

*College.*—During the year the Board decided, in pursuance of the provision of the Canterbury College Empowering Act, 1908, to appoint a Rector of the College. Dr. Charles Chilton, Professor of Biology, was offered and accepted the position. A Chair of Geology was also established; Mr. Speight, M.A., M.Sc., &c., who has been Lecturer in Geology since 1903, was offered and accepted the professorship. Excluding the School of Engineering, there were at the end of 1921 twelve professors, five lecturers, and sixteen assistant lecturers or demonstrators on the College staff. The number of students decreased during the year from 761 to 594. The number of matriculated students fell from 490 to 427. The number of matriculated men students fell from 329 to 328, and the number of women students from 161 to 99.

Both the men's and women's hostels have been full, and several applicants had to be refused admission. Our College should endeavour to educate the adult population by means of courses in any subject for which there are sufficient students offering. This, however, can only be done by liberal benefaction to the College funds. The teaching of agricultural science in New Zealand ought to have its headquarters at Christchurch, which is the admitted agricultural centre of New Zealand. Next year the College will complete its jubilee, and means are being taken to properly commemorate this historic event. A Lecturer on Forestry has been appointed.

New Zealand is only just beginning to develop its higher education. Up to the present time the functions of the University College have been mainly an advanced type of school for training young men and women. This view of a University is, however, likely to be completely changed in the course of the next few years. College training should be merely an incident in the modern University. A University should seek after knowledge and truth in any form. People, whether adults or youths, seeking after knowledge should be able to satisfy their desire for learning at the modern University, which, like that of the Middle Ages, should be a place for learning as well as a place of education. If this view is accepted it means that the University must be continually expanding and progressing. This means that the University must bear continually increasing financial burdens. The education vote has increased enormously in the last few years in New Zealand, and many people are suggesting that there must be a reduction in expenditure on education. Yet the increase on the education vote in New Zealand is not so great proportionately as that of England. Other countries are spending vast sums on education, and if New Zealand is to compete with them it must see that its system of higher education and learning is at least as good as that of its competitors.

*Workers' Educational Association.*—This association has expanded during the year. The classes and circles have risen from twelve to twenty-two. New subjects have been taken, such as biology, music, and industrial psychology, and a full-time tutor was appointed on the West Coast. A summer school was held at Little River at Christmas-time, and 100 students attended—some coming from Whangarei and Invercargill. The difficulty this work has to contend with is the lack of suitable instructors, and the only permanent solution is the appointment of full-time tutors. During the year the Senate appointed a committee to inquire into and report on the work of the Workers' Educational Association throughout the country. The report demonstrated the good work of the movement, and showed to the public the numerous activities which are being undertaken to bring higher education within reach of the masses. The Workers' Educational Association movement has created a great interest in education and in social problems affecting the welfare of the people.

*School of Engineering.*—Additional buildings are in course of erection for the School of Engineering, but, owing to the great increase in the cost of building, the erection of the new Boys' High School at Riccarton has been postponed, and as a result the Engineering School will not at present be able to take over the existing High School buildings. During the year 297 students attended lectures in engineering, and of this number 124 were matriculated, being an increase of thirteen on the previous year. Professor Scott, Director of the School, intimated at the end of the year his intention of retiring from the service of the Board. He has been granted a year's leave of absence, and Mr. Powell is carrying out the duties of Director of the School during the period of Professor Scott's leave. The Board has decided to establish a Faculty of Engineering. Under the direction of Professor Scott the School of Engineering has grown to be one of the recognized training-schools in the British Empire, and his name will always be associated with the school as its real founder.

*University Examination Results, 1921.*—Faculty of Arts: Degree of Litt.D., 1; degree of M.A., with honours—languages and literature 3, economics 1, philosophy 1, botany 1, history 4; degree of M.A.—languages and literature 1, history 2, economics 1, botany 1; degree of B.A., 26; B.A. (section), 67. Faculty of Science: Degree of D.Sc., 1; degree of M.Sc., with honours—physics 1, botany 1; degree of B.Sc., 4; B.Sc. (section), 7; degree of LL.B., 6; LL.B. (section), 13; degree of B.Com., 1; B.Com. (section), 8; degree of B.Ag., 1; B.Ag. (section), 6. Diploma in Journalism (section), 5. Diploma in Education, 1. Faculty of Engineering: Entrance, 15; First Professional, 19; Second Professional, 10; Third Professional, 6.