

3. With a prospect of entrance into a University for their best boys, our teachers would be induced to exert themselves for the sake of a reputation; and thus a spirit of wholesome emulation would be created, which would raise the standard of education throughout the Colony.
4. The education of our future leaders and legislators at a common institute of learning would foster a feeling of nationality, which would beneficially affect their efforts for the advancement of the Colony, materially and otherwise.
5. Literature and Science in the Colony would be fostered by the residence of learned men devoted to the higher education and knowledge as the business of their lives.

I would strongly recommend that the institute should be started with the following Professorships:—

1. Latin, Greek, and English Language and Literature.
2. Mathematics and Natural Philosophy.
3. Logic, Mental Philosophy, and Political Economy.

I would add as required—

4. Natural Science.
5. Jurisprudence.

I am satisfied that the chairs Nos. I., II., and III., filled by able and devoted men, would be of great and immediate advantage to our Colonial youth and the higher education.

For a time, arrangements might be made for a short course of lectures on Natural Science, Chemistry, and Jurisprudence. I believe that this idea was for a time acted on in the

Melbourne University, and that one of our learned Judges (Judge Chapman) lectured on some branch of Law, under the direction and sanction of its senatus.

*.*I would attach the same value to the English History, Geographical and Arithmetical Papers, and add one-fifth more to the Latin, Greek, and Mathematical Papers.

In the case of students attending the Scottish, Irish, Australian, American, and German Universities, I would require their Professors—and in the case of students attending the English Universities, their Tutors—to make a yearly report to the Colonial Secretary of their diligence and progress in their studies. As regards their morals, I would leave them to the care of their friends and Divine Providence.

D. M. STUART.

CANTERBURY.

Very Rev. Dean JACOBS, M.A.—1.] I strongly recommend the adoption of this course, as far as this question has reference to the Universities of Great Britain and Ireland. I believe that such a measure would prove in the highest degree beneficial to the country, for the following principal reasons:—

Because it would promote a wholesome rivalry between the different Provinces, and different schools in the same Province, and proportionately stimulate the energies both of masters and pupils.

During the eleven years that I was Head Master of Christ's College Grammar School, the chief drawback I experienced in carrying on boys to a high standard of classical attainment was the want of any object of ambition when they had reached the highest form in the school. Just at the time when the stimulus of competition was most needed there ceased to be any: for the numbers who reach the highest form in a New Zealand Public School will for many years be few, and they very soon ascertain each other's measure.

It would place the highest attainable education in the world within the reach of boys of great natural ability, but in poor circumstances; and the benefit of such educated talent would in all probability be secured to the community at large, since in most cases the ties which would bind a successful candidate to the Colony would be sufficiently strong to secure his return and permanent residence in this country. It would tend to create and sustain a great interest in education throughout the Colony.

I am not of opinion that much advantage would be gained by founding scholarships to be held by students at any University in the Australian Colonies. In the course of a few years it may be hoped that as good an education may be obtained in New Zealand itself as in any part of Australia.

2.] I should not recommend the encouragement, by way of exhibitions, of any special studies which would tend to distract the attention of pupils from the regular course of instruction adopted in any school. The multiplication of subjects of instruction is very much to be deprecated. Depth and exactness in a few subjects is of infinitely greater value than a superficial acquaintance with many, and anything which would tend to distract the pupils from attention to the regular course pursued in any school would be positively mischievous.

On the other hand, exhibitions which would enable the holders of them to remain at school longer than they otherwise would, and carry them on to an age and proficiency which would qualify them to become candidates for the New Zealand University Scholarships, would be of