

273. In what way is the teaching carried on?—The first year: Three lectures per week (two hours general chemistry and one hour physiological chemistry), and three hours practical work. The second year: Two hours general chemistry, one hour physiological chemistry, three hours chemical-laboratory practice, and one hour per week microscopic work.

274. What is the total time devoted to chemistry?—First year: six hours per week. Second year: seven hours per week.

275. The course extends over two years. Do you consider this time sufficient to impart the necessary teaching in your department?—Two years is not sufficient; three would be much better. I consider if students could stay three years it would be better for both students and teachers. In a two years' course more work has to be got through in the time, and the teaching is not so sound.

276. Do you find that the students have any previous knowledge of chemistry?—In a few cases, but very few.

277. Do you consider the admission of students without having to undergo any examination a good system?—No; it would be better if some kind of examination, say, like the Sixth Standard, or some entrance examination, were required. Admitting students without any examination is bad for both students and teachers.

278. What work other than the instruction of students are you engaged in?—Research-work and analytical work. During the year just ended I have made fifty-seven analyses for the public—manures, soils, &c. Research-work is governed by the amount of time at disposal. Analyses of rain-water have been carried out continuously each month for over five years. I have also analysed root-crops—turnips, &c.; milk, cheese, and other dairy products. The ensilage made on the farm has been analysed, together with the original fodder, and the same substance made into hay, so as to find their comparative values. Various substances, such as "scrub-exterminator," "smut-eradicator," &c., have also been examined from time to time.

279. Have you an assistant?—I have now a boy at 10s. a week—a laboratory boy, not a skilled assistant.

280. Have you been able to do justice to your department without an assistant?—I could have done much more had I had an assistant.

281. Have you ever applied for an assistant?—Yes; a little over two years ago I asked for an assistant, or, if funds would not admit of an assistant, a laboratory boy. The result was, a laboratory boy was engaged.

282. On what grounds were you refused an assistant?—I had no official reply, but I understood it was for want of funds.

283. Have you been engaged in any other kind of work?—At one time I had charge of the meteorological observations.

284. Have you any suggestions to make regarding the experimental scientific work in connection with your own department?—I think much more could be done with assistance, or if funds were set aside each year for the purpose.

285. Has anything been attempted in the way of analysing grasses and forage-plants indigenous to New Zealand?—Yes, I have made an attempt, but have no results as yet. Last year I collected twenty samples, with a view of analysing them; but want of time has prevented anything more being done.

286. *Mr. Murphy.*] You say you think two years not sufficient to impart the necessary teaching in your department: do you consider a knowledge of chemistry necessary?—Yes; far better progress would be made if a three years' course could be resumed.

287. Do you think that the results of your analyses for the public are made sufficiently well known?—I think if greater publicity were given to the advantages offered I should get more than I could do. From Waikato district we had a great number of manures down for examination, and the results showed that several useless manures were being sold.

288. Do Canterbury farmers take advantage of the institution?—Not so much as others, particularly those in the North Island.

289. Assuming that boys from the national schools were admitted, would it be possible to give them a practical knowledge of chemistry, sufficient to enable them to make analyses, in a two years' course?—Yes, but not a very complete knowledge. Such boys could well afford to stay three years: it would be better for them in every respect.

290. Do students obey instructions and conform to the rules?—Yes; I find no difficulty whatever with them.

291. If you had an experienced assistant would the work of the laboratory be made more efficient and useful to the College?—Yes; more could be done than at present.

292. Can outside students take advantage of your department?—There is no difference made; the same time is given to them as to others, except, I believe, that they do no farm work.

293. What time do you hold your classes?—Chemistry, from 10 a.m. to 11 a.m.; work in laboratory, from 1.30 p.m. to 3 or 4 p.m. In the first year it would be necessary for out-students to be at the school two days a week from 8.30 a.m. to 5 p.m.; in the second year, three days a week, same hours.

294. Do you know of any reason why youths in the locality do not take advantage of the institution?—I do not.

295. Do you know of any reason for the decrease in the number of resident students?—Raising the fees might be the cause.

296. Can outside students attend for one year only?—Yes, or for six months.

297. If occasional lectures were given within a radius of, say, ten miles, would it tend to popularise the institution?—I think it might assist.

298. Do you think, if the institution were made more generally known or advertised, the attendance would be affected?—I think the place must be pretty well known.