

mittee they found no room for the evidence of the chief witness, the Rev. J. Glyn Williams, nor for the report of the lectures taken in shorthand. They gave at great length the so-called testimony of the students. They chose what students should be called. I had no opportunity of questioning them or any other persons called.

Also the Committee in its report referred to an interview had with Prof. Matthews by the Hon. John Dryden, Dr. Hughson and myself in the previous year, in which the printed report says:—

“They presented a report to the Senate at a subsequent meeting, to the effect that they found Professor Matthews sound on all the fundamentals of Baptist faith and practise.”

This statement is without foundation. That interview dealt solely with the Professor's attitude towards the Old Testament Scripture, and not a single question was asked him as to his view of Baptist faith and practise.

The report makes pointed reference to annotations or exclamations in brackets in the course of the report of the lectures made by Mr. Williams. These were all made by Mr. Williams in his notes as he took down the lectures, and were not made, as wrongly stated by the Committee, for my information or benefit.

A report that Mr. Williams had withdrawn his charges against the teaching of Professor Matthews having been circulated, caused him much anxiety in his later days. Mr. Williams never altered his views, though before the Committee he accepted Professor Matthews' statement then made that he believed in the supernatural. In a letter received from Mr. Williams on May 24th, 1909, just previous to his death, he expressed the hope that “Professor Matthews might return to the old paths in which so many had walked in joy and safety . . . and in any case I wish him well.”

On page 10 of the report it is said:—

“While the first eight lectures are largely confined to the discussion of problems, from the ninth on the lectures are largely constructive in character.”

It is a sufficient answer to these statements to say that the most destructive teaching in the course is found in the *fifteenth*, *eighteenth* and *nineteenth* lectures, which will be seen by reference to the extracts contained in this letter.