possible, by adapting the standard of its degree examinations to the level of school work. Up to the year 1875 all that was required of a candidate for the B.A. degree was that he should pass in three out of eight subjects, his choice being so far limited that he was compelled to take either classics or mathematics as one of his three subjects. In mathematics all that was required was arithmetic, four books of Euclid, elementary algebra, and elementary mechanics (without trigonometry); and in classics the examination was confined to portions of Latin and Greek authors previously

Affiliation of schools, as affecting both the teachers and the standard of the degree examination.

determined upon, with critical, grammatical, and historical questions. In the optional subjects the standard of examination was equally low. The examination was, in fact, in school work only, and resembled more an examination for matriculation than for a University degree.

Circumstances in which plan of affiliating schools was adopted.

While we disapprove of the action of the University in affiliating the schools and in lowering its degree examinations to a school standard, it ought at the same time to be remembered that hardly any other course was open to it at that date. It would have been absurd to institute degree examinations unless the University had been able to avail itself of some machinery for preparing candidates. Canterbury College was not then in existence. Otago University existed only as a rival University. The secondary schools were the only institutions which the University could utilize for the purpose of providing, even imperfectly, the necessary training of undergraduates. It is also true that, alongside of the mischievous effects to which we have referred, there were certain benefits which resulted from the affiliation of the schools. We have it in evidence that the schools were encouraged by the higher status conferred upon them by affiliation, that the general character of secondary education was perceptibly improved, and that the pupils, in many cases, were induced to remain longer under instruction. These benefits, however, could all have been secured equally well without affiliation. Here, as in England, quite sufficient stimulus can be supplied to the schools, in the way in which alone it can be legitimately supplied—by the institution of junior scholarships at the entrance to the University.

Affiliation resulted in advantages which might have been more legitimately secured by system of scholarships.

New colleges required.

It has been said above that the expedient of affiliating the secondary schools was forced upon the University by the absence of any colleges devoted to purely University work. That such colleges are required, not only in Otago and Canterbury, but also at other centres of population, is proved by a large mass of evidence. On the other hand some of the witnesses in Wellington and Auckland were opposed to the establishment of University colleges in those places, their principal objection being, that the cost would be disproportionate to the advantage to be gained. That the cost would be considerable is undoubtedly true; but it is equally true that the advantage to be derived is almost incalculable. Not only would those students who now leave home for the purpose of obtaining a University education obtain equal advantages at far less expense, but there would be an increase, such as it is almost impossible to foresee, in the number of students who would seek the advantages of a University education if that education were brought home to their own doors.

### III.—PROFESSIONAL AND TECHNICAL SCHOOLS.

Our Commission required us to make full inquiry into the nature and condition of all institutions within the colony for the promotion of technical education. Precise reference was made to training schools, schools of art and design, and schools or colleges of practical science. We have had some hesitation in resolving to include within the scope of our inquiry such institutions as schools of medicine and law; but on the whole it seemed better to err on the side of completeness than to neglect anything to which it might be expected that we should direct our attention.

Medical schools.

The important field of employment for young men afforded by the medical profession naturally suggests the desirability of establishing one or more medical schools as part of the University system. In the evidence obtained on this subject there is so far a general agreement, but difference of opinion exists as to whether the proper time for taking action has yet arrived.

The chief objections advanced by witnesses to the immediate establishment of such a school are as follows:—

1. That the quality of the medical education that could be afforded would be so defective that the interests of the public might suffer. This objection is founded on the alleged insufficiency of the hospital in any one place to afford the clinical training which is essential to the acquisition of the medical art, and on

the assumption that the only available teachers, of whom a large staff would be required, would be engaged in such active general practice that they could not devote the necessary attention to the instruction of medical students.

2. That the expense of organizing a complete medical school sufficient to impart sound education would be out of proportion to the probable number of students that would benefit by it, so that either the fees would have to be made so high as to be prohibitory, or the college funds would be unduly burdened for the education of medical men. It may be pointed out that this objection is alternative to the first, as it assumes the necessity of providing a special and highly-paid staff of teachers.

3. That a medical school would be taken advantage of only by students resident in its immediate neighbourhood, as students from other parts of the colony would still resort to the medical schools of established repute in Great Britain; the extra expense being more than counterbalanced by the better professional standing which they would attain.

After a careful consideration of the evidence on this point the conclusions at which we have arrived may be thus summed up: 1. That the New Zealand University ought not to prescribe a curriculum for a complete medical course until provision shall have been made for affording within the colony such medical education as will be recognized by the Medical Council of Great Britain. 2. That, while it is improbable that for some years funds will be available for the establishment of a complete medical school, and although it is even undesirable on various grounds that action in this direction should be immediately taken, it ought to be borne in mind that the time is not distant when a complete medical education must be supplied within the colony. 3. That the recommendation made in the interim report, to the effect that it is not, as a rule, advisable to establish more than one technical or professional school of the same kind in the colony, is especially applicable to the case of a medical school; and that therefore it would not be wise to devote public money to the creation at more than one educational centre of any professorship or lectureship intended to provide medical instruction such as does not come within the present arts course of the University.

The objections stated above to the establishment of a complete medical course apply with much less force to the proposal to give a certain portion of the medical course in one or more of the University colleges, utilizing for this purpose certain of the chairs that are established in connection with the arts course. It is, however, shown to be absolutely necessary that such a partial course should be recognized as equivalent to the corresponding part of the curriculum in such medical schools as can complete the student's education and confer a right to practise. This scheme is approved of by witnesses from various parts of the colony, and, in its main features, is already in force in the University of Otago, which has obtained recognition of its medical classes from the University of Edinburgh. We are of opinion that similar recognition should be obtained from other medical schools in Great Britain.

In the University of Otago the lectures of the Professors of Chemistry and of Natural History stand related both to the Faculty of Arts and to the Medical School. The special provision for the Medical School consists of a chair of anatomy and a lectureship in systematic surgery; and the lectures in these subjects, and in chemistry and zoology, are recognized by the University Court of the University of Edinburgh. In 1878 the number of medical students was five, and in 1879 the number was also five. The Canterbury College is in possession of a reserve of 4,630 acres for the purposes of a medical school, but this reserve is at present producing no revenue. There is a Medical Council, an advising body composed of a certain number of College governors and an equal number of medical practitioners; but for want of a special income no instruction in medical subjects is yet given. The Professors of Chemistry and of Biological Science, connected with the Faculty of Arts, would form part of the staff of a medical school if such a school were established. Dr. Turnbull stated in his evidence that he believed twelve students would at once enter upon attendance at a medical school in Christchurch; and he gave the names of seven out of eight youths who at the time when it was contemplated to establish such a school were ready to commence medical studies.

## Law schools.

The rudiments of a law school exist in each of the southern colleges; but the present circumstances of the colony do not seem to admit of the establishment of a complete law school at any one centre of population. The law school in connection with the University of Melbourne has one professor and four lecturers. It will probably be many years before such a school will be set up in New Zealand; but we are of opinion that any University college hereafter to be founded in accordance with the recommendation made in our interim report should have at least one law lecturer on its staff. We have ascertained approximately the number of clerks now articled to solicitors. The numbers, as given by the Registrars of the Supreme Court in the several districts, are as follows: Auckland, 18; New Plymouth, 2; Napier, 8; Wellington, 15; Nelson, 7; Hokitika, 4; Christchurch, 26; Dunedin, 27; Invercargill, 6: total, 113. We are of opinion that, as a test of general knowledge, articled clerks should, before admission as solicitors, be required to pass the matriculation examination of the University, and that the passing of the B.A. examination should be a necessary qualification for admission as a barrister, except in the case of duly-qualified barristers from Home or from other places. We think too that the examination for the degree of LL.B. in the University might with advantage be so modified as to answer most of the purposes of the examination in law at present required of candidates for admission as barristers and solicitors. If these suggestions be adopted one result will probably be such a demand for instruction in law as will lead to a fuller development of this branch of the work of the colleges.

## School of mines.

Appx. to  
Journals H. of R.,  
1878, H.—1x.

There is only one school of mines in operation, and this is in connection with the University of Otago. In 1877 the Colonial Government, acting upon a resolution passed by the House of Representatives in favour of the establishment of a school of mines in the colony, opened correspondence with the governing bodies of the University of Otago and the Canterbury College, in order to ascertain whether these institutions were prepared to establish schools "where instruction in a popular form might be given in the various branches of science relating to mining, and where persons desirous of having specimens of ore or minerals tested might be enabled to do so on reasonable terms." The Council of the University of Otago replied that it had been the intention of the Provincial Government to grant a subsidy of £500 per annum towards the payment of the salaries of a professor of geology and mining, and a lecturer on surveying; and that a director of mines, with the status and salary of a professor of the University, as well as the lecturers necessary for the completion of a mining school, would be appointed if the Government would grant such an annual subsidy as had been offered by the provincial authorities, and a further sum of £500 towards the purchase of models, specimens, &c. To this the Government agreed, on condition that the services of the professor should be available during a portion of the vacation for the inspection of mines and for giving advice to persons engaged in mining pursuits. In due course a Professor of Mining and Mineralogy was appointed, who was also to act as Director of the School of Mines. On his arrival a scheme of work for the school was drawn up, and it was represented to the Government that a further grant of £450 per annum would be necessary, to provide a salary of £250 for an assistant mathematical lecturer, and salaries of £100 each for a lecturer in mining surveying and a lecturer in applied mechanics. This additional subsidy not having been granted, these lectureships have not yet been instituted. The arts course provides for instruction in the following subjects: Pure mathematics and theoretical mechanics, chemistry, natural history, and geology. The Professors of Chemistry and Natural Science also give special lectures to students of the mining school in metallurgy and assaying, and in palæontology. The director of the school takes mining geology, mining, mineralogy, petrography, and the use of the blowpipe in determinative mineralogy and assaying. Suitable instruction in drawing is afforded by the ordinary classes of the School of Arts at Dunedin. The aims of the mining school, as also its regulations and curriculum, which are planned on the model of European institutions of the same kind, notably on that of the School of Mines, London, appear to us to be satisfactory. In order to complete the staff of the school, it will still be necessary to appoint lecturers in physics, mining surveying, and applied mechanics. It may be pointed out, how-

ever, that the establishment of a chair of engineering would render the two last-mentioned lectureships unnecessary; whilst it would have the further effect of bringing into existence a school of engineering. We learn from the Calendar of the Otago University that a collection of apparatus, models, specimens, and diagrams for the School of Mines has already been obtained. These requisites were ordered from Europe in accordance with specifications drawn up by the director of the school, and include typical collections of minerals, rocks, and fossils, mathematical instruments, assaying apparatus and reagents, diagrams, and a series of models, of which some represent machines and appliances used in mining, and others are illustrative of important branches of mining work.

Otago Univ.  
Calendar, 1880.

The reply made by the governors of Canterbury College to the letters addressed to them by the Government, with respect to the establishment of a school of mines, was to the effect that provision was already made for instruction in chemistry, in electricity, heat, and other branches of physics, in metallurgy, assaying, and mineralogy, in mathematics, pure and applied, and in geology and palæontology; that, in order to afford a complete curriculum to students of a school of mines, it would be necessary further to make provision for instruction in practical mining, land-surveying, engineering, and mechanical drawing; that a teacher of these subjects might divide his attention between the agricultural school and the mining school; and that the governors would undertake to make such additional provision, if a subsidy of £150 per annum were granted towards maintenance, and a sum of £300 to defray the first cost of a set of models and a metallurgical collection. The Government assented to this proposal, and in January, 1878, paid to the governors of the College £300 for models, &c., and the subsidy of £150 for the first year. A second year's subsidy of £150 has also been paid. The governors have not yet taken steps towards making the appointments necessary to give effect to their proposals, because they have not yet received the necessary models and other appliances, the delay being due to the death of the Registrar of the School of Mines in London, who was to have purchased them, and to whom money was sent for that purpose in 1878.

We are of opinion that it would be better to strengthen the School of Mines at Dunedin than to attempt at present to establish a second school in any other part of the colony. We have had under consideration a representation made by a deputation of miners to the Hon. Mr. Gisborne (then Minister of Mines) in September last, at Goldsborough, as to the desirability of establishing a school of mines on the west coast of the Middle Island. It appears to us that the circumstances of the colony do not warrant the outlay that would be involved in the institution of an efficient school of mines standing alone, and unable to avail itself of the services of professors in the faculty of arts; and that from the school at Dunedin young men will be sent out year after year competent to undertake assaying, and to give instruction in mineralogy, in the less populous districts where mining industry prevails. The gradual extension of the geological survey may also be expected to meet the wants referred to by the deputation. It should be remembered too that specimens of minerals can at any time be sent for examination and analysis to the Government Geologist, at Wellington, or to the Professors of Chemistry at Canterbury College and the University of Otago.

We have been unsuccessful in our endeavours to ascertain the number of young men who are devoting themselves to studies preparatory to professional practice as mining engineers, mining surveyors, and assayers; and in the absence of any system of official registration we cannot obtain any satisfactory account of the number of persons now engaged in such practice. The census returns of 1878 show that about 14,000 persons were, at that date, engaged in mining; and a return supplied to us from the office of the Registrar-General states that twenty-three persons returned themselves as mining engineers. It must be borne in mind, however, that ordinary surveyors, engineers, and chemists sometimes undertake work which can be properly done only by men who have made a special study of mines and minerals; and, moreover, that the name of mining engineer, or mining surveyor, is not unfrequently assumed by persons who have no scientific knowledge whatever, and who depend entirely upon what they have picked up in the practical work of mining. But, though it is not possible to make a definite statement of the

number of young men to whom the instruction provided by a school of mines would be of immediate benefit, it is evident that in a country known to be rich in minerals the progress of settlement will create an imperative necessity for a thorough course of education in mineralogy and mining. For the wise development of the resources of the country, and the profitable employment of private capital, as well as to secure the working miner against serious danger to health and life, it is important that mining industry should be guided by the advice of competent scientific men; and if those who prepare themselves by the careful study of the various sciences and arts which are applicable to such industry are duly protected by official registration, or by the issue of certificates after examination, a remunerative career will be opened up, the prospect of which would probably attract many students to a school of mines. In that part of our report which relates particularly to scholarships we shall recommend that Education Board scholarships be tenable at technical schools. For the further encouragement of the school of mines, we also recommend that measures be adopted for giving a preference to ex-pupils of the school in making appointments to those departments of the Government in which their special knowledge would be of value, and for registering and giving official publicity to such certificates of competency as may be issued by the school with the approval of the Government. We believe it will ere long become necessary to adopt the course, which has for some years been followed in Victoria, of refusing legal recognition to mining surveys made by any but licensed mining surveyors.

School of  
agriculture.

The Provincial Council of Canterbury in the year 1873 set aside a reserve of 100,000 acres of land as an endowment for a school of agriculture. At the time of making the endowment the annual rent of the land was about £1,000, a sum equal to the proceeds of the reserve set apart for superior education, and also to those of the reserve for a technical school and public library. The Agricultural School Reserve has, however, proved to be of much greater immediate value than either of the others; so that the governors of Canterbury College are in a position to make very complete arrangements for opening the school. A farm of 500 acres of land of various qualities, and adapted for three different styles of farming, has been purchased near the township and railway station of Lincoln, about twelve miles from Christchurch. The buildings comprise lecture theatre, chemical laboratory, dining-hall, and separate bedrooms for twenty resident students, together with quarters for the director of the school, and all the necessary outbuildings.

Although the curriculum of the school is not yet completely defined, it is expected that the course will extend over three years. The director of the school, besides taking general supervision, will give instruction in theoretical and practical agriculture and in chemistry (especially in its relation to agriculture), and will superintend the chemical laboratory. The Professor of Biology at Canterbury College, half of whose salary is paid out of the funds belonging to the Agricultural School, will give instruction at the school in botany and zoology. No provision has as yet been made for teaching land-surveying, draining, &c.; but if, as we think is desirable, a chair of engineering is erected at Canterbury College out of the surplus funds of the Agricultural School, the professor will be available for the purposes of such instruction.

It is intended that the instruction in agriculture shall be practical as well as theoretical; the students are to take part day by day in the work of the farm, and will thus acquire familiarity with the use of implements, with the operations of husbandry, and the management of stock. It is also intended that part of the estate shall be devoted to the purposes of an experimental farm. These proposals seem to us satisfactory; but we are of opinion that the operations of the school should be extended, so as to include systematic instruction in forestry, a subject which is not only nearly allied to agriculture, but also of very great importance to the future welfare of this colony.

The resources of the Canterbury School of Agriculture are so ample that it can be made a very perfect institution of its kind, and can afford to offer a considerable number of scholarships to intending students from all parts of the colony. This renders it more easy for us to advise that it is not desirable

to incur the heavy expense which would be involved in establishing in any other district a school of this kind. We are therefore unable to report favourably upon the proposals submitted to the Government by the Auckland Board of Education for the establishment of a school of agriculture in that district.

In a new country probably no branch of practical science is of more importance than engineering. At present no provision exists in New Zealand for giving students theoretical instruction in this subject. The only preparation for the exercise of their profession which they can obtain is the practical training received by them as apprentices. In the education of civil engineers, who have to deal not unfrequently with problems presenting novel conditions, as well as affecting large interests, it is evident that too great importance cannot be attached to sound scientific instruction. We have already said that the institution of a chair of engineering in the University of Otago would add to the completeness of the School of Mines in Dunedin; and a similar chair would be of great value in connection with the Canterbury College and its School of Agriculture. We consider that it is not practicable, on the ground of expense, to establish an independent school of engineering; nor is it necessary to do so, because, by the institution of the chairs above-mentioned at the Otago University and Canterbury College, with the addition of lectures in physics at the Otago University, sufficient provision would be made at each of these colleges for such theoretical instruction in engineering as the present circumstances of the colony require. While insisting on the importance of scientific instruction, we by no means propose that this instruction should supersede the practical training which engineering apprentices receive in the field and workshop. In organizing an engineering school, therefore, it will be necessary not only to provide efficient theoretical instruction, but also to take care that facilities be afforded to the students for obtaining the requisite practical training by means of apprenticeship to working members of the engineering profession. The suggestions which we have already made with regard to the official registration and recognition of the certificates of the School of Mines, apply with equal force to the case of civil engineers.

It is not easy to ascertain the number of persons under instruction preparatory to the practice of professions in which a knowledge of subjects connected with engineering is required. The census of 1878 gives the following numbers:—Engaged on land: Surveyors' assistants, 34; cadets and pupils, 35. Engaged on building: Architects' assistants, 3; draughtsman, 1; pupils, 5. This statement, though derived from the descriptions which householders gave of the occupations of persons residing in their houses, is evidently defective. We have endeavoured to obtain more accurate information by sending a circular letter, asking the architects, surveyors, and engineers whose names appear in the "New Zealand Directory" to state the number of their apprentices and artied pupils. The replies which we have received give the following numbers: Pupils in engineers' and surveyors' offices—artied, 45; not-artied, 3. Pupils in architects' offices—artied, 16; not artied, 1. We have also obtained information that there are—Government cadets in survey offices, 49; engineering cadets under Public Works Department, 4; apprentices in the railway workshops, 45.

In addition to the technical schools already mentioned, it seems desirable that, in a country like New Zealand, so greatly dependent on maritime pursuits, there should be a school of navigation, and perhaps of naval architecture. Such a school might well be attached to the proposed University college at Auckland.

We have recommended in the interim report that the technical schools (under which designation we do not in this place include normal schools and schools of art and design) be associated with the proposed University colleges. This recommendation was made with the view of avoiding the duplication of professorships and lectureships which would be rendered necessary if separate technical schools were established. We have also suggested, and the suggestion is embodied in the draft bill, that in the case of the technical schools which have been instituted in connection with the University of Otago and Canterbury College, the management should rest in the hands of the Councils of these Colleges; but that for this purpose the Councils should establish for each of the

Engineering.

Navigation.

Boards of Advice  
in connection  
with technical  
schools.

schools “a Board of Advice, consisting partly of members of Council, and partly of other experienced persons appointed by the Council.” We think that a similar mode of government would be suitable for all technical schools established in connection with University colleges. Where, however, incorporated societies exist, such, for instance, as medical or law societies, it may be desirable to intrust them with the power of nominating representative members of the Board of Advice.

Petition of  
Dr. Gillies  
and others.

In accordance with the recommendation made by a Committee of the House of Representatives in the last session of Parliament, the petition of Dr. Gillies and others was referred to us for our opinion. The petitioners desire—(1) “that the different classes of the community specially interested in the University of New Zealand should be represented in the Senate, and that, as a school of medicine has been instituted, a fair proportion of the members of the Senate should be selected from the medical profession;” (2) “that the Council of the University of Otago should contain, in addition to the present nominated body, representatives elected by the Medical Association, the Law Society, the Educational Institute, the Chamber of Commerce, and the Court of Graduates;” (3) “that the legal powers and functions of the Senate and Council respectively should remain as they are at present;” and (4) “that the members of the Senate and the Council should be appointed for a period not longer than three years, members being eligible for reappointment.” With regard to the first item of this petition, we are agreed that it is not necessary to provide for the representation of particular professions in the University Senate, and that if all the professions, as well as the Government and the colleges, were represented, the Senate would be too cumbrous and unwieldy. As to the second item, it seems to us that the medical profession would have its due share of influence in the affairs of a University college through the proposed Board of Advice connected with the Medical School. It should also be remembered that medical graduates can be admitted *ad eundem*, and might as graduates exercise considerable power. The third and fourth proposals made by the petitioners are in substantial agreement with recommendations contained in our interim report.

Recommend to  
make income of  
special technical  
schools available  
for general  
purposes of  
technical  
instruction.

With regard to the application of funds set apart for technical and professional schools generally, we are of opinion that it would conduce to the free development of technical education if funds which have in any case been set apart for some particular branch of technical instruction were, as necessity arose, made available for other branches of technical education by special legislation at the instance of the governing body.

Normal schools.

There are at present two normal schools in active operation—one at Dunedin, the other at Christchurch. The reports for 1878 show that at Christchurch seventy-one students were in training at one time during the year, the number at the end of the year being sixty-three—sixteen males and forty-seven females; and that at Dunedin the number was forty-four—sixteen males and twenty-eight females. In connection with each of these institutions is a large practising-school, at which the average attendance for the last quarter of the year 1878 was as follows: Christchurch, 745; Dunedin, 615. Arrangements are in progress for the institution of similar schools in Auckland and Wellington. We think that it will not be necessary for some time to increase the number of such schools. By an Order in Council (24th September, 1878) the control of normal schools is left to the Education Boards of the several districts in which they are situated, subject to certain general provisions made by the Order in Council. One of these provisions is that the Board which has control of such a school shall make regulations, under certain specified heads, for its organization and conduct, and shall submit such regulations for the approval of the Minister of Education. We entirely approve of this arrangement; but, as no regulations made by the Boards in accordance with the Order in Council have yet been received by the Minister, we are not in a position to report in detail upon the internal management of the schools. We can only refer to the reports furnished by committees of the Commission, and printed in the Minutes of Proceedings (p. 32) attached to our interim report.

In all civilized countries schools of art and design are recognized as an important means of cultivating the taste of the people; and, regarded from this point of view, they are perhaps more necessary in a young colony than in older countries. But, independently of such considerations, they have a high practical value in their relation to several professions and to manufacturing industry. The most fully-equipped school of this kind is at Dunedin; and we may refer to the last published report of the drawing-master as illustrating the variety of occupations in which a knowledge of drawing, colour, and design is required and highly valued. He gives an analysis of the list of students attending the evening classes in the School of Art during 1878, as follows: Three architects, 4 bricklayers, 6 blacksmiths, 4 boiler-makers, 2 brassfounders, 1 banker, 18 carpenters, 6 clerks, 5 coach-painters, 6 civil engineers, 3 drapers, 1 gardener, 2 goldsmiths, 8 joiners, 2 ironmongers, 3 iron-turners, 2 jewellers, 4 lithographers, 24 mechanical engineers, 5 masons, 5 painters, 5 plumbers, 4 pattern-makers, 2 plasterers, 3 photographers, 7 surveyors, 4 tinsmiths, 4 teachers, 2 tailors, 1 wood-carver, and 16 students. These classes were held on four evenings in the week, from seven to nine; and (to use the words of the report) "Mondays and Wednesdays were devoted to free-hand drawing from flat examples and from the round, drawing from the antique, painting in monochrome, and modelling in clay; and Tuesdays and Thursdays to practical plane and solid geometry, mechanical and architectural drawing." We cannot doubt that if similar facilities were afforded in other towns, a similar demand for instruction would show itself, and similar satisfactory results would ensue. The operations of the school are not confined to these evening classes. The report shows that during the year 1878 no fewer than 3,710 persons were under instruction, including forty-one members of a ladies' afternoon class, thirty-one normal-school students, sixty-four pupil teachers, and 3,407 pupils in the primary schools of the city and suburbs. The school is accommodated in the upper part of the normal-school buildings, and maintained at the expense of the Board of Education. The cost is exceedingly small as compared with the work accomplished. The Board's accounts for 1878 show an outlay of £800 16s., against which is to be set a sum of £110 received from fees. We are of opinion that the action of the Board of Education in this matter is worthy not only of high commendation, but also of general imitation throughout the colony; especially in view of the importance of drawing as a part of the normal-school course, and of the advantage of securing the services of competent visiting masters for the larger schools. At the same time we see no objection to a different plan, which it is proposed to adopt at Christchurch, where the Board of Governors of Canterbury College have it in contemplation to institute a school of art, to be supported out of the funds set apart for a technical school; but we recommend that the Board of Education be invited to co-operate with the Board of Governors, so as to secure some substantial advantage for the teachers and pupils of the normal and primary schools.

There is a School of Design at Auckland, which, at the time of our visit, had an attendance of from fifteen to twenty. The institution of the school is entirely due to the public spirit of Dr. J. Logan Campbell, by whom all the expenses are borne, except that the Auckland Institute provides a room at the Museum for the use of the school. The Wellington Board of Education has made a beginning in the same direction, by voting a salary of £100 for one year to a lady who teaches drawing in her own rooms to some of the primary-school teachers. We cannot but regret that our list of public institutions for instruction in this important branch of education is such a short one.

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#### IV.—EVENING CLASSES.

Evening classes have been frequently established in different parts of the country, for instruction in subjects ranging from those proper to the primary school up to the work of the University. These classes, in many cases, have not

been so largely attended as might have been expected from the urgency with which their institution has been demanded, and often they have failed altogether for want of pupils. It is probable that many who commenced attendance at the classes had underrated the strain which is imposed by a continuous course of study carried on in the hours that remain after the ordinary work of the day.

Evening lectures  
in University  
Colleges.

In Otago University and Canterbury College the time-table for the ordinary lectures is so arranged that classes for subjects of general interest are held in the evening, or before the usual working-hours of the day begin. It is found that some students, especially those who are engaged in the profession of teaching, have not only the desire to obtain a degree, but also the necessary preliminary knowledge for entering upon a University course, as well as the tenacity of purpose which will enable them to continue in it, while at the same time they cannot afford to give up their appointments and to devote their whole time to study. Owing to the system of classification of teachers adopted by the Education Department, the number of such students is rapidly increasing. There are others who are glad to avail themselves of the lectures in single subjects, without entering upon a full course of study. There can be no doubt that by offering these facilities to irregular students the colleges are effectually promoting the cause of higher education, so long as these evening lectures do not lead to a sacrifice of the interests of those students who devote their whole time to University work. There is evidence to show that even popular lectures, delivered under the auspices of the colleges, have had the effect of awakening a desire for systematic instruction, and have been followed by the formation of regular classes. Short courses of lectures, designed to prepare the teachers of the primary schools to give elementary instruction in the outlines of physical science, have been well attended, and appear to have satisfied a real want.

Evening classes  
at Auckland and  
Wellington  
Colleges.

The deeds of foundation of Auckland and Wellington Colleges require the establishment of evening classes. For some time such classes were held in connection with Auckland College; but they were abandoned in 1872. Last year new classes were instituted. According to the annual report of the Board of Governors, the subjects taught were: (1) Arithmetic, grammar, and composition; (2) mathematics; (3) modern languages; (4) history, logic, political economy, and physical geography; (5) classics; (6) Maori. In all seventy-nine students entered, of whom forty-five attended during the first quarter, and thirty-six during the second. At Wellington College, as has already been stated, part of the University instruction has been given by means of evening classes, but these classes were also arranged to meet the wants of general students, and particularly to prepare candidates for the Civil Service examinations. Last year the attendance at these classes was sixteen in the first term, twelve in the second, and only nine in the third; and the principal of the College proposes that they should be discontinued. The trust deed of Nelson College provides that classes shall be open during two hours of the evening of each school-day, "so soon as the necessary funds can be found to defray the extra expenses;" but we have no evidence that such classes have at any time been established in connection with the College.

Int. Rep., Appx.,  
p. 90.

Nelson College  
trust deed.

New Zealand  
Institute.  
Appx. to  
Journals H. of R.,  
1870, D.—25.

Evening classes in  
primary schools.

The New Zealand Institute at one time intended to arrange for a systematic course of instruction to be given during the winter months of each year; but the project appears to have been abandoned for want of means.

In some cases the staff of a primary school undertakes to conduct evening classes in subjects not confined to primary-school work. This plan has been tried in various districts throughout the colony, more especially in Auckland, North Canterbury, and Otago; but the attempt has, in the majority of cases, failed from insufficient attendance. We think that an arrangement such as this, by which one staff has to do double work, cannot be satisfactory. So great are the differences in the attainments of those who attend evening classes, that classification is rendered much more difficult than in ordinary day-school work; so that one staff is commonly too small to allow of the subdivision of classes which is necessary to make the tuition efficient. Moreover, a schoolmaster's duties demand a considerable portion of his evenings as well as his days; and, while many have sufficient strength and zeal to undertake some addition to their duties, it is not advisable to expect this extra work from all teachers.

For the success of evening classes it seems necessary that there should be a combination of the teachers of a town or district, so as to secure that there may be a proper subdivision of classes, and that the extra labour undertaken by each teacher may interfere as little as possible with his ordinary duties. That an organization such as this may be both extensive and efficient—in large towns at least—is proved by the success of the Caledonian Society's evening classes in Dunedin, where there has been no difficulty in obtaining a sufficient number of teachers for the remuneration offered by the Society, and where last year no fewer than 385 pupils, ranging in age from eleven to forty-four, and representing seventy-four different trades and occupations, attended the classes. It may be doubted whether the admission of children at so early an age as eleven years is not attended with some danger, since it may induce parents to remove them from school too soon. In most subjects a fee of 7s. 6d. was charged for a course of four months: this produced in all a sum of £108 5s., which, along with £126 15s. contributed by the Society, paid all the expenses. The classes that attracted the greatest number of pupils were those which have a direct bearing upon commercial pursuits. The example of this Society is very praiseworthy, and might be advantageously followed by other societies which are more directly interested in the education of those engaged in daily labour. The Caledonian Society of Timaru has also established evening classes, the attendance at which has ranged from twenty-five to one hundred. The Napier Athenæum has it in contemplation to institute similar classes. That no kind of organization of evening classes can as yet be self-supporting, even in the large towns, is shown by the experience of those which have been most successful as well as of those which have failed. Where, therefore, no private society will undertake, like the Caledonian Society in Dunedin, to defray the expense, a small grant to the Boards of Education, for the purpose of subsidizing the salaries of the teachers, might go far to supply the evident demand for such classes. In the larger towns especially, where there is a sufficient number of Government schools to supply efficient volunteers, there ought to be no difficulty in organizing a general scheme.

Caledonian  
Society's classes.

Proposed grant  
to Education  
Boards to aid in  
organizing  
evening classes.

## V.—SCHOLARSHIPS.

The scholarships open to competition in New Zealand may be divided into three classes:—

1. Scholarships tenable by undergraduates during their University course.
2. Scholarships tenable by scholars receiving secondary education.
3. Scholarships tenable by students receiving professional or technical education.

Of the first class of scholarships, the most important are those offered by the University of New Zealand. Under a regulation of the Senate a sum of £1,500 is transferred yearly to the scholarship fund, and a certain revenue is also received from an accumulated balance of more than £6,000 standing at the credit of the fund. The University scholarships are of two classes, distinguished as junior and senior scholarships. The junior scholarships are competed for at the entrance to the University course, and are tenable for three years at any institution affiliated to the University of New Zealand. They are of the annual value of £45, and for the last few years ten have been offered yearly. The senior scholarships are conferred upon students who, at the time of passing either the first or second part of their examination for the B.A. degree, exhibit great proficiency in one or more of the subjects of examination. They are of the annual value of £60, and are tenable under certain conditions for one year, and in some cases for two years. The number of these scholarships is unrestricted, but hitherto not more than four or five have been awarded yearly. We are of opinion that the scholarships are sufficient, both in number and value, for the present requirements of higher education.

University  
scholarships.

As regards the future, although it is not probable that the scholarship fund administered by the University will be largely augmented, still, when it is

Scholarships  
of private  
foundation.

considered that the founding of scholarships has always been a popular mode of expressing a practical interest in the cause of education, it is reasonable to expect that in course of time the University scholarships will be supplemented by others founded by private benefactors in connection with the local colleges. Two scholarships of the annual value of £40 and £20 respectively, and each tenable for three years, have been so founded in the University of Otago; and in connection with the Wellington College there are two scholarships, also of private foundation, of the annual value of £25 each, and tenable for two years, which are open to matriculated students of the University of New Zealand. The Board of Governors of the Canterbury College provide six exhibitions of £20 each, tenable for one year, which are awarded to students for excellence in particular branches of study at any period of their College course.

Education Board  
scholarships.

Of the scholarships instituted for the promotion of secondary education, the most important are those provided by the State and administered by the District Education Boards. A vote of about £4,000, taken annually for this purpose, is distributed by the Government among the Boards at the rate of 1s. 6d. for every child in average attendance at the primary schools in the respective education districts. Taking the average value of the scholarships to be £30, and the average duration of tenure to be two years, this allowance may be roughly estimated to enable the Boards to offer one scholarship annually for every 800 children in average attendance at their schools. To put the statement in another form, the Boards can offer one scholarship annually, or, which is the same thing, maintain two scholars for every ninety children above the Fourth Standard. Thus, in the whole of New Zealand from sixty to seventy scholarships are offered for competition every year. This number appears to us to be sufficient in the present circumstances of education in the colony; and, owing to the mode in which the scholarship fund is provided, it will increase commensurately with the increasing attendance at the schools.

Recommendations as to regulations for Board scholarships.

The duty of drawing the regulations under which this liberal scheme of State aid is administered, has been intrusted to the several Boards, subject to the approval of the Minister of Education. The object of this provision was, no doubt, to insure that in framing the regulations due regard should be paid to local circumstances; and, beyond question, this is an object deserving of careful consideration. A comparison, however, of the regulations which have been adopted by the various Boards, shows such wide differences, especially as to the subjects of examination, the ages of the candidates, and other restrictions on admission to the competition, as to make it difficult to believe that they are all equally well adapted to fulfil the purposes for which the system of State scholarships was established. We think, therefore, that, while it would be well to leave details to be filled in by the local Boards, some broad principles should be laid down, to which all sets of regulations should be required to conform. Thus it ought to be prescribed that the superior limit of age for competing for these scholarships should in no case exceed fifteen years. On the supposition that the recommendations which we have made regarding instruction in extra subjects at the primary schools are carried into effect, a boy of good understanding and diligence may in many cases be educated cheaply and advantageously at the school of his district up to the age of fifteen; but by that time, if he be fit to be a recipient of State aid, he will have exhausted all the benefit capable of being derived from a primary school. It should be understood further that, as the greatest advantage is obtained from a course of secondary instruction when it is commenced at a comparatively early age, the greater number of the scholarships should be offered for competition at as early an age as is consistent with economy, with the efficient testing of the candidates, and with the due stimulation of the schools which prepare candidates for the competition. We are of opinion, also, that, while in competitions held under the age of thirteen the examination should be restricted to the standard programme, it is desirable when the age fixed for the competition is greater than thirteen to include in the examination some of the subjects of secondary instruction, such as Latin, mathematics, or French.

As to age.

As to subjects.

In clause 51 of "The Education Act, 1877," it is provided that the holder of a scholarship "shall continue his or her education at any school or educational institution under the control of the Board at which the higher branches of education are taught; but if there be no such school or institution in the district where the holder of the scholarship resides, then at such school, subject to inspection by a Public School Inspector, as the Board may approve of." We attach such great importance to the consideration that the scholars whose education is undertaken at so great a cost by the State should receive the advantage of the best instruction which the educational system of the colony affords, that we do not hesitate to recommend that the clause above quoted should be made to apply to those schools only which are secondary schools in the strict sense of the term. We do not think that the State would be warranted in instituting valuable scholarships to be held at primary schools, or even at district high schools, where the education provided is free or inexpensive. The purpose of providing such scholarships clearly is to bring the somewhat costly education afforded by fully-equipped secondary schools within the reach of children of good ability, who might otherwise be prevented by want of means from enjoying this advantage. In any amendment that may be made of the Education Act care should be taken so to alter clause 51 as to make it clear that only secondary schools are intended. We would also suggest, in accordance with a recommendation made in another part of this report, that for the words "Public School Inspector" should be substituted "persons appointed by the Minister of Education."

As to schools in which they may be held.

In some of the education districts the competition for the scholarships is open to all children, while in others it is restricted to the children attending the public primary schools. We are unable to see any sufficient reason for excluding from the competition children educated privately or at the schools maintained by particular religious denominations. On the other hand, if secondary subjects are included in the examination, as we have recommended when the age of the competitors exceeds thirteen, it is obvious that children taught at secondary schools, which have a larger staff and more complete arrangements for imparting this kind of instruction, will have a better chance of success than those coming from the primary schools. A portion of the scholarships may thus be expected to fall to children who have no better claim to them than that their parents are able to give them exceptional advantages. It should be borne in mind, too, that the main object in establishing these scholarships is to draft deserving children from the lower to the higher schools, and that this object will to some extent be frustrated if children already attending the higher schools be allowed to enter for the competition. We have already expressed an opinion that the scholarships of the Education Boards should be tenable only at secondary schools strictly so called. For the reasons above stated we further recommend that no candidate be admitted to the competition for these scholarships who has attended within one year of the time of the examination any school at which the scholarships are tenable. This recommendation is made, however, subject to the provision that any holder of a scholarship obtained at a lower limit of age shall be entitled to compete again for scholarships offered for competition at a higher limit of age. Apart from the restriction just noted, we are of opinion that the competition for the scholarships should be entirely open.

As to the schools from which candidates may come.

It may be observed that the scholarships range in value within rather wide limits—from £10 to £50. By far the greater number, however, are from £20 to £40 in annual value. Some of the Boards make a distinction between the case of holders of scholarships who are able to reside in their own homes while attending an authorized school, and that of those who have to be sent from home in order to attend school, the latter class receiving an augmented allowance. In most of the districts the tenure of the scholarships is for two years, and in some districts competitions are held at different limits of age, so as to afford an opportunity of obtaining a renewal of tenure. We do not think it necessary to make any general recommendations regarding the value or the tenure of the scholarships, as we believe the experience of the Boards will indicate the best means of adapting them to local conditions. We may remark, however, that care should be taken so to frame the scholarship regulations as to bring the holders, before the expiry of their tenure, within reach of the scholarships offered by the University.

Money value of Board scholarships.

Scholarships in various schools.

In addition to the scholarships provided by the Education Boards, a few scholarships for the promotion of secondary education have been established in connection with certain schools. The following is a list of these scholarships:—

Int. Rep., Appx., p. 33.

Wellington College—One Rhodes scholarship, £40, tenable for three years; one Moore scholarship, £40, tenable for two years.

Ibid., p. 40.

Nelson College—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; Simmons prize, £6.

Ibid., p. 46.

Christ's College—Eight senior Somes scholarships, of £50 a year, tenable for four years; six junior Somes scholarships, of £15 a year each (with £20 added if the scholar's home be three miles from the College, and if he reside in one of the recognized houses); and four Sons of Clergy scholarships, £15 each, tenable for three years.

Ibid., p. 51.

Girls' High School, Christchurch—Three open exhibitions, £20 each, tenable for one year; four close exhibitions, £10 each, tenable for one year.

Free tuition in some cases for Board's scholars.

It should be mentioned that the authorities of Auckland College, Nelson College, and Dunedin High Schools give free tuition to the holders of Board scholarships within their respective districts. In Auckland this privilege is extended also to ex-scholars.

Maintenance allowance in normal schools.

We have carefully considered the question whether it is necessary to grant scholarships or maintenance allowances to the students attending normal schools. At Dunedin it was the custom, until last year, to grant a maintenance allowance of £1 a week to all students who passed the entrance examination. Last year, on account of the insufficiency of funds, the allowance was restricted to those students who had been teachers or pupil teachers. The yearly cost of these allowances has amounted to about £1,000, and has been defrayed mainly out of the Government grant of £2,000, but partly also out of the general funds of the Otago Education Board. At Christchurch no scholarships or maintenance allowances have ever been paid. We have come to the conclusion that scholarships or maintenance allowances are necessary in the case of male students, in order to secure a sufficient supply of trained teachers to fill the vacancies arising in the schools; but that in the case of female students, who present themselves in greater numbers, it is not necessary to offer such inducements, although where funds suffice it may be desirable to do so. We are not prepared to advise that the grant of £2,000 allowed for the maintenance of each normal school should be increased in order to admit of these scholarships being established on a more liberal scale. With proper management a considerable balance available for this purpose ought to remain out of the grant after payment of all necessary salaries, and any further sum that may be deemed requisite may properly be taken out of the general fund for primary instruction. In the case of female students, although there is not the same necessity for the establishment of scholarships as in the case of male students, we think it incumbent on the Boards to see that the arrangements made for boarding are satisfactory in each case; or even, if their funds permit, to provide at their own cost proper accommodation and supervision.

Scholarships tenable at professional and technical schools.

With regard to scholarships tenable at professional or technical schools (except normal schools, which form part of the State machinery for primary education) we hesitate to affirm that as a rule it is the duty of the State to provide such scholarships out of public funds. These schools are designed to prepare young men for remunerative occupations, and the students attending them may therefore be fairly expected to pay the cost of their instruction. At the same time we are so far from desiring to push this principle to its extreme limit that we cordially approve of what little has been already done in the way of providing scholarships tenable at such schools. We should even gladly see this kind of assistance considerably extended, but only as a temporary measure, and with the view of fostering young institutions. As regards medical education, a travelling scholarship of £100 a year, tenable for three years, on condition that the holder is taking the necessary steps towards the obtaining of his medical degree, has been instituted by the University of New Zealand. Another scholarship, called the

Gilchrist scholarship, has recently been opened to candidates who have graduated in arts in the New Zealand University. This scholarship also is of the annual value of £100, tenable for three years. It is open in alternate years to candidates from the Sydney University and the University of New Zealand. The holder of the scholarship is required to pursue his studies either at the University of Edinburgh, or at University College, London, with the view of graduating in one of the four faculties of the University of London. This scholarship seems likely to be of especial value in assisting students in law or medicine who desire to pursue their studies in Great Britain.

In connection with the Canterbury Agricultural School the Board of Governors has instituted six scholarships, of the estimated value of £65 a year each. Only one scholarship has yet been awarded, a result probably due to the high standard of the examination, which, however, has now been reduced. The number and value of these agricultural scholarships appear at present to be sufficient; but, having in view the improbability of the establishment of any other agricultural school within the colony, as well as the existence of adequate funds, we would suggest that, in order to make the school more accessible to persons resident in remote parts of the colony, travelling expenses to and from the institution once a year be paid to all students who pass the entrance examination.

In the School of Mines which has been established in connection with the University of Otago, no provision in the way of scholarships has yet been made. We recommend, for the further encouragement of technical studies in general, that the scholarships of the Education Boards be made tenable after the age of sixteen, not only at secondary schools, but at schools of mines, engineering, and agriculture, as well as at other technical schools of a similar character which may hereafter be established. It should, however, be made a condition of tenure of such scholarships that the holders devote the whole of their time to study, and that no student be entitled to hold a Board scholarship concurrently with any other. The University of New Zealand, when means allow, might also institute scholarships tenable at such schools.

Agricultural  
School  
scholarships.

Recommendations as to  
scholarships for  
School of  
Mines, &c.

## VI.—ENDOWMENTS.

For particulars as to the value and application of endowments for educational purposes comprised within the scope of our Commission, we refer to the appendix to our interim report (pp. 3-15), which, however, requires correction as follows: In page 7, the value and present rental of reserves in the hands of School Commissioners for secondary education in Nelson should read £2,689 and £172 2s. 11d. respectively; and on page 15, the present rental of runs in Otago should be £2,755 14s. 1d. We refer also to an important return made to Parliament last session.

With one exception—the Southland reserve, of 10,000 acres, which produces an annual rental of £343 15s., and is vested in the Council of the Otago University by “The University Act, 1874”—the reserves which have been made under “The University Endowment Act, 1868,” have not as yet been applied to any use. In the draft Bill we have embodied our views as to their application as follows:—

Thirty acres of town land in Westland, not let, of the estimated capital value of £270, and 10,000 acres of pastoral and bush land in Taranaki, not let, and of the estimated capital value of £7,500, to be devoted to the promotion of higher education in the districts in which they are respectively situated; 1,500 acres, not let, of the estimated capital value of £7,500, at Ashburton, to be vested in the Board of Governors of Canterbury College; 30,354 acres in the Provincial District of Auckland, not let, of the estimated capital value of £10,265, and 4,000 acres, not yet formally reserved, but mentioned in Schedule B to “The University Reserves Act, 1875,” as to be reserved in Wellington Provincial District, to be devoted to the purposes of the proposed University colleges in Auckland and Wellington respectively. The University Act of 1874 provides that these reserves shall be administered under “The University Endowment Act, 1868,” and that the proceeds “shall be dealt with for promoting higher education in the respective

Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3.

University  
Reserves.

Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3, p. 13.

provinces in which such reserves are situate, in such manner as the General Assembly may from time to time determine." The reserves in Auckland had been proclaimed in the *Gazette* of the 9th January, 1873; but in 1874 the Attorney-General gave it as his opinion that the Proclamation was informal, and in 1875 the University Reserves Act was passed, by which it was enacted that the reserves were to be deemed as having been made on the 9th January, 1873. As to the application of these reserves, the words of the Act of 1875 are as follows: "Shall be dealt with in the manner prescribed in the last paragraph of the 30th section of 'The New Zealand University Act, 1874,' for promoting higher education in the province in which such reserves are situate, in such manner as the General Assembly may from time to time determine." The Solicitor-General has lately given an opinion to the effect that these words render it necessary for the General Assembly to give direction as to the manner in which the reserves are to be dealt with, as well as the manner in which the proceeds shall be applied. In any case, therefore, the reserves will lie useless, and may be a hindrance to the development of the resources of the country, until the passing of a new Act; and we are of opinion that the proposals we have made in the draft Bill are in full accord with the spirit of all previous legislation on this subject.

Otago University.  
Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3, p. 13.  
Int. Rep., Appx.,  
pp. 24, 25.

The endowment of the University of Otago consists of the Southland Reserve, already referred to, and 200,000 acres of pastoral land in Otago, let at an annual rental of £2,755 14s. 1d., with a "probable income from renewed tenancy" of £5,600. There is also the college site of about eight acres, part of which may be let for building frontages; and there is an endowment for the Museum, producing an annual income of £916 13s. 4d., of which one-tenth is to be paid to the Athenæum. There is no question as to the legal status of these endowments, nor as to the legitimacy of their administration. The cost of the University buildings (about £34,000) was partly defrayed from the proceeds (£27,000) of the sale of a site and building presented by the Provincial Government of Otago. The remainder of the cost constitutes a debt, which is the cause of some temporary embarrassment, and hinders the development of the University as a school of science and learning. The Public Museum, which has been placed under the management of the University, was erected by the provincial authorities at a cost of £13,000. Two chairs in the University are maintained out of certain educational funds administered by the Otago Presbyterian Church Property Board.

Canterbury  
College.  
Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3,  
pp. 11, 12.  
Int. Rep.—  
Evid., qq. 3493  
et seqq.;  
Appx., p. 9.

The Board of Governors of Canterbury College is entrusted with the care of several important institutions, and holds valuable endowments particularly devoted to their maintenance. The College proper is endowed with 11 acres of town land and 8,953 acres of rural land, originally reserved for a classical school, the rental being £1,769 1s. 6d., to increase under present lease to £2,496 13s. 6d.; and with 100,603 acres of pastoral land, let for £1,006 0s. 7d. per annum, and increasing to £1,880 14s. 11d. per annum. The original reserve was larger by 1,037 acres, which have been sold for £2,074. The College buildings, including laboratory and apparatus, were provided by the Provincial Government at a cost of above £12,000. A wing has since been added to the College, at a cost of between £4,000 and £5,000, drawn from the proceeds of sale of reserves, in accordance with "The Canterbury Educational Reserves Sale and Leasing Act, 1876." There is a reserve of 92,938 acres, let for £929 7s. 7d., increasing to £1,516 0s. 8d., for a school of technical science; and, in addition to this, 12,269 acres formerly included in the reserve have been sold for £24,538. The proceeds of this reserve are partially applicable to the maintenance of the Museum, and the Public Library has also a claim upon them. The Museum was built at the expense of the province, and cost over £21,000. The Public Library was built in the same way, at a cost of £4,000. There is another reserve, of 61,692 acres, let for £566 18s. 5d., increasing to £1,225 17s. 3d., for the Agricultural School; and the sum of £78,516 has been received as the proceeds of the sale of 39,258 acres, formerly included in this reserve. We have not included in this statement properties unlet, which are expected to produce £92 a year for the College and £25 a year for the Agricultural School. The College reserves are all open to purchase precisely as if they were still waste lands of the Crown. Referring to the sale of parts of these

reserves, the Commissioner of Crown Lands says, "There may be within the unsold portions of these runs a few thousand acres that may hereafter be purchased, but the greater part of what is considered worth buying at 40s. an acre has been already taken up; what is left is for the most part hilly, and some of it mountainous, fit for nothing but sheep-walks." Altogether a sum of £109,498 has been received from the sale of reserves vested in the Board of Governors of Canterbury College, and of this sum £10,000 has been appropriated to College buildings, and about £13,500 to the purchase of the farm for the Agricultural School. The remainder is invested, and the proceeds are applied to the several objects for which the endowments were made. The buildings for the Agricultural School have been erected, and the farm has been stocked, by anticipating the revenue of the school, the Board not having legal power to use capital for the purpose. We do not think it was ever intended to render the Agricultural School so much richer than the other endowed interests under the management of the Board of Governors. The difference is due to the fact that the lands set apart for that school found the readiest sale. We are of opinion that the governors should be empowered to apply part of the proceeds of this particular endowment to any purpose of technical instruction which, in the course of years, may become important to the district or to the colony. The College authorities hold in trust a reserve of 4,630 acres, estimated to be worth £750 per annum, but not producing any present revenue, for the purposes of a medical school. For the Girls' High School they have an endowment of 2,815 acres of agricultural land, valued at £563 per annum, not let, and a sum of £4,370, derived from the sale of 2,185 acres; and for the Boys' High School, which is not yet in operation, they have 9,360 acres, of which part is let at £915 14s. 10d., increasing to £1,600 8s. 6d., and the part not let is believed to be worth £432 2s. 6d. per annum. The Girls' High School buildings and site cost £6,030, and the Boys' High School is to cost about £9,000, in addition to £2,500 for site. The first cost of these schools was provided by the Provincial Government, or by special grants made by Parliament out of the Canterbury land revenue. The College has purchased the Girls' High School and site for College purposes, and a new school is to be built with the purchase-money. We believe that all these endowments are administered in strict accordance with the terms of the several trusts.

Int. Rep., Appx.,  
p. 9.

Ibid., Evid.,  
qq. 3588, 3601,  
4148.

Ibid., qq. 3616,  
4201, 4727.

Ibid., q. 3693.

According to the return supplied to the Royal Commission, and summarized in page 4 of the appendix to our interim report, the landed estate of the Auckland College and Grammar School amounts to 286 acres, of which a part is let at an annual rental of £1,712 5s., and a part, worth £99 per annum, is not let. The return on page 7 of the paper C.-3 states the area at 278 acres, valued at £16,492 10s., and all let for £1,759 17s. per annum, with a probability of increasing to £1,979 2s. There is also a sum of £7,500, being accumulated rent and interest, which, being invested, produced an income of £545 10s.; but of this sum a portion (about £2,500) has been applied towards the building and furnishing of the new school just opened, to supplement the Parliamentary grant of £5,000 for the same purpose. The school has hitherto been held in buildings lent or held under lease. The first endowments were made by Sir George Grey, as Governor of New Zealand, in 1850. The lands described in the grant are granted "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;" and it is provided that students shall, if they desire it, receive instruction in Greek and Latin; that upon all school-days, not being half-holidays, the grammar school or schools shall be open two hours in the evening; that persons of all classes or races shall be equally admitted; and that a proportion of students and scholars shall be free scholars. This grant relates to 33 acres 3 roods. The Commissioner of Crown Lands in his evidence mentions three other grants, and refers to the site of two acres for the grammar school reserved by the Provincial Government in 1871. The governing body has endeavoured to satisfy the requirements of the trust by combining college and

Auckland College.

Int. Rep., Appx.,  
pp. 31, 32.

Ibid., Evid., qq.  
372, 373.

grammar-school instruction in the same school, and by instituting evening classes when there seemed to be a demand for them.

Wellington  
College.  
Int. Rep., Appx.,  
p. 36.  
Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3, p. 9.

The original endowment for the Wellington College was made in 1853 by Sir George Grey, as Governor of the colony, and consisted of nearly eleven acres of town land in Wellington, subject to trusts precisely similar to those imposed in the case of Auckland College. These lands are leased for forty-two years, and now produce a rental of £1,054 10s., increasing under the terms of lease to £1,581 15s. In 1872 the Wellington College Act was passed, constituting a Board of Governors, in whom, as soon as constituted, all the estates, rights, title, and interest of the trustees of these endowments were vested. At one time the trustees were in possession of a site and buildings on the Terrace; but in 1873-74 the present buildings were erected, on a site of sixty-nine acres, given by the Provincial Government in exchange for the Terrace site; and the Government bought the old buildings for the sum of £797 5s., which sum the governors invested in the purchase of lands at Carnarvon, Harbour District, and Palmerston North, of which lands about one-third are let, at a rental of £25 18s. 3d. In 1878 an Act was passed authorizing the governors to let nineteen acres of the College site on lease for a term not exceeding forty-two years, and it is believed that from this source a revenue of from £400 to £500 a year will be derived. By another Act of 1878, reserves of about 9,000 acres, which had been made by the late Provincial Government, were definitely secured to the College. Mr. H. Jackson, the College Treasurer, and formerly Chief Surveyor of Wellington, says in his evidence: "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. . . . 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." Two reserves, amounting to 881 acres, are omitted from the Schedule of the Act last referred to; and hence, although set apart by the Provincial Government, they appear to have lapsed. In a former part of this report it has been shown that the revenue derived from these reserves is insufficient to meet the current expenses of the College and the annual charge of £500, interest on the building debt. In order to meet this difficulty the College should have the power, in accordance with our general recommendation, to alienate such of its rural reserves as cannot be profitably let. We further think that ten acres would be quite sufficient for the College site, and that the remainder of the sixty-nine acres might be made to produce revenue. We are of opinion that it is a mistake to lease any lands, even in towns, for so long a period as forty-two years. By "The Wellington College Act Amendment Act, 1878," it is provided that the Governor may set apart, out of secondary-education reserves, land not exceeding £3,000 in value, to vest in the governors of the College, for the purpose of establishing and maintaining a girls' high school. The return C.-3, 1879, shows that 2,974 acres 5 perches have been set apart for this purpose, and vested in the governors.

Int. Rep., Evid.,  
qq. 5459, 5460.

Nelson College.

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., c. 112), 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 Nelson 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. According to the estimate of the governors the capital value of the estate in December, 1878, was £28,913 10s. 7d., including the estimated value of the College buildings. From the accounts which have been furnished to us for the year 1879, it appears that the rents of reserves now amount to £483, and the interest on mortgage to £1,495. The trustees of the "fund for the public purposes of the settlement of Nelson" (14 and 15 Vict., c. 86) founded the College in 1857, and it was incorporated by "The Nelson College Act, 1858." The deed of foundation, which is recited in the Schedule to the Act, sets forth that the College is "for the education of youths and young men according to the scheme set forth in the Second Schedule." The Second Schedule states that "the object of the deed of foundation is to establish an educational institute, to be called 'Nelson College,' for the advancement of religion and morality, and the promotion of useful knowledge, by offering to the youth of the province general education of a superior character." It provides that "the course of instruction shall always include the English language and literature, one or more modern languages, geography, mathematics, classics, history, drawing, music, and such other branches of art or science as the Council shall from time to time determine. Further, upon all school days not being half-holidays, so soon as the necessary funds can be found to defray the extra expenses consequent upon such an arrangement, classes shall be kept open for the purpose of instruction for such two hours in the evening, between the hours of six o'clock p.m. and ten o'clock p.m., as the governors for the time being may direct." The final clause of the Schedule prescribes that "it shall be lawful for the governors of the College, whenever the funds of the institution shall in their opinion be sufficient for such purpose, with the assent of the Visitor, to establish one or more grammar schools within the Province of Nelson as branch schools, from which the more deserving pupils may be removed to enjoy the advantages of a higher and more advanced education." We are not aware of any evening classes being held in connection with the College, and it has no affiliated grammar schools. The evidence of the Secretary suggests that the annual excess of income over expenditure is required for repairing the College, and for rebuilding at some future day. It is right to say that the lands which are mentioned in several Parliamentary returns as reserves, are not reserves in the ordinary sense of the term, but lands purchased by the governors or received in exchange for lands forming part of the original endowment. The question has arisen whether this endowment can be considered as having been made out of public estate. To this question we shall revert in our concluding remarks on endowments.

Int. Rep., Evid.,  
qq. 3100, 3101.

The endowments of Christ's College include a site of nearly ten acres, granted in 1855 by a Provincial Ordinance, and being a portion of the Government Domain. This was a "free grant," made in accordance with the Canterbury Association's Reserves Ordinance. The other endowments consist of 596 acres of rural land, 10½ acres of town land in Christchurch, 3 acres of town land in Lyttelton, and half an acre of town land at Dampier's Bay. We have no estimate of the capital value of these lands, but we observe that the rents received in 1878 and 1879 respectively amounted to £1,032 6s. 8d. and £1,178. The price of land sold to the original settlers was £3 an acre, of which £1 was nominally set apart for ecclesiastical and educational purposes. The money was not paid to the Church Property Trustees, but they received an equivalent in land, with the condition that they should convey one-fifth of the estate to the corporation of Christ's College. There is therefore a close resemblance between the origin of this trust and that of the trust of Nelson College. The Church Property Trustees are the legal owners of other lands, reserved for "church and school," "school and cemetery," and so forth; but they state "that these lands, although originally reserves, were afterwards purchased with moneys drawn from the ecclesiastical and educational fund," and "that the foundation of Christ's College, together with the support previously afforded to 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."

Christ's College.  
Int. Rep., Appx.,  
p. 14.

Ibid., p. 46.

Ibid., p. 10.

Ibid., p. 11.

Otago High Schools.  
Appx. to Journals  
H. of R., Sess. II.,  
1879, C.-3, p. 13.

The Otago Boys' and Girls' High Schools Board has been endowed with a portion of the reserves set apart for secondary education in the provincial district. The present annual value of the estate is £1,175 4s. 9d., and the probable income from renewed tenancy £2,844 5s. The capital value is estimated at £127,640.

Waitaki High School.  
C.-3, p. 13.

The Waitaki High School Board has received an endowment from the same source; the annual income, as stated in the latest returns, being £483 14s. 5d. (£493 4s. 5d. in interim report, appendix, p. 15), the probable income from renewed tenancy £724 15s., and the estimated capital value £14,740. The school is not yet in operation.

Southland High Schools.  
C.-3, p. 13.

The Southland Boys' and Girls' High Schools are also endowed from the same source, with land valued at £53,885, producing an annual revenue of £492 2s. 11d. (£491 19s. 6d. in interim report, appendix, p. 15), with a probable income from renewed tenancy of £3,204. At present the girls' school only is open.

Timaru High School.  
Int. Rep., Appx.,  
p. 9.  
C.-3, p. 11.

The Timaru High School has just been opened. Its endowments, drawn from the reserves set apart in 1878 for secondary education in Canterbury, consist of 4,198 acres of rural land, of which part is let, producing £556 14s. 6d. per annum, increasing to £773 15s. 6d., and the part which is not let is estimated to be worth £273 15s. per annum. The estate is valued at £16,090.

Ashburton High School.  
Int. Rep., Appx.,  
p. 9.  
C.-3, p. 11.

The Ashburton High School, which has not yet been opened, has an endowment of 1,287 acres, drawn from the same source as the preceding, valued at £5,840, and let for £263 2s. a year, increasing to £452 9s. 6d.

Auckland Girls' High School.

"The Auckland Girls' High School Act, 1878," endows the school with land to the value of £5,000, to be set apart out of any reserves for education. It is not easy to say what revenue might be derived from this source. If the relation between capital valuation and annual rent were the same as is shown in the return C.-3, 1879, in the case of Auckland College, the girls' school would receive more than £500 a year from the endowment. If the relation were the same as is shown in the same return with reference to reserves for primary education, the income would be only about £175.

Thames High School.

The Thames High School is to receive an endowment of land to the value of £10,000 out of the Te Aroha Block. The remarks we have made with reference to the endowment of the Auckland Girls' High School apply also to this endowment.

Whangarei High School.  
C.-3, p. 7.

The Whangarei High School has received an endowment of 3,841 acres, valued at £1 per acre. Supposing this to be let at a rental of 5 per cent. on the capital value, the income would be £192 per annum, an amount which would be of little service unless largely supplemented from other sources. We do not think, however, that the population of the district is large enough to warrant the expenditure required for the maintenance of a high school, the number of children in average attendance at the three public primary schools of the district being 154 at the end of 1878.

New Plymouth High School.

The land to be set apart for the New Plymouth High School is to be of the value of £10,000, and is to be taken out of the education reserves. The estimated value of the reserves in the district for primary education is £16,755, and for secondary education, £6,985; and the present annual value of the whole is £928. It may therefore be assumed that land to the value of £10,000 would produce nearly £400 per annum; but this would absorb the whole income of the secondary-school estate, and £134 from the estate now set apart for primary schools. The Board of Education at New Plymouth is about to build the High School, having at its disposal for this purpose the sum of £769, being £500 received as a grant from the Government, and accrued revenue to the amount of £269 from reserves for secondary education. During last session of Parliament a sum of £1,000 was voted, which the Government may apply towards the building of the school.

Wanganui High School.  
C.-3, p. 8.

"The Wanganui High School Act, 1879," endows the school with land to the value of £10,000, to be set apart out of education reserves. The whole of the primary-education reserves of the Provincial District of Wellington are valued

at £18,084, and the secondary-education reserves at £5,730, the present annual value and the probable income from renewed tenancy being respectively £441 9s. 4d. and £1,085 in the case of the former, and in the case of the latter £18 and £195. At present the Board of Education, which by the Wanganui High School Act is to be the governing body of the high school, is content with a district high school.

From the Return C.-3, in Appendix to Journals of House of Representatives, Session II., 1879, we have compiled the following statement of reserves for secondary education vested in School Commissioners by "The Education Reserves Act, 1877:"—

Reserves for secondary education vested in School Commissioners.

District.	Estimated Capital Value.	Present Annual Value.	Probable Income from Renewed Tenancy.
	£ s. d.	£ s. d.	£ s. d.
Auckland ... ..	12,189 15 6	492 6 2	746 4 0
Taranaki ... ..	6,985 14 2	266 7 4	442 15 0
Hawke's Bay ... ..	11,697 0 0	276 11 6	703 0 0
Wellington ... ..	5,730 0 0	18 0 0	195 0 0
Marlborough ... ..	950 0 0	10 3 6	40 0 0
Westland ... ..	7,051 0 0	625 0 0	625 0 0
Nelson ... ..	3,425 10 0	177 5 5	262 12 6
Canterbury ... ..	7,102 0 0	370 2 6	542 16 0
Otago ... ..	14,856 10 0	587 9 3	1,062 17 6

There are several endowments which have been granted at various times to religious bodies in trust for educational purposes. Particulars with regard to the acreage and value of most of them will be found in the appendix (pp. 4-15) to our interim report. The Wesleyan institution at Three Kings, Auckland, obtained its earliest grants from Governor Fitzroy, for the purposes of a Native institution. Four subsequent grants were made by Sir George Grey to the same institution, which is described in the Crown grants as a school "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 the purposes of the trust are expressed in the following words: "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." It is held by the authorities of the institution that the trusts are set aside by the operation of "The Religious, Charitable, and Educational Trusts Act, 1856," and of the model trust deed referred to in that Act. The opinion of the Assistant Law Officer is opposed to this view of the operation of the model trust deed. The Rev. T. Buddle states that the trustees hold themselves morally, though not legally, bound to apply the income arising from the estate in accordance with a memorandum written by Sir George Grey in 1853, rather than with the terms of the Crown grants. He seems to have overlooked the distinction between the seventh and eighth clauses of that memorandum, one of which refers to lands held in trust, and the other to grants of money, that which refers to the lands paying proper respect to the original trusts. In a letter written by him as Chairman of the Auckland District meeting, Mr. Buddle says: "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. . . . The governors have expended £3,163 14s. 2d., of which sum the trustees have paid only £1,111." It is to be remarked that of the sum of £1,111, a part amounting to £106 was derived from a similar trust in Wellington, a fact which appears to have been forgotten by Auckland witnesses. It appears that £350 is the largest sum that has lately been

Estates "for education of children of both races." Wesleyan.

Int. Rep., Appx., p. 84.

Ibid., Evid., qq. 750-752, 1926, 1932.

Ibid., Appx., pp. 83-85.

Ibid., Evid., q. 709.

Ibid., q. 710.

Ibid., Appx., pp. 28, 29.

Ibid., p. 29.

Int. Rep.—  
Evid., p. 136;  
Appx., p. 4.

derived in any one year from the estate, although the capital value is estimated by Mr. W. Aitken at £14,000, without reckoning the value of buildings. The English department of the institution is affiliated to the University of New Zealand under the name of "Wesley College." Six Maori pupils were in the institution in February, 1879, whose ages ranged from fourteen years to twenty. The Wesleyan body has lands at Aotea and Waiharakeke, granted for Native schools, but, owing to the present attitude of the Maori race, of no immediate value.

Ibid., Appx., p. 60.

There is a Wesleyan education fund in Wellington, arising from the proceeds of the sale of seventy out of seventy-three acres of land granted upon trusts of the same kind as those under which the Three Kings endowments are held. The land was sold to the Superintendent of Wellington for £3,500, the sale being authorized by "The Wellington City Reserves Act, 1871." The trustees built a day-school in Wellington, which they still maintain. Part of the proceeds of the sale they invested in lands, and a larger part is lent to the trustees of different Wesleyan churches at £6 per cent. An income of £60 a year is derived from three acres, which were excepted from the conveyance when the seventy acres were sold. The trustees report that they have sent contributions amounting to £206 towards the support of the Native institution at the Three Kings. From the evidence of the Treasurer to the Wesleyan Society in Wellington, it appears that the trustees of the fund hold that they are bound to apply the income of the estate to purposes of education for the benefit of the poor and of the Natives; but the sum devoted to Native purposes is very small.

Ibid., Evid.,  
pp. 290, 291.

Roman Catholic.

Grants of the same kind as those made to the Wesleyans—"for the education of children of our subjects of both races, and of children of other poor and destitute persons"—have also been made to the Church of England and to the Roman Catholic Church. The Roman Catholic endowment at North Shore, Auckland, is valued at £4,000. The income is only about £40 a year, and for many years no school has been maintained. It is impossible to obtain any statement of accounts up to the year 1874, but since that time the income has been reserved for future operations, except a sum of £20 given to St. Mary's Industrial School. The building called "the College" is situated, not on the trust property, but on private lands vested in the Roman Catholic Bishop of Auckland, although it was erected almost entirely at the cost of the Government. An endowment at Rangiaohia produces about £20 a year, and from this source a sum of about £100 has accumulated for future use. No school properly so called is maintained at Rangiaohia.

Int. Rep.,  
Evid., p. 136.  
Ibid., pp. 46-50.

Ibid., p. 50.

Ibid., Appx.,  
pp. 6, 61.

There are some Roman Catholic reserves in the Wellington District, and they are applied to their proper use.

Church of  
England.

Of the trusts of the kind now under consideration, the most beneficial, so far as present usefulness is concerned, is that which is administered by the authorities of the Church of England at St. Stephen's, Parnell, Auckland. The estate consists of about sixty-eight acres. A rental of £171 6s. is derived from leases covering about forty acres, and it is proposed to let seventeen or eighteen acres more on lease, reserving five acres for the St. Stephen's institution, which is a boarding-school for Maori and half-caste children, and five acres for an Orphan Home, to which this piece of land is let at a nominal rent. The small income is devoted, first, to the necessary expenses incurred in keeping the school-building and grounds in good order; secondly, to the payment of £40 a year as part of the master's salary; and, thirdly, to the maintenance, in equal proportion, of St. Stephen's institution and the Orphan Home. The greater part of the expenses of the institution is borne by the Government, which contributes £100 a year towards the master's salary, and pays £18 a year for each child, the number of children being about fifty. At the time of our visit the school was in a very satisfactory state. The proceeds (£100 a year) of an estate at Puniu are applicable to the payment of part of the cost of maintaining at St. Stephen's School boys who come from the King country. There are some other reserves, which, though they may at some time become valuable, produce no revenue at present, owing to the unsettled state of the country.

Int. Rep., Evid.,  
qq. 536 *et seqq.*

Ibid., Min. of  
Pro., p. 17.  
Ibid., Evid.,  
q. 597 *et seqq.*

Ibid., pp. 267-273;  
Appx., pp. 58, 59.

The Wanganui Industrial School estate originated in a grant of the same kind as those made to the Three Kings, St. Mary's, and St. Stephen's. It has been so lately the subject of debate in the House of Representatives that it does not

seem necessary to enter at length upon the consideration of it here. The proceeds are at present devoted to the maintenance of a Church of England grammar school on a small scale.

The Bishop of Nelson is trustee of the Motueka Native School Estate, in the Provincial District of Nelson. The income is about £330 a year. A school is in existence, but not prosperous, as the Natives have never regarded it with favour. The evidence of the Governor's delegate, under "The Native Reserves Act, 1862," seems to afford an explanation of their dislike to the institution. He states that out of 1,078 acres belonging to the trust, 918 were taken from reserves which had already been selected as Native reserves, devoted to the promotion of the general interests of the Native race; and that, moreover, a portion of this land was at the time in the actual possession and occupation of the Natives, who "were dispossessed in consequence of the grant to the Bishop of New Zealand." This evidence is confirmed by that of the master of the school. We are of opinion that this land should be restored to its original purposes, and some other arrangement made for the maintenance of the school.

Int. Rep., Evid.,  
pp. 158-161.

Ibid., qq. 3348,  
3372-3376.

The Church of England estates in Poverty Bay, at Te Aute, and in the Provincial District of Wellington, have been frequently brought under the notice of Parliament. What additional information we have obtained with regard to them is contained in the appendix to our interim report and in the evidence, and does not call for special comment.

With regard to all estates of this kind, which have originated in absolute gifts from the Crown, we think that annual accounts should be rendered to the Minister of Education; and that he should be empowered to ascertain whether the estates are well administered, and to send an agent of the Government to learn by personal observation the actual condition of the institutions as often as he may think necessary.

Recommendations as to  
Government  
supervision.

With regard to such estates as have originated in contracts between colonizing companies and the settlers, as is the case with Nelson College, Christ's College, and certain interests in Dunedin to which we directed attention in the appendix (pp. 93-96) to our interim report, seeing that the original beneficiaries cannot be identified, and that the charters under which the contracts were entered into were of Imperial creation, we recommend that the trustees be required to submit to the Minister of Education an annual statement of accounts, and that the Minister be invested with the right of insisting upon a legitimate application of the income. It appears to us impossible that any school can occupy an intermediate position between that of a proprietary school and that of a State school. Moreover, all the contracts to which these foundations were due owe their origin to a condition imposed by the Imperial Government before the incorporation of the New Zealand Company, and expressed in a letter written in 1837 by Lord Glenelg, then Secretary of State for the Colonies, to the Earl of Durham, as representing the proposed corporation, in the following words: "Of that part of the proceeds of the sale of land which is to be expended on local improvements, a fixed proportion would be appropriated to the erection and maintenance of places of Divine worship and schoolhouses, for the support of the ministers of religion and schoolmasters—the aborigines to be secured the most ample participation in the benefits of this provision for religious and scholastic instruction."

Estates originating in contracts  
between colonizing companies  
and the settlers.

We were instructed to make inquiry as to grants of public money made at any time for the purposes of education other than primary. The statements contained in old provincial *Gazettes* and Appropriation Ordinances are not sufficiently explicit to render it possible to ascertain from them what money has been so granted. The accounts of the Provincial Treasurers, especially for the earlier years of the history of the provinces, are not readily accessible. Even where the transactions of the Colonial Government are concerned, the labour involved in preparing a statement of expenditure in years long past renders it practically impossible to give the information required, as may be seen by reference to a memorandum written by the Deputy Auditor in 1869, and printed in Appendix to Journals of House of Representatives, 1869 (A.-5, pp. 41, 42). Our correspondence with the Treasury, and the results of partial investigations undertaken by our own

Grants of public  
money.

agents, convinced us that we must abandon the attempt to obtain satisfactory information on this subject. We have, however, satisfied ourselves that the whole amount of the money directly paid by the Government to trustees of educational institutions is comparatively trifling.

## RECOMMENDATIONS.

It only remains for us to recapitulate the principal recommendations and suggestions which we have made in this report. Those which we propose for the consideration of the Government are as follows:—

- p. 5. That, subject to certain restrictions, the teachers of primary schools be allowed to give instruction in extra subjects at times not included within the legal school-hours, and to receive fees for such instruction.
- Ibid. That a primary school, not being in the neighbourhood of a secondary school, may, when it contains, say, fifty pupils above the Fourth Standard, be constituted a "Middle School;" and that a grant of at least £100 be made by Government towards the payment of an additional teacher or teachers, so that secondary instruction may be imparted in such school without detriment to its proper primary-school work.
10. That the governing bodies of schools and colleges be empowered to sell reserves in cases in which it is shown to the satisfaction of the Governor of the colony that by so doing they will be acting for the present and future benefit of the institutions concerned.
19. That certain schools, which we have described as having an insufficient income, be assisted by annual votes until, by the sale of their reserves or otherwise, they have attained a position of independence.
- Ibid. That a girls' high school be established at Nelson.
- Ibid. That a high school be established at Hokitika, to be maintained out of the income of secondary-school reserves in Westland.
- Ibid. That, in every town which with its suburbs contains a settled population of 5,000, a high school be established, and endowed with land of sufficient value to pay a headmaster and headmistress.
- p. 20. That as a rule the governing body of a new high school include members appointed by the Governor, by the Senate of the University or by the Council of a neighbouring University college, by the Education Board of the district, and by the Municipal and County Councils.
- p. 21. That all secondary schools be inspected and examined under the authority of the Minister of Education, and that the Senate of the University be constituted a Council of Advice to the Minister in all matters relating to secondary education.
- p. 28. That, in order to encourage young men to attend technical schools, measures be adopted for giving a preference to ex-pupils of Schools of Mines, Engineering, &c., in making appointments to departments of the public service in which their special training would be of value, and for registering and giving official publicity to certificates of competency issued by technical schools which have been established under public authority.
- p. 30. That in certain cases, and subject to certain restrictions, funds which have been set apart for instruction in special branches of technical knowledge be made available for instruction in other branches of such knowledge.
- pp. 34, 35. That steps be taken to secure greater uniformity in the regulations relating to Education Board scholarships, and specially that the superior limit of age of candidates for such scholarships be fifteen years; that candidates above thirteen years of age be examined in some subjects not included in the primary-school course; that the regulations be so framed as to bring the holders of the highest class of scholarships within reach of the scholarships of the University before their tenure of the Board scholarships expires; that the scholarships be tenable only at secondary schools strictly so called, or at technical schools established under public authority; and that the competition be open to all children except the pupils of schools at which the scholarships may be held.
- That small grants be made to Education Boards to assist them in organizing evening classes in the larger towns.

That the trustees of institutions maintained in whole or in part by the proceeds of State endowments for the education of children of both races in religion, industry, and the English language, be required to present annual statements of their accounts to the Minister of Education, and that the Minister be empowered to take all necessary steps to ascertain whether the estates are well administered, and what is the actual condition of the institutions. p. 45.

That the trustees of educational institutions of which the endowments originated in contracts between colonizing companies and the settlers, be required to submit to the Minister of Education annual statements of accounts, and that the Minister be invested with the right of insisting upon a legitimate application of the income. Ibid.

The remaining recommendations relate to matters which, though not beyond the cognizance of the Government, lie within the discretion of the governing bodies of the several institutions, or of other authorities.

We have given a general indication of the course of instruction which we think should be pursued in secondary schools, with suggestions as to the division of the classical and the modern sides, and as to the course of study to be adopted in the case of boys who do not study Latin. We have also offered advice as to the standard of admission to such schools, the minimum fee to be charged, and the limitation of the class-work to be undertaken by the headmaster, so that he may have time for supervision. pp. 11-16.

We have stated our views as to the most prudent course to be adopted in providing medical education within the colony. We have recommended that candidates for admission as solicitors and barristers be required to pass certain University examinations. We have given our opinion in favour of the establishment of chairs of engineering in the University of Otago and in Canterbury College. We have also recommended that the operations of the Canterbury School of Agriculture be extended so as to include instruction in forestry, and that the travelling expenses of the pupils be paid from the funds of the school. pp. 25-31.

We have suggested that Boards of Education should grant an allowance for maintenance to male students in normal schools, and that they should take steps to organize evening classes, and to establish or promote schools of art and design in the larger towns. p. 36.  
p. 33.  
p. 31.

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

Witness our hands and seals, this twenty-fourth day of April, 1880.

(L.S.) G. MAURICE O'ROKKE,  
Chairman.

(L.S.) G. S. SALE.

(L.S.) JAMES WALLIS.

(L.S.) JOHN SHAND.

(L.S.) JAMES HECTOR.

(L.S.) GEORGE H. F. ULRICH.

(L.S.) WM. JAS. HABENS.

(L.S.) W. MACDONALD.

(L.S.) J. M. BROWN.

(L.S.) W. EDW. MULGAN

(L.S.) C. H. H. COOK.

(L.S.) CHAS. C. BOWEN.

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We dissent from the recommendation that all secondary schools should be "regularly inspected and examined under the authority of the Minister of Education." Inspection, in the ordinary sense of the word, would be intolerable to masters not trained technically in a special system, such as obtains in schools of primary instruction; and it would be almost impossible to find an Inspector able to judge, by a few hours' observation, of the qualifications of highly-educated masters accustomed to very different systems of teaching. Even the peculiarities of able masters in the higher forms are not without their value. The examination suggested appears to be independent of the school work, and would unnecessarily harass the boys, who in this generation are already over-examined. The examina-

tion for junior scholarships ought to be a fair test of the efficiency of secondary schools. If anything further is needed, the University should occasionally undertake the annual examination of the highest form in all branches of work.

G. S. SALE.

CHAS. C. BOWEN.

W. EDW. MULGAN.

We do not concur in the recommendation "that the fees at secondary schools be not lower than £10 per annum." We think that the purpose of conferring upon secondary schools endowments out of public funds is to enable them to give an efficient education at so cheap a rate as to put it within reach of all classes of the community which are likely to take advantage of it, and that an endowed school which charged high fees would be using its endowments almost exclusively for the benefit of the class least requiring aid from the State. We do not regard the minimum fee recommended by the majority of the Commissioners as necessarily excessive, but we consider the recommendation unsound in principle, and we believe that in the case of some schools the proposed increase of fee would not only diminish their usefulness, but would also injure their financial position.

JOHN SHAND.

W. MACDONALD.

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## MINUTES OF PROCEEDINGS.

MONDAY, 24TH NOVEMBER, 1879.

THE Commission met at CANTERBURY COLLEGE, CHRISTCHURCH, at 3 o'clock in the afternoon, pursuant to adjournment.

*Present*: Professor Cook, the Rev. W. J. Habens (Secretary), Professors Sale, Shand, and Ulrich. On the motion of Professor Shand, the chair was taken by Professor Sale.

The minutes of the meeting held on the 14th July, 1879, were read and confirmed.

The Secretary laid on the table,—(1.) The Interim Report of the Commission, with Minutes of Proceedings and Evidence and Appendix, as printed by authority. (2.) Printed copy of draft Bill prepared by the Commission. (3.) Two volumes of collected Acts of the General Assembly and of other Parliamentary Papers relating to education in New Zealand, with maps, statistics of population, &c. (4.) Return of Educational Reserves as presented to both Houses of Parliament in the Second Session of 1879. (5.) Catalogue of Library of Otago Institute and Museum. (6.) Copy of despatch from the Secretary of State to His Excellency the Governor with regard to the petition of the University of Otago for a Royal Charter. (7.) Copy of letter from the Agent-General to the Hon. the Colonial Secretary, announcing the transference of the Gilchrist Trust Scholarship by the Trustees from the Melbourne University to the University of New Zealand. (8.) Correspondence relating to proposals for the establishment of a School of Mines on the West Coast of the Middle Island, referred by the late Minister of Mines to the late Minister of Education, and by him to the Commission. (9.) Correspondence relating to proposals for the establishment of a School of Agriculture in the Provincial District of Auckland, referred by the Hon. the Minister of Education to the Commission. (10.) Copy of recent correspondence between the Government, the University of New Zealand, and the Civil Service Examination Board, relating to the Civil Service examinations. (11.) Letter from the Hon. the Minister of Education in reply to a letter from the Secretary introducing the draft Bill to the notice of the Government. (12.) Letter from Secretary to Education Department, Melbourne, in reply to a letter asking for information as to the provision made for secondary education in Victoria. (13.) Letter from the Chairman of Canterbury College, granting to the Commission the use of a room in the College for its meetings. (14.) Letter from Professor Hutton, referring to an objection which had been raised against a portion of the evidence given by him before the Commission.

On the motion of Professor Shand, *Resolved*, That the despatch relating to the petition of the Otago University be printed in the Appendix to the Report of the Commission.

On the motion of Professor Cook, *Resolved*, That the consideration of the proposals for the establishment of Schools of Mines and Agriculture be deferred.

On the motion of the Rev. W. J. Habens, *Resolved*, That the thanks of the Commission be tendered to the Chairman of Canterbury College for the arrangements made by him for the present meeting of the Commission.

On the motion of Professor Shand, *Resolved*, That the Secretary communicate by telegraph with the Chancellor of the University of Otago to ascertain—(1) Whether he desires to offer any remarks upon Professor Hutton's evidence; and (2) whether the Chancellor can appear before the Commission on the 26th or the 27th instant.

On the motion of the Rev. W. J. Habens, *Resolved*, That the Hon. the Minister of Education be requested to give authority for the payment of a sum of £30 to Sir E. O. Gibbes for services rendered by him in searching for records of sums of money granted by the General or Provincial Governments in trust for educational purposes, and for making an index to the Interim Report.

On the motion of the Rev. W. J. Habens, the Commission adjourned, to meet again at the same place on the following day at 11 o'clock a.m.

TUESDAY, 25TH NOVEMBER, 1879.

The Commission met at 11 o'clock a.m.

*Present*: Professor Sale (in the chair), Professor Cook, the Rev. W. J. Habens (Secretary), and Professors Shand and Ulrich.

The minutes of the meeting of the 24th November were read and confirmed.

Correspondence with the Chancellor of the University of Otago was read.

The Commission went into Committee to consider the order in which the various subjects to be dealt with in the Report should be discussed.

The Commission having resumed, progress was reported, and leave given to sit again.

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

WEDNESDAY, 26TH NOVEMBER, 1879.

The Commission met at 11 o'clock a.m.

*Present*: Professor Sale (in the chair), Professor Cook, the Rev. W. J. Habens (Secretary), and Professors Shand and Ulrich.

The minutes of the meeting of the 25th November were read and confirmed.

The Commission went into Committee, and further considered the order of subjects for the outline of the Report.

The Commission having resumed, progress was reported, and leave given to sit again.

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

THURSDAY, 27TH NOVEMBER, 1879.

The Commission met at 11 o'clock a.m.

*Present*: Professor Sale (in the chair), Professor Cook, the Rev. W. J. Habens (Secretary), and Professors Shand and Ulrich.

The minutes of the meeting of the 26th November were read and confirmed.

On the motion of Professor Cook, seconded by Professor Ulrich, *Resolved*, That the Secretary apply to the authorities of the following institutions for statements of attendance and annual report for the year 1879:—Auckland College; Parnell Grammar School; Wellington College; Nelson College; Christ's College, Canterbury; Auckland Girls' High School; Trust Schools, Napier; Wanganui Collegiate School; Girls' High School, Christchurch; Dunedin High School; Southland High School.

On the motion of Professor Shand, seconded by the Rev. W. J. Habens, *Resolved*, That the authorities of Timaru High School be requested to furnish information as to the arrangements which they have made with regard to staff, curriculum, fees, &c.

On the motion of Professor Cook, seconded by Professor Ulrich, *Resolved*, That the Secretary apply to the Auckland College, and to the Caledonian Society, Dunedin, for information as to their plans for evening classes.

The Commission went into Committee, and further considered the order of the subjects for the Report.

The Commission having resumed, progress was reported, and leave given to sit again.

The Commission adjourned, to meet again at the same place at 2 o'clock p.m. on the following day.

FRIDAY, 28TH NOVEMBER, 1879.

The Commission met at 2 o'clock p.m.

*Present*: Professor Sale (in the chair), Professor Cook, the Rev. W. J. Habens (Secretary), Professors Shand and Ulrich.

The minutes of the meeting of the 27th November were read and confirmed.

The Commission went into Committee, and further considered the subjects for the Report.

The Commission having resumed, the Rev. W. J. Habens brought up the report of the Committee, which was read as follows:—

"The Committee is of opinion that it is not necessary to take any evidence or obtain any information beyond that which is contained in the printed papers attached to the Interim Report, except as follows: (1) Returns of attendance and annual reports for the year 1879 from secondary schools; (2) information as to evening classes in connection with the Auckland College and Grammar School, and the Caledonian Society, Dunedin; (3) a statement as to the organization of Timaru High School; (4) additional evidence from the Chancellor of the University of Otago, as to the management of the Museum estate; (5) copies of the regulations of Education Boards, as to the conditions on which scholarships are granted and held.

"The Committee recommends that at the next meeting the various topics to be dealt with in the final report of the Commission be considered in the order indicated in the following programme:—

"I. *University Colleges*.—A. Otago University: (1.) Buildings: Sufficiency; character; cost; want of retiring- and reading-rooms, &c. (2.) Equipment: Sufficiency; character; cost; library, instruments, College Museum. (3.) Instruction: General character; staff; subjects, special schools. (4.) Students: Class of students and average age; numbers; classes; evening classes; sex. (5.) Residence: For professors; for students. (6.) Endowments: Amount; administration; application. (7.) Fees: Average cost to student in full attendance.—B. Canterbury College: Same subjects as for University of Otago, with addition of High Schools and Public Library.

"II. *Secondary Schools*.—A. Standard for Admission: Third Standard (?).—B. Curriculum to be recommended: (1.) Latin, or a modern language, in all classes above the lowest class. (?) (2.) Latin, and a modern language, and mathematics, in all classes above the two lowest. (3.) English language and literature to be taught. (4.) Ordinary primary-school subjects not to be neglected. (?) (5.) No necessity for uniformity. (?) (6.) Arrangements for classical and modern side.—C. Headmasters' functions and relation to other masters.—D. Is it desirable to provide residence for pupils? —E. State of existing schools: Finance; fees; organization; results as tested by junior-scholarship examinations; value of other tests.—F. New provision required: (1.) Thames (*see* "Thames High School Act, 1878," and Memorial, Interim Report, Proceedings, pp. 14 and 15). (2.) Westland. (3.) Girls at Nelson and Wellington. (4.) Boys at Invercargill.

"III. *Technical and Professional Schools*.—A. Normal Schools: (1.) Is Order in Council satisfactory? (*Gazette*, 26th September, 1878.) (2.) Is the number (four) sufficient?—B. Art Schools: (1.) Dunedin: Mr. Hutton's report to be quoted. (*See* Report of Education Department, 1879, pp. 67 and 68.) (2.) Auckland: Reference to be made to Dr. Campbell's efforts. (3.) Christchurch: Refer to proposals under consideration by Board of Governors, Canterbury College. (4.) Should Education Boards take active interest?—C. Other Technical and Professional Schools: (1.) Generally; recommendations as to number; location; equipment. (2.) Law Lectures: Otago University; Canterbury College. (3.) Schools of Medicine: Otago; Canterbury. (4.) Schools of Mines: Otago University (*see* Interim Report of Royal Commission, Appendix, pp. 22 and 23); Canterbury College, (*see* Appendix to Journals, House of Representatives, 1878, H.-1E); memorial from Westland, referred to Royal Commission. (5.) Agricultural: Agricultural School, Canterbury; memorial from Auckland, referred to Royal Commission. (6.) Engineering.

"IV. *Co-ordination of Institutions*.—A. Effects of Affiliation of Secondary Schools: (1.) On the schools. (2.) On the University.—B. Effects of University scholarships on the schools.—C. Relation of a University College to Secondary and Technical Schools: (1.) Union under a common governing body, whether desirable. (2.) Division of work between colleges and schools. (3.) Overlapping of school and college work.—D. Relation of the University to examination for admission to the profession of law.

V. *Relation of Primary Schools to Secondary Education*.—A. The overlapping of studies, and difficulty of classifying pupils at different stages advanced from primary to secondary schools.—B. Constitution of district high schools under "The Education Act, 1877."—C. Whether teachers of primary schools shall be permitted to teach extra subjects, and, if so, to what extent, and under what restrictions. (*See* Melbourne rules, supplied to Royal Commission.)—D. Elementary science in schools.

VI. *Extension of Means of Education*.—A. Evening Classes: (1.) At University Colleges and Grammar Schools: Otago University College; Canterbury College; Wellington College; Auckland College and Grammar School. (2.) At Primary Schools: Thames; East Christchurch. (3.) Information to be obtained from Boards as to evening schools. (4.) Caledonian Society's classes, Dunedin. (5.) New Zealand Institute classes. (6.) Evening classes at School of Art, Dunedin. (7.) Evening classes for teachers in Auckland. (8.) Whether the work of evening classes can well be undertaken by teachers regularly engaged in tuition during the day.—B. Scholarships: (1.) University Scholarships: Sufficiency of number; how supplemented by local colleges. (2.) Board Scholarships: Sufficiency of number; suitability of regulations. Is uniformity of regulations desirable? Provisions of Education Act (sec. 51). Should all be open? Should subjects be restricted to standard programme? What should be the value of each? Character of schools at which Board scholarships are tenable. (3.) Are scholarships tenable in normal schools necessary? (4.) Scholarships tenable in Technical Schools: In medical schools; in agricultural schools; in schools of mines. (5.) The Gilchrist Scholarship (correspondence referred to Royal Commission). C. Any other proposal for extension of means of education.

VII. *Maintenance of Institutions*.—A. University, and University Colleges (dealt with in Interim Report).—B. Normal Schools: Is the sum of £2,000 a year each sufficient? C. Mining Schools: (1.) Otago: Sufficiency of staff and income. (2.) Canterbury. (*See* correspondence, referred to above.)—D. Engineering: (1.) No provision at present. (2.) Whether to be associated with mining.—E. Navigation and Naval Architecture: Whether to be provided for in connection with Auckland University College.—F. Medicine: (1.) Is the colony ready for a complete medical school? (2.) If so, what maintenance is necessary? And (3.) Where should the school be located? (4.) If not, to what extent should a partial course be provided, and at what cost?—G. Agriculture: (1.) Is more than one school required? (2.) Is the maintenance of the Agricultural School in Canterbury more than sufficient? (3.) If so, in what direction should its operations be extended? (4.) Should forestry form part of the course?—H. Law: What would be the cost of a fully-equipped law school attached to one of the colleges?—I. Secondary Schools: (1.) How to provide for Auckland Girls' School; Wellington Girls' School; Nelson Girls' School; Thames High School; High School for Westland. (2.) Is there adequate provision for Wellington College and for Girls' High School, Christchurch?

VIII. *Administration*.—A. To compare the forms of constitution of different governing bodies, and make recommendations as to constitution for new schools. The case of *ex officio* members to be considered.—B. Form of government for technical schools. (*See* draft Bill, sec. 34.) C. Government of normal schools and schools of design: Whether to be under Education Boards.

IX. *Inspection and Examination of Secondary Schools, Normal Schools, and Science Schools*.—A. By what authority?—B. By what means?—C. In what form?—D. To what extent?

X. *Endowments*.—(*See* Return of Education Reserves, Sess. II., Parliament, 1879, C.-3.) A. Nature of trusts.—B. Manner in which trusts are discharged. C. Recommendations for revision of trust, and for supervision by the Government."

On the motion of the Rev. J. W. Habens, seconded by Professor Cook, *Resolved*, That the report of the Committee, as read, be adopted and printed, and a copy of it sent to each Commissioner.

On the motion of Professor Shand, *Resolved*, That the Secretary be requested to obtain copies of the scholarship regulations of the several Education Boards.

On the motion of Professor Shand, seconded by Professor Ulrich, *Resolved*, That, if possible, the Secretary procure from the Registrar-General a statement of the numbers of persons engaged in preliminary study and preparation for the practice of the various professions of law, medicine, engineering, architecture, school-teaching, &c., respectively.

On the motion of Professor Cook, seconded by the Rev. W. J. Habens, *Resolved*, That the next meeting of the Commission be held at Christchurch on Monday, the 12th day of January, 1880, at 11 o'clock a.m.

On the motion of the Rev. W. J. Habens, seconded by Professor Ulrich, *Resolved*, That the Secretary apply to the Chairman of Canterbury College for leave to hold the meetings of the Commission in the College Buildings.

The Commission adjourned, to meet again at Christchurch on Monday, 12th January, 1880, at 11 o'clock a.m.

#### MONDAY, 12TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: Mr. C. C. Bowen, Professors Brown and Cook, Rev. W. J. Habens (Secretary), Dr. Macdonald, Professors Shand and Ulrich.

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

The minutes of the last meeting of the Commission, 28th November, 1879, were read and confirmed.

The Secretary reported that His Excellency the Governor had been pleased to appoint C. C. Bowen, Esq., M.H.R., to be a Commissioner, in the room of the Hon. W. Gisborne, resigned.

The following papers were laid on the table:—(1.) Letter from Chairman of Canterbury College Board of Governors, granting use of a room for meetings of the Royal Commission. (2.) Copies of report of Committee on the order of business, as adopted by the Commission 28th November, 1879. (3.) Regulations for scholarships in the several Education Districts of Auckland, Hawke's Bay, Wanganui, Wellington, Nelson, Westland, North Canterbury, South Canterbury, and Southland; letters from the Education Boards in New Plymouth and Wanganui on the same subject. (4.) Report of the Public Petitions Committee of the House of Representatives on the petition of E. Gillies and others, of Otago, praying that it may be provided by legislation that the medical profession be adequately represented in the Senate of the New Zealand University. (5.) Letter from the Nelson Education Board to the Minister of Education, proposing to establish district high schools in Nelson (letter referred by the Minister to the Royal Commission). (6.) Reply of the Chairman of the Timaru High School Board to inquiry made by this Commission as to the arrangements for conducting the school. (7.) Information as to evening classes, as follows: (a) Letters from Education Boards at Dunedin, Timaru, Wellington, Hawke's Bay, Wanganui, Invercargill, Nelson, and New Plymouth, stating that no such classes are held under the direction of these Boards; but that at Invercargill the subject will receive attention, that in Hawke's Bay a scheme is in preparation for establishing evening classes for working-men, and that at Timaru classes have been held at different times, under the auspices of the Caledonian Society; (b) a letter and report from the Caledonian Society of Otago; (c) a letter from Auckland Education Board, promising to send a statement relative to night schools. (8.) Statistics for 1879: From Christ's College Grammar School, Christchurch; from the Girls' High School, Christchurch; from the Napier Trust School; and from the Wanganui Endowed School. (9.) Extract from Census Returns, 1878, with reference to persons preparing for the practice of the several professions. (10.) Letter from Mr. E. de Montalk, offering to give evidence.

On the motion of Dr. Macdonald, seconded by Professor Shand, *Resolved*, That the thanks of the Commission be tendered to the Chairman of the Board of Governors of Canterbury College for the permission to hold the meetings of the Commission in the College Buildings.

On the motion of Mr. Bowen, seconded by Professor Brown, *Resolved*, That Professor Cook and the Rev. W. J. Habens be a Committee to consider the best mode of obtaining full information as to the number of persons preparing for the practice of the various professions, and to report to-morrow.

On the motion of Dr. Macdonald, seconded by Professor Ulrich, *Resolved*, That the Chancellor of Otago University be requested to state the earliest date at which he can appear before the Commission to give supplementary evidence.

On the motion of Mr. Bowen, seconded by the Rev. W. J. Habens, *Resolved*, That the Secretary inform Mr. De Montalk that the Commission does not intend to take any fresh evidence, except in cases where that already taken may be found deficient, and request him to state the particular points on which he desires to be examined.

On the motion of Professor Shand, the Chairman (Mr. O'Rorke) and the Rev. Messrs. W. E. Mulgan and W. J. Habens were appointed a Committee to prepare a draft report on Topic I.—A and B.

On the motion of Mr. Bowen, seconded by Dr. Macdonald, *Resolved*, That Topic II. be considered on Wednesday, 14th instant.

On the motion of the Rev. W. J. Habens, seconded by Professor Ulrich, the Commission went into Committee to consider Topic III.—A and B, and Topic IV.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Secretary was authorized to appoint Mr. G. Watson as Clerk to the Commission, at a remuneration of 15s. for each day of attendance.

The Commission adjourned, to meet at the same place on the 13th instant at 11 a.m.

#### TUESDAY, 13TH JANUARY, 1880.

The Commission met at 11 a.m. at Canterbury College.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, the Rev. W. E. Mulgan, Professors Shand and Ulrich.

On the motion of Professor Brown, Professor Cook took the chair.

The minutes of the previous meeting were read and confirmed.

Professor Cook brought up the report of the Committee appointed to consider the best modes of obtaining information as to the number of persons preparing for the various professions.

On the motion of Professor Brown, seconded by Dr. Macdonald, *Resolved*, That the Committee be discharged, and that the Secretary be instructed to write—(1) to the Registrars of the Supreme Court, to ascertain the number of articulated clerks in the colony; (2) to the Chief Surveyor, to ascertain the number of pupils learning surveying in the Government service; (3) to the Secretary of the Railway Department, to ascertain the number of assistant engineers and engineering pupils in the Government service; and to make further inquiry as to the number of persons preparing for the profession of civil engineer.

On the motion of Professor Shand, seconded by Professor Brown, *Resolved*, That the Secretary be instructed to apply to the Registrar-General for information as to the number of persons practising as barristers or solicitors, medical practitioners, civil engineers, mining engineers, architects, and surveyors at the time of the taking of the census returns.

The Secretary laid on the table a memorandum from the Registrar of Canterbury College, stating that the Board of Governors contemplated establishing a School of Art and Design at an early date.

On the motion of Professor Ulrich, the Commission went into Committee to consider Topic III.—A and B, and Topic IV.

The Commission having resumed, progress was reported, and the Commission adjourned, to meet again at the same place on the 14th instant at 11 a.m.

## WEDNESDAY, 14TH JANUARY, 1880.

The Commission met at 11 a.m. at Canterbury College.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, the Rev. W. E. Mulgan, Professors Shand and Ulrich.

On the motion of Professor Ulrich, seconded by Professor Shand, Professor Cook took the chair.

The minutes of the Commission's last meeting were read and confirmed.

On the motion of Professor Shand, seconded by Professor Ulrich, *Resolved*, That Topic II. be postponed till Thursday, the 16th instant, at 11 a.m.

The Commission went into Committee to consider Topic III.—C.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Commission then adjourned, to meet in the same place at 11 a.m. on Thursday, 15th instant.

## THURSDAY, 15TH JANUARY, 1880.

The Commission met at 11 a.m. at Canterbury College.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Dr. Macdonald, seconded by Professor Shand, Dr. Hector took the chair.

The minutes of the last meeting were read and confirmed.

The Secretary read a letter from Mr. De Montalk.

On the motion of the Rev. W. J. Habens, seconded by Professor Brown, *Resolved*, That Mr. De Montalk be informed that the evidence he proposes to furnish refers to matters upon which, at this late stage of its proceedings, the Commission is not able to examine witnesses.

The following papers were laid on the table:—(1.) Letter from the Acting-Secretary to Nelson College, stating that no attendance register was kept at the College, and promising to forward the annual report when ready. (2.) Letter from the Headmaster, Wanganui Industrial School, enclosing a copy of his annual report. (3.) Official Directory up to November, 1879, containing the names of cadets in the Government Survey Department, the total number employed being 49—viz., Chief Office, 1; Auckland, 4; Hawke's Bay, 4; Taranaki, 3; Wellington, 7; Nelson, 1; Westland, 2; Canterbury, 13; Otago, 10; Southland, 4.

On the motion of Professor Shand, the consideration of Topic II. was postponed until Friday afternoon, the 16th instant.

The Commission went into Committee to consider Topic V.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Commission adjourned, to meet at the same place on the 16th instant at 11 a.m.

## FRIDAY, 16TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Shand, seconded by Dr. Hector, Professor Sale took the chair.

The minutes of the Commission's last meeting were read and confirmed.

The Secretary laid the following papers upon the table:—(1.) Letter from the Registrar, Supreme Court, Christchurch, stating that the articles of twenty-three clerks had been filed there since February, 1876. (2.) Government correspondence relating to the University reserve at Whakatane, and the Solicitor-General's opinion that the reserves cannot be dealt with without further legislation.

On the motion of Professor Brown, the Commission went into Committee to consider Topic III.—C.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Commission then went into Committee again to consider Topic II.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Commission adjourned, to meet again in the same place at 11 a.m. on the 17th instant.

## SATURDAY, 17TH JANUARY, 1880.

The Commission met at 11 a.m. at Canterbury College.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Hector, Dr. Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Sale, seconded by Dr. Macdonald, the Rev. W. E. Mulgan took the chair.

The minutes of the last meeting were read and confirmed.

The Secretary laid on the table—(1.) Telegram stating thirty-six to be the average attendance at the evening classes connected with Auckland College and Grammar School; (2.) Telegrams from Registrars of Supreme Court, giving numbers of articulated clerks, as follow: Invercargill, 6; Dunedin, 27; Christchurch, 26; Hokitika, 4; New Plymouth, 2; Auckland, 18; Napier, 8; Wellington, 15; Nelson, 7; Blenheim, 0; total, 113.

On the motion of Professor Shand, seconded by Dr. Macdonald, *Resolved*, That circulars be sent to all civil engineers, architects, and surveyors whose names appear in the New Zealand Directory, asking whether they have articulated pupils or apprentices in their offices.

On the motion of Professor Ulrich, seconded by the Rev. W. J. Habens, the Commission went into Committee to consider Topic II.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Commission adjourned, to meet at the same place on Monday, 19th instant, at 11 a.m.

MONDAY, 19TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Drs. Hector and Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Dr. Hector, the Rev. W. E. Mulgan took the chair.

The minutes of the last meeting were read and confirmed.

The Secretary laid on the table the following papers:—(1.) Returns from the Census of 1878, relating to the occupations of the population. The numbers of persons following the various professions were stated as follow: Architects, surveyors, civil engineers and draftsmen in the Government employ, 176; lawyers, 285; law students, 16; law clerks, 267; medical practitioners, 273; medical students, 5; civil engineers, 183; land surveyors, 298; architects, 114; mining engineers, 23. (2.) Draft of the circular to architects, surveyors, and civil engineers, which was approved. (3.) Letter from Secretary of Wellington College, enclosing the Annual Report, 1879. (4.) Telegram from the Secretary of Auckland College, promising full particulars about the evening classes by the mail leaving on the 19th instant. (5.) A letter from the Secretary to the North Canterbury Board of Education, enclosing reports from the Kaiapoi and Sydenham School Committees as to the night schools held in connection with their district schools, and stating that these were the only night schools at work under the Board.

On the motion of the Secretary, the Commission then went into Committee to consider Topic II.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

On the motion of Professor Brown, *Resolved*, That the Commission adjourn till 11 a.m. on Wednesday, the 21st instant, to enable the sectional Committees, which have been appointed in Committee, to prepare reports.

WEDNESDAY, 21ST JANUARY, 1880.

The Commission met at 11 a.m. at Canterbury College.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Drs. Hector and Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Cook, the Rev. W. E. Mulgan took the chair.

The minutes of the last meeting were read and confirmed.

The Secretary read a telegram from the Rev. Dr. Stuart, stating that he could appear to give evidence on Tuesday next, the 27th instant.

On the motion of Dr. Macdonald, seconded by Professor Shand, *Resolved*, That Dr. Stuart be heard in evidence on the 27th instant, at 11 a.m.

On the motion of Professor Shand, seconded by Professor Cook, *Resolved*, That, in order to complete the information contained in the Appendix to the Report as to secondary schools, the authorities of the Auckland College and Grammar School be requested to furnish a copy of the timetable or time-tables under which the institution was worked last year, and a statement of the actual cost of the new buildings and furniture; also, that the Board of Governors of Canterbury College be requested to supply a statement of the income and expenditure of the Girls' High School, Christchurch, for the year 1878.

On the motion of Dr. Macdonald, seconded by Professor Shand, *Resolved*, That an application be made to the authorities of Nelson College, to ascertain what use was made of the £300 per annum granted by the University for some years.

On the motion of Professor Ulrich, seconded by Dr. Hector, *Resolved*, That the Secretary inquire as to the amount received from Government for a School of Mines at Canterbury College, and what use was made of it.

On the motion of the Rev. W. J. Habens, seconded by Dr. Hector, *Resolved*, That information as to the curriculum of the Agricultural School be obtained from the Canterbury College authorities.

On the motion of Professor Cook, the Commission went into Committee, to consider Topic II.—B (6).

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Commission then adjourned, to meet again on the 22nd instant at 11 a.m.

THURSDAY, 22ND JANUARY, 1880.

The Commission met at 11 a.m. at Canterbury College.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Drs. Hector and Macdonald, the Rev. W. E. Mulgan, Professors Shand and Ulrich.

On the motion of Dr. Hector, seconded by Dr. Macdonald, the Rev. W. E. Mulgan took the chair.

The minutes of the meeting of the 21st instant were read and confirmed.

On the motion of Professor Shand, seconded by Professor Ulrich, the Commission went into Committee, to consider Topic II.—B (6).

The Commission resumed.

On the motion of Dr. Macdonald, seconded by the Rev. W. J. Habens, *Resolved*, That the report on secondary schools drawn up by the Committee be received and printed.

On the motion of Dr. Macdonald, the Commission went into Committee again, to consider Topic III.—C.

The Commission resumed.

On the motion of Professor Brown, seconded by Professor Ulrich, *Resolved*, That the report of the Committee on technical schools be received and printed.

The Commission then adjourned, to meet again at the same place at 11 a.m. on Friday, the 23rd instant.

FRIDAY, 23rd JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present* : Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Macdonald, the Rev. W. E. Mulgan, Professors Shand and Ulrich.

On the motion of Professor Cook, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the last meeting were read and confirmed.

The following papers were laid upon the table:—(1.) Letter from the Secretary, Board of Education, Auckland, enclosing a copy of the report of the Auckland Girls' High School. (2.) Reply from the Education Office, Blenheim, stating that the Board were unable to ascertain the numbers attending the evening classes held privately by the Blenheim teachers, and enclosing the Board's scholarship regulations.

On the motion of the Rev. W. J. Habens, seconded by Professor Brown, *Resolved*, That the Minister of Education be requested to supply information as to recent promises of aid to secondary schools; and that the Chairman of the Thames High School Board be asked to state what changes have lately taken place in the prospects of the school, and what arrangements have been made to open it.

On the motion of Professor Cook, seconded by Professor Shand, the Commission went into Committee to consider Topic IV.—B; Topic V.—B and C; Topic II.—A and B (1)–(5); and Topic III.—A and B.

The Commission resumed, and the Committee reported on Topics IV.—B; V.—B and C; II.—A and B (1)–(5); and III.—A and B.

On the motion of Professor Ulrich, seconded by Professor Cook, the report of the Committee was received, and it was ordered that the report be printed.

On the motion of Professor Cook, the Commission adjourned, to meet again at the same place on Monday, the 26th instant, at 11 a.m.

MONDAY, 26TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present* : Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Macdonald, the Rev. W. E. Mulgan, Professors Shand and Ulrich.

On the motion of Dr. Macdonald, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) Letters from the Secretary to the Board of Governors of the Boys' and Girls' High Schools, Otago, enclosing the annual reports for 1879. (2.) A letter from Mr. C. P. Powles, Secretary to the Wellington College Board. (3.) Reply from the Minister of Education, stating the amounts recently voted by Parliament in aid of secondary schools. (4.) A letter from Parnell Grammar School, enclosing examination lists of Christmas, 1879, and stating that the other returns could not be forwarded owing to the absence of Mr. Adams. (5.) A letter from the Secretary to the Auckland College and Grammar School Board, enclosing a summary of attendance at the evening classes, and giving general information as to the course of study pursued at the same. (6.) A letter from the Registrar, Canterbury College, stating the amount (£600) received from Government in aid of the School of Mines, and that a portion of it had been expended in the purchase of apparatus. (7.) A letter from the same, enclosing a statement of the receipts and expenditure for the Girls' High School, Christchurch, during 1878, and an estimate of receipts and expenditure for 1880. (8.) A letter from the same, giving information as to the arrangements for the teaching staff proposed by the Board of Governors for the School of Agriculture. (9.) A letter from the Education Department, giving the number of workshop apprentices and cadets in the Government employ, and promising information about engineering cadets.

On the motion of Professor Shand, the Commission went into Committee to consider Topic IV.—A and C, and Topic V.—A and D.

The Commission having resumed, the report of the Committee was brought up, and on the motion of the Rev. W. J. Habens it was ordered that the report on Topics IV.—A (1), (2), IV.—C, and V.—A and D, be printed.

On the motion of Dr. Macdonald, the Commission adjourned, to meet again at the same place on the 27th instant at 11 a.m.

TUESDAY, 27TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present* : Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, and, later, the Hon. G. M. O'Rorke.

On the motion of Dr. Macdonald, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) A letter from the Secretary of the Invercargill Girls' High School Board, enclosing the average quarterly attendances for 1879, and stating that the annual report was not yet completed. (2.) A letter from the Principal of Wellington College, enclosing examination papers and College Calendar for 1879.

The Rev. Dr. Stuart, Chancellor of Otago University, was further examined.

The Hon. G. M. O'Rorke, Chairman, here entered, and took the chair.

On the motion of Dr. Macdonald, the Commission went into Committee on Topic IX.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

On the motion of Professor Sale, the Commission adjourned, to meet again at the same place on the 28th January at 11 a.m.

WEDNESDAY, 28TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present:* The Hon. G. M. O'Rorke, M.H.R. (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Macdonald, the Rev. W. E. Mulgan, and Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

On the motion of Professor Shand, seconded by the Rev. W. E. Mulgan, *Resolved*, That the Hon. G. M. O'Rorke and the Rev. W. J. Habens be a Committee to revise the minutes and select the papers to be printed in the Appendix.

On the motion of the Rev. W. E. Mulgan, the Commission went into Committee to consider Topic IX.

The Commission having resumed, the Committee reported certain resolutions adopted by it.

On the motion of the Rev. W. J. Habens, it was ordered that the Committee's report be printed.

On the motion of Dr. Macdonald, the Commission adjourned, to meet again at the same place on the 29th January at 11 a.m.

THURSDAY, 29TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present:* The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) A letter from Mr. Barr, civil engineer, Dunedin, replying to the circular, and offering to make a statement on the subject of apprentices learning the profession of civil engineer. (2.) A letter from the Chief Clerk, Education Department, Wellington, enclosing a statement from the Secretary for Public Works as to the number (4) of engineering cadets in the Government employ.

On the motion of the Hon. G. M. O'Rorke, seconded by Professor Shand, *Resolved*, That the Commission take the opinions of Mr. Blair, Engineer in Charge of Public Works Department for the South Island, and of Mr. Blackett, Engineer in Charge of Public Works Department for the North Island, on the matter of training engineering cadets.

On the motion of Professor Sale, seconded by Dr. Macdonald, *Resolved*, That Mr. Barr's evidence be taken, if the Commission be sitting when he is in Christchurch.

On the motion of the Hon. G. M. O'Rorke, seconded by the Rev. W. E. Mulgan, *Resolved*, That provision should be made for allowing or compelling professors of the University Colleges and headmasters of secondary schools to retire on half-pay after fifteen years' service, and on two-thirds pay after twenty years' service.

On the motion of the Hon. G. M. O'Rorke, *Resolved*, That the headmasters of all grammar schools should be graduates of some University in Her Majesty's dominions.

On the motion of the Rev. W. J. Habens, seconded by Professor Brown, *Resolved*, That reference be made in the Report to the draft Bill on the University and University Colleges prepared last year, and that the Bill be printed in the Appendix.

On the motion of Mr. O'Rorke, seconded by Professor Ulrich, *Resolved*, That there should be a general Act prescribing conditions under which new grammar schools should be established, and regulating the constitution of such schools.

On the motion of Professor Ulrich, the Commission went into Committee to consider the best means of giving effect to the foregoing resolutions.

The Commission having resumed, the report of the Committee was received.

On the motion of Dr. Macdonald, the Commission adjourned, to meet again in the same place on the 30th instant at 11 a.m.

FRIDAY, 30TH JANUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present:* The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) A telegram from Mr. Blair, Engineer in Charge, South Island, stating that he hoped to be in Christchurch to give evidence within a fortnight, but that, if detained beyond that time, he would forward a written statement; and asking if there were any particular questions the Commission wished to put to him. (2.) A letter in reply to the circular was read from Mr. Charles Daly, surveyor, Wangaehu.

On the motion of the Rev. W. J. Habens, seconded by Professor Sale, *Resolved*, That Mr. Blair be informed that his examination would refer to the general question of education for the profession of engineering, and especially as to the sufficiency or otherwise of the instruction received in offices, the desirability of instituting a chair of engineering in one or more of the University Colleges, and the best means of obtaining some guarantee for the efficiency of practitioners.

On the motion of Professor Sale, the Commission went into Committee to consider Topic II.—E.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again to consider Topic II.—E.

On the motion of Professor Shand, seconded by the Rev. W. J. Habens, *Resolved*, That further information be obtained as to the financial position of the secondary schools for the year 1879.

On the motion of the Rev. W. J. Habens, the Commission went into Committee to consider Topic X.

The Commission having resumed, progress was reported, and leave was given to sit again.

On the motion of Dr. Macdonald, *Resolved*, That the consideration of the Committee's report on Topic IX. be taken as the first business on Monday, the 2nd proximo.

The Commission adjourned, to meet again at the same place on Monday, the 2nd February, at 11 a.m.

MONDAY, 2ND FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Macdonald, the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of the Rev. W. J. Habens, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) The Canterbury College Calendar for 1880. (2.) A telegram from Mr. Blckett, stating that he would be unable to attend to give evidence, but that he would send a written statement. (3.) Reply from the Chairman, Thames High School Board, stating that, in consequence of the receipt of the £1,500 voted by Government, the Board had secured suitable premises, were about to appoint a teaching-staff, and proposed to open the school in about a month. (4.) A letter from the Secretary, Auckland College and Grammar School, enclosing a copy of the time-table under which the school was worked last year (1879), and a statement of the actual cost of the new buildings and furniture. (5.) A letter from the Secretary, Education Office, Auckland, enclosing particulars as to the night-schools held in that district. (6.) A letter from the Rev. Dr. Stuart, Chancellor of the University of Otago, requesting that a correction—£500 for £400—might be made in his evidence. (7.) Letter from the Secretary, Christ's College Grammar School, stating that the yearly accounts are not made up till April, and offering an approximate statement. (8.) Letter from the Secretary, Nelson College, stating that part of the £300 paid for several years by the University was devoted to maintaining physical- and natural-science lectures, but that by far the larger portion was expended on the general purposes of the College.

On the motion of the Rev. W. J. Habens, seconded by Professor Ulrich, *Resolved*, That the correction asked for be made in Dr. Stuart's evidence.

On the motion of Dr. Macdonald, *Resolved*, That an approximate statement of accounts be asked for from the Christ's College authorities.

On the motion of Dr. Macdonald, the Commission went into Committee to consider Topic II.—C and E; and Topic IX.

The Commission having resumed, the report of the Committee on Topic II.—C and E and Topic IX. was brought up.

On the motion of Dr. Macdonald, seconded by the Rev. W. J. Habens, *Resolved*, That the report on Topic IX. be adopted, and the report on Topic II.—C and E be printed for further consideration.

On the motion of Professor Shand, *Resolved*, That the consideration of Topic VI. be an order of the day for the next meeting of the Commission.

The Commission adjourned, to meet again at the same place on the 3rd instant at 11 a.m.

TUESDAY, 3RD FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Shand, seconded by Professor Ulrich, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the last meeting were read and confirmed.

On the motion of Professor Sale, seconded by Professor Cook, the Commission went into Committee to consider Topic VI.—A and B.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

On the motion of Professor Cook, the Commission adjourned, to meet again at the same place on the 4th instant at 11 a.m.

WEDNESDAY, 4TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) Letter from the Registrar, Canterbury College, enclosing a statement of the income and expenditure of the Girls' High School for the year 1879, and another statement in the form applied for. (2.) Letter from the Secretary, Christ's College, Grammar School, enclosing an approximate return of income and expenditure for the year 1879, in the form applied for. (3.) Letter from the Chairman, Thames High School Board, stating that the Board had appointed W. E. W. Morrison, Esq., B.A., of Christchurch, headmaster.

On the motion of the Rev. W. J. Habens, the Commission went into Committee to consider Topic VI. and Topic VII.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

On the motion of Professor Shand, the Commission adjourned, to meet again at the same place on the 5th instant at 11 a.m.

## THURSDAY, 5TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

On the motion of Professor Sale, seconded by Professor Ulrich, the chair was taken by the Rev. W. E. Mulgan.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) Letter from the Secretary, Auckland College and Grammar School, to the Secretary for Education, enclosing—(a) Replies to schedule, giving the information required as to operations during 1879; (b) report of the Board of Governors, 1879; (c) reports of examiners and printed copies of examination papers; (d) statement of receipts and expenditure, 1879. (2.) The report of the Nelson and Marlborough examiners on the examinations for scholarships.

On the motion of the Rev. W. J. Habens, the Commission adjourned, to meet again at the same place on the 6th instant at 11 a.m.

## FRIDAY, 6TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Shand and Ulrich.

The minutes of the last meeting were read and confirmed.

On the motion of Professor Shand, the Commission went into Committee for the further consideration of Topic II.—E.

The Commission having resumed, the report of the Committee on Topic II.—E was received, and it was resolved that it be printed.

On the motion of Professor Brown, the Commission adjourned, to meet again at the same place on the 9th instant at 11 a.m.

## MONDAY, 9TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Shand and Ulrich.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) Reply from Captain G. B. Breton, Manager, Naval Training School, Kohimarama, giving particulars as to the course of training received by the boys, and the number that have been apprenticed to different callings. (2.) Memorandum from Mr. Blackett, Engineer in Charge, Public Works Department, North Island, on the subject of the status and training of engineers. (3.) Reports of the Timaru High School Board, and Napier Trust School Board, for 1879, were received from the Education Office.

On the motion of the Hon. G. M. O'Rorke, *Resolved*, That Professors Cook, Shand, and Ulrich be a Committee to consider Mr. Blackett's letter on the subject of an engineering school.

On the motion of Professor Brown, the Commission adjourned, to meet again at the same place on the 10th instant at 11 a.m.

## TUESDAY, 10TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Shand and Ulrich.

The minutes of the last meeting were read and confirmed.

On the motion of Professor Shand, the Commission went into Committee to consider the printed draft of report on secondary schools.

The Commission having resumed, progress was reported, and leave obtained to sit again; and, on the motion of Mr. O'Rorke, the Commission adjourned, to meet again at the same place on the 11th instant at 11 a.m.

## WEDNESDAY, 11TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) Letter from the Secretary, Nelson College, enclosing a statement of receipts and expenditure for the year 1879, and a memorandum showing the arrears of rents, interest, and tuition and boarding fees due to the College at the end of the years 1878 and 1879. (2.) Telegram from Mr. Barr, civil engineer, stating that he would be in Christchurch to give evidence on Thursday, 12th instant.

On the motion of the Rev. W. J. Habens, *Resolved*, That Mr. Barr's evidence be taken on Friday, 13th instant.

On the motion of Professor Shand, the Commission went into Committee to consider Topic VI.—A and B.

The Commission having resumed, the report of the Committee was brought up, and it was ordered that it be printed.

On the motion of the Rev. W. J. Habens, the Commission resolved itself into Committee to consider draft report upon Topic II.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Secretary read a telegram from Mr. Blair, Chief Engineer, Public Works Department, South Island, asking to be informed as to the latest date on which his evidence could be received.

On the motion of the Rev. W. J. Habens, *Resolved*, That Mr. Blair be informed that Monday, the 16th instant, is the last day on which evidence, either oral or written, can be received.

On the motion of Professor Shand, the Commission adjourned, to meet again at the same place on the 12th instant at 10 a.m.

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THURSDAY, 12TH FEBRUARY, 1880.

The Commission met at Canterbury College at 10 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

On the motion of the Rev. W. J. Habens, the Commission went into Committee to consider the draft report on Topic X.

The Commission having resumed, the report of the Committee on Topic X. was brought up.

On the motion of Professor Brown, *Resolved*, That the report on Topic X. be printed.

On the motion of the Rev. W. J. Habens, the Commission resolved itself into a Committee for the further consideration of Topics II. and III.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

Mr. G. R. Barr, C.E., was sworn and examined.

The Hon. G. M. O'Rorke here vacated the chair.

On the motion of Professor Shand, the chair was taken by the Rev. W. E. Mulgan.

On the motion of the Rev. W. J. Habens, the Commission went into Committee again for the further consideration of Topics II. and III.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Commission adjourned, to meet again at the same place on Friday, the 13th instant, at 11 a.m.

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FRIDAY, 13TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, and, later, the Hon. G. M. O'Rorke (Chairman).

On the motion of Professor Ulrich, the Rev. W. E. Mulgan took the chair.

The minutes of the last meeting were read and confirmed.

The following papers were laid on the table:—(1.) Reports, supplied by the Education Department, on the Boys' and Girls' High Schools, Christchurch, for the year 1879. (2.) Information supplied by the Education Department as to the Thames High School, and the New Plymouth High School.

The Hon. G. M. O'Rorke entered and took the chair.

On the motion of the Rev. W. J. Habens, the Commission resolved itself into a Committee for the further consideration of Topics IV. and V.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

On the motion of Professor Shand, the Commission adjourned, to meet again on Saturday, the 14th instant, at the same place, at 10 a.m.

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SATURDAY, 14TH FEBRUARY, 1880.

The Commission met at Canterbury College at 10 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

The following paper was laid on the table:—A letter from Mr. W. N. Blair, Engineer in Charge, Public Works Department, South Island, enclosing a written statement of his views on the subject of the education of engineers in New Zealand.

On the motion of the Hon. G. M. O'Rorke, it was ordered that Mr. Blair's memorandum be printed in the Appendix.

On the motion of Professor Cook, *Resolved*, That the question of endowments be discussed on Monday, the 16th instant, immediately after the subject of medical schools has been considered.

On the motion of the Rev. W. J. Habens, the Commission resolved itself into a Committee for the further consideration of Topic VI.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

On the motion of Professor Cook, the Commission adjourned, to meet again at the same place on Monday, the 16th instant, at 10 a.m.

## MONDAY, 16TH FEBRUARY, 1880.

The Commission met at Canterbury College at 10 a.m.

*Present*: Professor Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich, and, later, the Hon. G. M. O'Rorke (Chairman).

On the motion of Professor Sale, the chair was taken by the Rev. W. E. Mulgan.

On the motion of Professor Shand, seconded by Professor Cook, *Resolved*, That the question of further provision for secondary schools (Topic II.—F) be considered to-morrow morning.

The following paper was laid on the table:—A letter from the Auckland College and Grammar School, enclosing a statement of accounts for the year 1879.

On the motion of the Rev. W. J. Habens, seconded by Professor Cook, the Commission resolved itself into a Committee for the further consideration of the draft reports on Topic III. (Medical Schools), Topic X. (Endowments), Topic I., and Topic VI.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Hon. G. M. O'Rorke here entered and took the chair.

On the motion of the Rev. W. J. Habens, seconded by the Rev. W. E. Mulgan, the Commission went into Committee to consider Topic X.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

On the motion of Professor Shand, seconded by Professor Ulrich, *Resolved*, That the Secretary send a telegraphic message to the Rev. T. Buddle, asking him to explain an apparent discrepancy between the evidence given at Wellington by Mr. W. Clark, and the statement of accounts made by the authorities of the Three Kings Institution, with regard to a sum of £206.

The Commission adjourned, to meet again at the same time on the 17th instant at 11 a.m.

## TUESDAY, 17TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Professor Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, Professors Sale, Shand, and Ulrich.

The minutes of the last meeting were read and confirmed.

A reply was read from the Rev. G. Cotterill, Bursar, Christ's College Grammar School, stating that there are two Junior Somes Scholarships, offered every year, one for boys under thirteen and the other for boys under twelve, and both tenable for three years; that their annual value is £35 for pupils boarding at the College, and £15 for non-residents; and giving particulars as to the other scholarships offered at the school.

On the motion of the Rev. W. J. Habens, the Commission resolved itself into a Committee for the further consideration of Topic II.—F and Topic VII.—I.

The Commission having resumed, progress was reported, and the Committee obtained leave to sit again.

The Hon. G. M. O'Rorke moved the following resolution: (a.) That, whenever the residents in a district can satisfy the Minister of Education that, if a grammar school were established in such district, there would be an attendance of not less than forty pupils, paying fees of not less than £10 each, the promoters or governors of the school shall be entitled to receive out of the Consolidated Fund the sum of £2 for every £1 so paid in fees, provided that no such school shall be erected within five miles of an existing grammar school. (b.) That the primary schools within the district should be entitled to send to such grammar school, free of cost, one pupil annually for every ten pupils paying fees; admission to be granted by means of scholarships tenable for three years. (c.) That such grammar school should be provided with a classical and English master at not less than £400 per annum, a mathematical master at £400 per annum, and a junior master at £200 per annum. (d.) That the Government should, to the extent of £500, contribute pound for pound towards the erection of such grammar schools.

The Chairman having put the resolution as a whole, the Commission divided:—Ayes, 2: Hon. G. M. O'Rorke, the Rev. W. E. Mulgan. Noes, 4: The Rev. W. J. Habens, Professors Sale, Shand, and Ulrich.

The motion was accordingly negatived.

The Hon. G. M. O'Rorke moved, and the Rev. W. E. Mulgan seconded, That accommodation for boarders should be provided for in the headmaster's house at all secondary schools, the boarding charge to be £50 per annum, and to be paid direct to the headmaster.

The motion was put, and negatived.

On the motion of the Rev. W. J. Habens, the Commission adjourned, to meet again at the same place on Wednesday, the 18th instant, at 3 p.m.

## WEDNESDAY, 18TH FEBRUARY, 1880.

The Commission met at Canterbury College at 3 p.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, and Professor Ulrich.

The minutes of the last meeting were read and confirmed.

A telegram, in reply to the Commission's inquiry, was read from the Rev. Thomas Buddle, Principal, Wesley College, Three Kings, stating that "£106 is shown as received from the Trustees of Educational Properties, in the Treasurer's Account, 1878, page 29, Appendix to the Interim Report;"

and that "the £100 stated by the Rev. A. Reid as 'voted' was not received when the account was presented."

A telegram was read from the Secretary, Board of Education, Auckland, giving the names and salaries of the regular staff of the Auckland Girls' High School as follows:—Headmaster, Mr. Neil Heath, £500; assistant master, Rev. George Brown, £350. Assistant female teachers: Mrs. Annie Snell, £200; Miss Emily Harrison, £200; Miss Frances Haultain, £150; Miss M. A. McElwain, £100; Miss Bethiah Blades, £80; Miss Annie Hewitt, £70; Miss Ann Williamson, £50. Visiting teachers: Mr. Watkins (drawing), £75; Mr. Lenoir (French), £150; Miss Von Kloesterlein (German), £80; Miss Richardson (fancy work), £25. Total annual salaries, £2,030.

On the motion of the Rev. W. J. Habens, the Commission resolved itself into a Committee for the further consideration of Topic II.—B(6), Topic III., Topic VI.—B, and Topic VII.

The Commission having resumed, progress was reported, and leave obtained to sit again.

The Commission adjourned, to meet again at the same place on the 19th instant at 11 a.m.

#### THURSDAY, 19TH FEBRUARY, 1880.

The Commission met at Canterbury College at 11 a.m.

*Present*: The Hon. G. M. O'Rorke (Chairman), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), the Rev. W. E. Mulgan, and Professor Sale.

The minutes of the last meeting were read and confirmed.

On the motion of the Rev. W. J. Habens, the Commission resolved itself into a Committee for the further consideration of Topic III., Topic VIII., and Topic X.

The Commission having resumed, the report of the Committee was brought up and approved.

On the motion of Professor Sale, seconded by Professor Cook, *Resolved*, That the reports on the separate topics which have been approved in Committee be accepted as substantially constituting the report of the Commission; and that the Secretary be intrusted with the task of combining the separate reports into one whole, to be submitted to the Commission at a future meeting for acceptance as the report of the Commission.

On the motion of the Hon. G. M. O'Rorke, *Resolved*, That the thanks of the Commission be tendered to the Board of Governors, Canterbury College, for the use of the room during the Commission's sitting in Christchurch.

On the motion of the Hon. G. M. O'Rorke, *Resolved*, That a gratuity of £5 be paid to the College porter.

On the motion of the Hon. G. M. O'Rorke, *Resolved*, That the thanks of this Commission be conveyed to the Rev. W. J. Habens for the very able and efficient manner in which he has discharged the laborious duties of Secretary, and that the Government be requested to make a suitable remuneration to him.

On the motion of Professor Cook, seconded by Professor Brown, *Resolved*, That the Chairman be requested to convey a copy of the foregoing resolution to the Minister of Education.

On the motion of Professor Sale, the Committee adjourned, to meet again at the rooms of the Commission, Christchurch, on Thursday, 26th February, at 8 p.m.

#### THURSDAY, 26TH FEBRUARY, 1880.

The Commission met at its rooms at 8 p.m.

*Present*: Mr. C. C. Bowen (in the chair), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Hector, Professors Sale and Shand.

On the motion of Dr. Hector, seconded by Professor Cook, the chair was taken by Mr. Bowen.

The minutes of meeting of the 19th February were read and confirmed.

The following papers were laid on the table:—(1.) Report and Accounts of Nelson College for 1879. (2.) Statement of Receipts and Expenditure of Otago High Schools for 1879. (3.) Letter from J. W. Hamilton, Esq., enclosing copy of *Lyttelton Times* of 17th instant containing information as to sessions of German Universities. (4.) Memorandum as to Government Grant to Thames High School. (5.) Papers from Education Department: (a) Report on financial condition of Wellington College; (b) statement that there are no night-schools in connection with public schools in Marlborough; (c) report of Ashburton High School Board for 1879.

On the motion of Professor Sale, seconded by Dr. Hector, *Resolved*, That the thanks of the Commission be tendered to Mr. Hamilton for his letter and the enclosed paper.

The draft report was read as far as page 32, and minor corrections were made in it.

The Commission adjourned, to meet at the same place on the following day at 2.30 p.m.

#### FRIDAY, 27TH FEBRUARY, 1880.

The Commission met at its rooms at 2.30 p.m.

*Present*: Dr. Hector (in the chair), Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Professors Sale and Shand.

On the motion of Professor Sale, Dr. Hector took the chair.

The minutes of the meeting of the 26th February were read and confirmed.

The remainder of the draft report was read.

The Commission adjourned, to meet again at the same place at 3 p.m. on the following day.

SATURDAY, 28TH FEBRUARY, 1880.

The Commission met at its rooms at 3 p.m.

*Present*: Mr. C. C. Bowen, Professors Brown and Cook, the Rev. W. J. Habens (Secretary), Dr. Hector, and Professor Shand.

On the motion of Professor Cook, Dr. Hector took the chair.

Some small corrections of the draft report were made.

On the motion of Professor Brown, seconded by Professor Shand, *Resolved*, That authority be given to the Secretary to make a *résumé* of the recommendations made by the Commission in the Final Report, and that the Report as now read, together with the *résumé*, be printed, and that two copies be sent to each member for perusal.

On the motion of Mr. Bowen, seconded by Professor Cook, *Resolved*, That, in the event of unexpected delay in the printing of the Report, the Secretary be requested to get the time, within which the Report has to be brought up, extended.

On the motion of Professor Shand, seconded by Professor Brown, *Resolved*, That the Commission at its rising do adjourn, to meet again at Canterbury College on Saturday, 27th March, 1880, at 4 p.m.; and that absent members of the Commission be advised that at that meeting the Report is to be signed.

On the motion of the Rev. W. J. Habens, seconded by Professor Brown, *Resolved*, That the Commission do now adjourn.

SATURDAY, 27TH MARCH, 1880.

The Commission met at Canterbury College at 4 p.m.

*Present*: Mr. C. C. Bowen, Professors Brown and Cook, Dr. Macdonald, and Professor Shand.

On the motion of Professor Brown, Mr. Bowen took the chair.

On the motion of Dr. Macdonald, seconded by Professor Brown, *Resolved*, That the Commission do now adjourn, to meet again at Canterbury College on Saturday, 24th April, at 3 p.m.

SATURDAY, 24TH APRIL, 1880.

The Commission met at Canterbury College at 3.30 p.m.

*Present*: Mr. C. C. Bowen, Professors Brown, Cook, Sale, Shand, and Ulrich.

On the motion of Professor Cook, seconded by Professor Ulrich, the chair was taken by Mr. Bowen.

The minutes of the last meeting of the Commission, held on the 27th March, were read and confirmed.

The following papers were laid on the table:—(1.) Royal Commission further extending the time within which the Report is to be made to the 30th April, 1880. (2.) The Report as prepared for signature. (3.) Letter from the Chancellor of the University of New Zealand with reference to a portion of the evidence given before the Commission by Professor Macgregor, and the statement submitted by Professor Macgregor in reply to the Chancellor, with enclosures.

On the motion of Professor Cook, *Resolved*, That the Chancellor of the University of New Zealand be requested to furnish copies of the letters, and of his replies thereto, which are referred to but do not appear in the correspondence laid upon the table; and that the whole be printed in the Appendix.

On the motion of Professor Sale, the Commission went into Committee to consider the Report submitted for signature.

The Commission having resumed,

On the motion of Professor Sale, seconded by Professor Shand, *Resolved*, That the Report now on the table be adopted as the Report of the Commission, and that it be signed and sent to His Excellency the Governor.

Mr. Bowen and Professor Sale expressed their dissent from the recommendations contained in the Report as to the inspection and examination of secondary schools.

Professor Shand expressed his dissent from the recommendation that the fees at secondary schools should not be lower than £10 per annum.

The hands and seals of the Commissioners present were set to the Report.

The minutes were read and confirmed, and the Commission adjourned.

## MINUTES OF EVIDENCE.

TUESDAY, 27TH JANUARY, 1880.

The Rev. Dr. STUART re-examined.

1. *Rev. W. E. Mulgan.*] You wish to give further evidence as to the management of the Museum estate at Dunedin?—Yes; the evidence of Professor Hutton on pp. 335 and 341 of your Blue Book appearing to the Council of the University of Otago to considerably misrepresent their action as Trustees and Governors of the Otago Museum, and to unfairly charge them with incompetence and negligence in administering their trust, they expressed the wish that I should ask for an opportunity of laying before you a brief account of their proceedings in reference to the institution in question. I need scarcely say that I do not charge Professor Hutton with any intentional misrepresentation. So far from being negligent of the interests of the Museum, the Council of the University, having a due appreciation of the services of Professor Hutton as Curator and Lecturer, and finding that, owing to political changes, his position was not so satisfactory as they deemed desirable, appointed him Professor of Natural History and Curator, on 13th February, 1877, at an additional annual outlay to the University of £400, at a time when prudence would have counselled fuller consideration. As soon as the Council got information of the passing of the Act securing the modest endowment for the Museum for which they stipulated before taking it over, they appointed a Museum Committee to formally take over the institution and make the necessary arrangements for its working. At the first meeting of that Committee the question of the sum of £295 3s. 1d., to which Professor Hutton's evidence (6776) refers, came up for consideration. It was found that this sum had been advanced by the Curator, in the interests of the Museum, out of his own funds, without the cover of a Parliamentary vote. The Committee considered that in equity the money was due to the Curator, and accordingly repaid him, hoping to be reimbursed by the Government. I may say that the Government Auditor had difficulty in passing this item in our accounts, because of the want of authority. Afterwards the Government paid directly to Captain Hutton the sum of £119 14s. 8d. in Treasury bills. This amount was in reduction of the £295 3s. 1d., and was passed on by Captain Hutton to the Treasurer of the University. Professor Hutton is mistaken when he says that the Council never made any attempt to get the balance. I will refer to this point further on. The Committee, at its first meeting, further arranged to meet the working expenses of the Museum on condition that new purchases should be suspended till the endowment became available. The financial condition of the University left the Committee no alternative. It was, however, known that the Curator had sources of occasional revenue which would, in the circumstances, be useful. For example, in one year he received from the Institute £66 10s. 8d; from sale of duplicate Museum articles, £53 17s. 6d., and duplicate books, £25: total, £145 8s. 2d. With regard to Professor Hutton's statement that sixteen months' rent was lost, such a statement must have been made in ignorance of the facts. The leases did expire at the date he mentions, that is to say, in the case of the large run, in March, 1878, and in the case of the smaller one in March, 1879. But the lessees paid to the Government their assessments on the former run to 1st October, 1878, and on the latter to 1st March, 1879; and in both cases the rent under the new leases began on the 1st January, 1879, instead of 1st May, 1879, as Professor Hutton stated. Instead, therefore, of the land being held sixteen months rent free, the fact is that the larger run only was held free, and that for three months only. I shall account for this interval presently. As to that part of the assessment which the Government received after the passing of the Act, the Council made several efforts to induce the Government to pay this over and at the same time to reimburse the balance of the £295 3s. 1d. which has been so often referred to. The Chancellor, Vice-Chancellor, and Mr. Strode interviewed Mr. McLean, then holding a portfolio, and another deputation interviewed Mr. Macandrew, when a Minister, to urge the refunding of these sums. The Ministers reminded the deputations of the valuable endowment, and of the liberality of the Government to the School of Mines, and refused to give any promise. I may here be allowed to say that I wrote to my friends in Parliament soliciting their good services in these matters. Then as to the delay in the leasing of the endowment. In June, 1878—I think June was the month—the Council met to consider the leasing of the endowment and the conditions of sale. The result was the appointment of a Committee with power to act. At a subsequent meeting the Committee advised postponement on account of the times and the season. Mr. Donald Reid, their agent, and Messrs. Strode and Harris, who all knew the country, urged this course. The endowment was advertised in August, but Mr. Reid, having made personal inspection of it, counselled an application to Government for alteration of the boundaries without affecting the acreage, in the interests of the Museum and adjoining runholders. The Council accepted the suggestion—but this involved delay. The Government having reported that their Attorney-General advised that the alteration desired could not be effected without an Act of Parliament, a lease for fourteen and one-third years, from 1st January, 1879, was offered at auction, and realized an annual rental of £916 13s. 4d. This was fully £300 in excess of the rent expected in June previous, so that there was ample compensation for the delay. Immediately after the sale of the lease of the Museum Reserve, the Museum Committee held a meeting to make arrangements consonant with this improved financial condition. Professor Hutton assured them that £600 a year would be sufficient provision for the Museum. This sum was at once granted, and also the outstanding scores were wiped out. I observe that Professor Hutton's evidence gives countenance to the idea that the Committee and Council were not very cordial

*Rev. Dr. Stuart.*

Jan. 27, 1880.

*Rev. Dr. Stuart.* in their support of the Museum. For example, he mentions that the Council used rooms in the Museum for the accommodation of classes while their buildings were being erected, leaving him from his £600 to pay for their coal and candle. I can state that had he asked the Council to pay the whole Museum bill for coal and candle for 1878 and 1879—amounting only to £5 17s. in one year and £7 or £8 in another—they would have done so, on the principle that it was not worth while making two bites of a cherry. The Council, besides paying Professor Hutton as Curator, laid out on the Museum, between 31st December, 1877, and 31st March, 1879, £1,017 4s. 1d., including the £295 3s. 1d., which strictly belonged to an earlier period.

2. *Dr. Macdonald.*] Do you wish to remark on the answer to question 6828?—Having failed to obtain a refund of the assessments and other sums which the Council considered to be due—at all events, in equity—our Treasurer reported that the state of our funds required strict economy, and we considered that the services of the articulator—not the taxidermist—might be dispensed with for a time without much detriment to the Museum, and I was requested to give the necessary notice. On Captain Hutton's strong representations of the value of the articulator's services, the notice was given to the taxidermist, instead of the articulator, but was not acted upon.

THURSDAY, 12TH FEBRUARY, 1880.

Mr. GEORGE R. BARR sworn and examined.

*Mr. G. R. Barr.*  
Feb. 12, 1880.

3. *The Chairman.*] Are you a civil engineer?—Yes. I have been in independent practice at Dunedin for seven years. Before that I was Provincial Engineer of Otago for four years. Previous to that I served an apprenticeship of seven years at Glasgow, and attended the lectures of Professor Rankine, in civil engineering, at Glasgow University.

4. Did you receive any diploma from the University?—No. The University does not grant diplomas in engineering. I have certificates of attendance, and also of having gained two first prizes.

5. We understand that you wish to make some suggestions on the subject of the education of civil engineers?—Yes. I have made some notes which, with your permission, I will read. I start with the assumption that young men intended for this profession will have their decision for it made not later than fifteen, and that from that time forward their training either at college, or in the office of some practising engineer, or both, will be specially for the profession. I take it for granted, also, that, at such age, the pupil will undergo an examination such as the Junior Civil Service, to test his proficiency in general subjects. I would propose that not later than eighteen he should be submitted to examination upon the following subjects, and that considerable knowledge of the general principles in each case should be required: Mathematics (Euclid, Algebra, and Plane Trigonometry); Natural Philosophy (including Statics, Dynamics, Hydrostatics, Hydraulics, Heat, Electricity, Optics, Astronomy, Pneumatics); Geology and Physical Geography; Mineralogy; Chemistry; Botany. At not later than twenty-five years of age he should be submitted to further examination in the above subjects, and especially be able to work out in figures special cases in Natural Philosophy, so as to insure that he understands the putting the various rules in practice. Also, in Geology, he should be able to identify the most of the rocks, and to construct geological plans and sections of a district. In Botany, to identify the most useful plants and trees, and especially, with the latter, to describe their characteristics and their value as to durability, strength, &c. In Mineralogy, he should have a knowledge of the principal minerals, including the treatment and reduction of ores. In Chemistry, he should be practised in the laboratory so as to be able to perform analyses of rocks, water, sewage, &c. In addition to the above subjects, he should, at this age (twenty-five), show considerable proficiency in Principles of Construction in Masonry, Bridges, Foundations, Carpentry, Strength of Materials, Manufacture and Qualities of Cements and Limes, and Railway Engineering; and in Mining Engineering so far as the principles of drainage and ventilation are concerned. For parts of natural philosophy, principles of construction, &c., no better textbook than Rankine's Manual of Civil Engineering could be got. Advancement in all the above subjects would require a considerable amount of time, and the practical carrying out would depend upon the relation between a University course and the practical work in an engineer's office. This is a matter of detail which would have to be settled by itself, and I do not think there would be any great difficulty in doing so by arrangement of hours of classes in the afternoons and evenings. If the above programme had to be broken for want of time, or any other cause, it would be well to insist upon considerable proficiency in Mathematics, Natural Philosophy, and the Principles of Construction, and allow the pupil to take special honors in any two of the other subjects he might please. In any case, I think it would be well to allow special honors in the following, if the student should choose specially to study for them: Chemistry, in connection with Sanitary Engineering; Chemistry of Metals; Hydraulics, with special reference to Irrigation and Supply of Towns; Mechanical Engineering; Marine Engineering; The natural products of the colony or particular district. I have omitted any mention of surveying in the above, as all of it that can properly be learned at college would be included under "Mathematics." The student should acquire a practical knowledge of it by regular apprenticeship, and before passing in civil engineering should undergo the already-established examination by the Government Survey Department. For higher-class certificate, however, I think it would be well to extend it so as to include geodesical surveying. It would not be compulsory that the candidate should pass the whole of the above at one examination; but he might do so session by session, so long as the whole are completed before the age of twenty-five. The machinery for accomplishing the above, and for certifying to the qualifications of an engineer, would require to be partly academical and partly practical, and the difficulty of the whole plan would probably consist in the amalgamation of these. I believe, however, that such difficulty would disappear if the work were earnestly taken in hand and improvements or modifications adopted as experience showed to be necessary. I do not apprehend that there would be any difficulty in establishing examinations in the purely theoretical parts; but there might

be in the practical. In the present state of the profession, however, it is the theoretical more than the practical that has to be looked to, and a thorough grounding in most if not all of the above subjects required of engineers. I do not think this will ever be attained until there is some form of recognition of those engineers who have undergone a proper course of training in the profession, or had sufficient experience in the practical work of it, as to have given them considerable success in their work. To secure an examining body in different parts of New Zealand for granting degrees in civil engineering, I would suggest—(1.) A union of the usual teaching staff of the different institutions amalgamated with the New Zealand University at three or four of the principal towns with one or two civil engineers in practice. (2.) The establishment of an institute, similar to the New Zealand Institute in its relation to the Government, specially for the advancement of engineering science, to which would be admitted, as members, after the first six years, only those who showed that they had successfully passed the above or similar examinations, either in New Zealand or somewhere else; this institute, however, till time had been given to allow progress to be made by the above or similar course, to be open to all engineers in practice who could show—(a) a special training by apprenticeship or academical course, (b) the holding of a public position of some rank in the profession for three years, or (c) being in practice upon his own account for three years and having designed and carried out works of the aggregate value of say £20,000; this institute to nominate, year by year, such of its members as it considers best for the position of examiners, and also indicate the general scope of each year's examination. (3.) That it be a condition that before any candidate is eligible for a certificate in civil engineering he have passed an apprenticeship with a member of the institute for five years; that, however, a candidate may pass as a surveyor after an apprenticeship of three years.

6. Do I understand that, according to your proposal, the course of education would extend to ten years?—If the candidate showed sufficient proficiency before the end of ten years, and had served an apprenticeship of five, I should be satisfied.

7. *Professor Shand.*] In what way do you propose that apprentices shall receive their theoretical instruction?—So far as existing institutions for instruction are sufficiently developed, I would use them, and I should like chairs established in them for the more technical parts of the course.

8. If an institution is in a position to give instruction in mathematics, natural philosophy, chemistry, geology, botany, and drawing, what additional provision would it require to complete an engineering course?—The principal addition would be such as to provide instruction in masonry, bridges, foundations, carpentry, strength of materials, manufacture and qualities of cements and limes, and railway engineering with especial reference to curves, gradients, traction, &c. Some instruction in mining engineering would be required, at any rate so far as ventilation and drainage are concerned. There should also be instruction in the principles of machines.

9. Would the institution of a single chair be sufficient for all this?—I think so. Professor Rankine included all the subjects referred to in my last answer in the duties of a single chair. Of course a great deal of the practical part of this knowledge would be acquired in the course of service as apprentice.

10. What salary do you think would induce a properly-qualified man to undertake the duties of such a chair?—You could not put it at less than £600 a year; that is, for a six months' session.

11. Do you contemplate that the professor would be allowed to engage in private practice?—No; except as consulting engineer.

12. *Professor Sale.*] At what age do you think a young man should enter on his apprenticeship?—From fifteen to eighteen or, at the very latest, twenty.

13. Do you think it is desirable that, during the earlier part of his studies, he should receive a liberal education?—I would not have him spend much time at classics, but it would be well for him to acquire a knowledge of one or two modern languages.

14. Do you think that it is possible for a young man to prepare himself by the age of eighteen for such an examination as you propose to be passed at that age, without having for several years previously devoted himself exclusively to such preparation?—That would depend on the stringency of the examination. I should not expect a candidate to show more than a knowledge of the general principles of the subjects: even so, I think it would be an exceptional case for him to have a good knowledge of modern languages also; but that I deem of less importance.

15. *Professor Ulrich.*] During the remaining five or six years after the student has passed the examination to which you refer, do you think he would be capable of carrying on his theoretical studies concurrently with the practice required in the office and with the study of the strictly technical branches?—Yes. I think the practical and theoretical work would go well together, and assist each other; though a good deal of night-work would be sometimes required.

16. Under the title of "civil engineering" do you intend to include all kinds of engineering in this scheme?—Yes; the general principles would be acquired which are applicable to the several branches; and thus, if circumstances required the man to direct his attention to some special branch, he could follow it out by the special study of it.

17. *Professor Cook.*] Do you not think that the period over which the student's career extends in your scheme might be compressed?—I do not propose that every student should spend ten years in this course; but I have purposely put the limits wide apart to allow for all cases, and for possible interruption of a man's course by professional work in the field or from other causes.

18. Do you know the length of time during which an English engineering student serves as a pupil?—Usually three years, sometimes five.

19. Do you not think that three years' apprenticeship would be sufficient?—I would rather say five years in the colony, because so much time is taken up with surveying, and three years would not afford sufficient variety of experience.

20. In the event of sufficient means of instruction for engineers being provided in the colony, would you approve of any legal restriction being placed upon the practice of persons not duly qualified?—It would perhaps be desirable, but not until the system had been sufficiently established.

21. *The Chairman.*] Do you know if the want of an engineering school has been felt in any part of  
10—H. 1.

the colony?—I know that my own pupils would be glad to attend such a school, and that certainly at Dunedin the want has been felt.

22. Could you give us any idea of the number of pupils that might be expected to attend in a place of the size of Dunedin?—I should say from twelve to twenty.

23. Is there any existing mode by which young men can become civil engineers in New Zealand?—Only by being apprenticed to engineers, and acquiring a general scientific education by means of existing classes.

24. Are the students in the engineering classes at Glasgow and Edinburgh obliged to be apprenticed?—No; but, as a matter of fact, they generally are. They would not be recognized by the Institute of Civil Engineers if they had not been apprenticed.

25. *Professor Sale.*] Are you acquainted with the course of instruction offered by the School of Mines at Dunedin?—I have before me the programme of instruction.

26. What would be wanting to complete the education of an engineering student?—Principally a teacher of the subjects relating to construction.

27. *Professor Ulrich.*] Suppose a Professor of Civil Engineering were appointed, would that suffice to make the scheme of theoretical instruction complete?—Yes.

## APPENDIX.

### A.—LETTERS FROM MR. JOHN BLACKETT RESPECTING THE EDUCATION OF CIVIL ENGINEERS.

SIR,—

Wellington, 5th February, 1880.

After replying to your telegram, I began to make notes of such information as might be useful to the Royal Commission on the subject of education in reference to the engineering profession.

It then occurred to me that this had been made the subject of inquiry by the Institution of Civil Engineers, London, the results of which were embodied in a volume printed by the Institute in 1870 for use of members. This volume I now send to you, with a hope that it will be of material use to the Commission in its inquiries.\*

You will find, in pages 3 to 16, a list of educational institutions in which instruction is given in civil engineering; please note particularly those of Edinburgh and Glasgow.

In page 171 you will find remarks in reference to the United States; in pages 177, 178, remarks by Sir John Rennie; in pages 179, 180, by Mr. Conybeare; in 183–188, by Mr. J. M. Heppel, very much to the point; page 189, remarks by Mr. C. Reilly; and in pages 192–213, extracts from writings and addresses by engineers and others, notably those by Professor Fleming Jenkyns on Engineering Education.

With this volume before them the Commission will, I feel sure, excuse my troubling them with any original remarks, as the subject is therein so fully and intelligently discussed.

I have, &c.,

The Rev. W. J. Habens,  
Secretary, Royal Commission on Education.

JOHN BLACKETT,  
M. Inst. C. E.

SIR,—

Public Works Office, Wellington, 17th May, 1880.

My last letter to you, dated 5th February, in reply to a request that I should furnish a memorandum on the subject of "Education in reference to the Engineering Profession," referred you to a volume published by the Institution of Civil Engineers, London, in 1868–70, "On the Education and Status of Civil Engineers," copy of which I forwarded with my letter.

In this volume I think everything has been said that can be said on the subject; but, as you may wish for some remarks from myself on the subject bearing on this question, I send you a brief outline of what may be considered as a proper course of education for a civil engineer.

Up to the age of twelve or thirteen the pupil should attend a thoroughly good school, where he would be well grounded in English reading, writing, and composition, as well as in arithmetic, algebra, geometry, and geography.

Passing then to a higher educational institution, his studies, under proper teachers, should embrace mathematics, algebra as far as of practical application, trigonometry, astronomy, chemistry, geology, physical geography, and other branches of natural philosophy.

He should also acquire the art of mechanical drawing, as well as sketching and designing. In languages, he should learn Latin, and, if possible, also French and German.

At about sixteen he should be apprenticed to some engineering firm—one in which a great variety of work is executed, in preference to one where any special manufacture alone is carried on. Here he should learn pattern-making, founding of iron and brass, turning and fitting, and should make acquaintance with the art of working and forging iron and steel—this is of the greatest importance. He should also have opportunities of practically assisting in the erection of various kinds of engines, mills, and machinery, and other structures, by which he would acquire information in other trades, such as masonry, bricklaying, carpentry, &c., and observe the best manner of applying various materials in engineering works. During this period he should diligently practice mechanical drawing and design, so as to make himself thoroughly acquainted and familiar with all details of engines and machines. An excellent help in this direction is to practice sketching, rapidly and correctly, any article, by hand and eye alone, as near as possible to its natural proportions. He should also make himself fully acquainted with the rules for proportioning the ordinary parts of engines and machinery, and the method of preparing specifications and estimates for work.

After a few years at such work as the above, he should turn his attention to surveying, learn thoroughly the use of the instruments, the art of levelling and of surveying and setting out roads, railways, and other works, as well as that of carefully, accurately, and neatly preparing the maps required in surveys and in engineering works.

\* "The Education and Status of Civil Engineers." Published by the Institution of Civil Engineers, 25, Great George Street, Westminster, S.W., for issue to members only.

His studies should also include engineering subjects in general, building in wood, brick, stone, &c., quarrying, road-making, railway construction, bridges, waterworks, drainage, docks, harbours, &c., giving particular attention to that subject which he may feel he has a special liking or aptitude for, and never losing opportunities of personal inspection of any such works in course of progress.

The above remarks, you will observe, bear more on the question of what should be learned than on the manner of providing the information.

The Rev. W. J. Habens,  
Secretary, Royal Commission on Education.

I have, &c.,  
JOHN BLACKETT,  
M. Inst. C.E.

B.—MEMORANDUM BY MR. W. N. BLAIR ON THE EDUCATION OF CIVIL ENGINEERS IN  
NEW ZEALAND.

WITH reference to the general question of education for the profession of engineering, this is a subject on which there has been for many years a difference of opinion, and it has from time to time caused considerable discussion at Home. The difference of opinion arises from the fact that there is no prescribed training or qualification for admittance into the profession; any person can style himself "C.E.," and set up in practice as an engineer at a day's notice. The only recognized standard is the membership of the Institution of Civil Engineers; but this may, under certain circumstances, be obtained independently of a regular engineering pupilage, the qualification being practically five years in responsible charge of works. A lower grade of members of the Institution, called "associate members," was established about a year ago. A candidate for admission into this class must have been regularly educated as a civil engineer, and be actually engaged in the design or construction of engineering works as defined by the charter of the Institution.

Although this rule does not prescribe an engineering curriculum, it establishes the necessity for one, and in this way raises the standard of the preliminary training. At the same time, it does not preclude the admission into the Institution of engineers who have had no regular training; they will still be admitted as full members when they have by their works shown themselves to be worthy of the distinction.

Like medicine, seamanship, and many other professions, engineering is essentially one in which theory and practice must be combined. A student fresh from an engineering school or college in Europe would, in all probability, be quite incapable of laying-off a road or a railway through the rough New Zealand country; and, on the other hand, the most experienced practitioner cannot move a step without resorting to the theoretical principles he learnt in the earlier stages of his education.

In England the majority of engineers are trained in offices, an ordinary liberal education being all that is required beforehand. Occasionally the curriculum embraces a year or two in a machine-shop. On the Continent of Europe the whole of the education is usually obtained at a Government engineering school or college. The result of the two systems is, that the English engineer is, as a rule, well up in the practice of his profession, but weak in theoretical principles; and *vice versa* with his Continental *confrère*. As English engineering undoubtedly takes the higher place, it shows that, although admittedly defective in some points, our system of education is nearest the correct one.

There are about ten colleges and similar institutions in the United Kingdom where engineering is specially taught; some of them, notably the Irish Colleges, give diplomas in civil engineering. These diplomas are not, however, generally recognized in the profession as a proof of engineering qualification; they are simply accepted as evidence of a very good preliminary training—the method of applying the knowledge obtained at the colleges has yet to be acquired.

So far as the engineering instruction received in offices in New Zealand is concerned, I am of opinion that it is in most cases inadequate. Few of the private engineers have works of sufficient importance or variety on which pupils can gain experience; and the system now in operation in the Public Works Department is not a good one. Some years ago arrangements were made under which cadets were taken into the department. They passed the usual Civil Service examination, but no inquiry was made as to their aptitude for engineering studies. They were generally kept at the Head Office for a few months to learn drawing, and then sent to some local officer to be utilized as he might see fit during the remainder of the cadetship of four years. The defect of this system is that proper care is not taken in the selection of the cadets, and that no one is responsible for teaching them. The consequence is that, unless the youth has a special aptitude for the work, or unless his superior officer chooses, as a matter of grace, to teach him, he learns little of real practical value to him as an engineer. Under the circumstances just mentioned, some of the cadets have turned out remarkably well; but in other cases the result is not satisfactory. The question of taking engineering cadets into the Public Works Department is now being re-considered, with the view of remedying the defects above alluded to.

With reference to the desirability of instituting a chair of engineering, I am clearly of opinion that no such chair is at present required in New Zealand. There might ultimately be room for a lecturer on engineering at one of the colleges; but I see no necessity for the full chair, unless the constitution of the colleges is very much modified. At present provision is made for three chairs bearing on the subject—viz., (1) mathematics and mathematical physics, (2) chemistry and experimental physics, and (3) natural science. As already stated, no university can turn out a ready-made engineer, and the subjects just enumerated comprise nearly all the theoretical training required from a university. Indeed, most engineers start in life with a much less store of the knowledge they require than is already obtainable in New Zealand. Of course the necessary theoretical instruction embraces many subjects not included in the above curriculum; but these are generally of an elementary character—consequently they ought to be taught at some institution of less standing than a university. They consist principally of drawing, mensuration, the elements of surveying and levelling, and the use of instruments.

Assuming that a professor or lecturer in engineering science was appointed, the principal subjects he would have to teach are—properties of materials in relation to their use in engineering works, requirements of structures, and construction generally, including applied mechanics. For the most



E.—LETTER FROM THE REGISTRAR OF CANTERBURY COLLEGE RELATIVE TO THE SCHOOL OF MINES.  
SIR,— Canterbury College, Christchurch, 24th January, 1880.

I have the honour, by direction of the Chairman, to acknowledge receipt of your letter of the 22nd January, and, in reply, to inform you that the amount received on account of the School of Mines is £600.

Scientific apparatus to the value of £50 has been procured, and is now in the Chemical Laboratory; £85 was forwarded to the Registrar of the Royal School of Mines, London, for the purchase of mining models; £70 was forwarded to Professor von Hochstetter for the purchase of metallurgical specimens, which have been received, and are now lodged in the Museum; £15 was transmitted to Mr. George Thureau, of Sandhurst, for the purchase of models for timbering mines. These models have not yet been received. Until the models and apparatus necessary for the pupils arrive the school cannot be commenced.

The Secretary, Royal Commission,  
University and Higher Education.

I have, &c.,  
F. G. STEDMAN,  
Registrar.

F.—DESPATCH FROM THE SECRETARY OF STATE FOR THE COLONIES RELATIVE TO THE PETITION OF THE OTAGO UNIVERSITY FOR A SEPARATE CHARTER.

SIR,— Downing Street, 22nd July, 1879.

I have the honour to acknowledge the receipt of your Despatch No. 16, of the 13th of May last, transmitting a memorandum from Sir George Grey, submitting, with a recommendation from your Government, a petition addressed to the Queen by the Chancellor, Vice-Chancellor, and Council of the University of Otago, praying for a grant of Letters Patent providing for the recognition of the degrees of the University, in the same manner as if they had been granted by any University of the United Kingdom.

2. I have also received your despatch of the 20th of May (No. 21), enclosing a petition to the Queen from the Governors of the Canterbury College, praying Her Majesty not to grant a charter to any educational body in New Zealand other than the New Zealand University; together with a copy of the resolutions adopted by the Senate of the University of New Zealand, expressing the opinion that it is undesirable that the power to confer University degrees should be possessed by more than one institution in the colony; and a printed address by the Attorney-General, containing information on the subject of the relations between the New Zealand and Otago Universities.

3. I request that you will inform the Chancellor of Otago University, and the Governors of Canterbury College, that their petitions have been laid before the Queen, but that, having regard to the objections pointed out in Lord Kimberley's despatch of the 31st of January, 1873 (No. 8), to the grant of a charter to more than one University in New Zealand, and not being able to find anything in the present circumstances which would justify me in departing from the decision then arrived at, or in recommending the establishment of more than one chartered University in any Australasian Colony, I have not thought it my duty to advise Her Majesty to authorize any steps towards granting Letters Patent to the University of Otago.

Governor Sir Hercules Robinson, G.C.M.G., &c.

I have, &c.,  
M. E. HICKS BEACH.

G.—CORRESPONDENCE RELATIVE TO THE COMPLAINTS OF MESSRS. A. R. BARCLAY AND D. WHITE CONCERNING CERTAIN ACTION OF THE CHANCELLOR OF THE UNIVERSITY OF NEW ZEALAND.

No. 1.

*The Chancellor to the Secretary to the Royal Commission.*

SIR,— University of New Zealand, Christchurch, 6th April, 1880.

In reading over Professor Macgregor's evidence, given before the "Royal Commission appointed to inquire into and report upon the operations of the University and its relations to the secondary schools of the colony," I observe some serious inaccuracies as to matters of fact, which I desire to correct. I have only recently seen the statements made, or I should have corrected them sooner.

I have mentioned the matter to the Hon. C. C. Bowen, one of your Commissioners, and he has advised me to address you on the subject, as this appears the readiest way of removing from the mind of the Commission, as well as from the minds of those who may read the evidence, the wrong impression which Professor Macgregor's evidence conveys with regard to the action of the Chancellor, as representing the University. Permit me to suggest that this correction of the evidence should be so embodied among the documents of the Commission as to obtain as wide publicity as the original statement.

I may, in the first place, remark that, on the points to which I am about to allude, Professor Macgregor does not profess to speak from his personal knowledge of the transactions which he describes, but merely states what some one else has told him. It is on this foundation that he appears to base certain charges against the authorities of the University. Of these charges, the first to which I wish to draw attention is contained in his answer to question 7262. Professor Macgregor there states—in reference to a young man of the name of Barclay, who, after having taken his B.A. degree, wished to go up for honours—as follows: "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." I have underlined, for more convenient reference, those parts of this statement which are contrary to fact, and to which I am going to allude. Professor Macgregor, in answer to a later question, No. 7266, produces, in corroboration of the above statement, what he calls "the correspondence" on the subject; and I am bound to say that, as the letters are arranged in the evidence, they appear to a certain extent to bear out his assertion, or at least to make its truth appear probable.

I may here observe that the term used by him—"the correspondence"—would convey to an ordinary reader, as I have no doubt it did to the Royal Commission, the idea that the whole corre-

spendence on the subject was produced. I am grieved to say that this is not the case; and I am still more grieved to say that the letters which have been omitted contain really the whole gist of the question in debate, because they place the sequence of events in a clear light.

I take it for granted that Professor Macgregor, giving, as he did, his evidence at second-hand, was not aware of the existence of these letters. Had he been aware of them he would no doubt have seen that they contradict the statement made by him in answer to question 7262.

As a matter of fact, that statement is absolutely incorrect in almost every particular. I put the statements denied in inverted commas and underline them.

Barclay never "*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.*" What he did write is contained in one of the suppressed letters under date 4th April, 1879. In that letter, so far from giving notice of his intention to go up for honours in mental science, he expressly says, "I intend to present myself in November next for the LL.B. degree examinations. . . . After taking my LL.B. degree, I intend to proceed to honours; but I have not settled yet in what subject."

The Chancellor did not, "*on receipt of that*"—namely, in answer to the letter of 4th April—say that Barclay "*could not go up for honours because he had not given notice at the time of his taking the B.A. degree.*" What the Chancellor, in answer to that, did write is contained in the letter which appears in the correspondence produced, under date 25th April, 1879, and was to this effect: that the honours' examination could not be postponed beyond the time prescribed by the Regulation; Barclay must come up within the year after taking the B.A. degree, and give notice of the subject, or not at all. In the meanwhile his notice to come up for the LL.B. degree was noted.

Up to this time, then, it was quite clear that Barclay had given no notice which could be acted upon of his intention to go up for honours in any subject—at least I am not aware of any mental process by which it can be made to appear that he had done so. On the contrary, it was to be inferred that he had altogether abandoned the idea, inasmuch as he was not yet prepared to specify the subject of examination. In short, it seemed to be settled that Barclay was to go up for the LL.B. degree, and not to go up for honours either "in mental science or any other subject."

Things remained in this state till the 15th of May; but Barclay seems on that date to have suddenly changed his plans. In another letter, which has also been suppressed, he writes that "unforeseen circumstances have compelled me entirely to alter my plans," and that he now desires to leave the LL.B. and go up for honours in mental science; moreover, he expresses regret at the trouble which he is giving.

It was in reference to this change of plan that Barclay was informed that he was too late. A perfectly valid reason was given for refusing to accept the new notice. The Regulation, even when construed with the utmost laxity, could never be made to include such a case as the present. The notice could not, after the time over which the correspondence had extended, be considered, under the most liberal construction, as having been given "at the time of his passing the B.A. degree examination." I maintain, therefore, that at this stage the Chancellor would not have been justified in accepting the notice. But the prohibition contained in the Regulation was not the only reason against acceding to the application. If Professor Macgregor had read even those portions of the correspondence which he produces with greater attention than he appears to have given to them he would have seen that, independently of the instructions contained in the Regulations, there was another reason for refusing. At this stage it was physically impossible to get the necessary papers prepared. By the time that Barclay had finally made up his mind to go up for honours in mental science, the instructions to the examiners in England had been made up and despatched, and had been already some weeks on their way to their destination.

I need not, after thus showing, as I think I have shown, the extent to which Professor Macgregor has been misled in this case, go minutely into the case of the teacher, White, referred to in the answers to questions 7263 and 7276. I will therefore content myself with saying that he is as much in error on this point as upon the other.

I hope nothing that I have said will be construed into a desire to accuse Professor Macgregor of wilful misrepresentation. He has, I am sure, spoken only what he believed to be true, as he gathered from loose conversation and *ex parte* statements. The errors into which he has fallen, however, afford a good illustration of the advantages of that rule of Courts of law under which hearsay evidence is treated as untrustworthy and therefore inadmissible.

Possibly the Royal Commission might think it desirable that Professor Macgregor should be furnished with a copy of this letter.

I have, &c.,

HENRY JOHN TANCRED,

Chancellor.

The Secretary, Royal Commission on Higher Education.

No. 2.

*The Acting-Secretary to the Royal Commission to Professor Macgregor.*

Royal Commission on University and Higher Education,

Wellington, 12th April, 1880.

SIR,—

By request of the Secretary to the Royal Commission, I herewith forward to you copy of a letter received from the Chancellor of the University of New Zealand with reference to a portion of the evidence given by you before the Commission.

The next (and probably the last) meeting of the Commission will be held at Christchurch on the 24th instant, when Mr. Tancred's letter will be read, and any statement you may wish to make in reference thereto, if received in time, can also be read.

Any communication you have to make should, unless posted in a day or two, be addressed to "The Secretary of the Royal Commission on University Education, care of Professor Brown, Canterbury College, Christchurch."

I have, &c.,

Professor Macgregor, Otago University, Dunedin.

E. OSBORNE-GIBBES,

## No. 3.

*Professor Macgregor to the Secretary to the Royal Commission.*

SIR,—

Dunedin, 23rd April, 1880.

In reply to the Chancellor's letter impugning the correctness of certain allegations contained in my evidence before the Commission, I beg to state that Mr. Barclay came to me, at the opening of our session in the beginning of May, 1879, and made arrangements to read with me with a view to honours in mental science. He continued to work with me till the middle of June, having all this time no doubt that he had given the requisite notice of his intention to the authorities of the University. As the accompanying letter shows, he informed me that, at the time when he received notice of his having passed the B.A. examination, he signified to the Chancellor his intention to proceed to honours in mental science, and also to the LL.B. degree. It now appears, from his earlier letters, which I had not seen, that he had omitted to specify the subject of mental science, and it would seem to appear, from the expressions quoted from these letters, that he was quite uncertain as to his own intentions in the matter.

The fact of his reading steadily for honours in mental science till he was stopped by the Chancellor's letter in the middle of June is to me proof positive that he was quite clear as to his own intentions; but how to make this consist with the expressions quoted from his letters I cannot understand, without seeing the letters themselves. I am bound, however, to admit, and I do so frankly, that, owing to Barclay's neglect to specify his subject, the Chancellor's action was formally correct and in strict accordance with the letter of the Regulations. I beg, nevertheless, to point out that, were it not for the fact that the Registrar took three weeks to answer Barclay's first letter and two weeks to answer his second, the misunderstanding might easily have been removed. With regard to White's case, the enclosed letter will speak for itself on the only point on which my evidence can be open to attack.

In conclusion, I would remark that surely something more encouraging than the treatment these students have received might reasonably be expected at the hands of the University authorities.

I have, &c.,

D. MACGREGOR.

The Secretary, Royal Commission on Higher Education.

Enclosures in No. 3.

1. *Mr. Barclay to Professor Macgregor.*

SIR,—

Dunedin, 17th April, 1880.

I have perused a copy, which you handed me yesterday, of a letter written by the Chancellor of the New Zealand University to the Secretary of the Royal Commission on Education. As "the young man of the name of Barclay" referred to in that letter, you will perhaps permit me to say a word or two on the subject.

The first point I wish to refer to is the use by the Chancellor of the word "suppression" in connection with the non-appearance in your evidence of certain of the letters which passed between the Registrar and myself upon the question in dispute. The word has been used evidently under the misapprehension that I had in my possession copies of the letters "suppressed," and that I wilfully withheld them on handing you the documents which are published. As a matter of fact, the only reason why copies of these non-published letters were not placed in your hands was that I had unfortunately not taken the precaution to preserve duplicates of them. It may possibly be in your recollection that, so far from attempting to "suppress" any of the correspondence on the matter, I expressed my regret at the time that I had omitted to make copies of my two previous letters, feeling sure that were they published they would very much strengthen, rather than weaken, my case. That the letters published were never intended to be considered as the whole of the correspondence on the subject must be palpable to any one who reflects for an instant that, even on the most cursory reading of the documents, no one could fail to note allusions to my letters of 4th April and 15th May, 1879, and to observe that these letters do not appear. The fact that some of the letters are not inserted is so very patent, and the notion of hinting at a "suppression" of the absent portion of the correspondence with the idea on the part of the suppressors of impressing the Commission with the belief that every letter which had passed on the subject was before it, is so manifestly absurd, that it is matter of some wonder the Chancellor has permitted himself to suggest a presumption so extraordinary.

As for the parts of your answer to question 7262 to which the Chancellor objects, I have this to say: That answer, I presume, purports to give, very briefly and shortly, a rough outline of the case as it stood when the answer was given. As such, I have no hesitation in saying that I consider it perfectly correct and, as well as my recollection serves me at this distance of time, strictly in accordance with the information which I gave you on the subject. One point, however, I may notice. I informed you, of course, that I had given notice to the Chancellor of my intention to proceed for honours. In doing so, however, I believe I also informed you that I had, in my first letter, in addition to giving notice of my intention to proceed at some future time to the examination, also given the Chancellor to understand the subject in which I elected to be examined. In the absence of a copy of the letter, and some time having elapsed between the date on which it was written and the occasion of my first bringing the matter under your notice, I was certainly under the impression that I had done so; and it was not until I read the letter on which I am now commenting that I was at all aware that I was not strictly correct upon this point. Nor was I aware till yesterday that it was at all a material point. I never was aware before that the real ground on which I was debarred from proceeding to honours was that I had not in my first letter specified precisely my subject. From all the correspondence on the matter no one could infer, by any mental process that I am aware of, that I was disqualified on any such ground. No objection, although honours were spoken of long before, was taken to my form of giving notice of my intention till the 30th May, 1879. Up to that time there had been no objection of any sort save to my postponement of the examination for a year or so, and, that objection being removed by my letter of the 15th May, written just twenty days after the Registrar's of the 25th April, I always considered the only obstacle to my sitting for examination had been smoothed away.

I do not think it is necessary for me to say anything further in the matter. The facts of the case are briefly and, I venture to think, clearly enough summed up in my letter of the 5th June, 1879. To that statement I adhere; and I leave it to others, having read it, to say whether I have been debarred from competing for honours by a quibble or not.

Professor Macgregor, Otago University.

I have, &c.,

A. R. BARCLAY.

2. *Mr. White to Professor Macgregor.*

SIR,—

Dunedin, 19th April, 1880.

I gladly avail myself of the opportunity of referring to the facts of the case to which allusion is made in your evidence before the Royal Commission. I will only remark, very briefly indeed, on events subsequent to my being allowed, under protest, to sit at the New Zealand University Examination. Some time after the examination my name appeared in the list of the successful candidates published in the newspapers. In due course the other Otago candidates were informed officially of their success by the Registrar of the New Zealand University. Receiving no notice, I wrote the Registrar, and received a reply to the following effect: first, that he had inadvertently omitted to send me notice when writing to the others; and, second, that the examiners had reported that I had passed. What I desired to ascertain from the Registrar was whether the New Zealand University had allowed the examination to count. I therefore again wrote, asking pointedly, "if this examination would stand as a section of the B.A. examination?" The Registrar made no specific reply, but directed my attention to the proceedings of a select committee that had been appointed to inquire into the case, and to the amended Regulations of the Senate which had followed this inquiry.

I judged that the Committee had reported against me, but, from the fact of the Regulations being amended, thought that there was some desire to meet the circumstances of my case. It did appear to me that there was a possibility of the examination being ratified by the passing of this Regulation. This, however, was by no means clear. I therefore again wrote the Registrar, asking definitely whether the Regulation had a retrospective effect validating the examination, or whether it referred only to future cases of a similar character. It will be seen that this was a most important query. It merited a decided reply. The reply I got referred me to the Regulations of the Senate—the Regulations upon which I had asked an opinion as to their interpretation. The report of the Committee seemed to conflict with the Regulations, I asked an opinion on this point, and received none. I may mention, although it does not bear directly upon the present phase of the matter, that when the Senate was sitting in Dunedin I wrote the Chancellor a polite note stating that, if it was not trespassing too much upon his time, I would like to see him in regard to my case. The Chancellor did not even acknowledge receipt of my note. From this brief recital it will be apparent that I have not known whether to prepare for undergoing examination again in the same subjects, or to proceed to another section of the degree upon the understanding that the one had been admitted. Whilst this protracted correspondence was going on I intimated my intention of taking up another section of the examination. I knew that under the amended Regulation I could proceed to either section. What I did not know was, whether the previous examination had been allowed. This prevented me from prosecuting my studies as I should have desired. I shall only be too glad to hear, even now, not that I have passed—that I have already been informed of—but that the examination has been allowed to count. If this be done, I will take the first opportunity of endeavouring to finish the course at the University.

I have written briefly and hurriedly; you will see, however, that it corresponds exactly with my verbal statement to you, and corroborates the evidence which you gave before the Royal Commission. I cannot conclude without thanking you, sir, for the assistance you have given me in bringing this case under the notice of the New Zealand University authorities.

Professor D. Macgregor, University of Otago.

I have, &c.,

D. WHITE.

No. 4.

*The Acting-Secretary to the Royal Commission to the Chancellor.*

Royal Commission on University and Higher Education,

Wellington, 27th April, 1880.

SIR,—

I have the honour, by direction of the Royal Commission, to forward to you copy of a letter, with enclosures, received from Professor Macgregor in regard to the matter brought forward in your letter of 6th instant, and am to request that you will favour the Commission with copies of the whole correspondence in the cases of Messrs. Barclay and White. It is evident that nothing would be gained by the publication of your letter and Professor Macgregor's reply, without the publication also of the correspondence in question.

The Chancellor, University of New Zealand,  
Christchurch.

I have, &c.,

E. OSBORNE-GIBBES,

(for the Secretary).

No. 5.

*The Chancellor to the Secretary to the Royal Commission.*

SIR,—

University of New Zealand, Christchurch, 12th May, 1880.

I have the honour to enclose herewith, as requested by you, the correspondence relating to certain allegations contained in Professor Macgregor's evidence before the Royal Commission.

I should have left the correspondence to speak for itself were it not that Professor Macgregor, in his explanatory letter of the 23rd April, seeks to attribute to me statements which I never made, with the view, apparently, of showing that the evidence which he gave was only "formally," and not substantially, incorrect.

The question as regards Barclay is: Did Barclay give notice, in his letter of 4th April, 1880, that he intended to come up for honours during the then current year? Professor Macgregor says that Barclay did give such notice. I say that he did not. I maintain, further, that not only did he not give notice to that effect, but actually gave notice of his intention to do exactly the opposite. He gave it to be understood that he was *not* coming up for honours during the then current year. Professor Macgregor, in his explanatory letter, says, "I am bound, however, to admit that, owing to Barclay's

neglect to specify his subject, the Chancellor's action was formally correct." This implies that I state, as my reason for not admitting Barclay to the examination for honours, Barclay's omission to specify his subject. So far from this being the reason, it is most probable that, if Barclay had expressed an intention to come up for honours without mentioning his subject, I should have immediately pointed out the omission, so as to get his answer in time for making the necessary arrangements.

Thus it will be seen that Professor Macgregor's evidence was altogether incorrect, not in *form* only, but in *substance*. I think there can be no doubt that not only did Barclay not say anything to lead one to suppose that he intended to go up for honours during the then current year, but that he himself had no such intention. This view is confirmed by his letter of 5th June, in which he more explicitly states what his original intention was.

I have already explained why Barclay's letter of 15th May has nothing to do with the question at issue. It was received too late to act upon it, not only because such action would, as I believe, have been then in contravention of the Regulations, but because it was then physically impossible to get the necessary papers prepared.

With regard to the question affecting David White, I need only point out now that no notice was taken by Professor Macgregor of the two letters from the Registrar to Mr. White, dated respectively 16th May and 13th August, 1878. These two letters must have been in Mr. White's possession at the time when Professor Macgregor gave his evidence.

Upon the whole, it appears to me that Professor Macgregor was not sufficiently careful, when giving his evidence under the solemn obligation of an oath, to insure that scrupulous accuracy as to matters of fact which was desirable. I should have been most happy, had he applied to me, to have furnished him with any information which would have enabled him to attain that accuracy.

The Rev. W. J. Habens, B.A.,  
Secretary to the Royal Commission on Higher Education.

I have, &c.,  
HENRY JOHN TANCRED,  
Chancellor.

Enclosures in No. 5.

1. *Mr. Barclay to the Registrar.*

SIR,—

Dunedin, 4th April, 1879.

I duly received yours of the 31st instant, informing me that I had passed the B.A. degree examination. I now beg to give you notice that I intend to present myself, in November next, for the LL.B. degree examinations, taking the 3rd and 4th sections, together with constitutional history and jurisprudence, as I believe it is now ordained by the Senate. Could you kindly furnish me with a list of the text-books prescribed for the LL.B. degree?

After taking my LL.B. degree, I intend to proceed to honours, but I have not settled yet in what subject. I presume such a course is open to me? In other words, I suppose that a Bachelor of Arts may go on for honours when he pleases, and in what subject he pleases, provided, of course, that he give six months' notice to the Chancellor? A reply to these inquiries would oblige me greatly.

W. Maskell, Esq., Christchurch.

I have, &c.,  
A. R. BARCLAY.

2. *The Registrar to Mr. Barclay.*

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 taking 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 2nd and 3rd, not the 3rd and 4th, 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 examinations in law.

A. R. Barclay, Esq.

I have, &c.,  
W. M. MASKELL,  
Registrar.

3. *Mr. Barclay to the Registrar.*

SIR,—

Dunedin, 15th May, 1879.

I regret to have to trouble you with the announcement of a change in my University course during the coming year. Some time ago I informed you of my intention to proceed to the LL.B. degree, and I proposed to present myself for examination in November next. Since then, however, unforeseen circumstances have compelled me entirely to alter my plans, and I now beg to give you notice that it is my intention to proceed to honours, and the M.A. degree in mental science, history of philosophy, &c., presenting myself for examination in November next, as before announced. I am sorry thus to give you the trouble of looking up and amending my former intimation, but unfortunately I had no other course left open to me.

The Registrar, University of New Zealand.

I have, &c.,  
A. R. BARCLAY.

4. *The Registrar to Mr. Barclay.*

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. examination.

A. R. Barclay, Esq.

I have, &c.,  
W. M. MASKELL,  
Registrar.

5. *Mr. Barclay to the Registrar.*

DEAR SIR,—

Dunedin, 5th June, 1879.

In reply to yours of the 30th May, 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 for 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 that I could not have given you notice 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 in November next for my M.A. degree.

The Registrar, University of New Zealand.

I have, &amp;c.,

A. R. BARCLAY.

6. *The Registrar to Mr. 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, &amp;c.,

W. M. MASKELL,

Registrar.

A. R. Barclay, Esq.

7. *Mr. Barclay to the Registrar.*

DEAR SIR,—

Dunedin, 30th June, 1879.

I regret to learn by your last favour that the Chancellor cannot see his way to alter his decision in reference to my M.A. degree examination in November next. However, I must, of course, accept the Chancellor's ruling. Should you wish to communicate with me at any future time, my address will be found at the top of the page.

I have, &amp;c.,

A. R. BARCLAY.

The Registrar, University of New Zealand.

8. *The Registrar to Mr. Barclay.*

SIR,—

University of New Zealand, Christchurch, 11th July, 1879.

Referring to your letters of 15th May and 30th June, I should be glad to be informed whether, in consequence of your being unable to come up for honours, you would revert to your original intention of coming up for the LL.B. degree.

I have, &amp;c.,

W. M. MASKELL,

Registrar.

A. R. Barclay, Esq.

9. *Mr. Barclay to the Registrar.*

SIR,—

Dunedin, 17th July, 1879.

In reply to your's of the 11th instant, I have to say that I do not now intend to proceed this year to the LL.B. degree.

I have, &amp;c.,

A. R. BARCLAY.

The Registrar, University of New Zealand.

10. *Mr. White to the Registrar.*

SIR,—

Dunedin, Great King Street, 17th July, 1877.

I beg to notify that I intend taking the optional section of B.A. examination, January, 1878. Subjects: English language, literature, mental science, history, and political economy. I may also be a candidate for senior scholarship.

Would you be good enough to lay the following considerations before the Chancellor or Vice-Chancellor with reference to the text-books on mental science:—

1st. We have only had a few months' notice of the change of text-books since the appearance of the Supplementary Calendar.

2nd. The text-books are not such as we have gone through, or are now in use in this University.

3rd. The text-books recommended are not to be obtained in Dunedin—namely, Calderwood's Handbook of Moral Philosophy, Fowler's Inductive and Deductive Logic, Sismondi's Political Economy, by Mignet.

Would you please satisfy me as to what course it is advisable to pursue?

The Registrar, University of New Zealand.

I have, &amp;c.,

D. WHITE.

P.S.—With reference to the regulation permitting teachers to go up to the final B.A. examination, does this imply that they must take all subjects, optional and compulsory, at the one examination, or can they proceed first to the one section, and next to the remaining, as the regular students are allowed? An early reply would greatly convenience.—D. WHITE.

11. *The Registrar to Mr. White.*

SIR,—

University of New Zealand, Christchurch, 21st July, 1877.

I have the honour to acknowledge the receipt of your letter of the 17th instant, stating that you propose to take up, in January next, the optional sections of the B.A. examination.

I have to refer you to the University Regulations, where you will see that, before coming up for this examination, it is necessary for you to have matriculated, and to have completed two years' terms in this University, conditions which you do not appear to have as yet fulfilled.

I have, &amp;c.,

W. M. MASKELL,  
Registrar.

D. White, Esq.

12. *The Registrar to Mr. White.*

SIR,—

University of New Zealand, Christchurch, 21st July, 1877.

In reply to your question respecting the Regulation permitting certain teachers to go up for the B.A. examination, I have to state that teachers must take the whole five subjects at one examination, and not divide them, as undergraduates can do.

I have, &amp;c.,

W. M. MASKELL,  
Registrar.

D. White, Esq.

13. *Professor Macgregor to the Chancellor.*

SIR,—

Otago University, Dunedin, 27th July, 1877.

I have the honour to bring under your notice the case of Mr. David White, who wishes to go up for the optional part of the B.A. degree at the next examination. Mr. White matriculated here in 1873, but did not, through an error on the part of our Registrar, appear on the list. Since that time he has attended a full course of lectures, and passed with great credit the annual examinations in the following subjects: Senior mathematics, junior mental science, and senior mental science.

With regard to the class of political economy, which he is attending this session, there is some difficulty, owing to changes which have been made since Mr. White matriculated, and which therefore ought not to affect his claim. Under our old Regulations political economy formed something less than the fourth-part of one degree-subject, now it forms by far the most important half of one whole subject. Mr. White's claim to have this class admitted as a course rests on this fact, and it is the further supported by the fact that he has, under great difficulties, attended the classes instead of availing himself of the privileges accorded by the Senate.

I would also call your attention to the great injustice done to the students who are at present proceeding to their B.A. examinations in junior and senior mental science by the fact that the Senate, at its last meeting, without giving any notice, altered the text-books on those subjects. I would respectfully suggest that, for this year at any rate, the alteration be not given effect to, because it would compel students who have already studied one book to begin an entirely different one.

I have, &amp;c.,

D. MACGREGOR,  
Chairman of the Professorial Board.

The Registrar, University of New Zealand.

14. *The Registrar to Professor Macgregor.*

SIR,—

University of New Zealand, Christchurch, 31st July, 1877.

I have the honour to acknowledge the receipt of your letter of the 27th instant, and, by direction of the Chancellor, to reply that, in the case of the student David White, it would appear that, as he matriculated in 1873—that is, before the affiliation to this University of the University of Otago—he ought to come under the provisions of Section XI. of the Regulations, specifying terms to be kept and examinations to be passed for the B.A. degree, Supplementary Calendar, p. 12, in the same manner as Messrs. Hay and Williamson, who have already obtained their degree.

With reference to the text-books in mental science, the Chancellor is not able to make any alteration in the list drawn up and prescribed by the Senate. Moreover, it appears that the revision of the text-books at the session of March last was undertaken at the suggestion of the Professorial Boards of the Canterbury College and the Otago University. With regard to this matter, however, there is a resolution of the Senate, passed in 1875, to the following effect: "That the examiners be informed by the Chancellor that they are not required to confine the examination-papers to the text-books recommended by the Senate, but, with reasonable regard to the text-books, to use their own discretion." This resolution is communicated to every examiner.

I have, &amp;c.,

W. M. MASKELL,  
Registrar.

Professor Macgregor.

15. *Professor Macgregor to the Registrar.*

SIR,—

University of Otago, Dunedin, 20th November, 1877.

I have the honour to transmit to you herewith the names and papers of those undergraduates who have passed the annual examination for 1877 in this University. The following undergraduates have, at the present examination, completed their first year's terms: Caroline Freeman, W. D. Milne, J. A. J. Murray, J. Hendry, W. J. Will, J. Closs.

The following students have, at the present examination, completed their second year's terms: D. White, T. C. Farnie, A. R. Barclay, A. Cameron, G. Montgomery.

Mr. White's claim to have kept two years' terms has been admitted after investigation by the Professorial Board.

I understand that the five undergraduates whose names compose the second list as having kept two years' terms intend to proceed to the degree examination in January.

I have, &amp;c.,

D. MACGREGOR,  
Chairman, Professorial Board.

The Registrar, University of New Zealand.

P.S.—I enclose the class lists for 1877.—D. M.

*University of Otago.—Class Lists 1877.*

*Classics.*—Senior Latin: Class II., J. Hendry, G. Montgomery (equal); A. R. Barclay, A. Cameron (equal). Junior Latin: Class II., P. Levi, W. D. Milne (equal); Class III., C. Freeman.  
*English.*—Class II., T. C. Farnie. Class III., Miss C. Freeman, W. D. Milne (equal).  
*Mental Science.*—Junior: Class II., Gustav Hirsch, James Macpherson. Class III., J. W. Smith.  
 Senior: Class I., T. C. Farnie, D. White.  
*Political Economy.*—Class I., D. White, T. C. Farnie. Class III., J. Closs.  
*Natural Science.*—Class III., W. A. Will.  
*Mathematics.*—Junior: Class I., P. Levi; Class II., E. Cattan. Senior: Class II., W. D. Milne, G. T. Murray, W. McLean. Advanced: Class II., J. Hendry, A. Cameron, G. Montgomery; Class III., A. R. Barclay.  
*German.*—Class I., J. A. J. Murray. Class II., J. Macpherson.  
*Chemistry.*—Class I., J. Closs, J. A. J. Murray, W. J. Will.  
*Laboratory.*—Class I., J. Closs, W. J. Will.

16. *The Registrar to Professor Macgregor.*

SIR,—

University of New Zealand, Christchurch, 7th December, 1877.

I have the honour to acknowledge the receipt of your letter of the 20th ultimo, forwarding class lists of the annual examination of the University of Otago. In that letter you refer to a Mr. D. White as having kept two years' terms, and as intending to present himself at the University examination in January. A Mr. D. White wrote to me, in July last, proposing to present himself in the optional subjects, and as a candidate for a senior scholarship. I informed him, in reply, that before doing so it was necessary for him to matriculate and keep two years' terms, since which I have heard no more of him. As there is no undergraduate of this University of the name, I shall be much obliged if you will kindly explain the references in your letter of 20th November, to which I have alluded.

I have, &amp;c,

W. M. MASKELL,

Registrar.

Professor Macgregor.

17. *Professor Macgregor to the Registrar.*

SIR,—

Otago University, 12th December, 1877.

I have the honour, in answer to your inquiries concerning Mr. D. White, an undergraduate, to inform you that Mr. White, until recently, was under the impression that, as a teacher, he could proceed to his examination in two parts, like ordinary students (an impression shared by this Board even now). The Chancellor, however, had decided against this view, and Mr. White then lodged a claim to go up as having kept the terms required of an ordinary student at the date of his matriculation. On investigation it was found that Mr. White's claim was valid, and it was accordingly sustained by the Board.

The reason why Mr. White's name was not forwarded as having matriculated in 1873 was owing to an oversight on the part of our Registrar. It was found, on turning up the records of that year, that Mr. White had passed the examination, but did not that year attend any classes. On this latter ground the Registrar omitted his name.

I may add that Mr. White attended the requisite classes, as it happens, without any idea that, as a teacher, he would have to fall back on this fact as his qualification for examination.

I have, &amp;c.,

D. MACGREGOR,

Chairman of the Professorial Board.

The Registrar, University of New Zealand.

18. *The Registrar to Professor Macgregor.*

SIR,—

University of New Zealand, Christchurch, 24th December, 1877.

I have the honour to acknowledge the receipt of your letter of the 12th instant, relative to the case of Mr. D. White. I am directed by the Chancellor to refer you to my letter to you of 21st July last. It appears that Mr. White must have matriculated before the affiliation of the University of Otago to this University, and he is therefore in the same position as Messrs. Hay and Williamson; that is to say, he can proceed to his degree under the provision of Section XI. of the Regulation specifying the terms to be kept and examinations to be passed for the B.A. degree, Supplementary Calendar, 1877, page 12.

I have, &amp;c.,

W. M. MASKELL,

Registrar.

Professor Macgregor.

19. *Mr. White to the Registrar.*

DEAR SIR,—

Dunedin, Great King Street, 31st December, 1877.

Some time ago I notified to you that I intended presenting myself for examination in January for optional subjects, B.A. examination. I received your letter informing me that my name did not appear on the list of students who had kept the requisite terms. At the time of my application I knew that the omission had been made in the Calendar. Professor Macgregor, Chairman, Professorial Board, University of Otago, informs me that he has sent you my name as entitled to go up for the examination. Would you be so good as to furnish me with any information as to date of examination.

I have, &amp;c.,

D. WHITE.

The Registrar, University of New Zealand.

20. *The Registrar to Mr. White.*

SIR,—

University of New Zealand, Christchurch, 3rd January, 1878.

I have the honour to acknowledge the receipt of your letter of the 31st instant. As you appear not to fully understand your position, it may be as well for me to state it for you succinctly.

In July last you wrote to me, stating that you intended to take up a section of the B.A. examination in January. I replied to you to the effect that you were not an undergraduate of this University, and could not, therefore, come up without matriculation and the keeping of the necessary terms.

Shortly afterwards Professor Macgregor wrote stating that you had matriculated at Dunedin in 1873, but that, through an error of the Registrar of the University of Otago, your name did not appear in the list: that since then you had kept two years' terms at the University of Otago.

My reply was that, as you had matriculated in 1873, previous to the affiliation of the University of Otago to this University, you appeared to come under the provisions of Section XI. of the Regulation specifying terms to be kept, &c., for the B.A. degree: that is, that you should proceed to your degree in the same manner as Messrs. Hay and Williamson—by passing the examinations of the University of Otago.

To this letter I received no reply.

In November Professor Macgregor forwarded to me the class lists, &c., of the annual examination of the University of Otago, and, without reference to my former letters, stated that you intended to present yourself at the January examination. I requested him to give me some information as to your status, and on 24th December I repeated to him the statement in my letter of July—viz., that you would have to proceed to your degree in the same manner as Messrs. Hay and Williamson have done.

In the forthcoming issue of the Calendar your name (owing to the explanation of Professor Macgregor) will appear as having kept two years' terms. Messrs. Blackie and Hirsch are in a similar position to yours, and the provisions of Section XI. of the Regulation respecting the B.A. degree apply to you as they apply to them: that is, you will have, in order to obtain your degree, to pass the examinations, not of this University, but of the University of Otago. You cannot, therefore, take up a section of the examination this month, as you have proposed.

I have, &c.,

W. M. MASKELL,  
Registrar.

D. White, Esq.

21. *Professor Macgregor to the Registrar.*

University of Otago, 7th January, 1878.

SIR,—

I have ascertained from Mr. D. White, who called on me this morning, that you wrote me a letter dated 24th December, which I have never received.

In these circumstances, I shall feel much obliged if you would send me a copy of that letter, and I would suggest, on behalf of the Professorial Board, that in the meantime Mr. White be allowed to proceed to the examination pending the decision of the Senate on his claims. Should the Chancellor consider this a reasonable request, it will prevent what appears to us a great injustice to a very deserving student, and give us time to lay before him our interpretation of Section XI., on which the whole matter turns.

I have, &c.,

D. MACGREGOR,

Chairman of the Professorial Board.

The Registrar, University of New Zealand.

22. *The Registrar to Professor Macgregor.*

University of New Zealand, Christchurch, 11th January, 1878.

SIR,—

I have the honour to acknowledge the receipt of your letter of the 7th instant. I enclose to you herewith a copy of my letter to you of 24th December, the original of which must in some way have miscarried in the post. With regard to Mr. White, I will lay your request before the Chancellor, and acquaint you with his decision in a day or two.

I have, &c.,

W. M. MASKELL,

Registrar.

Professor Macgregor.

23. *The Registrar to Professor Macgregor.*

University of New Zealand, Christchurch, 16th January, 1878.

SIR,—

In continuation of my letter to you of the 11th instant, I am directed by the Chancellor to state that, according to your request, Mr. D. White may be examined provisionally—that is, without prejudice to any action that the Senate may see fit to take. I am therefore posting to-day to the supervisor in Dunedin examination papers for Mr. White in the subjects which he has proposed to take up—namely, English, general history, political economy, and mental science.

I have, &c.,

W. M. MASKELL,

Registrar.

Professor Macgregor.

24. *The Registrar to Mr White.*

University of New Zealand, Christchurch, 16th January, 1878.

SIR,—

I have the honour to inform you that the Chancellor has agreed to permit you to be examined provisionally—that is, without prejudice to any action which the Senate at its approaching session may take in your case. Your subjects, as intimated in your letter of 17th July, 1877, are English, general history, political economy, and mental science, for the B.A. degree and senior scholarship.

I have, &c.,

W. M. MASKELL,

Registrar.

D. White, Esq.

25. *Professor Macgregor to the Chancellor.*

University of Otago, 19th February, 1878.

SIR,—

I have the honour, on behalf of the Professorial Board, to submit to you the following considerations in the case of Mr. D. White:—

When this College was affiliated to the New Zealand University it was distinctly understood by us, and we think also by the Senate, that our students were at liberty to come under the new Regulations then adopted if they desired to do so. Indeed, it must be within your recollection that we had some difficulty to get their right to do otherwise admitted—their right, that is, to graduate in accordance with the conditions under which they matriculated. This concession (embodied in Section XI. of Regulations, specifying terms, &c.) we have always regarded as a privilege which good faith required

us to insist upon, but which was to be taken advantage of as little as possible. In the prospectus published for the information of our students the privilege is thus announced: "Students of the University of Otago who matriculated before the month of April, 1874, may, if they elect to do so, obtain the degree of B.A. of the New Zealand University by fulfilling the conditions required by the Otago University as they existed at the date of their matriculation." We have never entertained the least doubt that this is the true meaning of Section XI., and hitherto this view has always regulated our practice.

You will remember that at the time the privilege in question was conceded to us a similar privilege was granted to students elsewhere. Their right to graduate under the old Regulations was recognized, but it was universally understood, although nowhere distinctly expressed, that they might at any time place themselves under the new Regulations if they desired to do so. Accordingly, several students here and elsewhere placed themselves under the new Regulations, and their title to do so has never till now been questioned.

The case of Mr. P. S. Hay, who matriculated here in 1871, is still more in point. He did not at once come under the new Regulations, because he had already passed several of his examinations before affiliation took place. As soon, however, as he obtained his degree he placed himself under the new Regulations, and gained honours under these Regulations. His right to do this has never been questioned by any one.

There is nothing, so far as we can see, to distinguish the case of Mr. White from that of any other student who has voluntarily come in under the new Regulations. He asks for no favour, he only abstains from availing himself of a privilege. But, even if there existed a well-founded objection, it is too late now to urge it, for Mr. White's status as a student who has passed two annual examinations, and has thus completed two years' terms according to the new Regulations of the New Zealand University, has already been recognized by you, and it is impossible to exclude from examination any one who possesses this status.

If Mr. White were still under our old Regulations, he would have nothing to do with either "terms" or "annual examinations."

If his claim were the reverse of what it is—if, having come under the new Regulations, he claimed the right of being examined according to the old standards—you would be bound to resist such a claim. This, however, is a contrary case. In order to get rid as quickly as possible of the double standard, we urged all our students to place themselves at once under the new Regulations. Mr. White acted on this advice. He has, by your own admission, fulfilled all the conditions imposed by these Regulations, and he now offers himself for the examination which these Regulations prescribe.

We cannot see on what ground an objection to his admission can be based, especially as all others in a similar position have been admitted without question.

We hope that, on reconsidering the case, you may so far modify your view as to withdraw your objection to Mr. White's claim. Should you, however, not see your way to take this course, I am instructed by the Board to request that this letter, as well as the whole correspondence, be laid before the Senate for its consideration.

The Chancellor of the University  
of New Zealand.

I have, &c.,  
D. MACGREGOR,  
Chairman of the Professorial Board.

26. *The Registrar to Professor Macgregor.*

SIR,— University of New Zealand, Christchurch, 23rd February, 1878.

I have the honour to acknowledge the receipt of your letter of the 19th instant, respecting the case of Mr. D. White, and to state that it will be brought under the notice of the Senate, together with all the correspondence relating to the case.

I have, &c.,  
W. M. MASKELL,  
Registrar.

Professor Macgregor.

27. *Mr. White to the Registrar.*

SIR,— Dunedin, 13th May, 1878.

I have the honour to acknowledge the receipt of yours of 16th January, informing me that the Chancellor of the New Zealand University, Mr. Tancred, had agreed to permit me to be examined provisionally—that is, without prejudice to any action which the Senate might take in the matter.

Would you please inform me as to the decision of the Senate, and whether the Examiners were satisfied with or reported on the examination-papers, and oblige.

The Registrar, University of New Zealand. I have, &c.,  
D. WHITE.

28. *The Registrar to Mr. White.*

SIR,— University of New Zealand, Christchurch, 16th May, 1878.

I have the honour to acknowledge the receipt of your letter of the 13th instant. I forwarded to your address, a few days ago, a copy of the minutes of proceedings of the Senate at its recent session. In that copy, at pages 20 *et seq.*, you will find the report of the Select Committee appointed to consider your case, and on page 24 the Regulation made in accordance with that report, and which is now part of the University Regulations. Your examination-papers were reported on by the Examiners, and your name appeared in the list published at the beginning of this month of those students who succeeded in passing the first section of the B.A. Examination. I find, on reference to the letter-book, that I inadvertently omitted to inform you of the fact by letter, as in the case of the other students.

I have, &c.,  
W. M. MASKELL,  
Registrar.

D. White, Esq.

29. *Mr. White to the Registrar.*

SIR,— Dunedin, 31st May, 1878.

I have the honour to acknowledge the receipt of yours of the 16th instant, and also a copy of the minutes of proceedings of the Senate of the New Zealand University. From this last I observe that the Senate entered very completely into all the circumstances of my case.

I understand the decision of the Senate to be, that the Regulations did not provide for admission to the B.A. examination in the way in which I sought to be admitted; and, further, that the Senate has amended the Regulations so as to meet the case explicitly. The amended Regulation reads, "Students of the Otago University who matriculated before affiliation with the New Zealand University may, at their option, be and be deemed to have been matriculated students of the New Zealand University, &c.—this, I presume, has a retrospective effect, under which my recent examination will be allowed to count as the first section of the B.A. degree, New Zealand University.

Thanking you for your communication,  
The Registrar, University of New Zealand.

I have, &c.,  
D. WHITE.

30. *Mr. White to the Registrar.*

SIR,—

Dunedin, 25th June, 1878.

I beg to inform you that I purpose taking up the compulsory subjects of examination for B.A. degree in December, either as an undergraduate, or under provision permitting teachers to present themselves; this notice, however, is subject to withdrawal or alteration until I receive your reply to my last communication.

The Registrar, University of New Zealand.

I have, &c.,  
D. WHITE.

31. *The Registrar to Mr. White.*

SIR,—

University of New Zealand, Christchurch, 28th June, 1878.

I have the honour to acknowledge the receipt of your letter of the 25th instant, stating your intention to take up the compulsory subjects of the B.A. examination in December next. You are at liberty to do so.

D. White, Esq.

I have, &c.,  
W. M. MASKELL,  
Registrar.

32. *The Registrar to Mr. White.*

SIR,—

University of New Zealand, Christchurch, 5th July, 1878.

I omitted, in my letter of the 28th ultimo, to remind you that, previous to your coming up for your final examination, you will have to complete the terms of your third year by passing the annual examination of the Otago University.

D. White, Esq.

I have, &c.,  
W. M. MASKELL,  
Registrar.

33. *Mr. White to the Registrar.*

SIR,—

Dunedin, 29th July, 1878.

I am in receipt of your letters of 28th June and 5th July, but still await a reply to my communication of 13th May, respecting the reading of new Regulation. Until acquainted with the decision of the Chancellor on the matter referred to, I am unable to proceed to any further examination, for, if the late examination be not allowed to count, I will be under the necessity of preparing for another examination in the same subjects.

The Registrar, University of New Zealand.

I have, &c.,  
D. WHITE.

34. *The Registrar to Mr. White.*

SIR,—

University of New Zealand, Christchurch, 13th August, 1878.

I have the honour to acknowledge the receipt of your letter of the 29th ultimo, which only reached me to-day, having been mis-sent to Hokitika.

I replied to your letter of 13th May on the 16th of the same month, and on the 28th of June informed you that you were at liberty to take up the compulsory section of the examination in December, which was tantamount to a statement that you had passed the voluntary section in January last. As, however, my letter of 16th May appears not to have reached you, I enclose to you herewith a copy of it.

D. White, Esq.

I have, &c.,  
W. M. MASKELL,  
Registrar.

## DRAFT BILL.

## New Zealand University and University Colleges.

## A BILL INTITULED

**Title.** AN ACT to repeal Acts relating to the New Zealand University, “The Otago University Ordinance, 1869,” and “The Canterbury College Ordinance, 1873,” and to reconstitute the New Zealand University, and to found University Colleges for the advancement of Learning in New Zealand.

**Preamble.** WHEREAS, under and by virtue of the provisions of two Acts, the Short Titles whereof are respectively “The New Zealand University Act, 1874,” and “The New Zealand University Act 1874 Amendment Act, 1875,” the body corporate established by “The New Zealand University Act, 1870,” was reconstituted, and declared to be a University consisting of a Chancellor, a Vice-Chancellor, Fellows, and Graduates, and as such has been incorporated and made a body politic, with perpetual succession, under the name of “The University of New Zealand,” with power to grant the several degrees of Bachelor and Master in Arts, and Bachelor and Doctor in Law, Medicine, and Music: And whereas Her Majesty the Queen did, by Letters Patent, dated the twenty-ninth day of July, in the fortieth year of Her reign, grant a Royal Charter to the New Zealand University, declaring that the degrees thereafter to be conferred by the said University should be recognized as academic distinctions and rewards of merit, and be entitled to rank, precedence, and consideration in the United Kingdom and in Her colonies and possessions throughout the world, as fully as if the said degrees had been granted by any University of the United Kingdom: And whereas the provisions of the said recited Acts have not been found sufficient or satisfactory, and it is expedient to repeal the same, and to amend the law relating to the New Zealand University, and, for the better advancement of learning among all classes of Her Majesty’s subjects in New Zealand, to make provision for reconstituting the New Zealand University, and also for establishing Colleges of the said University:

BE IT THEREFORE ENACTED by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:—

**Short Title.** 1. The Short Title of this Act is “The New Zealand University and University Colleges Act, 1879.”

**Repealing clause.** 2. “The New Zealand University Act, 1874,” “The New Zealand University Act 1874 Amendment Act, 1875,” “The New Zealand University Reserves Act, 1875;” “The Otago University Ordinance, 1869,” of the Otago Provincial Legislature; and “The Canterbury College Ordinance, 1873,” of the Canterbury Provincial Legislature, are hereby repealed.

**Affiliation to cease.** 3. Upon the coming into operation of this Act all institutions affiliated to the University of New Zealand shall cease to be so affiliated; but all undergraduates or scholars who, at the time of the

coming into operation of this Act, have the right to keep terms or hold scholarships in such institutions shall continue to have such right.

4. From and after the coming into operation of this Act the Otago University shall be styled "The Otago University College," and the Canterbury College shall be styled "The Canterbury University College;" and any other University College hereafter to be established or brought under the provisions of this Act shall be styled "University College," with the name of the provincial district in which such College shall be situate prefixed; and all such Colleges shall be Colleges of the New Zealand University.

Colleges of the University.

5. All statutes and regulations made by the New Zealand University, or by the Otago University, or by the Canterbury College, in force at the passing of this Act, except such as are repugnant to the special provisions of this Act, shall, until they be altered or repealed hereunder, remain in force as statutes and regulations respectively of the New Zealand University as constituted by this Act, and of the Otago and Canterbury University Colleges as brought within the provisions of the same; and all rights, liabilities, and contracts existing, and all actions and proceedings pending, at the time of the coming into operation of this Act, of, by, or against the New Zealand University, or the Otago University, or the Canterbury College, shall, on the coming into operation of this Act, be vested in and attach to, and be enforced, carried on, and prosecuted by or against, respectively, the University as constituted by this Act, and the Otago and Canterbury University Colleges as brought within the provisions of the same; and all persons at the time of the coming into operation of this Act, holding degrees in or being Professors or members either of the Otago University or of Canterbury College, shall thereupon be deemed to hold respectively the like degrees and professorships, and to be members with the like grade or status in the University constituted by this Act and the said University Colleges.

Saving existing rights, &c.

6. Two new Colleges shall be established and incorporated under the provisions of this Act, to be called respectively "The Auckland University College" and "The Wellington University College."

New Colleges at Auckland and Wellington.

7. The bodies corporate as constituted by the Acts and Ordinances hereby repealed under the respective names of the University of New Zealand, the Otago University, and the Canterbury College, shall, any alteration made by this Act in the constitution of the said bodies corporate notwithstanding, remain and be bodies politic and corporate by the respective names of the University of New Zealand, the Otago University College, and the Canterbury University College; and all other University Colleges now or hereafter to be established under or brought under the provisions of this Act shall be bodies politic and corporate, by the names prescribed in the *fourth* section of this Act; and the aforesaid University and University Colleges shall each, by its respective name herein prescribed, have perpetual succession and a common seal, and shall, by the same name, sue and be sued, plead and be impleaded, answer and be answered unto, in all Courts of the said colony; and shall be capable in law to take, purchase, and hold all goods, chattels, and personal property whatsoever, and shall also be able and capable in law to recover, take, purchase, and hold, for ever, not only such land, buildings, hereditaments, and possessions as may from time to time be exclusively used and occupied for its immediate requirements, but also any other lands, buildings, hereditaments, and possessions whatsoever situate in the said colony or elsewhere; and shall be capable in law to grant, demise, alienate, or otherwise dispose of all or any of the property, real or personal, belonging to it; and also to do all other matters and things incidental or appertaining to a body politic.

University to continue to be University; Otago University and Canterbury College to be continued by the names of "The Otago University College," and "The Canterbury University College;" and all to be incorporated.

Properties to be vested in the reconstituted bodies.

Any properties, real or personal, of which the bodies as constituted under the Acts or Ordinances hereby repealed are seized at the time of this Act coming into operation, shall be the properties of the University and of the Otago and Canterbury University Colleges respectively, as constituted under this Act: Provided, further, that it shall not be lawful for these bodies to alienate, mortgage, charge, or demise any lands, tenements, or hereditaments of which they shall have become seized, or to which they may become entitled by grant, purchase, or otherwise, unless under the provisions of "The Canterbury Educational Reserves Sale and Leasing Act, 1876," or with the approval of the Governor in Council for the time being, except by way of lease for any term not exceeding twenty-one years for rural land, and sixty years for building land, from the time when such lease shall be made; and on and by such lease there shall be the highest rent reserved that can be reasonably obtained for the lands, tenements, and hereditaments expressed to be thereby demised without fine.

#### NEW ZEALAND UNIVERSITY.

Of what University consists.

8. The University of New Zealand shall hereafter consist of a Chancellor, a Vice-Chancellor, Fellows, and Graduates.

The persons who immediately before the coming into operation of this Act were the members of the Senate of the University shall, on the day appointed under this Act for the first meeting of the reconstituted Senate, cease to be members of the Senate, but shall, in the meantime and afterwards, be eligible for appointment or election as members of the Senate, as the said Senate is reconstituted under this Act; and the Chancellor and Vice-Chancellor, whether so appointed or elected Fellows, or not so appointed or elected, shall hold their respective offices of Chancellor and Vice-Chancellor until their successors in those offices are appointed.

The graduates shall be the persons on whom the University has conferred or shall hereafter confer degrees.

Constitution of Senate.

9. The governing body of the University shall be styled the Senate, and shall consist of the Fellows, of whom six shall be appointed by the Governor in Council, and three shall be elected by the Council of each University College, and the said Fellows shall, at their first meeting, and whenever a vacancy shall occur in the office of Chancellor or Vice-Chancellor, either by death, resignation, or expiration of tenure or otherwise, elect out of their own number a Chancellor or Vice-Chancellor, as the case may be, to hold office for such period respectively not extending beyond the term of their fellowships as the Senate shall previously fix and determine.

Retirement.

10. Two of the Fellows appointed by the Governor in Council, and one of the Fellows elected by each University College Council, shall retire on the *thirty-first* day of December in each year, beginning with the year one thousand eight hundred and eighty, and shall be eligible for reappointment or re-election. The Senate at its first meeting shall determine by lot the order in which the Fellows first appointed or elected shall retire, and all Fellows appointed or elected after such meeting shall hold office for three years, and retire by turn according to seniority, and be eligible for reappointment or re-election: Provided that, if any Fellow retire before the expiration of the term of his fellowship, the Fellow appointed or elected to succeed him shall retire at the expiration of such term.

Vacancies.

11. Any vacancy which shall occur in the Senate by death, resignation, or otherwise shall be filled up by the Governor in Council making a fresh appointment if the vacancy occur among the Fellows appointed by him, and if the vacancy occur among the members elected by the Council of one of the University Colleges it shall be filled up by the Council of that College making a fresh election.

**12.** The first election of Fellows by the Council of each College shall take place at the first meeting of such Council, and all elections rendered necessary by the retirement of Fellows on the *thirty-first* day of December in each year shall take place on some day in the month of November immediately preceding. The first appointments of Fellows by the Governor in Council shall be made as soon as conveniently may be after the passing of this Act, and all appointments rendered necessary by the retirement of Fellows on the *thirty-first* day of December in each year shall be made in the said month of December. Fellows may be re-elected or reappointed in anticipation of their retirement.

Time of appointment and elections.

**13.** The Senate shall have the entire management of and the superintendence over the affairs, concerns, and property of the University; and in all cases unprovided for in this Act it shall be lawful for the Senate to act in such manner as shall appear best calculated to promote the purposes intended by the University.

Senate to have control of affairs of University.

The said Senate shall have power to make and alter any statutes and regulations touching the examination for degrees and the granting of the same, the keeping of terms, the mode and time of convening the meetings of the Senate, and in general all other matters whatsoever regarding the University not otherwise especially provided for by this Act.

Power to make and alter statutes, &c.

All such statutes and regulations, when approved and sanctioned by the Governor in Council, shall be reduced into writing, and, the common seal of the University having been affixed thereto, shall be binding upon all members thereof and all candidates for degrees to be conferred by the same: Provided always that it shall not be lawful for the said Senate to impose on any person any compulsory religious examination or test.

Regulations to be reduced to writing.

No religious test.

The production of a copy of any such statutes and regulations under the said seal shall be sufficient evidence of the authenticity of the same in all Courts of justice.

Proof of regulations.

**14.** All questions which shall come before the Senate shall be decided by the majority of the members present, and the Chairman at any such meeting shall have a vote, and in case of equality of votes a second or casting vote. No question shall be decided at any meeting unless seven members shall be present at the time of such decision. At every meeting of the Senate the Chancellor, or in his absence the Vice-Chancellor, shall preside as Chairman, or, in the absence of both, a Chairman shall be chosen by the members present or the major part of them.

Proceedings of Senate.

**15.** The Senate shall have full power from time to time to appoint, and as they shall see occasion to remove, all Examiners, officers, and servants of the said University: Provided that such power may be delegated to the Chancellor or Vice-Chancellor by resolution of the Senate subject to or without restriction, and such delegation may in like manner be revoked.

Senate to have power to appoint and remove Examiners, &c.

**16.** The seal of the University shall be intrusted to the Chancellor, and shall not be affixed to any document except by order of the Senate.

Chancellor to be custodian of seal.

**17.** The Senate shall meet at least once in every year in the University College Buildings in the City of Dunedin, at such time as shall be determined by the Senate at its last meeting, and any member who shall be absent from all the meetings of the Senate for a whole year shall cease to be a member of the Senate. The Governor in Council shall determine the time for the first meeting of the Senate as soon as conveniently may be after the election of Fellows by the Councils of the University Colleges.

Meetings of Senate.

First meeting.

**18.** Once at least in every year the Senate shall cause to be held an examination of candidates for degrees; and on every such examination the candidates shall be examined by Examiners appointed for

Examinations for degrees.

the purpose by the Senate; and on every such examination the candidates shall be examined in as many branches of knowledge as the Senate shall consider the most fitting subjects of such examination.

Power to confer degrees.

19. The said Senate, and no other body in the colony, shall have power, after examination, to confer the several degrees of Bachelor and Master in Arts, and Bachelor and Doctor in Law, Medicine, and Music; and such reasonable fees shall be charged for the degrees so conferred as the Senate shall from time to time direct; and the Senate shall have power to confer each of the said degrees as an *ad eundem* degree.

*Ad eundem* degrees.

Power to grant certificates of proficiency.

20. The Senate shall have power, after examination, to grant certificates of proficiency in such branches of knowledge as the Senate shall from time to time by statute or regulation made in that behalf determine. And, in addition to the examination of candidates for degrees, the Senate may cause from time to time to be held examinations of persons who shall have prosecuted the study of such branches of knowledge, and who shall be candidates for such certificates of proficiency as aforesaid; and on every such examination the candidates shall be examined by Examiners appointed by the said Senate; and every such candidate as shall be declared by the Examiners to be entitled to receive such certificate shall receive from the Chancellor, or in his absence the Vice-Chancellor, a certificate under the seal of the University; and such reasonable fees shall be charged for such certificates as the Senate may from time to time direct.

Examination Committee.

21. In every year the reports of all Examiners of candidates for degrees, scholarships, matriculation, and certificates of proficiency shall, as soon as may be after each examination, be considered by an Examination Committee consisting of the Chancellor as Chairman and of as many of the Examiners for the year as there shall be University Colleges, one such Examiner being elected by the Professorial Board of each College, and according to the finding of such Committee the names of successful candidates shall be announced by the Chancellor.

Fees to be carried to General Fee Fund.

22. All University fees shall be carried to one General Fee Fund for the payment of the expenses of the said University, and shall be accounted for as part of the revenue of the said University.

Visitor.

23. The Minister of Education for the time being shall be the Visitor of the said University and of all its University Colleges, and shall have full power and authority to do all those things which pertain to Visitors as often as to him shall seem meet.

College Professors to be University Professors.

24. The persons who are Professors at the time of this Act coming into operation in the Otago University and in the Canterbury College, and all persons hereafter to be appointed Professors in the University Colleges coming within the provisions of this Act, shall be Professors of the New Zealand University, and shall be eligible for appointment as Examiners of the University, but not necessarily to the exclusion of Lecturers in the Colleges, or other persons for the time being residing within the colony.

#### APPLICATION OF ENDOWMENTS.

Lands described in Schedules, how to be dealt with.

25. Whereas it is expedient to determine the application of the lands referred to in section seven of "The University Endowment Act, 1868:" Be it therefore enacted that the land described in Schedule A to this Act shall remain vested in the Council of the University of Otago, hereinafter to be called the Otago University College; and that the land described in Schedule B to this Act shall, on the coming into operation of this Act, vest in the Council of the Canterbury University College; and that the land described in Schedule C hereto shall, until the Council of the Auckland University College is established, be managed and administered under "The University Endowments Act, 1868," as endowments for the Auckland University College.

and thereafter shall vest in the said Council; and that the blocks of land described in Schedule D hereto shall be managed and administered under the said last-mentioned Act for the promotion of higher education in the provincial districts in which they are respectively situate; and that the block of land in the Provincial District of Wellington, referred to in Schedule E hereto, shall be defined by Proclamation by the Governor as soon as conveniently may be after the passing of this Act, and shall thereupon be deemed to have been reserved under "The University Endowment Act, 1868," and shall, until the Council of the Wellington University College is established, be managed and administered under the said last-mentioned Act, as an endowment for the Wellington University College, and thereafter shall vest in the said Council.

#### APPROPRIATION CLAUSES.

**26.** The Colonial Treasurer shall every year pay out of the consolidated revenue the under-mentioned sums:—

Colonial Treasurer  
to pay £3,000 per  
annum for maintain-  
ing University, &c.

(1.) Three thousand pounds as a fund for maintaining the said University, and towards defraying the several stipends which may be appointed to be paid to the several Examiners, officers, and servants to be appointed by such University, and towards paying the expenses of such scholarships, prizes, and exhibitions as shall be awarded for the encouragement of matriculated members of such University, and towards discharging all necessary charges connected with the management of the University:

(2.) Four thousand pounds for maintaining the Auckland University College, and four thousand pounds for maintaining the Wellington University College, and towards defraying the several stipends which may be appointed to be paid to the several Professors, Examiners, and servants to be appointed by such College respectively, and towards paying the expenses of such scholarships, prizes, and exhibitions as shall be awarded for the encouragement of matriculated students of such Colleges, and towards discharging all necessary charges connected with the management of the respective Colleges: Provided always that these grants shall in each case be reduced in proportion to the income derived by these Colleges from the University endowments of Crown lands within the respective provincial districts, and shall cease altogether when such income in each district shall reach four thousand pounds a year.

**27.** The Colonial Treasurer shall pay out of the consolidated revenue the sum of twenty-five thousand pounds for the erection by the Government of two University Colleges—one in the City of Auckland or its suburbs at a cost not exceeding twelve thousand five hundred pounds, and another in Wellington or its suburbs at a cost not exceeding twelve thousand five hundred pounds; such sums to be expended by the Government after consultation as regards the plans and specifications of the buildings of each College with a Commission to be composed of two members of the Senate and two members of the Council of the College concerned; the two members of the Senate to be appointed by the Governor in Council, and the two members of the Council to be elected by the Council.

Erection of buildings  
for "The Auckland  
University College,"  
and "The Well-  
ington University  
College."

#### UNIVERSITY COLLEGES.

**28.** Every University College coming under the provisions of this Act shall consist of the members of the Council of the College, the members of its Professorial Board, the graduates of the University on the books of the College, and the matriculated students.

Of what University  
Colleges consist.

University College  
Councils constituted.

**29.** There shall be one governing body of each University College, to be styled the Council of such University College, and such Council shall consist of twelve members, to be appointed as follows :—

Four members to be nominated by the Governor in Council ;  
Four members to be elected by the Professorial Board of each College ; and

Four members to be elected by the graduates of the New Zealand University on the books of the College as soon as there are twenty such graduates by examination. But until such number is reached this last-mentioned group of four members shall be nominated by the Governor in Council, and when there are thirty such graduates, then *ad eundem* graduates on the books of the College shall participate in the election.

Admission of an *ad eundem* graduate to membership of a College.

**30.** Any graduate of the University, whether admitted by examination or *ad eundem gradum*, may, on payment of such reasonable fee or fees as shall be fixed by the Council of the College, put and keep his name on the books of such College, provided that he satisfy the said Council that his place of residence is such as not to render it more fitting that he should put his name on the books of some other College ; and provided also that no graduate shall put or keep his name on the books of more than one University College at the same time.

Tenure of office and retirements.

**31.** The ordinary term of office of members of the College Councils shall be four years, but one of each group of four members shall retire on the *thirty-first* day of *December* in each year, beginning with the year one thousand eight hundred and eighty, and, *mutatis mutandis*, the order of retirement of members of College Councils shall be determined in the same way as the order of retirement of members of the Senate, and retiring members shall be eligible for reappointment or re-election.

Vacancies.

**32.** All vacancies occurring in the Councils of the University Colleges shall be filled up by appointment of the Governor in Council, or by election by the Professorial Board or graduates, according to the group in which the vacancy has occurred ; each new member to hold office for the remainder of the term for which his predecessor was nominated or elected.

Conduct of election by electoral bodies Colleges.

**33.** The Council of each College shall conduct the election of the Fellows whom it shall return to the Senate of the University, and the Chairman of the Council shall, without delay, report every such election to the Governor ; and the said Council shall also conduct the election by graduates of persons to be members of the said Council, and shall receive votes from absent graduates by means of voting papers ; and the Professorial Board of each College shall conduct the elections of the persons whom it shall elect to be members of the College Council.

Otago University Council and Canterbury College Board of Governors to be succeeded by new Councils.

**34.** The existing Council of the University of Otago and the Board of Governors of the Canterbury College shall, anything in any law to the contrary notwithstanding, continue to hold office until the respective Councils of the Otago and Canterbury University Colleges proposed to be established under this Act shall respectively hold their first meetings, and then the aforesaid Council of the University of Otago and the Board of Governors of the Canterbury College shall cease to exist. All institutions managed by the said Council of the University of Otago, or by the said Board of Governors of the Canterbury College, shall still be managed by them respectively, and when they shall cease to exist, then by their successors, who shall have power to establish, under regulations of their own, in the case of each such institution, a Board of advice, consisting partly of members of the Council, and partly of other experienced persons to be appointed by the Council.

**35.** The Council of every University College shall meet at least once in every month at such time and place as shall be determined by the Council; the Governor in Council to determine the time and place for the first meeting. Special meetings may be called at any time by the Chairman or by any two members of the Council, one day's notice of the intention to hold such special meeting being sent to every member of the Council; and any member who shall fail to attend for a period of three consecutive months shall cease to be a member of such Council, and his seat shall be filled up as is provided for filling up vacancies.

Meetings of Council.

First meeting.

Special meetings.

Forfeiture of seat.

**36.** Every Council of a University College shall elect out of its own body a Chairman and Vice-Chairman, each of whom shall hold office for such period not exceeding the term of his membership of the Council as the Council shall have previously determined.

Election of Chairman and Vice-Chairman of College Council.

**37.** The Councils of the University Colleges proposed to be founded at Auckland and Wellington shall, until their Professorial Boards shall be constituted, be limited to eight members, to be nominated by the Governor in Council, such members to be appointed simultaneously with members of the Councils of the Otago and Canterbury University Colleges.

Councils of Auckland and Wellington University Colleges.

**38.** The quorum of all University College Councils shall be six; but so long as the Councils of the Auckland and Wellington University Colleges shall consist of only eight members each their quorum shall be four.

Quorum fixed.

**39.** All questions which shall come before any University College Council shall be decided by the majority of members present, and at any such meeting the Chairman of the Council, or in his absence the Vice-Chairman, shall preside, and shall have a vote, and in case of an equality of votes a second or casting vote; and in the absence of both Chairman and Vice-Chairman a Chairman shall be chosen by the members present, but shall not have a second or casting vote.

Proceedings of Councils.

**40.** The Council shall have full power to appoint all Professors, and also to appoint, and as they shall see occasion to remove, all Examiners, officers, and servants of the University Colleges; but no new Chair shall be established without the consent of the Senate of the University: Provided that, in case of disagreement between the Senate and the Council, the Visitor shall be appealed to, and his decision shall be final.

Council to appoint Professors.

**41.** Every Professor who is or shall become a Professor of the University under this Act shall hold his office in the University and in his College *quamdiu se bene gesserit*: Provided that the Council of the College to which he is attached may make arrangements for his retiring upon an allowance in case of advanced age, infirmity, or other incapacity.

Tenure of office of Professors.

**42.** The seal of each University College shall be intrusted to its Chairman, and shall not be affixed to any document except by order of the Council.

Custody of seal.

**43.** The election of members of the University College Councils by the Professorial Boards, and by graduates when entitled to elect, shall take place in the month of November in every year, and the appointment of members by the Governor in Council shall be made in the month of December in every year, and the members retiring by lot or rotation shall retire on the *thirty-first* day of December, and those persons appointed or elected to be their successors shall take office on the *first* day of January then next ensuing: Provided that the first election by the Professorial Board may take place at any time within one month of the date of its being first constituted, but that members elected at such extraordinary election shall take office at once, and for all purposes of rotation and seniority shall be deemed

Time of appointment and election of members of College Councils.

to have taken office upon the first day of that month of January which shall be nearest to the date of their election, whether before or after it.

Professorial Board.

44. In each University College there shall be a Professorial Board, consisting of all the Professors of that College and of such Lecturers, not exceeding one-third of the number of Professors, as the Council of the College shall appoint to be members of such Board, and the Governor in Council shall convene the first meeting of each of the Professorial Boards of the Otago and Canterbury University Colleges within one month after the passing of this Act, and shall also convene the first meeting of the respective Professorial Boards of the Auckland and Wellington University Colleges within one month of the time at which there shall first be, in the case of each College, four Professors of the College prepared to enter upon the duties assigned to their Chairs; and each Professorial Board shall have power to make regulations as to the time and place of all its meetings after the first.

Powers of Professorial Board.

45. In addition to the special powers conferred by this Act on Professorial Boards the following general powers shall attach to every Professorial Board:—

- (1.) To deal with questions relating to the discipline of the students, subject to a right of appeal to the College Council:
- (2.) Subject to the approval of the Council, to fix the course of study and the days and hours of lectures and examinations, and to make all necessary regulations with regard to the attendance of the students;
- (3.) Subject to the approval of the Council, to prescribe the subjects of examination for prizes, scholarships, and other College distinctions or awards:
- (4.) Subject to the approval of the Council, to make regulations for the management of the College library.
- (5.) To give, through the College Registrar, such instructions as may be necessary to the porter or other College servants.
- (6.) To furnish to the Council such information as the Council may require or the Board may deem necessary; and also to offer such suggestions for the consideration of the Council as the Board may think advisable.

Each Professorial Board to elect one of themselves as Chairman of the Board, to hold office for one year, and to have an original as well as a casting vote, and to take minutes of the proceedings of the Board.

Fees may be taken.

46. It shall be lawful for the Professors and Lecturers in each of the said University Colleges, in addition to their stipends, to receive from the students in the said Colleges such reasonable fees for attendance on their lectures as shall from time to time be prescribed by the Council of the College; and it shall be the duty of the Registrar of such College to collect the fees and pay them over to the Professors and Lecturers entitled to to the same.

Colleges and University to report annually.

47. All the University Colleges coming within the provisions of this Act shall every year, before the *thirty-first* day of March, report their proceedings of the previous year ending the *thirty-first* day of December to the Chancellor of the University, who shall, before the *thirtieth* day of June, submit these reports, together with such remarks as he may wish to make thereon, to the Minister of Education, and shall at the same time furnish a report upon the condition and progress of the University during the same period; and a copy of all such reports shall be laid before both Houses of Parliament within one month after the same shall be received if Parliament be then sitting, or, if not then sitting, within one month after the next meeting of Parliament.

## SCHEDULES.

Schedules.

## SCHEDULE A.

## PROVINCIAL DISTRICT OF OTAGO.

ALL that parcel of land containing ten thousand (10,000) acres, more or less, bounded towards the North and North-west by the Hedgehope Stream; towards the West by the western boundaries of Sections numbered 31 and 33, Block I., Forest Hill District, 1431 links, and 2896 links respectively; towards the South by the Titipua Stream; and on the East by a straight line parallel to the production of the line dividing the Mabel District from the Lothian District through Pebbly Hill, and distant from that line 4000 links to the eastward thereof. Except so much of the parcel of land herein described as is occupied by public roads, and except the reserve lying between the Sections numbered 30 and 31 of Block I., in the said Forest Hill District, and adjoining the Hedgehope Stream.

## SCHEDULE B.

## PROVINCIAL DISTRICT OF CANTERBURY.

ALL that parcel of land containing by admeasurement one thousand five hundred (1,500) acres, more or less, situated in the Ashburton District, bounded on the South-west by the road forming the north-east boundary of Section 23991; on the Eastward by the road leading northerly from Section 2582; on the North-east by a line parallel to and eighty-eight chains distant from the south-west boundary; and on the North-west by a line at right angles to the aforesaid road, to include the above quantity.

## SCHEDULE C.

## PROVINCIAL DISTRICT OF AUCKLAND.

ALL that parcel of land containing ten thousand (10,000) acres, more or less, being Allotment number four hundred and sixty-three (463) in the Parish of Taupiri, and bounded towards the North by Allotments Nos. 396, 395, 394, 393, 392, 391, 390, by a road, and by a line to the north-western angle of Allotment No. 182; towards the East, North-east, and South-east by Allotments Nos. 182, 183, and 184, by a road, by Allotments Nos. 196, 196A, by a road, by Allotments Nos. 191, 189, and 188, by a road, by Allotment No. 464, by the Mangawarra River, by Allotments Nos. 451, 450, by a line to the continuation of the road forming the eastern boundary of Allotment No. 455, by the said road, and Allotment No. 455 aforesaid; towards the South by a line from the south-western angle of the said Allotment No. 455 to the road forming the north-western boundary of Allotment No. 445, by that road, and by Allotments Nos. 66, 64, and 63; and towards the West by Allotments Nos. 62, 61, 60, 59, 58, 57, by the abutment of a road, by Allotments Nos. 56, 55, 54, and 53, by a road by the eastern shore of Lake Hakanoa, by a line to the south-eastern angle of Allotment No. 4, by the said Allotment No. 4 and Allotment No. 5, by the southern and eastern shores of Lake Kimihia, and by a line to the south-western angle of Allotment No. 396, the commencing point.

Subject nevertheless to such roads as may be at any time required for the use of the public. As the same is more particularly delineated upon the plan numbered one, authenticated by the signature of the Secretary for Crown Lands, and deposited in the Secretary for Crown Lands' Office.

All that parcel of land containing ten thousand (10,000) acres, more or less, being Allotment number one hundred and seventy-four (174) in the Parish of Karamu, and bounded towards the North-east by Allotment No. 54, the abutment of a road, and by Allotment No. 55; towards the North-west by Allotment No. 55 aforesaid, and Allotments Nos. 56 and 57; towards the North and again towards the North-east by Allotments Nos. 59, 60, 61, 62, 63, 64, 65, 66, and 67; again towards the North-west and North by a road; towards the East by a line about 2730 links, by Allotment No. 196 (170N), about 4250 and 6505 links, and by a line in continuation of the south-western boundary thereof to the north-western boundary of Allotment No. 197 (172N); towards the South-east and South by the said Allotment No. 197 (172N), by Allotment No. 89 and the abutment of a road, by Allotments Nos. 86, 84, and the abutment of a road, and by Allotment No. 75; again towards the East by Allotment No. 75 aforesaid; again towards the North-east and North by a road, and by Allotment No. 126; again towards the South-east by the Kaiwhaiwhai River to the western angle of Allotment No. 273; thence towards the South and South-west by a road; towards the West, South-west, and again towards the West by lines and the Mangaoraka River; and again towards the North-west by a line to the western angle of Allotment No. 54, the commencing point.

Excepting from the above-described land the allotment containing 10 acres awarded to Hamiora Ngarope.

Subject nevertheless to such roads as may be at any time required for the use of the public. As the same is more particularly delineated upon the plan numbered two, authenticated by the signature of the Secretary for Crown Lands, and deposited in the Secretary for Crown Lands' Office.

All that parcel of land containing ten thousand (10,000) acres more or less, being Allotment number two hundred and forty-five (245) in the Parish of Waimana, and bounded towards the North, North-west, and South-west by the Town of Whakatane; again towards the North-west by high-water mark on the sea shore; towards the North-east by high-water mark on the sea shore; and by Allotment No. 246, 958 links, 3018 links, 2464 links, 9701 links, and 10421 links; towards the East by Allotment No. 247, 3190 links; again towards the North by the said Allotment No. 247, and Allotment No. 248, 1560 links and 1740 links respectively; again towards the East and North by high-water mark on the shore of Obiwa Harbour, and by Allotment No. 130, 1380 links and 1770 links; again towards the East by a road; towards the South by a line from a point on the said road to the north-eastern angle of Allotment No. 68, and by the said Allotment No. 68; and towards the West by a road.

Subject nevertheless to such roads as may be at any time required for the use of the public. As the same is more particularly delineated upon the plan numbered three, authenticated by the signature of the Secretary for Crown Lands, and deposited in the Secretary for Crown Lands' Office.

All that piece or parcel of land containing by admeasurement three hundred and fifty-four (354) acres, more or less, being Allotment number seven (7) and northern portion of Allotment number five (5), in the Parish of Ararimu, in the County of Eden, bounded on the North-east by a road 3189 links, 2283 links, and 2950 links; on the South by other portion of Allotment No. 5, 3500 links, and 1625 links, and by Allotment No. 6, 900 links, and 5550 links; on the South-west by a road 200 links, 339 links, 230 links, 518 links, 335 links, 419 links, 971 links, 299 links, 179 links, 262 links, and 266 links; and on the North-west by Allotment No. 8, 7875 links.

#### SCHEDULE D.

##### PROVINCIAL DISTRICT OF WESTLAND.

ALL that parcel of land containing five (5) acres, more or less, situate in the Township of Hokitika South, Reserve No. 272 (in red), commencing at a point on South Road seven chains south of the intersection of Pine Creek with the said road; thence south-easterly at a right angle a distance of ten chains to Reserve No. 25 (in red); thence south-westerly, along the boundary of the said Reserve, a distance of five chains; thence north-westerly, at a right angle, a distance of ten chains to the South Road; and north-easterly along the said road to the commencing point.

All that parcel of land containing five (5) acres, more or less, situate in the Township of Hokitika South, Reserve No. 272 (in red), commencing at a point on the south-eastern boundary of Reserve No. 25 (in red), the same being three chains distant from the north-eastern angle of Reserve No. 26 (in red); thence at a right angle to Reserve No. 25 (in red), a distance of ten chains; thence at a right angle a distance of five chains; thence at a right angle a distance of ten chains to Reserve No. 25 (in red), and along the boundary of the said Reserve a distance of five chains to the commencing point.

All that parcel of land containing five (5) acres, more or less, situate in the Town of Greymouth, bounded on the northward by University Street; on the eastward by Reserve No. 24 (in red); on the southward by High Street and Collingwood Street; and on the westward by the Waterwalk.

All that parcel of land containing five (5) acres, more or less, situate in the Town of Greymouth, bounded on the northward by Nelson Street; on the eastward by Caledonian Square; on the southward by Chesterfield Street; and on the westward by Shakespeare Street.

All that parcel of land containing five (5) acres, more or less, situate in the Town of Okarito, bounded on the northward by Prince Street; on the eastward by the town boundary; on the southward by Albert Street; and on the westward by Alexandra Street.

All that parcel of land containing five (5) acres, more or less, situate in the Town of Okarito, bounded on the northward by Prince Street; on the eastward by Alexandra Street; on the southward by Albert Street for a distance of five chains; and on the westward by a line at right angles to the last-mentioned boundary of Prince Street.

##### PROVINCIAL DISTRICT OF TARANAKI.

All that parcel of land containing by admeasurement ten thousand (10,000) acres, more or less, situate in the Carlyle and Opaku Survey District, bounded towards the North by the Nukuhau Stream and a road line, 22050 links; towards the East by a road line, 75150 links; towards the South by Section No. 444, Okotuku Block, and waste land, 31080 links; and towards the West by waste land, 32600 links, and the Whenuakura River: be all the aforesaid linkages more or less.

#### SCHEDULE E.

FOUR thousand acres in the Provincial District of Wellington, at Waitotara, referred to in Schedule B to "The New Zealand University Reserves Act, 1875."