

REPORT

OF THE

SELECT COMMITTEE.

ON THE

ESTABLISHMENT OF UNIVERSITY SCHOLARSHIPS;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE, AND THE EVIDENCE.

BROUGHT UP ON THE 3RD DAY OF SEPTEMBER, 1867.

WELLINGTON.

—
1867.

ORDERS OF REFERENCE.

Extracts from the Journals of the House of Representatives.

WEDNESDAY, 24TH JULY, 1867.—*Ordered*, “That the Petition of the Rev. F. C. Simmons be referred to a Select Committee, to consist of Mr. Carleton, Hon. Mr. Fitzherbert, Mr. Haughton, Mr. Jollie, and Mr. Ormond. Report to be brought up on the 5th August. Three to be a Quorum.”

THURSDAY, 1ST AUGUST, 1867.—*Ordered*, “That the Select Committee on the Petition of the Rev. F. C. Simmons have power to send for persons and papers, and to confer with any similar Committee appointed by the Legislative Council, and that there be added to such Committee Mr. Dillon Bell, Sir David Monro, Dr. Featherston, and Mr. G. Macfarlan.

REPORT

OF THE SELECT COMMITTEE ON THE ESTABLISHMENT OF UNIVERSITY SCHOLARSHIPS.

THE Select Committee appointed to consider and report upon the Petition of the Reverend F. C. Simmons, for the establishment of University Scholarships, or, to speak more correctly, of Colonial Exhibitions to British or other Universities as a means of encouraging within the Colony the highest possible standard of education and general intellectual culture, beg to report that having first of all secured the attendance in Wellington, of Mr. Simmons, and received the very full and valuable statement of his views on the subject which many Members of the House of Representatives as well as of the Legislative Council have already seen in a printed form, they proceeded to draw up a series of Questions intended to elicit information upon what appeared to be either essential or subordinate points of the inquiry which had been committed to them. These were immediately printed and addressed to about sixty gentlemen residing in different parts of New Zealand, who, either by education and known attainments or by their social, political, or professional status in the Colony, appeared entitled to be consulted in such a matter, and best qualified to give the Committee such information and also such an expression of intelligent opinion as it was desirable to obtain before any positive action was taken by the Legislature, or indeed any recommendations submitted to it by the Committee with a view to such action.

To the series of Queries so issued answers have already been received from over forty gentlemen, who may be considered to constitute altogether a very fair practical representation of different localities, views, and interests; and it is a great satisfaction to the Committee to know that they have been the means of bringing together so much valuable information upon a very important subject,—such a body of facts, suggestions, and opinions, as is contained in these answers,—the more especially as it has been obtained in a very short space of time, and with scarcely any cost to the country. Of course, the communications thus received have not an uniform value. Some of them have been written with less care, and necessarily in some haste: many are evidently contributed by men of much special experience and of high attainments, and are therefore entitled to more consideration. But it would be unwise and invidious to make a mere selection where all have alike freely responded to the requisitions of the Committee; and they would therefore recommend that the whole of the answers, together with those that are yet to come in, be printed and bound up with the Parliamentary Papers of the Session, and also separately, in a form that will bring them before the notice of the general public as well as of the Members of the Legislature, in order that the subject may be thoroughly discussed before any decided action is taken upon it next Session.

With regard to their own views on the main question referred to their consideration, that is to say—the foundation by the Colony of Exhibitions which should enable the most promising of its young men to obtain the great advantage of a first-rate University education in Great Britain or elsewhere,—the Committee, after having had the opportunity of considering the various opinions and suggestions contained in the papers just referred to, are themselves disposed strongly to recommend the institution of such Exhibitions. They concur with Mr. Simmons and the majority of the gentlemen who have favoured them with their views, that University Exhibitions, if properly established and cared for, would exercise a very perceptible and beneficial influence, direct and indirect, upon the whole course and character of education throughout New Zealand.

The foundation of eight Exhibitions, two to be open to competition every year, and made subject to regulation in all matters of administrative or other detail, by a Council of Education, as in Tasmania, would involve no very appreciable additional burden upon the country, and certainly would tend to induce and facilitate the establishment of Exhibitions in the public schools of the Provinces. The Committee, for reasons which are well stated in some of the replies to the queries, and which need not be repeated here, cannot recommend any attempt to be made at present for establishing a New Zealand University, great as the advantages of such an institution would in some respects be; but at the same time, they would earnestly recommend that the Government should embrace the opportunity of setting apart portions of the confiscated lands for the purpose of providing an endowment for a University, whenever the proper time may come for the founding of one,—and they think that the several Provinces should be invited also to set apart portions of Crown Lands for the same purpose.

The Committee regret very much that they have been unexpectedly deprived, by Mr. Bell's illness, of his co-operation and concurrence in this Report, the more especially as it was with him the Committee originated, and that he took a special interest in its object.

Along with this Report the Committee submit a copy of the set of Questions referred to in it, and also a list of the names of the gentlemen who have replied. The general drift of each reply, on the main points, will be found briefly stated opposite the name.

3rd September, 1867.

FRANCIS JOLLIE,
Chairman.

APPENDIX No. 1.

QUESTIONS.

- (1.) Do you recommend the foundation of University Scholarships for the purpose of sending boys from New Zealand Schools to any of the Universities in the British Islands or the Australian Colonies?
- (2.) Do you recommend the foundation of Exhibitions for the encouragement, within the existing Schools of the Colony, of a higher class of Studies than that which the Pupils generally can now be induced to prosecute?
- (3.) Are you able to offer any practical suggestions in regard to questions No. 1 and 2, and in particular with regard to the conduct of Examinations and the formation of a Board of Examiners?
- (4.) In connection with which Universities are you of opinion that Scholarships should be instituted.
- (5.) State what in your opinion should be the annual value of such Scholarships, to cover all University expenses during the year, and the cost of a private Tutor during the Vacations?
- (6.) What in your opinion should be the subjects and limitations of the competition for such Scholarships respectively?
- (7.) What is your opinion as to the propriety of establishing a New Zealand University?

* * * If any remarks or suggestions occur to you beyond what may be applicable under the above queries, the Committee would be glad to receive them.

APPENDIX No. 2.

REPLIES RECEIVED TO QUERIES FROM FOLLOWING GENTLEMEN.

Otago and Southland.

Simmons, Rev. F. C., M.A., Oxon, Rector of High School, Dunedin.	...	As to School Exhibitions, rather against.
Taylor, J. P., Superintendent of Southland	...	In favour of Scholarships and Exhibitions.
Macandrew, James, Superintendent of Otago	...	In favour of a New Zealand University.
Abram, G. P., High School, Dunedin	...	Against the English University Scholarships.
Hislop, John, Inspector of Schools	...	For a New Zealand University, and Exhibitions being left to the Provinces.
Chapman, Judge	...	In favour of both Scholarships and Exhibitions.
Alexander, Dr.	...	Against Scholarships and Exhibitions, unless the latter were very numerous.
Brent, D., M.A. Cantab, High School, Dunedin	...	Against University Scholarships. In favour of Exhibitions affiliated to the Melbourne University.
Richardson, Hon. Major	...	In favour of Scholarships. The Exhibitions he would leave to the Provinces.
Stuart, Rev. D.M.	...	Disapproves local Colonial Exhibitions. Recommends establishment of New Zealand University.

Canterbury.

Jacobs, Dean, late Head Master of Christchurch College	...	In favour of both projects.
Gresson, Judge	...	In favour of both projects.
Harris, W. C., Head Master, Christchurch College	...	In favour of both projects.
Cotterell, Rev. E., Second Master, Christchurch College	...	In favour of both projects.
Macfarlan, G., M.H.R.	...	In favour of both projects.
Studholme, John, M.H.R.	...	In favour of both projects, but would leave School Exhibitions to the Provinces.
Tancred, H. J., M.H.R.	...	Against the Scholarships. In favour of a New Zealand University and Exhibitions for Schools.
Veel, J. V. C.	...	Prefers a New Zealand University, and Colleges in chief towns, and Exhibitions for them, with a general system of Education under Colonial control.
Williams, J. W. H., Solicitor	...	Recommends an Exhibition to Inns of Court, as well as to the English Universities.
Frazer, Rev. Charles, M.A.	...	In favour of both projects.

Colenso, Rev. W.	...	<i>Napier.</i> Against the Scholarships. In favour of Exhibitions (temporarily), and of a New Zealand University.
<i>Nelson and Marlborough.</i>		
Tetley, J. W.	...	In favour of the Scholarships.
Greenwood, J. D., M.D., late Principal of the Nelson College	...	In favour of the Scholarships and (conditionally) of the Exhibitions also.
Hodgson, W. C., Inspector of Schools	...	Against Scholarships. Recommends a New Zealand University.
Lee, R., Master of Bishop's School	...	Against Scholarships. In favour of Exhibitions, and recommends provision for a future New Zealand University.
Poole, Rev. S.	...	In favour of the Scholarships,—not the Exhibitions.
Richmond, Judge	...	In favour both of Scholarships and Exhibitions.
Maclean, Rev. C., Head Master Nelson College	...	In favour of Scholarships (with certain qualifications), and School Exhibitions.
<i>Wellington.</i>		
Johnson, Judge	...	Approves of both projects. Suggests the conversion of Nelson College into a Colonial Collegiate Institution.
Pharayzn, W., B.A. Cantab, LL.B., London	...	In favour of Scholarships, and, if funds permitted, of School Exhibitions also.
Tucke, H. E.	...	In favour of Scholarships, and, if funds permitted, of School Exhibitions also.
Maxwell, Rev. P. H., M.A., Oxon	...	In favour of Scholarships, if associated with Exhibitions to local Schools.
Chapman, Rev. C., M.A., Chaplain and Naval Instructor, H.M.S. "Charybdis"	...	In favour of both projects.
Bishop of Wellington	...	In favour of Exhibitions to Sydney University, and of Scholarships thence to English Universities.
Hector, J., M.D., Edinburgh, F.R.S.	...	In favour of the Scholarships. Thinks Exhibitions to Schools of minor importance.
Andrew, J. C., M.A., late Fellow and Tutor of Lincoln College, Oxford	...	In favour of both Scholarships and Exhibitions.
Bowden, T. A., B.A., Inspector of Schools	...	In favour of both Scholarships and Exhibitions. Recommends also the establishment of a Central Grammar School.
Gisborne, W., Under Secretary	...	In favour of both Scholarships and Exhibitions.
Rolleston, W., Under Secretary, Native Department	...	In favour of Scholarships, and, conditionally, of Exhibitions.
FitzGerald, J. E.	...	In favour of New Zealand University and of Exhibitions, and also (but conditionally) of Scholarships.
<i>Auckland.</i>		
Swainson, W.	...	Against both projects. In favour of a New Zealand University.
Blackburn, Rev. S., M.A., Cantab	...	In favour of the Scholarships, but if they cannot be got, then of the Exhibitions.
Kidd, R., LL.B., Master of the Collegiate School	...	In favour of both projects,—of Exhibitions conditionally.
Macrae, F., Rector of High School	...	Against both projects. In favour of a New Zealand University.
Lloyd, Archdeacon	...	Against both projects. In favour of a New Zealand University.
Bruce, Rev. D.	...	Against both projects. In favour of a New Zealand University.
Bishop Pompallier	...	Against the Scholarships. In favour of Denominational Exhibitions and a New Zealand University.
Moore, Judge	...	In favour of Scholarships and Exhibitions. Against New Zealand University.
Martin, Sir Wm.	...	Against both Scholarships and Exhibitions. In favour of New Zealand University.
Kinder, Rev. F., M.A. (Trinity College, Cambridge), Head Master, Church of England Grammar School.	...	Against Scholarships. In favour of Exhibitions to Schools and New Zealand University.
<i>Taranaki.</i>		
Richmond, H. R., Superintendent	...	In favour both of Scholarships and Exhibitions to Schools.

PROCEEDINGS OF COMMITTEE.

THURSDAY, 25TH JULY, 1867.

PRESENT :

Hon. Mr. Fitzherbert,
Mr. Carleton,
Mr. Ormond,Mr. Jollie,
Mr. Haughton.

On motion of Mr. Haughton, the Chair was taken by Mr. Jollie.

The Petition of the Rev. F. C. Simmons was laid before the Committee.

On motion of Mr. Haughton, *Resolved*, That it is desirable that the evidence of the Head Masters of all first class Schools, and of the Inspectors of Schools in the Colony, should be taken, either orally or in writing, as may be most convenient.On motion of the Hon. Mr. Fitzherbert, *Resolved*, That Mr. Carleton and Mr. Haughton be requested to prepare a draft of queries to be put to Head Masters and Inspectors, and to submit the same to the Committee at an early meeting.On motion of the Hon. Mr. Fitzherbert, *Resolved*, That the Chairman be requested to communicate with any persons who may be interested in the cause of education, and authorized to invite them to offer suggestions on the subject of inquiry before the Committee.On motion of Mr. Ormond, *Resolved*, That the Rev. Mr. Simmons be communicated with, and invited to attend the Committee to give evidence, and be informed that passages to and from Wellington will be provided for him.

Mr. Dillon Bell, who moved the appointment of this Committee, attended the meeting, but stated that he understood that not having specifically included the mover amongst the members of the Committee, he considered himself to be excluded by the present Standing Orders from serving upon it,—at any rate until an addition to the Committee had been authorized by the House, including his own name.

Adjourned to Tuesday next.

TUESDAY, 30TH JULY, 1867.

PRESENT :

Mr. Carleton,

Mr. Jollie in the Chair.

Mr. Haughton.

Minutes read and confirmed.

The Report of the Select Committee on the Grammar School Trust, as presented to the Auckland Provincial Council, Session 1862, was laid before the Committee by Mr. Carleton, on whose motion it was *Resolved*, That the evidence appended to the Report be taken into consideration.

The Report of the Inspector of Schools and Secretary of the Education Board of Otago, Session 1866, was put in by Mr. Haughton.

A series of queries authorized to be drawn up by Mr. Haughton and Mr. Carleton were submitted to the Committee and provisionally approved, and

On motion of Mr. Haughton, *Resolved*, That a copy be furnished to each member of the Committee for their remarks.

Adjourned to Thursday next.

THURSDAY, 1ST AUGUST, 1867.

PRESENT :

Mr. Carleton,

Mr. Jollie in the Chair.

Mr. Haughton.

Minutes read and confirmed.

The Chairman laid before the Committee the following remarks by the Hon. Mr. Fitzherbert on the queries submitted :—

“I think the questions may stand as they are, but as I am certain that valuable as the object proposed to be entertained is, it will not be prudent, as a commencement for this year, to propose more than £2,000 per annum, which will be sufficient to send home two University scholars, and maintain them four years (one at Oxford and one at Cambridge), with an allowance of £250 per annum—not too much if it is to include travelling to and fro.

“I think that additional questions should be framed to elicit the practicability of having Provincial Scholarships established at the cost of the Provinces, the holding of which should form the condition of candidature for the University Scholarships, and it should be made a condition that the Provinces should open the advantages of their superior schools at the Provincial capitals to the outlying districts.

“I should also suggest that these queries should be forwarded to the Hon. Major Richardson and Mr. FitzGerald, and other names may occur, for their remarks.

“I would suggest that a general query should be added to this effect, viz.:—‘You are invited to offer generally any suggestions.’

“Upon second thought, I advise striking out the query about a ‘New Zealand University.’ It is yet too early. Let us begin with the scholarship system, and we shall work into the other in time.

“I have written these remarks because my time just now is so fully occupied that I may not be able to attend the meetings of the Committee as I could wish.

“WILLIAM FITZHERBERT.”

The Rev. F. C. Simmons was present and read a written reply to the questions which had been forwarded by the Chairman.

The Tasmanian Act for establishing a Council of Education was put in by Mr. Simmons, who made the following suggestions:—

“That the standard for scholarships was pitched too high, the consequence of which was that candidates having to come up to a given standard were greatly discouraged in the event of failure. Two boys under any circumstances should get scholarships. Another mistake was examining boys in geology and natural science, and placing too high a value on these subjects, the result of which was that the boys simply got up text books by heart, without acquiring any real knowledge.

“With regard to the first part, if it were determined to make the same machinery available for conferring a degree, the examination for a degree should have reference to a fixed standard,—that for the scholarships should simply be directed to ascertaining the best. In the Tasmanian Act the examinations for scholarships and degrees were separate. The candidate for the scholarship has to pass the degree examination in the previous year. This seems an unnecessary complication. I should make the examinations for both at the same time.”

Adjourned to To-morrow.

FRIDAY, 2ND AUGUST, 1867.

PRESENT:

Mr. Dillon Bell,
Mr. G. Macfarlan,

Mr. Haughton,
Mr. Ormond.

Mr. Jollie in the Chair.

Minutes read and confirmed.

On motion of Mr. Dillon Bell, *Resolved*, That an intimation be made to the Legislative Council that this Committee will be glad to confer with the Committee of that House on the subject of this inquiry, and to attend their next meeting.

A draft of queries was submitted to the Committee, and ordered to be printed and posted to the following gentlemen:—

Otago.

G. P. Abram, Esq., High School,
D. Brent, Esq., High School,
J. Hislop, Esq., Inspector of Schools,
Rev. D. M. Stuart,
Dr. Alexander,
Rev. J. Edwards,
His Honor the Superintendent.

Canterbury.

H. J. Tancred, Esq.,
Rev. E. Cotterill, the College,
Rev. W. C. Harris,
Very Rev. Dean Jacobs,
C. Veel, Esq.,
Rev. Chas. Fraser, M.A.,
His Honor the Superintendent.

Southland.

A. McNeill, Esq.,
His Honor the Superintendent,

Nelson.

Rev. C. L. Maclean, College,
R. Lee, Esq., Bishop's School,
J. D. Greenwood, Esq.,
Rev. G. H. Johnstone,
W. C. Hodgson, Esq., Inspector of Schools,
Rev. A. M. Garin,
Rev. C. Halcombe,
Rev. S. Poole,
His Honor the Superintendent.

Wellington.

Bishop Abraham,
J. E. FitzGerald, Esq.,
H. E. Tuckey, Esq.,
Rev. P. Aherne,
Rev. C. Chapman, M.A., “Charybdis,”
Bishop Viard,
Rev. J. Andrew,
His Honor the Superintendent,
Dr. Hector,
Rev. P. H. Maxwell.

Auckland.

K. Macrae, Esq., High School,
Dr. Kidd, Collegiate School,
Rev. F. Blackburne, College,
Rev. F. Kinder, Grammar School,
Rev. D. Bruce,
Rev. J. F. Lloyd,
Hon. W. Swainson,
Rev. R. H. Codrington,
Bishop Pompallier,
His Honor the Superintendent.

Hawke's Bay.

Rev. W. Colenso,
His Honor the Superintendent,

Marlborough.

Hon. J. D. Tetley,
His Honor the Superintendent.

Taranaki.

His Honor the Superintendent.

Adjourned to To-morrow.

SATURDAY, 3RD AUGUST, 1867.

PRESENT:

Sir D. Monro,
Mr. Haughton,

Dr. Featherston.

Mr. Jollie in the Chair.

Minutes read and confirmed.

The Committee met the Legislative Council Committee, and communicated their proceedings.

Ordered, That the Rev. Mr. Andrew be requested to attend the next meeting of the Committee.

Ordered, That the following names be added to the list of names of gentlemen to whom copies of queries are to be addressed:—Mr. Justice Johnston, Mr. Justice Gresson, Mr. Justice Richmond, Mr. Justice Chapman, Mr. Justice Moore, W. Gray, Esq.

Adjourned to Monday next.

REPORT OF THE SELECT COMMITTEE ON THE

MONDAY, 5TH AUGUST, 1867.

PRESENT :

Sir D. Monro,
Mr. Haughton,
Mr. Carleton,Mr. Ormond,
Mr. Dillon Bell.

Mr. Jollie in the Chair.

Minutes read and confirmed.

The Rev. F. C. Simmons read his replies to the queries.

The Rev. J. Andrew was in attendance and undertook to send in written replies to the queries adopted by the Committee, and also to furnish the Committee with information and suggestions on the following points:—

Cost of maintenance at Oxford, and sum that ought to be set apart by the Colony for each lad.

Subjects and method of examination.

Question of excluding verse composition from subjects of competition.

Advisability of introducing modern languages in the competitions.

Question of *Provincial* Scholarships as a condition of holding the Colonial.

If would recommend the establishment of a Council of Education for the Colony—Who should be the examiners?

Ordered, That a copy of the printed queries be forwarded to Mr. W. Pharazyn, and that he be requested to attend the next meeting.

Ordered, That copies of the queries be forwarded to members of the Committee on University Scholarships appointed by the Legislative Council.

Adjourned to Wednesday next.

WEDNESDAY, 7TH AUGUST, 1867.

PRESENT :

Mr. Haughton,
Mr. Ormond,
Mr. G. Macfarlan,Mr. Dillon Bell,
Mr. Carleton,
Dr. Featherston.

Mr. Jollie in the Chair.

Minutes read and confirmed.

Written replies to the queries forwarded to them by the Committee were received from Dr. Hector; T. A. Bowden, Esq., Inspector of Schools, Wellington; W. Pharazyn, Esq., B.A. of Cambridge and LL.B. of London; and Rev. J. Andrew, M.A., late Tutor of Lincoln College.

Messrs. Andrew and Pharazyn were in attendance, but tendered no further evidence than that contained in their written replies.

Adjourned *sine die*.

TUESDAY, 27TH AUGUST, 1867.

PRESENT :

Mr. Haughton,

Sir D. Monro.

Mr. Jollie in the Chair.

Minutes read and confirmed.

A Petition from the Wardens and Fellows of Christ's College, Canterbury, was presented by the Chairman.

Ordered, That a copy of the queries be sent to Sir W. Martin, D.C.L.

Adjourned to To-morrow.

WEDNESDAY, 28TH AUGUST, 1867.

PRESENT :

Sir D. Monro,
Mr. Ormond,Mr. Carleton,
Mr. Haughton.

Mr. Jollie in the Chair.

Minutes read and confirmed.

The Chairman was requested to draw up a Report in accordance with the views expressed by the Committee.

Adjourned to Monday, 2nd September, 1867.

MONDAY, 2ND SEPTEMBER, 1867.

PRESENT :

Sir D. Monro,
Mr. Ormond,

Mr. Carleton.

Mr. Jollie in the Chair.

A Report was read by the Chairman and adopted.

A Petition signed by two hundred and seventy-three colonists of the Province of Otago was laid before the Committee and read by the Chairman.

Adjourned *sine die*.

MINUTES OF EVIDENCE.

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MINUTES OF EVIDENCE.

OTAGO.

Rev. FRANK C. SIMMONS.—1.] I do not think that the inducement offered by scholarships to Australian Universities would be sufficient to accomplish the objects, which, in my opinion, make it desirable that scholarships should be established, and I think that scholarships should be not to any, but to those European Universities which are of the highest repute. The advantages to be derived from a University course, are not those alone which an accomplished staff of Professors secures. Those which a large concourse of students, representing the various elements of a complicated society, stimulating one another by intellectual rivalry, and by the great differences which they present, weakening narrow and sectional prejudices, are, to my mind, at least as great. The students at any University in a country as newly colonized as Australia, can never be very numerous, and must be drawn from one very homogenous section of society.

I am of opinion that the institution of scholarships for the purpose of sending boys from New Zealand schools to those European Universities which possess an established reputation, would have the effect of raising the tone of education throughout the Colony to a higher pitch than we can hope to see it take under existing circumstances.

The great difficulty which meets us now, is the early removal of our pupils. This is chiefly occasioned by the high rate of remuneration which any boy who possesses even a rudimentary education can command. We need some strong inducement to form a counterpoise to this attraction; and I hope and believe that this would be found in a system of scholarships, which would offer so valuable a prize as a Home University education to reward a prolonged course of study.

The most important result as far as the Colony is concerned, is not to be looked for in the two academicians a year, whom such a scheme might produce. Those who try and fail, will have been carried far beyond the point at which they would otherwise have stopped. They would form very shortly within the Colony, a standard of education, not only far higher than that which now exists, but with a tendency to rise higher every succeeding year. The mass will have to aim higher.

It has been argued, that there is nothing to secure the return to this Colony of the scholars whom the country will have educated. This is comparatively unimportant. The object should be less to produce an effect by educating a few men highly, than to use them as an instrument for acting on the mass.

2.] Something might doubtless be done by the machinery of exhibitions within the schools of the Colony; but it seems to me that concentrating the means devoted to education, so as to produce a few great prizes, would offer stronger inducements. Besides, I hardly think that a Colonial system of exhibitions could be carried out without remodelling the present Provincial systems of education, which is to say the least a work of time. It might be possible to establish a system of exhibitions to some one school in the Colony, to which promising lads from the various existing schools might be drafted; but I think any such system would greatly weaken the action of the existing schools upon the greater number. It might be advantageous to a few, but would be injurious to many more, for a school acts upon the general body of its pupils by the influence of the best boys in it, and by the traditions which they create and foster, more than by any other means. Exhibitions within the schools would doubtless do good, but less than the same means spent upon scholarships to Universities. It may be even doubted whether an examination at an earlier age than that fixed upon for the Scholarship Examination would not have a tendency to cause the withdrawal of unsuccessful candidates from education to remunerative employments and so defeat the object of the State, which is, I presume, to have the greatest possible number of educated citizens, even more than to have a few highly instructed.

3.] From a lengthened experience I am of opinion that the fairest method of examination is by paper work. This method seems, moreover, to be the only one that could be adopted in a country with many centres of population, and in which travelling is difficult and expensive. I should propose that the examiners should issue a series of papers, which should be placed in the hands of impartial and trustworthy persons in the various centres of population. That these persons should be responsible for the candidates having for each paper the time allotted to it by the examiners, and for their having no improper assistance. These persons should be furnished with the papers in sealed envelopes, open them in the presence of the candidates, distribute them, and at the appointed hour collect the answers, seal them up in the presence of the candidates, and forward them to the examiners. This method would place at the disposal of the Colony the services of the persons best qualified to act as examiners either in New Zealand or the neighbouring Australian Colonies.

The examiners should be appointed, I think, by a permanent Board in New Zealand. The only necessary qualification for an examiner, beside his commanding the confidence of the Board, would be that he had been engaged either at a School or University in tuition and examination.

My experience is, that educated men who have not been during some part of their lives so engaged are rather apt to judge boys harshly, and by too high a standard. I observe that the Public Schools Commissioners notice this tendency in their report.

As to the constitution of the Board for appointing examiners, I will offer some observations in answer to the question as to the advisability of establishing a New Zealand University.

4.] Considering the fact that the majority of the young men obtaining the contemplated scholarships, would, when they arrived at home, be responsible to no one on the spot, I think that those Universities in which the students are immediately under the control of tutors should be preferred. A scholarship would be held only *quandiu bene se gesserit*, and good behaviour could be most conveniently ascertained at these Universities; moreover, the two English Universities where these advantages are to be found command a high and deserved reputation, and are national in the largest sense of the word. I should, however, be unwilling to exclude the colonial scholars from the benefits which might be derived from attendance at the University of Edinburgh, the pre-eminence of which, in physical science, is indisputable. Those scholars who had friends in Scotch University towns might, on condition that they resided with their friends, be permitted to attend the courses in Edinburgh or elsewhere. St. Andrew's now has a hall conducted on the same principles as an English college. The London University is I believe an examining, and not a teaching body. I know nothing whatever of the working of Trinity College, Dublin. I am, also, unable to speak of the Continental Universities, but it seems to me only right and fair, that parents should be permitted to name the Universities to which their sons should proceed, subject always to the approval of the Board, of which I have already spoken, and on condition, in case of their naming a University where the tutorial system does not exist, that they shew that their son will be under the control of relatives or other proper persons. A part of the population of this Colony is drawn from countries without Great Britain, and it has been suggested to me, on high authority, that it would be very much to the advantage of the Colony, that young men of foreign extraction should, with the restrictions I have named, be permitted to proceed to their national Universities. Such liberality would bring the Colony under the notice of foreigners in a manner not unlikely to attract eminent men, and the introduction of educated foreigners into our country must have a tendency to widen and improve the national mind.

5.] Two hundred a year was in my own time considered sufficient to include every necessary expense of residence at Oxford. I do not think that men from the public schools, although their friends are usually wealthy, had in most instances more than this, except perhaps during the last year, when private tuition (£30 or £40 per annum) is certainly desirable.

A Colonial scholar would have to provide for himself during the vacations, and, as I think, he should be under a tutor during his vacations, I do not think he could make the most of the advantages of that University under £250 per annum.

A reading man's expenses at Cambridge seem beyond a doubt to be considerably higher than at Oxford, from the necessity, which seems to be admitted on all hands, of reading with a private tutor from the time of matriculation. But I do not think that the Legislature of the Colony could be accused of acting illiberally if it gave to the scholars an annual sum, amply sufficient to secure every advantage which Oxford can offer, leaving it to them to supplement the Colonial scholarships from their private means, if they preferred to proceed to Cambridge. A fair sum for outfit and passage home should also be provided if possible.

Some inducement might perhaps be held out to students who wished to turn their long vacations and non-resident terms to advantage by attending courses of lectures at Edinburgh or in London.

It may interest the Committee to learn that under the present regulations of the Indian Civil Service the successful candidates are detained two years in England, for the first of which they receive £100, and for the second £200.

6.] As to "the subjects of the competition," the first thing to consider is, the object of the scholarships. This is, I suppose, to raise the level of education in New Zealand by offering strong inducements to prosecute higher branches of study, and to continue in *statu pupillari* longer than is now usual. The examination for these scholarships will, I hope, form the type of New Zealand school education. Care should therefore be taken that it be sufficiently wide. Accordingly, I would allow no boy to compete in Mathematics who could not pass a fair preliminary examination in Classics, at the very least in Latin, and in the same way I should insist upon the classical competitor passing a thorough examination in Arithmetic, and at least one book of Euclid. Marks in these subjects should certainly be counted. English composition should have a high value. I find the easiest method of examination in this subject to be to read to the candidate a passage from some French or German writer in the least idiomatic and baldest form for him to reproduce in his own language, this might easily be done by the person appointed to superintend, or by precis writing, or by an essay upon a subject taken from some period of history which has been especially prepared for the purpose; strictly original composition I believe to be an impossibility for boys. I should also include an easy examination in English Literature, in English History, and in Geography. I should permit a candidate to offer himself for examination in French and German. All these subjects should, however, be subordinate to Classics and Mathematics, although as forming part of school education, they should also form a part of the examination. I should exclude Verse Composition in both Latin and Greek,

not only for the reasons which Mr. J. S. Mill has so admirably expressed in his "Inaugural Lecture," but also for a reason which my own experience has taught me, namely, that the disfavour with which many intelligent persons have been led to regard classical studies, mainly arises from the disproportionate time which verse-making causes them to occupy in English classical schools. Few persons would allow their sons to neglect such subjects as History, Geography, Modern Languages, Mathematics, except for the direct object of gaining a scholarship, and without exclusive attention to Classics no high standard of verse-making can be reached. Consequently, the admission of verse-making into the subjects of competition would have a direct tendency to neutralize that which I conceive the first object of instituting these scholarships, namely, raising the general standard of education.

The subjects of the examination, books or portions of books, should be made known at least a year before the competition. This time is necessary because of the difficulty of obtaining classical and other books in New Zealand. At Oxford it is usual to examine candidates for scholarships in subjects which are not announced before the examination, but I have known the worse man elected through having, by chance, prepared what the better man had, equally by chance, never seen. The general principle to be observed in selecting subjects for the examination and for regulating the competition is, that the examinations should test habits of mind and the development of the faculties rather than actual information.

I should at first allow boys of sixteen to compete, though, the system has been long enough at work to have introduced older boys into our schools, the standard of age should be raised.

There are at present very few boys in our schools over sixteen, and, therefore, to make seventeen or eighteen the lowest limit, would, I believe, narrow the field of competitors unduly. I would, however, allow a scholarship to be in abeyance for two or three years, on satisfactory proof being given that the scholar was undergoing special training for a University. The higher limitation should not be over eighteen or nineteen.

I would not make the holding of any exhibition or scholarship, Provincial or Colonial, a necessary qualification for candidates. This would have a tendency to permanently lessen the number of competitors, and therefore to obviate that which I believe to be the primary object of the institution of scholarships. Unsuccessful candidates for the preliminary scholarship or exhibition would often be withdrawn at once from school.

The candidates should be the children of *bonâ fide* settlers in the Colony, and two years' residence in New Zealand a necessary qualification.

7.] I do not think the time has yet arrived for the establishment of a University, at all events as a teaching body, in New Zealand. An efficient University requires a large number of students as well as good Professors, and if possible of students whose antecedents have been widely different. The most efficient Professor would be nearly uselessly employed in lecturing a class of three or four, or half a dozen boys. The action of student upon student, a sufficient number of pupils to make it certain that there is a nucleus of intelligence, are things essential to successful University teaching.

In Otago and Canterbury, and probably in Nelson, Auckland, and some other Provinces, it will be found that what is wanting is less masters to give instruction in the higher branches than pupils of age and cultivation to receive instruction in those branches. I believe that, if the Legislature of New Zealand thought fit to establish a Body Corporate, empowered to grant a classified degree to those who reached a certain standard, and scholarships annually to the two best who reached this standard, this evil would be effectually remedied. There would be no practical difficulty in attaching a substantial value to this degree. It might be made available for the examination of civil servants, legal practitioners, licensed surveyors, and others. Such a body, besides appointing the examiners for scholarships and degrees, might hold all property connected with scientific and educational objects, and would usefully interpose as a permanent body, selected *ad hoc*, between an Executive with a political tenure, and the scientific and literary endowments of the State. It would infallibly grow into a University in time, and as such a University would resemble most successful institutions in being a natural growth and not artificial or exotic, would be based upon the ascertained requirements of the Colony as they made themselves known, and not upon preconceived notions of the fitness of things, it would both be stronger and possess a greater power of adapting itself still further to our wants.

At present we require material and not machinery, inasmuch as our existing machinery is not half exhausted. If it were understood that of all the young men of the Colony who chose to present themselves at a given age for examination,—those who gave evidence of a certain proficiency would receive a degree conferring definite privileges, and that the best among them would be free to select from among the European Universities that which best suited their talents and circumstances, at which to receive a gratuitous education,—I think that the schoolmasters of this Colony would not long have to complain of want of material for instruction in the higher branches. If we are at present unable to fill the higher forms in our schools; if from the early withdrawal of our pupils the standard of work is lower in those forms than masters of our qualifications and experience would be employed upon at home, it would be absurd to expect that a staff of Professors composed of the same class of men, would draw the crowded classes which are necessary for successful courses of lectures.

It is time to provide for a University, to prepare the ground for it not only materially by

way of endowments, but also by raising the level of education to a height where a University may properly step in, but not for actually founding a University to act as a teaching body.

* * I beg to hand in the Tasmanian Acts for establishing a Council of Education, empowered to allot scholarships and to grant a degree, with some Reports founded on the examinations. These papers are the property of the Education Board of Otago, to whom I beg that they may be returned. I do not wholly agree with the Tasmanian scheme, excellent and enlightened as it unquestionably is. I think that in its present state, physical science is unfitted for an instrument of education in schools; the examiners seem, as I should have expected, to find that examination in such subjects, results mainly in a mere effort of memory, in other words in "cram." The time will certainly come, and I should gladly see it, when natural science will be taught in schools. Meanwhile, the best means of advancing the study of natural science appears to me to be by giving prizes in schools for collections of natural objects classified by the collector, and by the formation of local museums. I am warranted by the opinion of scientific men in saying that this is all that can now be done. The standard of the Tasmanian scholarships is fixed at a very high minimum, which seems to me a defect, as their object is, not to secure a limited number of highly cultivated men, but to encourage and prolong education among the whole population.

It seems to me an objection, from the point of view which I take of such an institution, that the taking of the degree is a necessary preliminary qualification to the competitor for the Tasmanian Scholarship. The Tasmanian Act also, I think erroneously, makes no provision for the employment of the funds in the case in which a scholarship is vacated by death, misconduct, or resignation.

FRANK C. SIMMONS, M.A., Oxford,
Rector of the High School of Otago.

DR. ALEXANDER.—1.] Regarding the object to be the extension of good education in the Colony, I do not think it would attain it, and do not recommend the measure.

The selection of a few clever boys as representatives from a small number of schools in which the fees charged in most cases prevent any but persons of some means making use of them for their sons, cannot, I conceive, advance the education of the mass of the people. Competition would be limited to a few, and as a rule, those who could afford to get assistance from tutors or masters would obtain the prizes. The after result of the small number returning to New Zealand would be inappreciable.

The consideration of such a measure should, I think, be deferred until good education both by district schools and by schools where all of the higher branches of education are taught, is available, free to the whole population.

2.] I do not think they would have this result, except on a limited number of pupils, whose attainments would make it likely they would obtain one. I think any exhibition should be looked on as a prize for proficiency in the general branches of education taught in a school.

If such exhibitions could be given to a number of pupils this result might be anticipated, but they are necessarily confined to one or two.

3.] I cannot offer any suggestions under this head.

4.] Admitting the principle, Melbourne University would be most suitable, as the students would then be able to return home at vacations, and would not be entirely removed from the influences of friends and family, and the knowledge of their conduct and progress would be much more easily known. Sending them to remote Universities would be open to these drawbacks.

It is also probable that a more practical education is given at a Melbourne University than in some of those of England.

7.] I consider a central University with Professors and classes at present premature. The Australian Universities are not attended by students from New Zealand, and as they are quite as convenient as any New Zealand one could be to a large part of the Colony, and not entailing more expense in travelling and residence, it may be inferred that there is no immediate demand for such an institution.

I am, however, of opinion, that Collegiate Institutions with competent Professors in the centres of population are of much more importance, and would meet the real requirements of the country for some time. For the formation of such institutions, I would propose that the local governments should provide buildings, library and apparatus, and pay the expenses of maintenance, and that the General Government should appoint and pay the salaries of the Professors, on being satisfied in each case that suitable buildings, &c., were being provided. The Government would thus furnish most important aid to education, and be sure that this aid was only extended in the direction in which it was really required. I consider this Province, with its good and extended educational system, as quite prepared for such a development. It is probable others might take advantage of it when such institutions were working. The formation of an University Board, composed of examiners, could be considered. One similar to that of the University of London as now constituted would be most suitable. No costly buildings would be needed, and fit persons could be found in the Colony at small cost to constitute it, as their ordinary occupations would not be materially interfered with.

I venture to remind the Committee that minor towns in Italy, such as Pisa and Amalfi, had their Universities, producing some of the greatest men of the time, and that to such institutions, widely diffused, is attributed the striking intellectual activity of Italy in the middle ages.

. I venture under this head to express a strong opinion in favour of a thoroughly good liberal education for all classes of the community—free. I regard this as one of the responsibilities and duties of the Government. It must be evident that all of the members of a democratic State should be well educated. The proposals as to the scholarships, &c., seem to me to have little or no bearing on this important matter, and rather to lead to its being overlooked. A school system for the Colony such as that of Prussia, or better, that of some of the United States, would do more to make the youth of this country fit for their future positions, social and political, than such limited and doubtful measures as the establishment of a few scholarships at Universities.

E. W. ALEXANDER, M.R.C.S.,
Licentiate Royal College Physicians, England.

G. P. ABRAM, Esq.—1.] Before any steps are taken towards the foundation of New Zealand Scholarships, tenable at any of the Universities of the British Islands, I think that most careful inquiry should be made into the working of the Tasmanian Scholarship System. My own impression is, that it has not proved successful to anything like the extent expected. This opinion is founded upon what I have heard from those who have had opportunities of judging, and upon personal observation of the working of the system in one instance at the University of Cambridge.

Apart from this, I think that the proposition of sending boys from New Zealand to Great Britain is, in itself, open to various objections. The English Universities (and I suppose the Scotch and Irish also, though in a less degree) abound with temptations of every kind, which would have unusual power in the case of Colonial youths suddenly deprived of all home influence, and beyond the reach of timely advice and admonition. The holder of a scholarship, similar to the Tasmanian Scholarships, would find himself virtually independent at an English University, pecuniarily and otherwise, and instead of working for honours would, very probably, content himself with taking an ordinary degree, knowing that most persons in the Colony would, in their ignorance of University matters, regard this as a highly satisfactory result.

Again, to take the case of an industrious, talented, and ambitious youth. Such a youth would, in all probability, gain a Fellowship at his College, and proceed to the Bar, or take Holy Orders in England; at any rate he would not return to New Zealand, as he could not fail to see that he would have a far better opening for a career in England than in the Colony. On the other hand, a youth who had failed, comparatively speaking, at the University, either from want of application or from some other cause, would return to New Zealand no better, perhaps rather the worse for his three years' residence in the home country.

In the third place, and this is the most important point, it is extremely doubtful if the University Scholarship scheme, unless supplemented by something of wider application, would be attended with any marked beneficial results, as far as the New Zealand schools are concerned. No doubt a rivalry would be created between the various schools of the Colony; but, in my opinion, the tendency of this would be, that a few clever boys would be selected in each school, to whose studies special attention would be devoted, while the mass of the pupils would remain precisely in their present state. If, therefore, the aim of the proposed scheme is to raise the standard of education generally throughout the Colony, and not to offer special rewards to a few promising boys, I do not think that that aim will be reached by any mere system of University Scholarships.

2.] In place of the University Scholarship scheme, or by way of necessary supplement to it, I should suggest that the schools of New Zealand be affiliated to the University of Melbourne or Sydney in exactly the same way as the Middle Class schools of England have been affiliated to the Universities of Oxford and Cambridge. The main features of this system, which was founded in 1858, and has proved most successful, are as follows:—Each school is allowed to send up as many candidates for examination as it pleases. The Board of Examiners is composed of University men. The candidates are divided into two bodies. Those above fifteen are called seniors; those below, juniors. In the competition for prizes the seniors and juniors are kept entirely distinct. The candidates who pass with credit, are classified according to merit, and to the name of each in the published list is appended his place of residence, and the school in which he was trained. The juniors are rewarded with certificates of merit, to which certain money or other prizes may be added; the seniors with the title of Associate of Arts, and extra prizes in the case of those who have specially distinguished themselves. In fact, all the regulations for the Associate of Arts examination in connection with the Universities of Oxford and Cambridge might be applied with scarcely any alteration to the schools of New Zealand, if brought into connection with one of the Australian Universities. The great advantage which such a system possesses is, that under it the efficiency of a school would be estimated, not by the accident of its having two or three peculiarly clever boys at its head, but by the number of candidates (in proportion of course to the whole number of pupils in the school) that it could send out educated up to a certain standard of excellence. The stimulus of competition

would thus not be confined to a few boys near the head of the school, but owing to the fact that provision is made for the examination of juniors as well as of seniors, it would be felt throughout the entire body of the school, from the highest to the lowest form. The effect of such a competition upon the minds of boys, their parents, and their masters, has been found by experience to be most beneficial.

I have no doubt that the University of Melbourne or Sydney would, if applied to, gladly consent to extend its sphere of usefulness, and willingly co-operate with the Government of New Zealand in carrying out some such scheme as that I have suggested, if it be deemed advisable to do so.

3.] The Government should be careful to reserve to itself the power of withholding any scholarship, exhibition, or prize, in case no candidate succeed in thoroughly satisfying the examiners, who, as I have said, ought in my opinion, to be the Professors of either the University of Melbourne or that of Sydney. The examinations would necessarily have to be conducted entirely on paper, and ought to be carried on simultaneously in the different schools of the Colony.

4.] From my answers to Questions 1 and 2 it will be seen that I am opposed to the project of sending boys from New Zealand to any of the European Universities, as I am opinion that the disadvantages of such a measure would far outweigh its advantages, direct and indirect. Until some decision is come to with regard to an University or Central College for New Zealand, I think that the best temporary expedient would be to found scholarships in connection with the University of Melbourne. It is near at hand, and residence is not compulsory, so that a scholar could remain with his relations and friends in New Zealand, and go over to Melbourne once or twice a-year to pass the necessary examinations, and eventually take a degree. Besides, as far as one can judge from the Examination Papers, the course of study required at the University of Melbourne is quite as wide, and the necessary standard for a degree quite as high as at any of the British Universities.

5.] If it be determined to found scholarships, tenable at the English Universities, I think that £150 per annum should be the utmost value of such a scholarship. At Oxford and Cambridge, (I speak from certain knowledge as regards the latter), there are so many scholarships and exhibitions open to competition that any youth of more than mere average ability may safely count upon receiving from £60 to £100 per annum from the particular College which he may select, if he choose to exert himself. A larger sum than that I have mentioned I should regard as a strong incentive to idleness, and calculated to defeat the end for which it was granted.

For scholarships at the Melbourne University £100 per annum would, in my opinion, be ample. Such an amount would represent what a boy would get in an office on leaving school, and give him enough besides to visit Melbourne once a-year, and pay the necessary fees at the University.

6.] As Mr. Simmons in his petition prays "that he and the other Head Masters of public schools in New Zealand may be examined by your honourable House as to the subjects and limitations of the competitions for the said scholarships," I presume that I am not called upon to state in detail my opinions on this point. I may say generally, that I think that the examination should be of a similar character to that for the degree of Associate of Arts in the Universities of Oxford and Cambridge, omitting the department of Practical Science and Art, *i.e.*, that it should embrace three schools:—1st. That of general English. 2nd. That of languages, to include Latin, Greek, and French or German. 3rd. That of Mathematics, both pure and applied. The main difficulty lies in fixing the relative values of the different subjects, in other words, in determining the proportion of marks to be allotted to each.

7.] I think that it is premature yet to think of establishing a New Zealand University. If one were established, the degrees conferred by it would be almost valueless, as is the case with the degrees of young Universities in America. In my opinion, the population of New Zealand is too small and her material wealth as yet too undeveloped to justify her in attempting to found an University. At the same time, one or two central or higher Colleges might be established, each with a staff of competent Professors, who would deliver courses of lectures, and act as a Supreme Board of Examiners for all the schools throughout New Zealand. If we had such a body on the spot there would be no necessity for affiliating the schools of New Zealand to the University of Melbourne, as I have suggested in my reply to Question 2. Although such a Board could not grant degrees, it could give certificates of merit and confer such a title as Associate of Arts. In course of time, such an institution or combination of institutions, (for it might be necessary to multiply them), would, no doubt, develop itself into an University, when it was found that an University was really required.

. With regard to portion of Question 2, *viz.*, "the encouragement within the existing schools of the Colony of a higher class of studies than that which the pupils generally can now be induced to prosecute," I may perhaps be allowed to state, that a very important step in this direction would, in my opinion, be taken, if the appointments of the Civil Service of New Zealand were, as is now the case in England, thrown open to public competition. Such prizes as these are prizes that almost all would work for, and all would value; and if after promotion in the service from one grade to another were made to depend also partly upon examinations, a

strong inducement would be held out to boys, even after they had left school, to prosecute their studies generally, instead of confining themselves to the mere routine work of the day, which has necessarily a cramping influence upon the mind.

G. P. ABRAM.

JOHN HISLOP, Esq.—1.] I should prefer that by the time any competition for University Scholarships could take place there were a New Zealand University or College in operation. I do not mean in Otago, but in a locality suitable for a central institution of this nature. In connection with a New Zealand University I should recommend the establishment of Scholarships from the Grammar and High Schools throughout the Colony. To this might be added a scheme of Travelling Scholarships, to be competed for and held by students who had gone through the curriculum of the New Zealand University, with a view to such successful competitors travelling for a year or two in Europe, or elsewhere, so as to extend their scholarship in such a manner as might consist with their various talents, tastes, and objects in life, as well to visit manufactories, seats of learning, and places of interest generally in other parts of the world.

2.] Most certainly. But this is already provided for by several of the Provinces, such as Nelson, Canterbury, and Otago.

3.] Not in my present circumstances.

4.] From the favour with which the idea of a New Zealand University is held by gentlemen connected with all parts of the Colony, I am in hope that it will not be necessary practically to consider this matter; but if it were, I should suppose that the selection of a University would be in a great measure left to each scholar and his parents or guardians.

5.] I am not able to do so.

6.] I am not able to do so in my present circumstances.

7.] This is already answered.

JOHN HISLOP.

JNO. P. TAYLOR, Esq.—1.] I strongly recommend the foundation of scholarships for sending boys to the two English Universities. This will keep up a close connection between us and the mother country, and we shall retain for our best minds the tone of feeling which can only be produced by old associations.

2.] That under the High Schools there should be preparatory or Grammar Schools; that these preparatory schools may be private establishments; that there should be a few exhibitions or prizes given to boys who may compete for them between nine and eleven years of age.

That examiners, of whom the Master of the High School of the district shall be one, shall decide whether any school shall be considered a preparatory school.

This is for the encouragement of the earlier training masters. Then there should be exhibitions of greater worth for the education of boys in the High Schools; that these exhibitions should be given for excellence in the usual routine of Classics and Mathematics, and that prizes should be given yearly for excellence in other studies, modern languages, &c.

3.] That where there is no High School the nearest High School should be considered the centre of that Educational District. That the Master of the High School, with two other Examiners, appointed by the Provincial Government, should be the Board which should decide whether any private establishment is worthy of being ranked as a Preparatory or Grammar School. That the same Board might decide about the High School Exhibitions. That the Board of Examiners for the University Scholarships should consist of two Head Masters and others appointed by the General Government. That there should be a Board for each Island.

4.] That the University Exhibitions should be for Oxford or Cambridge; that the choice should be left to the examiners, subject to the wish of the guardians, but that the proportion should not be more than three to one in favour of Cambridge.

5.] That there may be some exhibitions of £300 per annum. Perhaps the option might be given of stating a smaller sum for education in a Colonial University.

6.] Simply Classics and Mathematics, according to the Oxford and Cambridge standard.

7.] That reserves should be made at once for the foundation of a New Zealand University, but that the immediate establishment of one would be altogether premature. That what we have to seek for at present is the promotion of the best tone of intelligence that prevails at home.

. That the action of the General Government in limiting the admission into the Civil Service to those under eighteen years of age is at the present time premature and injurious to the prospects of the country, as it would keep out of its service many who have had a good education at home, before there is a supply of well educated Colonial youths.

That the Government should consider what encouragement they give to education when it has been acquired, otherwise it may be found that many of those who are sent home for their education may not find it advisable to come back again, and though it may be well for England to have some of our best young intellects sent home to her, the Colony will not itself be much benefited.

JNO. P. TAYLOR.

J. MACANDREW, Esq.—1.] See No. 7.

2.] See No. 7.

5.] In the event of establishing a New Zealand University, as indicated in my reply to Question 7, the fees I imagine would be, to a great extent, nominal—the chief expense to the students would be the cost of living from home.

The system of bursaries, which so largely prevails at some of the Scotch Universities would, no doubt, gradually come into play, as there are many men in New Zealand whom it may fairly be presumed would be glad of such a means of transmitting their names to posterity. Probably the Colony might itself found a few small bursaries, by way of example.

7.] I am of opinion that the whole object in view, as indicated by each of the foregoing questions, can be best attained in every respect by the establishment forthwith of a New Zealand University.

The expenditure which will be involved on the part of the Colony in maintaining, say two scholarships, at even the least expensive University in the mother country, inclusive of outfit and passage, cannot be less at the end of five years than £2000 per annum; probably £3000 will be much nearer the mark. Whatever the amount may be, it will suffice to support a couple of chairs in a New Zealand University.

What I would suggest therefore is, that the new Post Office, Dunedin, should be diverted from the purposes for which it has been erected (for which it is not required), and that the University of New Zealand should have its local habitation in the building in question.

There is in the Province of Otago a large educational endowment which is daily accumulating in value, and is intended ultimately to be applied towards the maintenance of a Collegiate Institute.

If the Colony would provide the means which might be necessary in order to adapt the new Post Office to the purposes of a University, and I do not think it would require much to do so; and if it would also fix an annual endowment upon the institution equal to the cost of the proposed scholarships, assuming there to be only two, I have every reason to believe that the Province of Otago would supplement that endowment to an extent sufficient to maintain not less than five permanent chairs—a number which I apprehend would be sufficient for some years to come, or at all events to begin with.

I do not know that it would be absolutely necessary or expedient to begin even with so many as five Professors all at once; probably two might suffice for the first year—say one for Greek and Latin, and one for Logic and Mental Philosophy.

Natural Philosophy and Mathematics, Natural Science, Political Economy, and the other departments of a complete University course might be added from time to time, as the institution becomes fully developed. There are several individuals now in the Colony fully qualified to deliver a course of lectures upon Natural Science (Dr. Hector for example), whose services might be availed of.

Should these suggestions be carried out, I am persuaded that instead of two scholarships, there will be placed within the reach of the whole youth of the Colony the means of acquiring an education as liberal, as advanced, and as complete as can be acquired in—for example the University of Aberdeen—which, it is admitted, has turned out as great a proportion of scholars and of able men as any similar institution in Europe.

I would only remark further with respect to the new Post Office, that while I do not think that such an extensive edifice is absolutely necessary in order to the establishment of a Colonial University, yet I have no doubt that ultimately the whole of the building will be required.

It appears to me moreover, that the mere fact of the institution being lodged in such an imposing structure—(there is nothing in the Colony equal to it) would tend to give it a position not only within, but without New Zealand, which could not fail to be highly beneficial.

JAMES MACANDREW.

Superintendent of Otago.

Wellington, 9th August, 1867.

Mr. Justice CHAPMAN.—1.] I recommend most earnestly to the favourable consideration of the Legislature the foundation of Scholarships mentioned in the above question.

The plan has been adopted in Tasmania, with very beneficial results, and seems to be especially suited to a Colony not yet sufficiently advanced in population and wealth to establish and maintain with success a University of its own.

The beneficial operation of such scholarships I take to be threefold. First: To the successful pupils themselves. Upon them they confer an education of the highest character, which they would not otherwise acquire. They will return to the Colony, and as they increase in number from year to year they will give an improved intellectual tone to society in every part of the Colony.

Secondly: The scholarships will be beneficial not merely to those who succeed in obtaining them, but to the much more numerous class of those who propose themselves for examination and who compete for the scholarships. The scholarships will give a great spur to exertion by holding out a very distinguished reward to the successful. Dr. Arnold in consoling one of his old pupils who had been unsuccessful in obtaining some University honours, pointed out to him that it was the effort which was useful, creditable, and healthful to the mind. Every candidate cannot succeed, but every candidate will, in a greater or less degree be elevated, and find his

intellectual powers strengthened and improved by the examination, and especially by the long training and preparation for the same. Thus each single scholarship will work perhaps a ten-fold benefit, and will not be beneficial to the successful alone.

Thirdly : The effect of these rewards will be to elevate the standard of education in all the public schools, and ultimately in all the schools in the Colony. The examinations for the scholarships must be at least equal (as a test of proficiency) to the matriculation examinations of the Universities; and the highest form or class in the public schools cannot be below the standard required for the scholarship examination. A high standard for the highest form or class necessarily raises the standard of all below. Thus the general standard of education in the public schools become subject to a continuous process of elevation, and this is continually making itself felt throughout all the schools of the Colony.

This has now become conspicuous in Victoria, as the effect of the establishment of the University of Melbourne. Gradually the standard of the examinations at the University itself has been raised from year to year. This has elevated the standard in the four great public schools, and they in their turn have influenced other schools. The proprietors of private schools all profess to prepare their scholars for the public schools and the University, and even the best girl's schools are known to have been beneficially influenced by the same cause. The Melbourne University has been and is most fortunate in its Professors. They do not confine themselves to the mere performance of their duties within the walls of the University. They are always ready with their aid in the examinations at public and even private schools, and in Bar and Civil Service Examinations.

2.] I think exhibitions within the existing schools would be of the greatest use as a stimulus to exertion, not so much on account of any pecuniary value, as for the distinction which they would carry with them. In some degree they would be ancillary to the scholarships. They would be open to a larger number of competitors, because (as I presume) they would be brought within the capacity of a large number of junior competitors. Thus they would in some degree pave the way for the more severe ordeal of the scholarship examinations.

3.] I am not in a condition to offer any very specific suggestions under the above head. It will not be very easy to find really good examiners. I need hardly say that a man may be a very good scholar and yet not be a good teacher or a good examiner. Head Masters accustomed to teach and examine will generally make competent examiners, but they will often be under a suspicion (generally unjust) of favouring the candidates from their own respective schools, whilst men of tender consciences would, perhaps, be apt to bend the bow too much the other way. In Tasmania the examinations were, and perhaps still are, conducted by the Professors of the Melbourne University; but I fear that our distance from Melbourne is too great to enable us to look to that resource. I am inclined to think that some competent examiners may be found in this Colony.

The examinations should, I venture to think, be conducted as nearly as possible on the plan of the University examinations in England, that is chiefly by examination papers; but that is a matter of detail which is rather for future consideration.

4.] As I do not anticipate that a great number of scholarships will be provided for in the first instance, I am of opinion that they should be confined to Oxford and Cambridge. To young men whose parents reside in London, the London University (University College and King's College) offers many advantages, the chief advantage being that the scholar can reside with his family. But to the scholar proceeding from this country that advantage would be lost, and therefore the expense of the London University would not be less than that of the older Universities. Hereafter perhaps, when the success of the first experiments shall have become conspicuous, it may be deemed advisable to add some scholarships to other Universities, for instance to the University of London, the University of Edinburgh, and Trinity College, Dublin.

5.] I am not very well able to give precise information on this point. The expenses are different at different Colleges. At Christchurch—Oxford, and Trinity—Cambridge, they are much higher than at the smaller Colleges, chiefly because those Colleges are the resort of wealthier men whose habits influence the whole—even those who are not extravagant. Judging from the only recent instance within my knowledge, I should estimate the expense of Trinity College, Cambridge, for all purposes, including College Tutor, at £300 a-year;* but for smaller Colleges, I believe £200 a-year would be sufficient. But much more reliable information may be obtained from men educated at different Colleges in the two Universities, so as to enable the Committee to compare the several estimates one with another.

6.] The principal subjects of the examination should be the Greek and Latin languages and Mathematics, with English Grammar and Composition, and perhaps History, as a guarantee that the student's own language had not been forgotten in the study of the Classics.

In the Melbourne University the matriculation examination embraces the following subjects :

Greek.—Declining of Nouns; Conjugating Verbs; Translation; Questions in Parsing and Syntax.

Latin.—Similar.

* This sum includes personal expenses during vacation and a visit to France during the long vacation.

English.—Syntax ; Questions on Grammar and Analysis.

French.—Translation ; Grammar and Parsing.

Arithmetic.

Elements of Algebra.

Euclid, First and Second Books.

History.

Physical Geography.

Perhaps a similar examination might not be too much to impose upon a candidate for one of the contemplated Scholarships.

7.] I think the Colony is not yet sufficiently advanced in population and wealth for the success of a University. Moreover, our population is, from the geographical character of the country, very much scattered.

New Zealand can have no large centre of population like Melbourne. Perhaps that may not be deemed essential to the early success of a University ; but there must, for a long period, be this difficulty : Let the University be placed where it may, say in the most central position, it would be almost inaccessible to the inhabitants of many parts of the Colony. Melbourne and suburbs contain 150,000 people. Victoria contains 650,000. Melbourne is only six hours journey from Echuca, on the Northern boundary of Victoria. Practically, Melbourne is not merely the Metropolis of Victoria, but of a large portion of New South Wales, and yet its University is only just succeeding, after an existence of ten years, and with a considerable endowment. I therefore venture to submit that the establishment of a University would be premature.

I have no other remark or suggestion to offer to the Committee.

Respectfully submitted,

H. S. CHAPMAN.

P.S.—Upon further consideration of question 4, I would suggest that the amount of the Scholarship being determined, an option might be given to parents to name the University. Generally, I am inclined to think that either Oxford or Cambridge would be chosen ; but in some cases parents may have near relations residing in London or Edinburgh to whom they might desire to trust the successful scholar.

D. BRENT, Esq.—1.] I do not recommend the foundation of scholarships to any of the Universities in the British Islands for these reasons : Boys sent to Britain on leaving school here would suddenly become their own masters, without any control whatever, and having a scholarship to depend upon would have no incentive for further exertion, and in most cases would probably get into a “fast” set at the University, and become a disgrace instead of an honor to the Colony. Similar cases of boys holding large scholarships from English public schools, and at the University giving up all further idea of distinguishing themselves, are of constant occurrence at home. It should also be considered whether it would be advisable to separate a boy from his parents for probably four years at the least, a circumstance which would greatly tend to break home ties ; whereas if scholarships were founded in connection with the Melbourne University, a boy might reside in New Zealand, and merely go over to Melbourne (if necessary) at stated times to be examined. One objection to the foundation of University Scholarships to Britain is, that being necessarily limited in number, because of large amount, it would tend to encourage masters to devote their time to their most promising pupils, to the neglect of those deficient in ability.

2.] Exhibitions I understand to mean money paid to boys so long as they remain at school, and scholarships after they have left.

I am strongly in favour of the foundation of exhibitions in connection with some such plan as the following :—Let two examinations be held throughout the whole of New Zealand at convenient centres, commencing at the same time, one for boys under fifteen years of age, the other for boys under eighteen. Let all the boys in New Zealand be classed together—say three honour classes and a pass for each examination : the names in the honour classes to be in order of merit, and in the pass, alphabetical, stating in the list, opposite the name of each boy, the school at which he was educated. Let exhibitions be given to a certain number (or all, if possible) of the boys in the first class of the junior candidates, to enable them to continue their education at the higher schools of their respective Provinces, and scholarships to all boys in the first class of the senior candidates, to enable them to complete their education at an University. These examinations would be similar to those carried on in England by the Universities of Oxford and Cambridge for those students who are not members of the University. It would, I think, greatly increase the usefulness of these examinations if they could be conducted by the University of Melbourne, especially if they could be simultaneously held in Australia and New Zealand, and the boys in both countries classed in the same lists. The University also would then probably confer the title of A.A. (Associate of Arts) on all the successful senior candidates, giving the juniors an honorary certificate of merit. This would, I think, prove an excellent stimulus to the whole of the boys in all the schools, and also to the schoolmasters, in consequence of the name of the school being placed opposite the name of each boy.

An additional stimulus might be afforded by throwing open to competition the appointments

in the Civil Service, and it would doubtless induce many parents to keep their sons much longer at school.

3.] I would suggest, as before stated, that the University of Melbourne should be the Board of Examiners.

4.] If it should be decided that University Scholarships should be founded not specially in connection with Melbourne, I would suggest that they be tenable at "any University of established reputation." Doubtless one of the Universities of Oxford, Cambridge, Edinburgh, London, or Melbourne, would in almost every case be chosen by the parents or guardians of the scholars.

5.] I am only able to give an opinion with respect to the Universities of Oxford and Cambridge. In both, £200 a year should cover all University expenses, including the cost of private tuition, both during term and the long vacation. But it must not be forgotten that a good scholar would largely increase his income by gaining one or more College scholarships, formerly close, but now most of them, if not all, thrown open to competition, without restriction of birth or school.

6.] I would suggest similar subjects to those at the Middle Class Examinations of Oxford and Cambridge.

7.] I think that at present New Zealand is not ripe for such an institution, but that, with increased and higher education, which would be sure to result from the foundation of exhibitions and scholarships and the opening to competition of appointments in the Civil Service, in a few years the establishment of an University might be advisable.

As a preparatory step, I would suggest the establishment of colleges in the principal towns of the Colony; for if only one college were established, it would principally benefit only the centre of population in which it might be situated; for comparatively few students from distant parts of the Colony would attend. The classrooms of the existing schools might be used for lectures in the evening, which would induce many clerks engaged during the day to attend. These colleges to be affiliated to the Melbourne University, and instead of members of the colleges going over to Melbourne to be examined, the examiners to send over sealed printed papers to be set on the same day at all the respective colleges. The Melbourne University would of course confer degrees on the successful candidates, and should be asked to class the New Zealand Students in the same lists with those examined at Melbourne, which, by increasing the competition, would, as in the case of the school examinations, be an additional incentive to the students to prosecute a higher course of studies.

. To carry out the working of the above plan, it would probably be found necessary to establish a Colonial Board of Education, who would put themselves in communication with the University of Melbourne, and superintend the general arrangements for the various examinations, and determine to whom exhibitions and scholarships should be given. After a few years it would be desirable to establish fellowships, even supposing them to be only of the value of £50 a year, and tenable for three years, and conferred only on those who take the highest honours at the University.

D. BRENT, M.A. Cantab.,
Math. Master of the High School of Otago.

The Hon. Major RICHARDSON.—1.] Yes, under proper arrangements through which the impetus given to education will not be confined to the chief towns of the Colony, but will extend to its remotest borders.

2.] Yes; but these exhibitions should not be a charge upon the General Revenue of the Colony, but should be furnished from Provincial Revenues and Provincial land endowments.

3.] I am not able to offer any such suggestions with regard to the conduct of the examinations, but would suggest that each Province select its best scholars, one or more, as may be fixed on, to compete at the seat of Government before a Board of Examiners, which should have a stated remuneration for each such examination.

4.] I would not limit the scholarships to any particular Universities, where security can be taken for educational character of such University. New Zealand is peopled by men of different nationalities, and there are reasons why facilities should be given to lads for being educated in a particular locality.

I confess to a preference for the English Universities. It may, however, be a prejudice.

5.] From £200 to £250 a-year, in addition to passage to Europe and back.

6.] This is a point on which I do not feel competent to give any trustworthy advice.

7.] I would not recommend such an establishment at present, but be content with making the necessary provision by endowments in land for a future University, applying the proceeds in the meantime to the scholarship object.

. I do not know that I could offer any other suggestions, without much delay, beyond the following :—

1. The scholarships should be confined to boys who have resided a certain number of years in the Colony with their parents or guardians, who should be *bonâ fide* settlers.

2. That no Province should be permitted to derive benefit from the establishment of such

scholarships which does not make a permanent provision by a land endowment or otherwise, for lads from outlying districts availing themselves, at a cheap rate, of the higher class of education which the schools of the Provincial chief towns afford, and thus enable them to compete on fair terms with the lads of the town.

J. RICHARDSON.

Rev. D. M. STUART.—1.] Yes; but while strongly recommending the establishment of Colonial Scholarships because of their tendency to elevate the standard of education and to increase the attendance at our High Schools, I am opinion that our great educational desideratum is the immediate establishment of a New Zealand University or College. From my knowledge of the people of this Province, I am sure our parents, and especially the Ministers of religion, would stretch a point to keep their sons at our superior schools could they see their way to place them in due time at a University. In Britain, Germany, and America, the learned professions are largely recruited from the Manse and Parsonage, owing to facilities existing in these countries for obtaining the necessary education. I am satisfied that our yeomen would also avail themselves, year by year, in increasing numbers of a Colonial University.

From the circle of my acquaintance, half-a-dozen young men belonging to the industrial class, during the preceding five years, went, at their own charge, to British or Australian Universities, who would have availed themselves of a Colonial Institute had there been one in existence. I may add that others, on the ground of distance and expense, were forced to abandon the hope of a College education.

Of the Colonial Scholarships, I would recommend that one-half of them should revert to the New Zealand College, and that the other half be given as prizes to the most distinguished students who have attended its classes for three years, under the name of "Travelling Scholarships," tenable for two years, to enable them to visit any of the great Universities of Europe or America.

I would recommend, as conditions of competition, a New Zealand residence of two years, and age not under sixteen and not over nineteen years.

2.] No. The encouragement of education in our Provincial schools may be safely left to the Provincial Governments and the friends of education in the several Provinces.

I take the liberty of mentioning, that in Otago the Hon. Major Richardson has founded a scholarship of considerable value in connection with the Dunedin High School, and that Mr. Dillon Bell gave one in 1866, tenable for two years. Our merchants and others have in various ways shown their desire to promote the higher education.

3.] The examination for the scholarships should be by written papers—the papers to be prepared and examined by a Central Board, chosen by the Colonial Government. The questions should be sent, under seal, to the Superintendents of Provinces, whose duty it would be to appoint the time and place of the examination, and to nominate two persons of good standing to open the papers in the presence of the competitors, and remain with them during the period allotted for the competition. On the expiry of the time, the competitors should affix a motto to their papers, and then seal them. On the answers reaching the office of the Colonial Secretary they should be stripped of their envelopes, with the view of destroying all traces of locality, and then forwarded to the Central Board, whose report should be decisive.

4.] The choice of the University should, in every case, be left to the parents or guardians of the successful competitors, provided the institute selected be one of established reputation.

5.] One hundred pounds sterling per annum, with passage money to and fro. I fix on this sum because I consider it very desirable that the scholars should feel themselves entirely independent of home assistance.

6.] Latin.—Caesar's *De Bello Gallico*.

Virgil's *Æneid*, Books I. and II.

Analysis.

Translation of easy Passage of English into Latin.

Greek.—Xenophon's *Anabasis*, Books I. II. and III.

Homer's *Illiad*, Book I.

Analysis.

Mathematics.—Euclid, Books I and II.

Algebra, including Simple Equations.

Arithmetic, including Fractions, Square and Cube Roots.

History.—British History, including Outlines of History of British Colonies.

Geography.—Outlines of General Geography, and especially of Australasia.

English.—Analysis and Composition.

7.] I would advise its establishment without delay, and on the following grounds:—

1. It would accomodate those who are desirous of qualifying themselves for a profession, but who are unable or unwilling to go to any of the Universities of the Home Country.
2. It would prevent the establishment of Denominational Colleges for Literature and Philosophy which the great difficulty of obtaining suitable Ministers of religion will compel the Churches to face, unless speedy action is taken by the General Assembly with a view of providing a Colonial College.

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

the greatest possible benefit. They should be regarded as feeders, so to say, to the higher scholarships.

3.] It is essential, I think, that the Board of Examiners should consist, in part at least, of men who have, or have had, actual experience in the work of tuition, who are, or have been, masters of schools. It is not sufficient that they should be University men, and otherwise competent.

It is essential that the examiners should meet at a central place, say at Wellington. It is not essential perhaps, but it is advisable, that they should be chosen from different parts of New Zealand.

A large standing Board of Examiners, chosen from all the different Provinces, and from which the examiners for each particular examination might be selected, according to some fixed plan, would probably be the course which would give the greatest general satisfaction. The acting examiners only would receive payment, as a matter of course.

It seems to me also to be essential that the candidates for the University Scholarships should go to Wellington, their expenses being of course paid. But, in order to limit this expenditure as much as possible, and for other reasons, there should be a tolerably rigid preliminary examination or sifting of candidates in each Province, which might be conducted by the members of the General Board of Examiners resident in each Province.

The Provincial Section of the General Board of Examiners might also examine for the exhibitions founded by the General Government in connection with particular schools.

The papers might, it is true, be sent down to each Province, and be returned to the Board; but, as the competition between different Provinces would be very strong, I am afraid it would be impossible to avoid suspicion of favouritism and unfair advantage. Besides, the examiners would have to remain in session a much longer time according to this plan, which would make the expense greater than would be incurred by bringing picked candidates to a central place.

4.] The Universities of Great Britain and Ireland, not those of the Continent of Europe or of Australia. The particular University to be selected by the successful candidate.

5.] Certainly not less than £200 per annum. Considering that the expenses of the first and last year would be much larger than those of the intervening years, the expenses, namely, of the voyage to and fro, of caution-money, furniture of rooms, fees as taking degrees, &c.; it might be advisable to make the amount larger for the first and last year. Supposing a scholarship to be tenable for four years, its value might be £250 or £300 for the first and last years, and £200 for each of the two intervening years. The larger amount for the last year might be made conditional on the scholar's return to this country.

6.] The subjects of examination for the University Scholarships should be confined, I think, at least for the present, to Classics, Mathematics, History, ancient and modern, and Latin and English Prose Composition. Other subjects may be added afterwards, if found desirable; but it is better, I think, to confine the area at first within narrower limits than those which are customary in the Schools and Universities of England, if superior proficiency, and the credit of the Colony, are to be considered objects to be aimed at. For this reason, I think that Latin and Greek Verse, Composition, Modern Languages, and Physical Science, had better to be kept in the background for the present.

The subjects of examination for the School Exhibitions, should, I think, be the same, a lower standard of proficiency being adopted, and special regard being paid to grammatical accuracy, an object which may be secured by allowing a larger number of marks in proportion for the grammar paper.

As to age, I would fix no minimum limit for either class of scholarships, but the maximum should be, I think, for the University Scholarship, twenty; for the School Exhibitions, sixteen.

The only other limitations that occurs to me as desirable, is that candidates for the University Scholarships should have been resident in New Zealand for one year at least before the date of election; and candidates for the School Exhibitions, not less than six months.

7.] I am of opinion that the time is not yet come for this. If such a Board of Examiners were formed as has been before recommended, a University may grow out of it.

A University in the sense of a Board of Examiners for granting degrees may be found desirable, at a comparatively early date, and would involve little expense. But the formation of a Staff of Professors for the purpose of delivering lectures to students at a central place in New Zealand would, I believe, prove an absolute failure for many years to come as regards numbers—and numbers, it should be borne in mind, are a very essential feature in the success of a University. And even if there were a prospect of attracting numbers, the effect would, I believe, in a moral point of view, be exceedingly mischievous. To attract a number of young men from a distance, and cast them loose on a Colonial town without Collegiate discipline, would be nothing less than this.

* * Very strict certificates should be required from the University or College authorities before payment of the quarterly amount due on any scholarship, as to the moral character and studiousness of the holder of it.

It should be made a condition of granting any scholarship that the holder should be liable to be suspended or deprived, if such certificate were not satisfactory.

It may be worth consideration whether some deduction should not be made from the amount payable, if an unsatisfactory report of the diligence and progress of the student were

given by the authorities, but at the same time one not sufficiently bad to justify suspension or deprivation. There might be first, second, and third-class forms of certificate.

Deprivation should not take place without—(1) A warning. (2) Suspension.

HENRY JACOBS, M.A.,
Dean of Christchurch, New Zealand.

Mr. Justice GRESSON.—1.] I think that such a foundation would be an incalculable benefit to the Colony.

2.] I think that such exhibitions would be very valuable, as affording a healthy stimulus and encouragement to boys of more than ordinary industry, abilities, and ambition; but I think that care should be taken that the class of studies prescribed should not interfere with, but should rather tend to advance, the ordinary course of study prosecuted in the most efficient schools of the Colony.

3.] I suppose that it would be proper to have the final examinations at a central part of the Colony, probably Wellington, and to have a Board of Examiners, a sufficient number of whom would be resident there, or within a convenient distance. It might be convenient that the Board should be constituted of persons selected from each of the Provinces, and that the members selected from each Province should form a Provincial Board of Examiners for such Province; and that before a candidate should be qualified to present himself for examination by the Central Board, he should undergo an examination by members of the Board for his particular Province, and obtain a certificate from them of competency to offer himself for examination by the Central Board. This would save expense and disappointment to candidates whose qualifications might otherwise be much overrated by their parents or themselves. I presume that a fund would be provided for payment of the expenses of candidates attending the Central Board for examination, as well as for moderate remuneration to the examiners. A wholesome check upon the expenditure would be provided by some such arrangement as above suggested. Probably, for a time at least, Provincial examiners would be found who might be willing to act gratuitously.

It appears to me that a central place for the final examination for scholarships would be preferable to making the locality to be determined by the Province which should furnish the largest number of candidates for the time being.

4.] With Oxford, Cambridge, Trinity (Dublin), and with one or more of the Scotch Universities, with the relative merits of which I am not sufficiently acquainted to enable me to form an opinion.

5.] I think it ought not in any case to exceed £200 a year. This would be more than would be necessary for a student at Trinity, Dublin, who would not, I presume, be precluded from holding a sizarship or scholarship there, in which case more than half his expenses would be provided by the University.

6.] I think the limitations should be a previous residence in New Zealand of not less than three years, one-third, at least, of which should have occurred within the two years immediately preceding the final examination. Also, the candidate should not be younger than seventeen nor older than twenty-one years. The subjects for examination, I presume, would be the same as those which form the subjects of examination for matriculation at the English Universities.

7.] I do not think the time for this has yet arrived. I think one great advantage accruing from the scholarships would be lost, viz., the opportunity of enlarging the mind and associating with the educated classes of the United Kingdom.

. As the expense of Oxford and Cambridge is more than that of the Irish, or, I believe, Scotch Universities, and as it would not be right that a scholar should be provided at the public cost with a larger sum than might be necessary for graduating in the University chosen by him, I think it would be proper that, in the event of one of the cheaper Universities being selected, the head of such University or College should be requested to name the sum to be provided for his education and maintenance.

H. B. GRESSON.

Rev. W. C. HARRIS.—1.] I think it very desirable that scholarships should be founded for purpose of sending boys from New Zealand to the Universities in the British Islands.

2.] I think that the foundation of exhibitions to be competed for at the age at which boys in the Colonies generally leave school, and to last so long as to enable them to prepare themselves for competition for the higher scholarships to the British Universities, would encourage parents to keep their boys at school for a longer time, and would also tend much to induce boys to exert themselves. I have suggested in answer to Question 6, that the limitation of age for candidates for the higher scholarships should be placed at twenty or twenty-one years. In accordance with this I would suggest, that the limitation of age for the exhibitions should be placed at sixteen or seventeen, and that the exhibitions should be tenable for four years. This would enable boys to carry on their studies until they are fit to compete for the scholarships. I would further suggest, that the examination for the exhibitions should be carried on at the same time and place, and by the same examiners as the scholarship examination; and that a similar but less extensive range of subjects should be taken. With respect to the value of such exhibitions, I am of opinion that it would be advisable to make a very considerable difference between the case of those

who signify their intention of boarding at home and that of those who are to live at the school-houses. I think that the efficiency of the schools in every respect depends very much upon the number of boarders. It is impossible to infuse the same *esprit de corps* and to maintain the same discipline, and to get the same amount of hard work done among day boys. I would suggest, therefore, that exhibitions should be founded, tenable for four years, at the several public schools of the Colony, and that the annual value of the exhibitions should be £20; and that an additional allowance of £10 should be made when the parents signify their intention of placing their boy as a boarder at one of the school-houses.

3.] I venture to make the following suggestions:—

1. That a permanent Board of Examiners be appointed, consisting—
 - (a.) Of all Head Masters of public schools in the Colony of New Zealand, being graduates of one of the Universities in the British Islands.
 - (b.) Of an equal number of gentlemen not professionally engaged in education, being graduates of one of the Universities in the British Islands.
2. That from the Board thus constituted, two of the class marked (a.) and two of the class marked (b.) be appointed to conduct the examination held in the first year; and that in the next and all succeeding years one (a.) and one (b.) should retire, their places being filled up by the rest of the Board in rotation.
3. That the examination be carried on at the central towns of the several Provinces by means of questions set on paper, but that the four examiners should meet in Wellington, to consider the results of the examination.

I am aware that suggestion 1 (a.) is liable to objection, as coming from a Head Master. I have been induced to make it by the following considerations:—I believe that many men are to be found who—although in all other respects eminently fitted for the post of examiner—have no just idea of what boys may fairly be expected to know. They measure them by the standard which they suppose themselves to have attained at a like age, rather than by that which average boys are really capable of attaining. The introduction of persons who have daily experience of the capabilities of boys into the Board of Examiners, would serve to check any extravagant notions concerning what boys ought to know, and to fix the standard at an attainable height.

4.] I should much prefer to see scholarships instituted in connection with the Universities of Oxford and Cambridge. These, I think, afford advantages in all respects equal, and in many respects very superior, to those of the other Universities of Great Britain. I am not well acquainted with the systems of Dublin and London, but I believe that at neither of them is residence in the College, or even in the town, compulsory. This non-residence is, in all cases, an evil, for where it is allowed the authorities cannot exercise the supervision, or maintain the discipline which is to be desired; and especially would it be an evil in the case of young men sent from distant parts of the world, since they would probably feel themselves to be under less restraint than those who have friends near at hand. And moreover, in such a state of things, undergraduates lose the constant and necessary intercourse with many others of their own age from all parts of the kingdom, and from a great variety of schools, which tends to complete a University education by teaching a man to take his proper place, and by generally enlarging his mind. I may add, that the generous rivalry which exists between the various Colleges of Oxford and Cambridge, and between the two Universities themselves, does much towards making men useful members of society, by calling out a large amount of energy and perseverance, and infusing a spirit of hearty interest in the affairs of the community.

5.] I am of opinion, that with a fair amount of economy, the sum of £200 would be sufficient to cover all ordinary expenses incidental to the six months of term time at Oxford or Cambridge. The usual charge for private tuition at Oxford is, if I remember rightly, ten guineas per month during term time, and fifteen guineas per month during vacation. I think that in most cases an allowance of £50 per annum under this head would be amply sufficient. I may mention that an undergraduate necessarily incurs heavy expenses on first going into residence. For instance, the matriculation fees amount to about £10. A sum varying from £20 to £25 has to be deposited as caution money to secure the College against any loss. This is, however, in part recoverable on taking your name off the College books. The cost of furnishing rooms, or taking your predecessor's furniture at a valuation, amounts to £20 and upwards. It should moreover be taken into consideration, that cases may occur in which the successful candidate has no private means whatever, and no friends in England to assist him or give him board and lodging during vacation time.

Taking all things into consideration, I think that each scholarship should be of the annual value of at least £250, tenable for four years from the day of election. I would further suggest that it should be taken into serious consideration whether any additional assistance could be given towards defraying the expenses of vacation, when sufficient evidence can be brought to prove that it is absolutely required.

6.] I am of opinion that the best plan would be to take the subjects in which men are generally examined in trials for College Scholarships at Oxford and Cambridge, attaching however a greater weight to English Composition, and English, Roman and Grecian History, than is usual in examinations for such scholarships.

I venture to suggest that the following Papers should be set at each examination:—

Classics.

Paper	1.	Passages for Translation from Latin Poets.
"	2.	" " Latin Prose Writers.
"	3.	" " Greek Poets.
"	4.	" " Greek Prose Writers.
"	5.	" " into Latin Prose.
"	6.	" " into Latin Verse.
"	7.	" " into Greek Prose.
"	8.	" " into Greek Verse.
"	9.	Greek, Latin, and English Grammar.
"	10.	A Critical Paper upon the Latin, Greek, and English Languages.

History.

Paper	1.	Scripture History.
"	2.	English "
"	3.	Roman "
"	4.	Grecian "

Mathematics.

Paper	1.	Arithmetic.
"	2.	Algebra.
"	3.	Euclid.
"	4.	Trigonometry and Conic Sections.

An English Theme.

I should propose to attach marks to the subjects mentioned as follows:—

Classics.—10 Papers—1000 marks.

History.—4 " 600 "

Mathematics 600 "

English Theme 150 "

It should be understood that no candidate, however proficient in Classics, will be elected to a scholarship if he so far fails in Mathematics as to create a suspicion that he would not be able to pass the University Examinations in Mathematics and *vice versâ*.

With respect to limitations of age, I am of opinion that it is advisable to place the limit at not less than twenty, and perhaps better at twenty-one years. It is, I believe generally felt, that in the majority of cases, young men who go up to the Universities might with advantage have spent another year at school. I find that boys of eighteen or nineteen in the Colony are, generally speaking, quite a year behind English boys, both in character and in attainments. It is much to be desired that they should not be exposed to the temptations which absence from home and friends and comparative independence will necessarily bring at too early an age.

7.] I am of opinion that the foundation of a New Zealand University would at present be premature. My idea is, that numbers are wanted to give a University the real advantages of a University. Without numbers there will be no public opinion, and no emulation. I do not think that a dozen young men could be found in the whole of New Zealand ready to avail themselves of such a University even if established.

W. C. HARRIS, M.A.,
Brasenose College, Oxford.

Rev. G. COTTERELL.—1.] Most certainly, so far as the Universities in the British Islands are concerned, but not in the Australian Colonies. It seems to me most desirable to send the first of our young men to the English Universities, where they would derive the highest intellectual advantages, and would be brought into contact with the best class of young men in England. These young men are those to whom we must principally look for our future statesmen, &c.; and it seems to me of the greatest importance that they should if possible have this English training. Such advantages could not be given in any Australian University.

I further approve of this proposal because I believe that if it were carried out fully it would assist the existing schools of the Colony in raising the standard of education. There is a great difficulty now in keeping boys at school beyond a certain age, and the few that remain there have no stimulus to exert themselves, and no high object to aim at. The establishment of these scholarships would provide this stimulus. If the measure is to affect the standard of the New Zealand schools, it must be of a somewhat permanent character.

2.] This seems to me a most important proposition. If such exhibitions were founded for youths of eighteen or nineteen, to be held for two or three years, they would promote the object which I have spoken of in my former answer. In this case there should be annual examinations by the General Board of Examiners, while the exhibitions are held in the various schools. I think the object would be still better attained if they were given as a kind of fellowship to young men of nineteen or twenty, to be held for a certain period. The standard in examinations for such latter exhibitions should be high.

3.] The examination, I consider, should be conducted by papers in the various Provinces of New Zealand where candidates may present themselves. The reasons for such a system seem

to me to require no explanation. It would be desirable that some person or persons connected with the Board of Examiners should be present in each case.

In my opinion it would be desirable to have a Board of Examiners selected from the various parts of New Zealand—from every Province if possible. Two or three members of such a Board should be the special examiners for the year. It is of the utmost importance that the examiners should be elected with the greatest care. Mistakes of a most serious kind arise from the appointment of incompetent examiners. Men of considerable ability, who have attained University distinctions, are often perfectly incompetent to examine boys. They take their standard from their own remembrance of an advanced stage.

I think it is of great importance that the principal masters of the superior schools who are University men should form a part of the Board of Examiners.

4.] I should prefer to see them established in connection with the Universities of Oxford and Cambridge, because I believe that the training at these Universities is of a kind most suited to prepare young men for all positions of life. I think, however, that it would be well to allow successful candidates to go to any one of the Universities of Great Britain and Ireland.

5.] I should recommend that the total annual value of such scholarships should be £250 a year, and that they should be continued for four years, to be computed from the date of the exhibitor's departure from New Zealand. I am of opinion that a further sum of £100 should be allowed for the expenses of the voyages to and from England. I have fixed on the sum of £250 a year because I think that sufficient for a young man economically brought up. In cases where more is required, it ought to be provided from private sources.

6.] I should divide the subjects for examination into three: (1) Classics, to which I should give the largest number of marks; (2) Mathematics and the Elements of Natural Science; and, (3) English subjects, including General History and English Composition.

I would recommend that more stress should be laid upon the latter subject than is the case in examinations of the same kind in English public schools for University exhibitions. I would also suggest that the exhibitions should be limited to young men under the age of twenty-one years, and that it should be an express condition that they had studied for at least four years at some New Zealand school.

7.] I have not been able to come to any definite conclusion on this subject.

. I would suggest that two scholars be appointed annually—the examination to take place about Christmas. This time would be convenient for the masters of schools taking part in the examinations, and would give the successful candidates the opportunity of proceeding to England by the wool ships.

G. COTTERELL,

Second Master, Christ's College Grammar School.

G. MACFARLAN, Esq., M.H.R.—1 and 2.] If New Zealand were an old country I should object to the alienation of public money to purposes of what I may call ornamental education. I hold that Government is bound to provide an elementary education for everybody, but I cannot see that it is the province of a Government to subsidize the higher branches of training. Still, under the circumstances of the Colony, I feel that the benefits likely to accrue from the foundation of Government Scholarships far outweigh the theoretical objection that occurs to me. The main difficulty in setting a scheme of this sort afloat appears to me to be this—the Colonial boys on arriving at either University (I mean Oxford or Cambridge) would find themselves very inferior, both in instruction and in experience of the world, to the average of the more cultivated boys from the English Public Schools, and therefore would probably become intimate with and form part of a non-reading (and perhaps a fast) set. I am so thoroughly convinced of the importance of this objection (at least for some years) that I think for the first few years the candidates for scholarships should pass a trial examination two or three years before they would be ready to go to England—say at fifteen and a-half years old. Should the candidates show themselves reasonably proficient, the Government might allow them a moderate sum by way of an exhibition to enable them to obtain the best tuition available in New Zealand or Australia. I should confine the subjects of their studies to Classics and Mathematics, for reasons I will detail afterwards. I should not recommend that the candidates successful in the preliminary examination should be dignified by any degree, because such an examination would be intended simply to test whether the boys were fit persons to enter on a higher course of education and likely to do credit to the Colony. I make this remark because I believe the Tasmanian Government give to probationary students the title of Associate of Arts. I should be glad to see boys from New Zealand avail themselves of the advantages to be derived from attending the lectures, or if possible becoming the private pupils of one or more of the Professors of the Universities of Melbourne or Sydney; but I do not think that the training to be got at those Universities at all comparable with the advantages, both educational and social, which may be derived by any person of ordinarily good conduct from the usual academical course at Cambridge or Oxford.

3.] I should confine the examination to Classics and Mathematics. The various branches of Natural or Moral Science are very unfit subjects for testing the abilities of boys, and ought not to form part of their education. I am sure that a good training in Classics and Mathematics is the best introduction to Natural and Moral Science. If I was now writing generally on Education I should insist on European Languages, Drawing, and Music, as essential to a liberal

education; but to introduce those subjects into a competition for scholarships would be at least premature. The examinations ought to be conducted by Papers, and if possible by Cambridge or Oxford men. I should think it would be convenient to name a few months before the examination the subjects of examination; and this course would agree with the custom of the English Universities. A Board of Examiners would be unnecessary, as it would be easy to select from year to year two or three persons of experience to conduct the examinations.

4.] The only Universities worthy of the consideration of the Colonial Government are those of Cambridge and Oxford. The Scotch and Irish Universities are in most respects what in England would be called schools. And even if the education to be obtained at the Scotch or Irish Universities were of the highest possible character, I should object to the Government scholars joining them, because I conceive the object of the Government ought to be to obliterate rather than intensify national peculiarities. Of course I am aware that at Edinburgh there is a most distinguished school of Medicine and of Metaphysics, and at Dublin of pure Mathematics; but I assume that the object of the proposed scholarships is not to train up professional men in technical knowledge, but to produce average cultivated English gentlemen, fit to apply themselves to Law, Physic, Trade, Politics, or any other special pursuit.

5.] I can only judge of the expense of a University from my experience at Cambridge. The course there now consists of three years of three terms each for an ordinary degree, three and a-half years for Mathematical honours, and three and three-quarters for Classical honours. A candidate for honours, either Classical or Mathematical, would require a private tutor or 'coach,' who would cost £10 per term and £20 for the long vacation—that is £50 per annum. At most of the Colleges at Cambridge, men who have passed the College examinations well are allowed to stay up two and a-half months of the long vacation at Cambridge, and living there during the vacation is extremely cheap and very pleasant. But I think perhaps the Colonials would benefit more by joining a good reading party on the Continent than by confining himself to the University more than necessary. This would add to the expense. According to what I recollect I think a young man to live well without profusion would require £350 per annum, including everything. I do not express an opinion that Government should pay the whole of this sum, but I think that a man would require that amount to live in a moderately handsome manner, pay his expenses all the year round, and pay his College and University fees and his "Coach."

6.] The competition should be unlimited in all respects, except the following:—Classics and Mathematics should be the subjects of examination, and eighteen and a-half the limit of age, so that the men would be about nineteen on entering the University. This is about the average age.

7.] I think the idea of establishing a University in New Zealand is absurd.

GEORGE MACFARLAN.

JOHN STUDHOLME, Esq., M.H.R.—1.] I greatly approve of the proposed plan of establishing exhibitions to enable the cleverest of our youths to obtain an education at the Universities of Oxford or Cambridge. They would not only receive an education much superior to anything the Australian Colonies could furnish, but by mixing amongst young men of the first social position in England would have their views enlarged and their minds freed from Colonial prejudices.

2.] Not by the General Government. I would leave to local authorities the foundation of such exhibitions.

3.] I would confine the examination to those subjects which are deemed necessary by the Colleges of Oxford and Cambridge in examining for scholarships.

4.] The Universities of Oxford and Cambridge. I don't think the object in establishing these scholarships would be attained in sending the scholars to any other University.

5.] The annual value of such scholarships ought not to be less than £250 per annum. As the scholars would not probably have a home to go to, £250 would not cover their expenses; but if of talent above the average, such as we might expect our Colonial scholars to be, they would be sure to obtain something towards their expenses from their College.

6.] As to subjects of examination, see *ante*. The competitors ought to be not younger than seventeen or over nineteen years of age.

7.] I think it would be premature at present to establish a New Zealand University.

* * The word "exhibition" would be more proper than that of "scholarship," as the word "scholar" is only applied to those on the foundation of a College. Should any unsuccessful competitor be, in the opinion of the examiners, of high merit, and anxious to obtain a University education, it might be advisable to award an exhibition say of £50 value per annum.

JOHN STUDHOLME,

Formerly of Queen's College, Oxford.

HENRY JOHN TANCRED, Esq., M.H.R.—1.] It appears to me very doubtful, taking everything into consideration, how far the establishment of these scholarships would upon the whole be of benefit to the Colony; or rather whether any benefit they might be calculated to confer would not be counterbalanced by greater evils. There is, of course, this obvious consideration in favour of the plan—that it would be a means of stimulating to a greater or less extent the efforts of both teachers and pupils in schools capable of competing with any prospect of success. I think the advantage to the Colony would end here, and that the competition would practically be confined

to a certain class of schools. I doubt very much whether it would have any appreciable effect in diffusing a taste for higher studies generally throughout the Colony. Indeed, I am not sure that it would be desirable, even if it were possible, to bring the primary schools into competition with those in which higher subjects are taught. I cannot help fearing, moreover, that the establishment of these scholarships would have the effect in many cases of depriving the Colony of some of the most valuable members of the community. It would draft off all those young men who were most eminent for natural ability and powers of application and put them in the way of seeking advancement in the country to which they might be sent. Their own talents or the interest of friends, or both combined, would not improbably (or rather very probably) open for them a career on the spot which they would feel was not assured to them in a distant Colony. Besides this, however, the mere fact of their being in England or elsewhere at a distance would tend to loosen the ties which bound their parents to the Colony, and if the result was to induce the parents also to return home this would be a further loss. It may be assumed that those who had made the sacrifices necessary for the education of their sons so as to enable them to gain scholarships would themselves be persons of a higher order than common, capable at least of appreciating the value of learning, even if not personally engaged in literary pursuits. I think there would be this further objection to the scheme, that it would tend to break up family ties and withdraw the scholars just at a most critical age from the benefit of home influences—and what is true of the effect it would have upon their relation to their families, would be also true, to a certain extent, as regards the Colony. If they returned at all they would return as strangers. My objections therefore may be summed up shortly, as follows:—The establishment of scholarships to Universities out of the Colony would have a tendency to produce the following evils—Firstly: It would offer inducements to those whose abilities had been tested to settle elsewhere, and to give the advantage of their intellectual powers to some other community.

Secondly: It would offer an indirect inducement to the parents of the scholars to leave the Colony.

Thirdly: It would certainly, for a time at least, break up family ties.

2.] I think that under proper regulations and restrictions the foundation of exhibitions for the purpose named would act very beneficially. I think however, in the first place, that care should be taken that the encouragement thereby given to a higher class of studies should not have the effect of bringing the primary schools into competition with those of a superior character, at the same time it is of the utmost importance that the exhibitions should be open to boys of every class of life, whatever the class of school at which they may have received instruction. These two requirements may appear, at first sight, inconsistent with each other, because boys who have for any length of time been receiving instruction at a superior school will have a great advantage (amounting to a practical monopoly) over those attending schools of a lower kind, so that unless primary schools are encouraged to instruct in higher subjects they will be practically excluded from competition. I think, however, that the inconsistency would be reconciled by limiting the age of the candidates and only allowing very young boys to compete. Habits of industry and natural ability would no doubt show themselves at a very early age, and in the first few years of their school time boys attending both classes of schools would be very much on a par as to their attainments. During the first year or two of attendance at school the course of instruction at superior schools does not materially differ from that pursued at primary schools. In both the instruction at this stage is, or ought to be, purely elementary, so that boys belonging to either would compete on tolerably equal terms—and there would be this further advantage in admitting only very young boys to compete, that the authorities of both classes of schools would be under the necessity of thoroughly grounding the younger children in the elementary subjects of education—a point too little attended to now, particularly in the higher schools—at a later stage the equality which previously existed would disappear. The more regular attendance at a superior school, the greater length of school hours, the greater diversity of subjects taught, and the more perfect appliances of all kinds, would almost necessarily turn the scale of boys who (though possibly not the most promising naturally) had enjoyed those advantages. The following are my objections against any attempt being made to correct the disparity now existing between higher and primary schools by encouraging the latter to add higher subjects, such as Classics and Mathematics, to the present course. In the first place the Masters of these schools, though in most cases thoroughly competent to perform their present work satisfactorily would, in most cases, be quite incompetent to give instruction in higher subjects. The attempts they might make to do this would, therefore, do more harm than good. Then the teaching-power in primary schools is mostly insufficient to allow of instruction being given in a greater variety of subjects. The teachers have already enough to do with the instruction of the different classes, into which their schools are divided, in the subjects now taught. Any important additions, such as those above alluded to, would therefore, even supposing the masters competent, seriously impair the efficiency of the school by making it impossible to devote sufficient time to each different subject. The result would be that none would be taught well. The practical effect, however, of bringing primary schools into competition with those of a higher kind would probably be to tempt the masters of the former to devote the greater part of their time to those boys who, as they might think, would be likely to do them credit by gaining an exhibition. Everything would, as a general rule, be sacrificed to this object, and the bulk of the school would be neglected for the sake of a select few of the older and more intelligent boys.

I think there exists already too great a desire on the part of masters of primary schools to form a model class of this kind and to neglect the equally useful but less pleasant task of bringing on the younger or duller children. In order to make the exhibitions available for boys of every class in life, however, it will not be sufficient to place them within the reach of all. Their money-value must be fixed at such a rate as to enable the successful candidates, however poor their parents may be, to prosecute the higher studies without any further assistance. Board, lodging, tuition-fees, clothing, books, and all other expenses necessary for this purpose should be defrayed out of the proceeds. Consistently with this the period during which the exhibition is tenable should extend over the whole period required for the completion of the exhibitor's education. I will sum up in a few words my views on this question :—

Firstly : That only very young boys be allowed to compete.

Secondly : That the value of the exhibitions should be fixed on a liberal scale.

Thirdly : They be tenable for a considerable number of years.

I think that if these points were attended to the exhibitions might be the means of bringing forward the most intelligent and talented boys in the whole community, quite independently of class or station, and of enabling them to cultivate and turn to account, for the good of the Colony, the natural advantages with which they may be endowed.

3.] At present there does not appear to exist any machinery for forming a regularly constituted Board of Examiners. Those persons who are now engaged in the work of teaching are naturally excluded, because their impartiality would be open to suspicion, and they might very easily be thought to be unduly biassed in favour of candidates from their respective schools. For the present I suppose no course is open, but to depend upon the voluntary services of those competent to undertake the duty who could spare time from other occupations. The Government of the Colony, though not necessarily well-fitted to judge of the qualifications of those who might offer their services, would be, I presume, the only authority with which the appointment could properly rest. The establishment of a University would in the persons of its Professors supply the Colony with a body of learned men, officially recognized as such, whose competency and impartiality could not be questioned, and to whom therefore any such questions might be referred.

4.] I do not venture to express an opinion.

5.] I should suppose at least £300 per annum, probably more.

6.] Being opposed to the establishment of scholarships, as will be seen from my answer to Question (1), I have not given much consideration to these details.

7.] The establishment of a New Zealand University would, for several reasons be, in my opinion, of great advantage to the Colony ; and with a view of making it as efficient as possible, I should wish to see the whole of the funds available for the promotion of education in higher subjects exclusively devoted to its support, or to objects closely connected with it, and first of all an institution of this kind, besides the direct advantage which it would be of to the Colony as the highest educational establishment, would have this indirect advantage—that it would become the centre of a learned society, which would eventually exercise a most beneficial influence over the minds and tone of feeling of the people. In the next place the establishment of the necessary professorships with endowments of sufficient value to attract men eminent for learning and mental activity, trained in the system pursued at the Universities, would, it appears to me, be a means of bringing the Colony into connection with old established Universities, and of providing all the benefits to be derived from that connection at once more effectual and more certain than the foundation of scholarships to those Universities. Scholarships to a New Zealand University might be established more cheaply than to Universities in other countries. I will illustrate my meaning by supposing the following case :—I will suppose that scholarships to a New Zealand University are each worth £200 per annum, of this a certain portion would be required for the personal wants of the scholar, such as board, lodging, books, clothes, and incidental expenses. Supposing these amounted to one-half or £100, then the other £100 would be available as tuition fees, and would go to the support of the institution, so that in reality the scholar instead of requiring £300, as would be the case if he was sent to an English University, would only require £100. Now supposing 120 scholarships were founded at this rate of £200 per annum, the cost to the Colony would of course be £24,000, but out of this I suppose at least one-half (as above explained) would be available for the support of the University. That is to say, there would be £12,000 per annum for the payment of the Professors, say four at £3,000 each. On the other hand £24,000 expended in scholarships to Universities in England or elsewhere would only maintain eighty scholars, without affording anything for the support of a University or other institution in the Colony. At first I suppose the students at the University would consist almost exclusively of scholars, but in time, supposing the institution to be properly organized, others would be attracted to it and would contribute towards its support. The scholarships would generally be gained, I should suppose, by those who had distinguished themselves as children by gaining exhibitions.

I think a scheme such as the one I have hinted at in these answers would by establishing a regular gradation of honours and emoluments, and by taking up the youngest and leading them on till they had fully completed their education, afford fair opportunities of distinction to boys of every class of society, while it would give to the Colony itself the full benefit of all the mental endowments possessed by the rising generation, which would otherwise remain dormant and undeveloped.

HENRY JOHN TANCRED.

J. V. S. VEEL, Esq.—1.] I should prefer a Colonial University, but failing that, or as an interim arrangement, should strongly support the proposal to found the scholarships referred to. Without the University, to serve as a climax to the whole, the course of education is dwarfed and lowered. At present education comes to a dead stop precisely where it is beginning to be most useful. A boy reaches the top of his school and finds nothing beyond. He is at the top of the tree, and, even if he has the capacity and the will, can climb no higher. The prospect of a University career would be an immense stimulus, opening before him a new, unbounded, and most attractive field. Again, classmates soon take an accurate measure of each other's powers, and the boy who is the acknowledged head is apt to acquire a feeling of superiority and self-conceit, and is certain to relax in application, doing no more than just sufficient to keep his place. The fact of being pitted against competitors from other Provinces would be an admirable corrective, arousing feelings of emulation and zeal for the honour of the school,—powerful incentives to application,—while the qualities of his antagonists being unknown, he would be always under the sense of having to encounter at least his equals, and be unwilling by want of diligence to throw a chance away. I may add, that the benefit of the scholarships would not be confined to the successful candidates, since for every boy who gained one, ten would try for it, and be all the better for the work.

Many of the same remarks apply to the masters. I can easily conceive that a master, knowing that he can never get his pupils beyond a certain point, very soon reached, becomes to some extent disheartened and indifferent; and the more so the more real enthusiasm he feels in his profession. The University Scholarships would be to him, as well as to his pupils, an object of continual interest and ambition. He too would feel the spur of competition, for naturally he would be anxious that his boys should compare not unfavourably with those trained at other schools; and the whole school would feel the benefit of it, for it would be his constant care that no neglect in the lower classes should deprive a promising lad of the chance of doing credit to his school and his master when his turn came to pass through the ordeal of examination. Thus the whole working of the school would be more vigilant and efficient, and the general standard would gradually but surely be raised.

Lastly, a great advantage would accrue to the cause of education from the interest, which would no doubt be very great, taken by the public, and especially by parents having boys under tuition, in the result of the examinations; and also, which is a most important point, from the inducement to parents to keep their boys at school for a much longer time than they in general care to do at present.

2.] If by this question is meant exhibitions attached to the lower schools with the object of enabling the holders to continue their education free of cost at the upper, I consider them an essential feature in any effective scheme of education. (See answer to Question 7.)

3.] There is great practical difficulty about this question. I can only suggest the appointment of a kind of General Board, comprising several members in each Province, of whom three or four might be annually selected to conduct the scholarship examinations. Only those actually engaged should receive payment. The examinations should be held in Wellington, the travelling expenses of the candidates being defrayed by the Government, unless all or the great majority came from the Middle Island, in which case expense might be saved by holding it at Christchurch. I do not think that any plan of sending printed papers would work satisfactorily, or avoid suspicion of collusion; besides which, it would take away the zest of personal competition, and also give no opportunity for *viva voce*, which I should be sorry to see omitted.

It is important that the Board should comprise, in addition to gentlemen personally engaged in tuition, a fair number of competent men, members of Oxford or Cambridge, who are not so engaged, in order to lift things out of the professional groove and the routine of school examinations. Schoolmasters are apt to confine themselves to the text of certain books used in their school, and to consider that an examiner who, going outside of the book, endeavours to ascertain what a boy knows and what he has only learnt by heart, is examining improperly. They attribute deficiencies detected in their pupils to his unskillful method of examining, or, as the phrase goes, not having the knack of examining—the knack, that is, of keeping on safe ground, and asking only such questions as are pretty sure to be answered. There is this difference between a school examination at the end of a half-year and an examination for a scholarship, that the object of the former is to test a boy's recollection of what he has learnt during the half-year, and of the latter, to test the whole extent and depth of his acquirements. Quickness of memory assists so much in the first that it is a very fallacious test, so that a boy may win prizes again and again and yet be beaten in an examination of the second kind by a classmate who had always stood below him in the school. Now schoolmasters are so habituated to the one kind of examination that they are apt to fail at the other, which nevertheless is the one required, for unless a boy has been well trained and thoroughly grounded it is quite useless to send him to an English University.

4.] Oxford and Cambridge; but I suppose all Scotchmen would insist on the Scotch Universities being included, and if so, Trinity College, Dublin, may put in a claim. A difficulty strikes me about residence. At Oxford a man cannot get rooms at any of the best Colleges till his name has been on the books for some considerable time; and to send the New Zealand scholars to a small College, or, still worse, to one of the Halls, would be simply throwing money away.

5.] Not less than £200, with an additional £50 during the last year to cover the expense of a private tutor. There would also be the passage money to and from England, with entrance fees, caution money, and fees on taking degrees. I can form no estimate on the latter items as they differ at different Universities.

6.] The subjects should be Classics and Mathematics, and I presume scholarships should be given separately for each. As for the books to be taken in and so forth, that must be left to the discretion of the Board of Examiners, who would draw up and publish a list of what they required. The successful candidate should show that he had attained such a proficiency as would place him on a par with men matriculating from the best English schools, and allow him to commence reading for honours without having to pick up lost ground or to make good knowledge imperfectly acquired. Latin writing would be a requisite. The essentials are, accuracy and genuine knowledge, as distinguished from slovenliness and cram, the latter being the vices of Colonial schools, where, as a rule, boys are badly grounded in their rudiments, and where it frequently happens that a boy entering late is classed rather according to his age than what he actually knows, and is made to read Virgil while ignorant of his grammar. After such training a man would be nowhere at Oxford, and instead of taking honours would have to undergo much drudgery to escape a pluck.

I do not quite understand what is meant by the phrase "limitations of competition." If it means to what extent should the examination go in each subject, that, as I have said, must be left to the examiners. If it means limitations as to the age and numbers of candidates, I imagine that no very young lad will be sufficiently prepared to undergo the examination; but it might, if thought desirable, be announced that no candidate would be admitted of less than (say) seventeen years of age or over (say) twenty. The members of the Board of Examiners resident in each Province might hold a preliminary examination of the competitors from their Province, so as to obviate unnecessary expense in sending to Wellington boys whose chance of success was clearly hopeless. Of course it must be understood that the scholarships will only be awarded in the event of the required standard being reached. Any parent may send his son to the University at his own expense, however ill-prepared; but he cannot claim to do so at the public expense, unless there is a reasonable probability that the objects contemplated by the founders of the scholarships will be achieved.

7.] I can answer this only by going at some length into the whole question of public education.

I start with these two propositions:—(1.) That every child in the State has a right to the utmost amount of education he is capable of receiving. (2.) That it is of the highest importance to the State itself to utilise, by means of education, all the intellectual capital at its command. I call no system of education worthy of the name which fails fully to recognize and provide for both these requirements. The problem then is, how are we to provide for New Zealand a system which shall bring the highest education within reach of every one, irrespectively of rank in life or pecuniary circumstances.

In the first place, surely it can be done only by the Colony, not by the Provinces. I cannot conceive why education should be considered a Provincial question; surely it as much and as equally concerns every part of the Colony as does the administration of justice. Nor do I believe that, allowing the Provinces to have the inclination and means to carry out some systems of their own—which does not seem to be the case with them all—any worthy result can be obtained by their uncombined efforts. I should propose then that the General Government take the matter into its own hands, and frame a scheme of education for the whole Colony, placing it under the supervision of a Minister of Education. Let there be district schools all over the country, established by Government, where not already existing, and supported by rates and endowments, with salaries liberal enough to induce a superior class of men to take the post of masters. Let exhibitions be attached to each, of sufficient value to defray the expenses of board, lodging, &c., at an upper school to be established at the chief town of every Province, of the character of the public schools of England. The lower schools might with advantage be left to the charge of local committees, but should be visited at intervals by a Government Inspector, and the upper schools should undergo a thorough examination every half-year by examiners appointed by the Minister of Education. I may remark here that without this higher class of school, of a kind much superior to anything that to my knowledge exists in New Zealand, the University Scholarships will be of little use, as unless under exceptional circumstances the winners will be much below the England standard, and will therefore fail, not without discredit to the Colony, at Oxford or Cambridge. By making the lower schools free, with, if found necessary, compulsory attendance, a certain amount of education would be ensured to every child in the Colony, while the exhibitions would afford to those capable of rising higher, the means of pursuing their studies at the upper schools.

The question then arises, what should be the crowning point of the whole—scholarships tenable at the English Universities, or a New Zealand University, with of course a considerable number of open scholarships attached? I am in favour of the latter. The English scholarships would at best provide only for a few of the most advanced and ablest students, but condemn all who are somewhat less advanced or less able, and the great bulk who could not aspire beyond an ordinary degree, to the mediocrity of the Grammar School.

Mr. Simmons, in a letter to the *Otago Daily Times*, talks of thirty or forty candidates

coming forward for the scholarships. I fear that estimate is extravagant; but assuming it to be correct, it would be a hard case that every year so many young men desirous of obtaining the benefit of a University education should have no means of accomplishing their wish, for I cannot suppose the Government have any idea of offering for competition thirty or forty scholarships sufficient to start a University in New Zealand at once. It is quite true that of these supposed thirty or forty candidates the majority would be below the standard required for the scholarships, but I am not prepared to admit that a University course neither is nor can be made of educational value except to the few who take honours. I believe that a University in New Zealand would be of immense practical benefit by inspiring a life into the whole system which cannot be obtained otherwise, and which by the adoption of the alternative course will be entirely wasted. If a clever lad goes home to Oxford or Cambridge with a Government scholarship, works hard and takes first-class honours, the chances are that he will not return to the Colony. A five years' absence from New Zealand will have disconnected him from old ties, easily broken at eighteen years; he will have found new associations, have gained high distinction, and see all the career which England offers to distinguished talent open before him, and can we expect that he will deliberately abandon it all to return to New Zealand? And for what? What inducement can the Colony hold out to him? We find it hard enough to get any able man to give up his chances in England and come out to the Colony, and surely we should pause before adopting a plan which, the more successful its results, will tend the more to deprive us of the very choicest of rising Colonial talent. A Colonial University would at least be free from that drawback, while by bringing the University into closer contact with the schools it would exercise a direct and most beneficial influence upon them and on education generally.

The only argument I have met with against the establishment of a New Zealand University is, that the idea is premature, meaning, I presume, that it would not attract a sufficient number of students to keep it afoot. I regard this assertion as a lamentable confession of the neglected state of education in the Colony, and the low condition of our public schools. But is it so? There would at all events be the candidates for the proposed English scholarships, successful and unsuccessful, with those who, though not equal to contending for the scholarships, yet desired to have the advantages of a University training, say at a moderate estimate ten in all; this in three years, assuming that to be the length of the course, would give a total of thirty students—no inconsiderable beginning. But the formation of the new public schools, which as I have already stated I regard as indispensable adjuncts to the University, would greatly increase the number. Supposing six such schools established, it would not be too much to expect that each would send up four students a-year to the University, which in three years would give a total of seventy-two. How could anything like that number be sent to an English University? The scholarships plan seems to me to take for granted that there are not, nor are likely for many years to be, more than two or three youths every year who care to enter the University; whereas I believe that if greater facilities were offered, the number would increase rapidly till the University became as much the natural termination of the educational course as it is in England.

The scheme I have thus roughly sketched out might, with the exception of the University, be accomplished in a twelvemonth, for much of the machinery is already at work; and it fulfils both the conditions with which I have started, by giving every child in the Colony, no matter in what rank of life or how poor, an opportunity of improving his faculties to the utmost, and by developing for the general benefit of the community all its hitherto neglected intellectual wealth. It is nothing like so difficult or complex a task as the organization of road districts; the misfortune is, that the public cares a great deal about roads, and cares comparatively little about education.

In conclusion may I be allowed respectfully to suggest to the Committee the expediency of recommending the appointment of a Commission, such as that recently appointed in Victoria, (an extract from whose Report I append), to consider the whole question of public education in this Colony, with which the other question of the establishment of a University for New Zealand is materially involved.

It only remains for me to apologize to the Committee for the length of this paper, which I trust may be excused in consideration of the interest and importance of the subject discussed.

J. V. C. VEEL.

Education in Victoria.

THE following is a summary of the recommendations contained in the Report of the Commissioners, just laid before the Victorian Parliament:—

The alterations in the existing system of public instruction which we would respectfully submit for consideration may be shortly stated as follows:—

1. The enactment of a law making the instruction of children compulsory upon parents.
2. The appointment of a Minister of Public Instruction, responsible to Parliament, with a general superintendence over the interests of education in Victoria.
3. The establishment of public schools from which sectarian teaching shall be excluded by express Legislative enactment, and in which religious teaching shall be in like manner sanctioned and encouraged.
4. Public schools to be placed under the superintendence and management, subject to the Minister of Public Instruction, of local committees, to be partly nominated by ratepayers and parents.
5. The teachers in public schools to be admitted to the public service upon passing a prescribed

examination; to be under the direction of local committees, subject to the authority of the Minister of Public Instruction; and to be entitled to receive their salaries, and after a certain period of actual service, an augmentation allowance, and a retiring allowance from the State.

6. The principles of individual examination of children, and of part payment of the teacher by results, to be retained; but modifications to be made in the mode of examinations.

7. The establishment of a training school for teachers.

8. Annual exhibitions at the grammar-schools, Queen's scholarships in the training-school, and appointments in the Civil service, to be given to the pupils of public schools.

9. A capitation grant to be conditionally given for a period of five years to non-vested schools now on the rolls of the Board of Education.

10. Encouragement to be given to the denominations, by means of a grant of increased powers, to part with their school lands, to surrender their schools, and to contribute to the establishment of public schools.

11. A separate grant to be made for the purpose of aiding instruction in the rural districts, and in missionary educational settlements for the aborigines and the instruction of the Chinese, for the purpose of aiding ragged schools.

12. The levying of a rate in aid of public instruction upon land in Victoria.

In conclusion, we beg to submit the opinion that it is highly important that the Legislature should distinctly lay down, in any measure which it may be pleased to enact, the principles upon which a system of public instruction in Victoria should be established and permanently conducted. The silence of the present law—proceeding, we believe, from a desire to avoid the discussion of topics involving differences of opinion upon radical questions outside the sphere of politics—has led to very serious misconceptions respecting the policy and even the meaning of the Legislature. It is necessary, in order to secure the due administration of the law of public instruction, and the proper application of the liberal grants of Parliament, that the will of the Legislature in respect to fundamental principles should be clearly enunciated. We have appended a draft bill containing recitals and enactments of the principles which it appears to us to be desirable to record upon the statute book. The practical details of the scheme, upon which opinion is much divided, and which can be brought to perfection only by means of experiment and change, should be in our opinion confided to the care and recommended to the vigilant attention of the central authority, invested with a very large discretion, and enjoying the confidence of Parliament, and of the public.

J. W. H. WILLIAMS, Esq.—1.] I should strongly recommend the foundation of scholarships for the purpose of sending youths to any of the Universities in Great Britain, and should also recommend that they should be made available for any of the Inns of Court of London as well, as I consider that a youth may be quite competent, so far as a classical and general education may be required, to go direct to the Bar; and with the same view, I should recommend the scholarships should be available for any of the schools of Medicine in Great Britain.

2.] Yes.

4.] With Oxford, Cambridge, and London; and I also consider that the scholarships should be available for the Inns of Court, and for the Schools of Medicine of London, Edinburgh, and Dublin.

5.] £250.

6.] I consider that a fair knowledge of classics would be sufficient so far as the dead languages are requisite. I consider that a very strict examination in the sciences generally should be as indispensable. I also consider that a thorough knowledge of modern languages should also be made indispensable, at any rate to the extent of three, viz.: English, French, and German.

7.] I think it entirely impracticable.

J. W. H. WILLIAMS.

Copy of a Letter from Mr. WYNN WILLIAMS to Mr. JOLLIE, Chairman of Committee on University Scholarships.

DEAR SIR,—

Christchurch, N.Z., 27th August, 1867.

Mr. Hall has suggested that I should write to you respecting my suggestions with regard to scholarships.

I rather think from what he says that I have been slightly misunderstood. What I intended to suggest was this, that a youth who may have passed a successful examination here for a scholarship, should have the option of going to a University, or to the bar, or to study medicine. I have spoken to Dr. Foster and others on the subject, and I think you will find that the proposition I have made is one that would meet with very general approval.

The fact is, that the majority of youths educated in the Colony will take to the bar or to the medical profession in preference to going to the Church. I think this may be taken as certain. A University education, under these circumstances, would not by any means be a necessity. A youth would be quite prepared to proceed from a school in the Colony to one of the Inns of Court, and I think, under these circumstances, that the scholarships provided out of public funds should be granted in order to enable any youth who may pass a successful examination, and obtain a scholarship, to complete his education for the bar and for the medical profession as well as for the church.

I hope my suggestions will be taken into consideration. Indeed I think there ought to be some expression of opinion (in the House) elicited upon this view of this very important subject. I have taken the liberty of drawing your attention to it, because I feel certain that if the scholarships are confined to the Universities, very great dissatisfaction will be the result.

It has been suggested to me that the Universities should be fixed upon in the Bill, and also that the option should be given to a successful candidate to go to any of the Inns of Court in London; to Oxford, Cambridge, London, or Edinburgh University; and to any recognized School of Medicine in London, Edinburgh, or Dublin. That a recipient of the scholarship should give satisfactory proof, during the period he holds the scholarship, that he is prosecuting his studies, &c.

I must apologize for troubling you upon this subject; but I trust that the importance of the question will, in the opinion of the Committee, be a justification for the liberty I have taken in drawing their attention to it, through you.

I remain, &c.,

J. W. H. WILLIAMS.

REV. CHARLES FRASER, M.A., F.G.S.—1.] I should strongly recommend the foundation of University scholarships, and also that these should in the meantime, and temporarily, be devoted to the purpose of sending boys from New Zealand schools to any of the Universities in the British Islands or on the Continent of Europe. I believe such foundations would have a most beneficial effect in quickening the energies both of teachers and pupils in our superior schools. But I am also very decidedly of opinion that such specific purpose should be only temporary, and that the ultimate devotion of the endowments should be for scholarships at a New Zealand University, or for fellowships awarded to distinguished alumni of such University, to enable them to prosecute their favourite studies at the Universities of Europe.

2.] I consider the foundation of exhibitions in the existing Grammar or High Schools of the Colony would be exceedingly useful, both as tending to promote the higher studies and to develop a wholesome rivalry between the managers and teachers of these schools. The establishment of some Provincial exhibitions in Canterbury has been productive of excellent results. The method in which the competitive examinations for these exhibitions has been conducted has been exceedingly satisfactory.

3.] (1.) Examinations are best conducted by means of written papers, wherever these are possible, as they are to a great extent a guarantee for impartiality, and bring out the real attainments of the scholars better than *viva voce* examinations, in which timidity might be fatal to the best trained.

(2.) The competitors should be required to have their names written at the bottom of their exercises, so as to admit of their being cut off. A number (1, 2, 3, &c.) affixed to the name, and to the exercise from which it is detached, would enable the examiners afterwards to verify the author. This plan would help to relieve examiners from the danger of unintentional as well as intentional bias.

(3.) A General Board of Examiners, who should visit all the Provinces and take part in all the competitions, would be able to report on the comparative merits of the schools of all the Provinces. In each Province they should be associated with a local Board. The General Board might consist of three members, two of which should be required to be present at every examination. The local Boards might consist of the same number.

4.] A large discretion might safely be allowed to the young men themselves in consultation with their parents and guardians. In very few instances could any misappropriation of the allowance be dreaded, and everything of the kind could be effectually checked by requiring matriculation tickets and professorial certificates of attendance to be regularly forwarded. I think that so long as the scholarships are devoted to the purpose of enabling pupils of our superior schools to attend a University elsewhere, such pupils should be expected to take a degree at some University of the British Isles, or at some Continental University, named to and approved by such Board of Management as the disposal and supervision of the scholarships might be entrusted to.

It appears to me that it would be somewhat invidious to limit the choice of Universities in England, Scotland, or Ireland, or to exclude foreign Universities.

When these scholarships come to partake more of the nature of fellowships, or rewards to students at a University in New Zealand, still greater latitude might be allowed, so as to allow the holders of them to take advantage, in turn, of a year's Classical study at Oxford, or study Philology and Science at Berlin, or Political Economy, History, or Mental Philosophy at Paris or Edinburgh.

5.] It might be advisable to make them of somewhat different values, according to the comparative degrees of excellence shown in the competitive examinations. They might in this way range from £150 to £250. Such allowances would be moderate, but are rather to be regarded in the light of assistance than absolute defraying of all expenses. At the same time, many a young man of studious and inexpensive habits would be able to provide himself with the best books, philosophical apparatus, or other means for prosecuting his favourite studies, out of any surplus.

An estimate presented to the Oxford University Commission of 1852 calculated the expense of residence at that University at £51 sterling, exclusive of fees, for the term. At some of the Scotch Universities, owing to the greater cheapness of living, it may be set down at half that sum. The probability of Oxford being soon thrown open to students not resident within the College walls makes the above estimate a more probably accurate one. The same

Oxford commission states that private tutors usually charge £10 a term, or £30 a year, for three hours a week, and nearly double these amounts for six hours. I have stated above a much higher figure, from my impressions of the intentions of your Committee.

6.] Under this head I confine myself exclusively to the more immediate case of pupils from our superior schools competing for a fellowship at a European University.

(1.) Classics, to the extent of Latin prose composition, translation of Greek prose, and translation and scanning of Greek and Latin verse.

(2.) Mathematics and Arithmetic.—The ordinary rules of the latter, and the former as far as Quadratic Equations and the first book of Euclid. In my opinion, it is most undesirable to insist on great advancement in Mathematics until the mind has become considerably strengthened by exercise in other studies.

(3.) English Prose Composition and Grammar.

(4.) Histories of Greece, Rome, Britain, and General History of Modern Europe.

(5.) Bible History.

7.] I consider that this is by far the most important subject mooted in these questions, and that the character of the society in New Zealand holds out reasons for expecting that a University would be more than ordinarily successful in this Colony. The establishment of a University, with scholarships attached to it, would give a great impetus to education, both at elementary and advanced schools. It would attract to it many endowments from private sources. It would tend to give a more elevated tone to general society, by securing a regard for learning and science, such as is often wanting in the earlier stages of Colonial life. It would preserve to the Colony many families who in our present circumstances remove to England. Parents would have no objection to sending their sons to a neighbouring Province, from which they would pay them a yearly visit, while they naturally dislike the idea of complete separation for a period of four years. The establishment of a University is essential to a complete system of education, such as the Colony ought to provide, if it attends to education at all.

. (1.) I think that the great error into which there is danger of falling upon the subject of a Colonial University is the outlay of extravagant sums upon the buildings and mere material apparatus, to the comparative neglect of an efficient professoriate.

(2.) As the subject is of too much importance to be hastily decided, I would suggest the appointment of a commission to report to next Assembly. Such a commission would have to consider—1. The site of the University; 2. The system of instruction to be pursued, as based upon a comparison of the English, Scotch, and German systems; 3. The establishment of a General University Council, to act along with the Professors; 4. The number of Professors required at the outset, and the gradual additions to be made in developing the complete system.

(3.) Meanwhile I would suggest the advantage of establishing one or two temporary lectureships on Science, History, or Literature, at the places where Grammar or High Schools are in existence. At a moderate cost, such lectureships would help to supply a great want. Salary need not exceed £100 a year.

CHARLES FRASER, M.A., F.G.S.,
Christchurch, Canterbury.

HAWKE'S BAY.

Rev. W. COLENSO.—1.] No, for (among others) the following reasons:—

1. *Financial*.—Expense great, return small and uncertain; all moneys going out of the Colony.

2. *Political*.—Such might draw parents and families away from the Colony.

Such students might not in every case return; and if they did return, then it might not be to their country, their home, the place of their choice and affections: the heart might be left behind.

The example thus set under the auspices of Government would be sure to be followed.

3. *Mental (Talent)*.—May it not be fairly questioned whether such a scheme could be so conducted as to secure such University scholarships to the rising talent and genius of the Colony, apart from birth, wealth, or political influence?

4. *Physical*.—Highly questionable whether in many cases our best young students from some of our Provinces would not suffer in health in removing for closer study to the hotter climates of the Australian Colonies, or to the colder and wetter ones of Great Britain and Ireland.

5. *Moral and Religious*.—The many egregious follies and mummeries of the day, Puseyism, Ritualism, &c., &c. (to say nothing of the lamentable "fast" life of the young British generation), some of which are so speciously dressed up and supported, even at the principal English Universities, as, it is to be feared, to find ready way into the mind of the unsophisticated Colonial youth, unless his own sterling innate good sense should be strong enough and wary enough to repel all such attempts—but *quæ*. It is like sending a boy to Greenland to learn to skate. Further, here, in the Colony, we have the healthy development of all Christian denominations being on the same platform. Why then seek to place the young expanding Colonial mind in situations

(in Great Britain) where such just views are questioned, and would be sure to receive a check—perhaps a severe one, or even worse—which might return with him to New Zealand, and be sure to yield pernicious fruit?

At the same time, I am fully aware of the present great prestige of the English Universities. This too, however, will ere long be only appreciated here at its real value. (But see answer to Question 7, *seq.*)

2.] Yes, *pro tem.* (But see answer to Question 7, *seq.*)

3.] Not at present (partly through want of time); but, *en passant*, I think—

1. The examinations should be of the nature of Civil Service examinations, particularly attending to those portions of the same which would most benefit the students in after life in New Zealand, and also the Colony; which portions might also, no doubt, be beneficially enlarged.

2. The Board of Examiners should be wholly free from clerical persons, as such.

4.] My negative reply to Question 1 applies here. But if scholarships should be instituted, then (to suit the Nationalities, not yet, alas! blended into one) Cambridge, Glasgow, and Dublin.

5.] I cannot answer this from want of correct modern data. (Also, in part answered in my negative reply to Question No. 1. (See also reply to Question No. 7 *seq.*)

6.] My negative answer to Question 1 is also applicable here. See also the first part of my reply to Question 3, and reply to Question 7 *seq.*

7.] This, I think, is every way proper, and highly commendable. This is truly Colonial—patriotic, I may say—worthy of a great and rising Colony; having been done (successfully, I believe) at Sydney and Melbourne.

If the Government can (financially and at present) find the means, and if the Provinces could agree to the site, I think it should be immediately commenced—

1. A liberal endowment in land being made, possibly from the confiscated lands of the Crown.

2. A loan with a sinking fund could be obtained.

3. A College, as nucleus of the future New Zealand University, might be soon instituted, which would provide for the real wants of our rising generation for several years.

4. A royal charter obtained for it.

5. No doubt the Government endowment would be quickly supplemented with gifts and grants of land, &c., from wealthy New Zealand landowners.

6. Our youth,—their hearts, minds, and energies,—their parents, our moneys, &c., &c., would be retained in the Colony. New Zealand, as a whole, would be benefited, and those born here brought all the more to consider New Zealand as their home, their country, their native land; which patriotic feeling by a Government should always be fostered and never be lost sight of.

. Having had this opportunity unexpectedly afforded me, it occurs to me to say (though such remark may not at all be necessary), that whatever is or may be done by the Government in the way of advancing superior education for our Colonial youth, one thing should ever be kept steadily in view, namely, to make all such as free, open, inviting, and comprehensive as possible, not merely suitable to the present state of mental progress, but to the ever-advancing conquests of mind over matter. Therefore, always, in men and in principles, the most liberal should be carefully taken and adopted, and every sectarian and denominational element sedulously eschewed.

WM. COLENZO.

MARLBOROUGH.

Hon. J. D. TETLEY.—1.] I warmly recommend the foundation of University scholarships for the purpose of sending boys from New Zealand schools to one or other of the Universities of Great Britain.

2.] No answer received.

3.] No answer received.

4.] Oxford or Cambridge.

5.] Not less than £250 per annum.

6.] No answer received.

7.] I am of opinion that any attempt to establish a New Zealand University at the present time would prove a failure.

. Having had no opportunity of informing myself respecting the present standard of attainments in the larger New Zealand schools, I do not attempt to answer the Questions numbered 2, 3, and 6 amongst the foregoing queries.

J. D. TETLEY.

NELSON.

J. D. GREENWOOD.—1.] I feel some difficulty in answering this question from the general terms in which it is put. I believe that no educated man has any doubt as to the intellectual

advantages which the training of our University system confers on those students who enter well prepared, and properly disposed to benefit by it. This training appears almost indispensable for the higher branches of the learned professions; but I do not think that the full advantage it is calculated to confer can be obtained except in the Universities at home. If University scholarships are to be founded, I should therefore prefer to see them founded in Great Britain rather than in the Australian Colonies. Even supposing the educational advantages to be equal in each case, the English Universities must offer a wider field of competition, a larger sphere of action, greater social advantages, and, above all, a means of keeping up in the Colony a tone of thought and feeling more thoroughly in accordance with that of the mother country, the need of which will be felt more and more as the Colony advances.

But, judging from my own limited experience, which is entirely confined to the Province of Nelson, I should hesitate to recommend any such measure as that proposed, on the ground that so far at least as that Province is concerned, its educational facilities are not such as would allow of its entering into the proposed competition with advantage. In Nelson College my predecessor, Mr. Broughton, a gentleman with high University honours, and much practical experience gained as a Master of Cheltenham College, recast the whole system of tuition in accordance with the home models, especially designed to prepare students for the Universities. On my succeeding him, I was compelled, owing to the deficiencies I found in the knowledge of English Orthography, Grammar, Geography, &c., to diminish the instruction in the Classics. I did this very unwillingly, but have reason to believe I should have been strongly supported in making still further changes in the same sense. In fact, with the exception of the school founded by Bishop Hobhouse, there is no place of education where instruction is given of a kind intermediate between that of the College and that of the village schools. Two or three attempts to give a rudimentary knowledge of Latin in these latter have within my own knowledge been discouraged or prohibited. The attempt to enforce a higher standard of qualification for admission to the College was followed by an immediate decrease in the number of the pupils. To derive any advantage from the proposed scholarships, therefore, the instruction in the Nelson College would have to be raised at least to its former level; in that case the scholars would have to present themselves much better prepared than they usually did during the period of my connection with it; and except in the one instance I have mentioned, of the Bishop's school, there are no means of so preparing themselves.

2.] There are six exhibitions connected with Nelson College, and I know that they have encouraged and enabled parents to keep their sons at the College for a longer time than they would have done otherwise. But these exhibitions are confined to boys actually studying at the College. Could inducements of a similar kind be held out at entrance, and exhibitions given to those who came best prepared, I think that such foundations would have a very beneficial effect.

3.] I think that the examination of candidates for University Scholarships might be conducted in the first instance by written papers, prepared under the eyes of the Head Masters, and certified and forwarded by them to a central Board of Examiners, such Board testing the qualifications of the candidates they select still further by a *viva voce* examination. In cases where the papers of candidates were nearly equal in merit, the second candidate should have the option of presenting himself for such further examination; and the travelling expenses of the candidates, whether successful or not, should be paid for them.

4.] I am unable to offer any suggestion under this head, beyond this—that supposing a certain number of Universities to be selected, it might be a matter of great interest and importance to the parents that their sons should be placed in localities with which they had been themselves connected, of which they had some previous knowledge, or in which they had friends or relations. •

5.] Taking into account the passage-money to Europe and back, and the probable advantage of being under a private tutor for a few months previous to matriculation as well as during the vacations, the sum of £1000 (one thousand pounds), or £200 per annum for five years would probably be required.

6.] The subjects must, I presume, be those required to pass the examination on matriculation at the Universities, viz. Classical and Mathematical, but I would suggest that a competent knowledge of the mother tongue and of General History should be made a necessary adjunct.

7.] I am afraid that the Colony is not at present able to support such an institution, taking the term University in its widest acceptance. Even in the neighbouring Colonies of Australia, with a much larger and denser population than our own, the results have not been very successful.

I have, however, often wished to see established in some central position an institution with Professorships of Natural Philosophy, Chemistry, and perhaps the Belles Lettres, Moral Philosophy and Logic, which might serve as a nucleus for an establishment of a more important character at some future period, but which even from its commencement might afford instruction on subjects which must otherwise from the total want of any such means of acquiring the requisite information, remain comparatively disregarded or unknown. Exhibitions to such an institution would in my opinion be much valued and eagerly sought after, especially at the termination of the usual school course.

. The prevalent neglect of the higher branches of education may, I think, be very much

attributed to the opinion that they do not lead to any direct tangible result in after life. There are no means in this Colony of acquiring the special information or receiving the special training required by the Physician, the Surgeon, the Lawyer, the Civil Engineer, the Architect, and others, to whose professions the previous discipline of a Classical and Mathematical education is so essential, or at all events none comparable to those existing elsewhere; nor is the field for professional competition a very wide one afterwards. There are no competitive examinations here for employments in the Public Service, and the social advantages of a superior education are much less distinctly marked than they are in older and more populous communities.

J. D. GREENWOOD.

W. C. HODGSON, Esq.—1.] No.

2.] No.

3.] No.

4.] No.

5.] No.

6.]

7.] I believe that it would be better to establish a New Zealand University (with which the existing Provincial Colleges and Grammar Schools might be affiliated) than to expend a large sum in founding University scholarships for the purpose of sending boys from New Zealand Schools to any of the Universities either in the British Islands or in the Australian Colonies. For the following reasons:—

First: The great saving in expense that would be effected.

Second: The more direct encouragement that would be given to our Provincial Grammar Schools and Colleges.

Third: The advantage to be derived from retaining the expenditure of a large sum of money within the Colony in which it would be raised.

W. C. HODGSON,
Inspector of Schools, Nelson.

R. LEE, Esq.—1.] No. The most serious consideration which has weighed with me in coming to a negative answer to this question is the want of provision for the future of New Zealand which the issue of exhibitions to a British University would necessarily entail.

The expense of transit, loss of time, probable fewness of young men wishful to take up a residence in Britain for three or four years, the danger of the exhibitor falling into bad habits or drifting into other spheres of life than the Colonial Legislature expects, and many other minor considerations help me to this decision.

2. Yes. By such a measure an immediate want would be supplied, and a new impetus given to the great work of middle class education in these islands. Above the class of children which attend our Government schools is one large middle class. It is the wants of this class which at present most need State aid. The recognition of the attainment of a moderate standard of excellence in the schools for the better classes of New Zealand would be productive of the greatest good. It would separate the good schools from the bad, drive from the field inefficient teachers, and invigorate with a healthful influence, schools worthy of aid and protection. Should a system be instituted whereby pupils who can pass a set examination representing merely a creditable education are admitted to some distinction and reward, the annual increase of such degrees would be a tangible proof of the increased efficiency of our schools. I would advocate that the country had better be content with excellence at a moderate standard than mediocrity at a higher one; yet I cannot but think that the standard would rise, whatever requirements are set up for attainment.

3.] Practical suggestions on Question 2.

a. The appointment of an Educational Commissioner, who shall conduct examinations, &c.

b. The appointment of some degree of merit possessing title and value.

c. The appointment of paid examiners—one for each subject of examination.

d. Subjects suggested:—

1. English—to include good reading, correct spelling, ability to write in sentences original narrative or Syntax, knowledge of inflexions and derivations of words.

2. Latin.—Ability to translate easy Prose, Latin Grammar.

3. Arithmetic.

4. Algebra—including Fractions and Equations.
Euclid—Book I.

5. Geography.

History of Britain and Rome only.

NOTE.—The subjects should be well defined one year in advance, with, as much as possible, the absence of all mention of text-books.

The pass number of marks should at least be such that failure in one subject may be compensated for by excellence in all others.

The English examinations under the Department of Science and Art, South Kensington, are worthy of imitation.

- 4.] A New Zealand University.
- 5.] It will depend upon the independent pecuniary resources of the University itself.
- 6.] (1.) Subjects *sine quâ non* :—
 - a. Latin.—Book of Cæsar or Livy, &c.
One Book of Virgil.
 - b. English.—Reading aloud best English Authors.
Criticisms of Passages.
Analysis.
 - c. Arithmetic—including Mensuration.
 - d. Algebra—including Surds, Progressions, Binomial Theorem, Logarithms.
- (2.) Subjects optional :—

<ol style="list-style-type: none"> a. French or German b. Plain Trigonometry c. Any branch of Natural Science d. Geography—Ancient and Modern. e. History. f. Euclid. 	}	Knowledge elementary.
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As many of the subjects in Class 2 might be required as the exigencies of the times would indicate.

I believe very few youths could at present be found in the existing schools of the Colony who could pass a creditable examination in Class 1.

7.] At present there seems to be no very urgent demand for a New Zealand University, but every year will make the need more urgent. It is very desirable to look to the future. Considering the question apart from its financial aspect, I should say that it would be well to take immediate steps in the matter by making endowments, setting apart a site, and, if possible, constructing one wing of an edifice. Then it would be necessary to obtain a staff of Professors—say only three in number—one for Classics, one for Mathematics, and one for Natural Science (say Chemistry and Geology).

If anything of this kind be done, the University should be partly fed by exhibitioners from the upper schools of the Colony.

I am strongly of opinion that at present only a few of the sons of the very richest land-owners of New Zealand would derive any benefit from the establishment of a New Zealand University, because, I fear, they only would avail themselves of its advantages.

*** I believe Question 2 to be the most important one. A sound middle class education will benefit the mass of the upper classes. It is no complaint in our schools that we do not carry the education far enough. In a system of University Scholarships there would be considerable inducement for masters to spend their time upon one or two clever boys, instead of diffusing their teaching fairly over the whole school.

ROBERT LEE,
Head Master, Bishop's School, Nelson.

Rev. S. POOLE.—1.] I beg to say that I consider the foundation of University Scholarships for the purpose of sending young men from New Zealand Schools to one of our Great British Universities would be a step in the right direction. And I am inclined to recommend this measure not merely because I look to the benefits that are likely to arise to the public at large from the possession of highly-educated men amongst the number of our Colonists, but because I am convinced that the system would have the beneficial effect of stimulating the teaching powers of our New Zealand Schools and Colleges. I believe that the efficiency of our English Schools has in most cases been produced by the continued exertions that are yearly made for the preparation of boys for the scholarships, and other advantages which the Universities of Oxford and Cambridge afford. Whenever University laurels have been carried off by a pupil, the school from which he comes generally gets a name, and (not to mention the dawn of noble ambition which bursts upon many a small boy in the lower classes) the masters feel a pride and are conscious that a valuable testimonial has been added to their scholastic reputation, and that they may hope for higher and more remunerative educational appointments. One or two scholarships would thus become prizes for learning, and would greatly encourage the continuation of school studies to a more advanced age. Boys who might seem to possess good natural abilities would not leave their teachers, as they unfortunately now do, when they are just beginning to acquire mental habits for the acquisition of knowledge, but would be induced to stay a longer time with a view of becoming candidates for the New Zealand honours.

2.] I think the Government would do well if they left the foundation of exhibitions within existing Colonial schools to the liberality of private individuals.

3.] With regard to question No. 1, I beg to recommend the following plan:—Let the examinations be conducted by graduates of the University to which the scholarship for the time being may be attached, the question in each subject given on printed papers to be answered in writing, and a *viva voce*, open to the public. Let the standard be high, and the scholarships given to those only who come up to that standard. If the examiners should find any of the candidates up to the mark, though inferior in some respects to the successful candidate or candi-

dates, let gold medals or certificates be granted. A gold medal would, I believe, be as valuable as a degree taken at some inferior University. It would at all events be a proof that a man had been tried and not found wanting.

4.] Considering the great advantages which Oxford and Cambridge afford, I believe it would be more prudent to send the New Zealand scholars to one of these Universities. At Trinity College, Dublin, none but very eminent graduates obtain the fellowships, whereas in the two English Universities there are open fellowships which men may obtain after the taking of the B.A. degree, and which are intended to support them during the early struggles of professional life. I have a high opinion of an Australian Degree. Judging from the examination papers, the successful students cannot be inferior men in science or scholarship, but I am inclined to believe that for general advantages Oxford and Cambridge have not their equals.

5.] I am unable to answer this question accurately. Some men have managed to pass through College at a less cost than others, but I think we ought not to send a youth to England for his degree, unless we have indications of intellectual superiority, which would enable him to obtain some other exhibition or scholarship. It is not an uncommon thing at Oxford for one man to hold two scholarships—one connected with the College in which he resides, the other not connected with any particular College, but open to the whole University, such as those which are known as the “Hertford” and the “Ireland.”

6.] I think each candidate for the New Zealand Scholarship ought to be prepared to compose in Greek, Latin, and English (Prose and Verse); to be able to translate passages from the best Greek and Latin authors; to be well up in Arithmetic, Algebra, Euclid—Books 1-4, Trigonometry, Conic Sections, and the Differential Calculus; English Grammar, Logic and Rhetoric, Ancient History and the outlines of Modern History. Modern Languages, and the elements of Physical Science ought to be studied, and questions answered on these subjects ought to entitle a candidate to higher marks. This may appear to some as rather too high a standard and beyond the powers of Colonially-trained youths, but my impression is that we should send no one from New Zealand who would not shine at a British University.

7.] Whatever people may say about the absurdity of establishing great educational institutions during the infancy of our Colonies, let us ever remember that such institutions are as important for the rising generation as the institution of Government itself, and that now is the time for appropriating lands, or the money arising from the sale of lands, for the promotion of education. But at present the population does not appear to require the expensive machinery such as we find in Victoria and Sydney. Endowments for professorships, which are likely to increase every year in value, seem to be the work which New Zealand is called upon to perform in her “day of small things.”

SAMUEL POOLE.

Mr. Justice RICHMOND.—1.] I do.

2.] I do. Each exhibition should be to the school from which the successful competitor came.

Such a foundation would tend, perhaps as powerfully as the foundation of University Scholarships, to raise the standard of education in the existing schools of the Colony. And it must be remembered that four to six school exhibitions, which would be keenly competed for, could be granted at the cost of a single University Scholarship.

I do not, however, by any means desire to see school exhibitions substituted for University Scholarships, and, if called upon to choose between the two, should prefer the latter, as equally stimulating to excellence in the Colonial schools, and as likely to exercise a higher beneficial influence on Colonial society; although this influence would not make itself felt so quickly.

3.] I think a sort of Board or Collège of Nominators should be established by Act of Assembly. The first members would of course be named in the Act. Vacancies in the body should be filled up by the College itself. To this College should be intrusted the duty of appointing examiners. It might be well to provide that examiners should be graduates of a British University, or of Trinity College, Dublin.

It would be very desirable (if possible) that candidates should not be compelled to come up to any central place for examination. I think that, under careful regulations, local examinations upon written questions transmitted by the examiners, as suggested by Mr. Simmons, might be so conducted as to secure a fair competition.

There should be a minimum standard of excellence; and no scholarship should be granted unless this standard were attained.

4.] In connection with any of the principal European Universities. A list should be given in the Act, from which parents or guardians of successful candidates should be allowed to select.

I agree with Mr. Justice Johnston (whose answers I have had the advantage of perusing), that the annual value should vary according to the University selected.

A maximum of (say) £250 per annum should be allowed for Oxford or Cambridge.

5.] See my answer to No. 4.

6.] The ordinary subjects of the higher school education in England—*i.e.*, Greek and Latin classics.

One modern language—either German or French.

History; Geography, Political and Physical.

Mathematics, and the elements of such Physical Sciences as are subject to known laws capable of mathematical expression; *e.g.*, Mechanics, Hydrostatics, Optics. *Not* purely experimental Physics; nor Logic; nor Mental Philosophy; nor Political Economy.

As to the exclusion of purely experimental Physics, such as Physiology, Chemistry, and Geology, it is from no disposition to undervalue the interest and importance of these sciences that I would exclude them as subjects of examination, but, first, because, as pointed out by Mr. Simmons, no written examination would test the real proficiency of the candidates; and, second, because these sciences, in their present state, are less fitted for the discipline of youthful minds than the study of the exact sciences and of language.

I should be glad to see provision made in our schools for creating the habit of accurately observing natural phenomena. It is objected, not without justice, that whilst the studies of language and mathematics train the mind to the right apprehension of ideas and to the sense of logical connection, they leave undeveloped the faculty of perceiving material things. Now we want, it is justly said, not merely precise thinkers and accurate speakers, but also acute observers; observers not only of mental phenomena, but of physical. School education is too "bookish." The defect can only be remedied in the field, and can best be remedied by teachers who themselves possess in a high degree the faculty of perception, which we want to awaken and to train. In the nature of things, this can be no part of ordinary school work. The remedy for "bookishness" cannot be more books on more subjects. To cram boys with the results of the observation of other minds positively tends to disqualify them from becoming independent observers. To teach boys the scientific theories of the day is to teach them what they will not improbably find, in after years, a positive obstacle to independent thought on scientific subjects. The notion of boys making original experiments in physics is absurd. Mature minds are needed for the work of scientific induction. All we can do is to train the perceptive faculty. Beyond this, everything will prove a futile attempt to interfere with the natural order of mental development.

The examination should be somewhat above what is required (as I understand) at Cambridge on the preliminary examination—not, however, going beyond Euclid in Geometry; quadratic equations in Algebra; and excluding the more difficult Greek and Latin classics.

7.] Assuming that the primary function of a University is to teach, it is still true that no University can do its teaching work well if its members confine themselves to teaching. The teachers will not teach in the best way unless they themselves are continuing to learn. Bodies engaged in adding to the sum of human knowledge are best qualified to hand down that knowledge to posterity. An effective University, therefore, even for mere didactic purposes, ought to number amongst its resident members many men of original minds holding very high rank in their several departments of literature and science. Though such men may not always be themselves effective teachers of the young, or even may not be engaged in the direct work of teaching, yet their influence on the body of professors, tutors, and students, is essential to the thorough efficiency of a University. I may add that the mutual influence of a multitude of minds is also essential. The work of teaching can be thoroughly well done only at a great focus of thought. It is obvious that no petty isolated body of professors can possibly fulfil this idea of a University. A true University needs a very wide basis. Like a great river, it must be fed from an extensive basin, and be swelled by the confluence of many streams.

These considerations tend to show that a New Zealand University, if established, would be wanting in the essentials of success. The time even for an Australasian University is not yet in my judgment come, and may never come. I do not consider this a subject of regret. In matters of education, these Colonies may do well for many years, to look to the mother country as their metropolis. It is, I think, a desideratum in this and in every other way to keep up our intellectual and spiritual connections with England. It is better to remain a healthy branch than to become a stunted tree.

It may be true that a fair education might be secured at Colonial Colleges; but it is certain that the advantages that such institutions could offer, under the most favourable circumstances, would be vastly inferior to those presented by the larger European Universities; and we ought to seek for our most promising youths nothing short of the very best education that can be had.

For these reasons, I think that we ought rather to direct our efforts to improve the existing colleges and schools of the Colony than attempt a more ambitious foundation.

C. W. RICHMOND.

Rev. CHARLES L. MACLEAN.—1.] I do. In the event of a University being formed in these Islands, I would confine such scholarships to the Universities of Great Britain.

I cannot agree with those who maintain that the formation of such scholarships would be productive of loss or injury to the Colony, which can never but gain by her sons distinguishing themselves wherever they may choose to pursue their life calling.

2.] I do, in schools where the Head Master is not liable to interference on the part of the governing body in educational matters.

It would avail little to offer increased encouragement to the Nelson College, unless the Head Master were rendered more independent of the council of Governors than he is at present. A popularly elected Board—as the Board of Governors of Nelson College is—is not necessarily

qualified to judge in matters educational, and the members being amenable to the bar of their constituents, are in danger of reflecting popular notions of high class education rather than thinking out their own.

3.] In the event of a University being founded, it might be left to the senate of such University in each Province to appoint a Board of Examiners to test the fitness of candidates offering themselves for scholarships or exhibitions, according to a fixed standard.

4.] Already answered under Question 1.

5.] The value should vary with the Universities. At the Dublin University for instance, the cost of living, &c., would be nearly £100 a-year under that of the two great English Universities, while in Scotland I imagine it would be lower still. At Oxford or Cambridge the value of an exhibition should be £300 a-year in my opinion.

6.] The subjects, in my opinion, should be few in number, and of a nature calculated to beget and inculcate habits of observation, and of accurate and systematic thought. It is of more importance to a young man to have been trained in the art of learning than to have been taught many subjects. I would confine the subjects for competition then to Latin, Greek, French or German, Mathematics, and Botany or Geology, as they may be learned in the field. As to the limit, I would aim at thoroughness of knowledge in each branch, rather than an extensive course of reading.

Each candidate before being allowed to compete for a scholarship, should pass an examination in the subjects usually included under the head of an "English Education."

7.] It is impossible to say when a New Zealand University could hope to attain to the prestige of the great English Universities, if it ever should do so. But it might for all that, do good service to the Colony even now, in establishing a standard for the different schools to work up to, and by authoritatively declaring what schools have reached that standard. This is, no doubt, but modest work for a University to do. But I think the machinery ought to be set up, even though it may not be called into action in its higher functions for some time. If there be a University, even but in name, the process of endowment (with lands at any rate) can be begun.

CHARLES L. MACLEAN,
Head Master, Nelson College.

WELLINGTON.

Mr. Justice JOHNSTON.—1.] I have no doubt that the foundation of University Scholarships for the purpose of sending boys from New Zealand schools to Universities in the British Islands is, in itself, a most desirable thing.

I am not of opinion that it would be desirable to institute scholarships for Universities in the Australian Colonies.

I think, however, that while the advantages to be derived from founding University Scholarships will probably be very considerable, as tending to create new aspirations among the Colonial youths, and to raise the ordinary standard of education in the Colony, it is not very clear that the efforts of the Legislature, and the expenditure of the Public Revenue which will be required for their establishment, might not be more profitably directed, in the first instance, towards the direct assistance of existing schools, and the formation of others, with a view to afford increased facilities for providing a higher class of education than is at present attainable in most parts of the Colony, and increased inducements for keeping pupils at school to a later age than is usual at present.

I shall have an opportunity in answering subsequent questions, to make some further observations and suggestions on this subject.

Confining myself for the present, to the terms of the first question, I conceive that it is a matter of urgent importance for the well being of the Colony, political and social, that the average standard of education among the wealthier classes of the Colonial community, should not be allowed to remain far below that of the corresponding classes in the mother country. At the present day, not a few colonists who appreciate the advantages of a superior education and possess sufficient means, feel themselves bound to send their children home to the mother country at an early age, in order that they may be able to take advantage of the highest class of education in European Universities, thereby creating an estrangement from domestic influences, and an alienation from the Colony in boyhood, which can scarcely be wholesome for its future citizens. Any measure therefore, which is likely to raise the standard of education to be obtained in the Colony, even if it come short of, and be only sufficient as a preparation for a European University education, and an inducement to greater numbers to pursue their studies to a higher point, will probably be beneficial.

The necessity for carrying up the candidates for University Scholarships to a higher point of attainment than the ordinary pitch of the higher classes in the existing schools, will, I think, operate favourably in respect of other pupils besides the candidates for honours; and the many, through force of example, and perchance of shame, will gradually become dissatisfied with acquirements falling much short of those of the few.

Thus, I think, the more comfortably circumstanced classes will be induced to leave their

sons longer at school, and to obtain for them a larger amount of liberal learning than they would be contented with if the average level of Colonial education were to continue as low as it is at present.

It may indeed be, that for some time after the institution of the scholarships in question, the number of candidates will not be commensurate with the labour and expenditure involved in a higher course of teaching. I think, however, the experiment is worth trying.

But whether it ought to precede, accompany, or follow direct efforts to improve existing schools, or to establish one or more Central Colonial High Schools, seems to me a practical question of much gravity and no little difficulty.

2.] I do "recommend the foundation of exhibitions for the encouragement within the existing schools of the Colony of a higher class of studies than that which the pupils generally can now be induced to prosecute."

My experience of Nelson College, of which I was for some years visitor, satisfies me that it is as difficult as it is desirable to induce parents to allow their children to remain long enough at school to enable them to acquire any matured acquaintance with Literature, either ancient or modern, or with physical sciences, or to do more than master the elements of a liberal education. As soon as their sons have attained such common accomplishments as writing with a moderate amount of orthography and caligraphy, and a moderate facility in the ordinary Arithmetical operations, a fair knowledge of Geography, a certain acquaintance with the facts and dates of History, with a smattering of Latin and of Euclid, parents seem to consider that the time has come for turning them to practical account on the station, in the counting-house or the Government office; and thus, it is to be feared that a large proportion of the generation of now adolescent colonists, will find themselves in mature years—at a time when they will be naturally expected to take prominent places in the public and social life of the Colony—very much inferior in respect of intellectual and asthetical culture and attainments to the average of corresponding classes in European communities, or of the fresh immigrants from the middle classes of the mother country.

I believe sixteen is a common age for the conclusion of education in the Colony among the wealthier classes—an age when ordinarily the fruits of education are only beginning to show themselves, and after which there is much need of judicious management, patience, perseverance, and fostering care to bring the fruits to perfection, or even to wholesome ripeness. Now, if exhibitions were established, to be competed for by boys (say) from sixteen to eighteen years of age attending schools, certified for the purpose as hereinafter suggested, and to be enjoyed for a considerable period, provided at the end of each year the exhibitioner receive a certificate of average diligence and progress—the pecuniary value of the exhibitions being not inconsiderable—I think they would afford a strong inducement to parents to allow their children to remain longer in such establishments, and to carry their education to a higher point, and to pupils in the schools to take a deeper interest in their work. The unsuccessful competitors ought not, I think, to be prevented from competing again at the end of a year, for if they were, it is probable that all the unsuccessful candidates would retire at once from the school.

The certified schools should be those which the Central Board of Education or Examiners (which must be created if any scheme either for scholarships or exhibitions is to be carried out) should have ascertained to be capable of providing a course of instruction including certain subjects with certain defined limits.

I would venture to suggest an outline of a scheme of exhibitions for the pupils of such schools. Let six exhibitions of £75 per annum for three years be competed for in the Colony every year. Let the competition be restricted to pupils who are then attending, and have for two years previous been attending one of the certified schools, the candidates being of the age of not less than fifteen years on their last birthday, or more than nineteen years on their next. Let the exhibition continue for three years, provided that the exhibitioner shall pass a creditable examination at the end of the first and second years; and in all cases it should be liable to be forfeited by misconduct or cross negligence.

The competition ought to be common among the candidates from all the certified schools, and to be awarded to the successful competitors, to be enjoyed in aid of tuition and subsistence money at the same schools which they have been attending.

The examination might be conducted simultaneously by written questions, forwarded to the heads of schools by the Board of Examiners, and not opened till the time of examination, the answers being sent, unexamined by the local masters, in sealed envelopes to the Board.

I think that such a competition, along with a similarly conducted one, for two scholarships for European Universities every year, would act as a very strong stimulus to parents and pupils and the conductors of schools in the Colony.

It seems to me, indeed, that the institution of exhibitions should precede that of University Scholarships, if they cannot be established simultaneously, as being a more direct mode of encouraging the pupils in the schools of the Colony to continue longer under tuition, and to attain a higher maximum of education.

I would also suggest, that any pupil who had obtained a Colonial exhibition should be eligible for employment in the Civil Service of the Colony without further examination (at all events on general subjects).

3.] I am not able to offer any further practical suggestions in regard to Questions Nos. 1

and 2, which I could expect to be of much value. I think the opinion of gentlemen who have had considerable personal experience in teaching and examining must be more valuable than those of persons who speak from a limited experience, or from general impressions or theoretical notions; but I would suggest that it is not desirable that the Board of Examiners should be composed of many members, and that it is desirable it should include competent persons of different antecedents; that they should not all be laymen, or all clerical; that they should not all be men educated in the same school or University, and that their tenure of office should not be a short one.

Fluctuation or frequent changes in the constitution or operation of such boards are generally most mischievous. Fixity of purpose and method ought, I think, to be prominent characteristics of such a body.

There may, I fear, be some difficulty in procuring the services of competent examiners, not directly connected with any educational establishment in the Colony, as would be obviously desirable, if practicable. It is evident that the examination must be conducted in writing, for it would be very inconvenient and costly, I might say impracticable, to insist either on the candidates coming to some central place for examination, or for the examiners making a tour of the Colony for the purpose.

4.] With respect to the Universities in connection with which I think scholarships should be instituted, it seems to me that it would be inconsistent with the composition of our Colonial population, and with the characteristics of our general institutions to be very exclusive, although the ancient Universities of England naturally suggest themselves as affording special attractions to youths honourably ambitious of distinction. I should, I think, feel inclined to leave the selection open to the successful competitors, subject to the consent of their parents or guardians, and to certain limits and conditions. I think that if these scholarships are to be on a sufficiently liberal scale to provide not merely for the expenses of tuition, but also for those of subsistence, the Universities to be chosen must be such as afford means of official surveillance over the personal life and habits of the scholar, and that the pecuniary amount of the scholarship should be governed by an estimate of the comparative cost of tuition and maintenance (under official care) at the University selected. Thus, if the Universities for choice were (say) Oxford, Cambridge, Edinburgh, and Trinity College, Dublin, London University (*i.e.*, King's College or University College, London,) the amount of scholarships should be regulated according to the fair average cost of tuition and maintenance at the several places, and I believe the difference would be very considerable.

I think it would be necessary, in making the necessary calculations, to assume that the more expensive Universities would almost always be selected.

5.] I am of opinion, as I have just stated, that the value of the scholarships should depend upon the University selected by the successful competitors; and, I believe, that to cover all University expenses during the year, and the cost of a private Tutor during the vacations, the maximum would be about £300, and the minimum should not be much less than £150, according to the University selected, but that the selection of the more expensive Universities ought to be anticipated.

6.] I am not prepared to make any specific recommendation as to the subjects and limitations of the competition for such scholarships respectively. I think a prospectus ought to be drawn up and circulated by the Board of Examiners, specifying the subjects of examination, and the minimum amount of excellence which shall entitle the best competition to the scholarships, for I do not think it would be proper to award a scholarship to the best candidate if his degree of attainment were a low one. In the selection of subjects and limits, the Board would have to be governed by a consideration of the character of the matriculation examinations at the various Universities open for selection, and the average proficiency in Classics and Sciences requisite to give a scholar going to any of the Universities a fair chance of academic success by the application of a fair amount of industry and ability to the work.

Skillful examiners would be able so to frame these questions as to give the candidates wide range and ample opportunities of showing the extent of their acquirements in each department; and every precaution which experience suggests would be adopted to prevent the introduction or to neutralize the effects of the pernicious system of "cramming," which has produced such baneful effects upon education in the mother country, and which tends to frustrate the true objects of examination.

These remarks are to a great extent applicable to examinations for exhibitions as well as for scholarships.

7.] I think it would be quite premature to establish a New Zealand University at present.

The Colony does not at present possess means enough for educating a sufficient number of youths to a high enough point of acquirement to supply classes of pupils for the different courses of an University. The cost of such an establishment, even if moderately comprehensive and well supplied, would be very heavy in proportion to the present population and means of the Colony, and the advantages to be derived from it could not be anything like so great as can be obtained in the old established Universities of Europe, with their large experience and their traditional *esprit de corps*.

But although I think it would be all but absurd to attempt to establish a Colonial University for some time to come, I am of opinion that a great deal of good might be done by the

establishment, with some assistance from the public revenue, of one or more central schools for education in its higher branches, not intended to supersede existing schools, but to be so conducted and arranged as to interfere as little as possible with the operation and development of other schools, while their range should begin from a higher point.

My attention was very forcibly attracted to this subject during the time I was visitor of Nelson College, an establishment founded under a deed of settlement and an Act of the General Assembly by means of funds appropriated to the Province of Nelson by the Imperial Parliament for the purpose of procuring for the inhabitants of the Province the advantages of a "superior education." Nelson College now possesses a fine building, in a commanding and excellent situation. It has a considerable endowment, and the special advantages which the inhabitants of Nelson (and Marlborough) derive from it, are exhibitions of £15 a-year each for pupils whose parents or guardians are inhabitants of those Provinces, residing more than four miles from the College, besides certain foundation scholarships and certain others founded by private persons.

Without going specifically into details, I may say that I believe a moderate expenditure of public revenue, with a statutory revision of the mode of government of that establishment—especially giving the scholastic head a higher and more influential and a permanent position, and providing more amply for the masters—might convert it into a most useful and convenient higher school for the Colony generally. My confidence in my own judgment on this subject has been a good deal shaken by what I have heard and read of the opinion of the present Rector of the High School of Dunedin, whose experience, is no doubt, entitled to far more weight than my speculation.

If such a scheme as I suggest would really interfere with or tend to injure such establishments as that over which he so ably presides, it might deserve condemnation; but I see no reason why any such consequence should probably result from it. The large population of Dunedin and of the Province of Otago make it possible to keep up a High School there to a point in respect of numbers and advancement which but very few parts of the Colony can at present approach; and there are very few schools in the Colony—at least centrally situated—which afford facilities for the great body of the scattered population of the middle classes in less populous places to give their children a superior education; and I do not believe that such establishments can, for a long time, be made entirely self-supporting. Now Nelson College, in respect of centrality of position and salubrity of climate, the possession of a singularly appropriate site of excellent buildings which could be easily and cheaply enlarged, besides a considerable invested capital, could, I think, be converted without great expenditure—chiefly by a change of constitution—into a first class school peculiarly useful to the inhabitants of those parts of the Colony which have no immediate prospect of such an establishment in their own immediate vicinity, while the full benefits derived from the existing interest of the Provinces of Nelson and Marlborough, with superadded advantages, will easily be secured to them.

I have no doubt that such an establishment would prove a great boon to the Colony; and I think its constitution and regulations might easily be so modelled as to render it in no ways hostile to the interests of any other school in the Colony. Although I think the ordinary instruction given at such a school ought not to begin so low as may be necessary at the local High Schools, I do not think it desirable that it should be so conducted that boys would ordinarily be transferred from other High Schools; and I would not suggest that this school should have any preference in respect of (Colonial) scholarships or exhibitions over the other certified schools, the exhibitions being in all cases applicable to the schools where pupils had gained them. In my opinion—*valeat quantum*,—such a school would not necessarily interfere with others more than it is for the common good that it should do, that is to say, when it supplied defects which might exist in other establishments.

In a word, I have long thought that a good High School, centrally situated, which must necessarily have external aid, would be a great boon to the Colony at large; and that the circumstances of Nelson College are such that it might, with the consent of those most immediately interested (whose rights might be carefully protected) and the aid of the Legislature in reforming its constitution and granting a further endowment, be turned into an establishment most largely beneficial and honorable to the Colony.

Of course, my views in this respect would be all but visionary, if the people of Nelson and their representatives were opposed to the change as a supposed invasion of vested interests; but I cannot believe that they would refuse their assent to a scheme which would be so advantageous to them, merely on the ground that the direction of the establishment would cease, as it necessarily must, to be purely local, and the scholastic head of it would have (as he ought to have) greater power and responsibility, and a more independent and permanent position than at present.

I ought to add, that I have made these suggestions with respect to Nelson College, without endeavouring to ascertain the opinions of the Governors or the Masters or the inhabitants of the Provinces on the subject.

The suggestion is attributable entirely to my own personal observation and the reflections on the subject which for some time past have forced themselves upon my mind.

Wellington, 15th August, 1867.

A. J. JOHNSTON.

WILLIAM PHARAZYN, Esq., B.A., LL.B.—1.] I strongly recommend the foundation of scholarships in connection with the English Universities.

The Australian Universities have not yet attained such a position as to render it desirable to send scholars to them in preference to the English Universities, it appearing that the expense in either case would be nearly the same.

2.] I consider exhibitions as second in importance to University Scholarships; but if the means at command would justify the foundation of exhibitions in the various schools of this Colony, I think the benefit to the schools would be considerable.

The children of the poorer classes are commonly obliged to leave school at the age of twelve or thirteen. They would therefore be excluded from competing for scholarships, unless means were provided for keeping the most deserving of them at school for four or five years longer than is usual; and exhibitions would fulfil this object very well.

3.] As to the conduct of examinations, I would recommend the establishment of a system of simultaneous examination at the principal towns of the Colony, the papers being furnished by a central Board, and the answers transmitted to them for consideration.

The papers might be distinguished by mottoes, with the names in sealed envelopes.

As to the formation of a Board of Examiners, there would be little difficulty in finding fit persons, masters of schools, and graduates of Universities, &c., who might be divided into classes, each taking some particular branch of knowledge.

4.] Preferring, as I do, the British Universities, I am confined to four—Oxford, Cambridge, London, and Dublin. The Scotch Universities are in general too poorly endowed to offer many advantages to those who hope to derive from success in their studies the means of fitting themselves for a profession.

The University of London, though its machinery is in many respects very admirable, has few means of maintaining discipline outside the lecture room, and it is almost entirely without a University society.

I am not aware of any advantages in the University of Dublin which are not shared by Oxford and Cambridge, and the chances of scholarships and fellowships are, I believe, smaller at Dublin than at either Oxford or Cambridge. Therefore I recommend Oxford and Cambridge.

5.] The amount of a scholarship ought to be about £200 per annum, and it should last four years. I found this statement on the following estimate of a year's expenses in my own college, by no means an extravagant one:—

Residence, including long vacation, 240 days—

	£	s.	d.
College Tutor	18	0	0
Private Tutor	34	0	0
Dinners, 2s. 2d. per diem	20	0	0
Commons, 6d. per diem	6	0	0
Rooms	14	0	0
Grocer	10	0	0
Books and Stationery	8	0	0
Travelling expenses	5	0	0
Library, Coals, Laundress, Bedmaker, &c., &c.	10	0	0
	<hr/>		
	£131	0	0

leaving a margin for other personal expenses of £69.

At some Colleges (Trinity and St. John's, Cambridge, for instance) sizarships are readily obtained. A sizarship is worth about £40 per annum.

In addition to the above are some University fees, such as matriculation, little-go, and degree, varying from £3 to £12.

The time of residence at Cambridge, for a man who takes classical honours, is three years and six months. At Oxford the residence is longer.

6.] If the scholarships are confined to Oxford and Cambridge, it is necessary to appoint in the first instance an examination which shall test the ability of the candidates to pass the compulsory examinations at these Universities. These require only a very moderate knowledge of Greek, Latin, and the elementary Mathematics. On reaching such a standard the papers might well be divided into mathematical and classical. As to the former I would recommend a very searching examination in the more elementary parts, not going higher, for example, than the principles of the Differential and Integral Calculus. As to the latter I do not feel competent to give any opinion.

The other subjects of study, such as Mental and Moral Philosophy on the one hand, and Physical Science on the other, do not fulfil so well as Classics and Mathematics the conditions of developing the intellect; and the former is often disgusting to young persons. Moreover, the English Universities (Oxford especially) afford few advantages to those who take up those subjects.

I would limit the age of candidates to, say from sixteen to nineteen. This would afford four trials to each candidate, and would ensure that each who succeeded would be at an age to derive most benefit from a University training.

7.] I am not sufficiently informed on the state of education in New Zealand to form any decided opinion on this question at present; but I am disposed to think that in the present state of the Colony the foundation of a University would not produce advantages at all commensurate with the cost.

After watching the progress of the Australian Universities we shall be in a better position to act. Meanwhile it would be well to secure the formation of good schools which may in time be developed into something higher. The modern English University has grown out of what were two hundred years ago nothing more than large schools.

. As to the term of the scholarships, they should be determinable on the holder failing to pass any public examination, or on his College tutor recommending his removal, also on rustication or expulsion.

It should be a condition of the scholarship that the holder should read for honours. The curriculum for the ordinary degree is too easy to stimulate the student.

If the scholarships were made to extend beyond the degree, the power of deprivation on the holder failing to take honours would be an extra stimulus. Care should be taken to provide for cases where failure results from illness.

WILLIAM PHARAZYN, B.A., Cantab, LL.B., London.

H. E. TUCKEY, Esq.—1.] I do. The foundation of such scholarships would, it is to be hoped, raise considerably the standard of education throughout the Colony. Even in our best schools or Colleges the standard is not yet so high as that of any second-rate Grammar School in England; and it must continue low so long as boys are taken from school at the early age of fifteen or sixteen years, as is customary at present in this country. I know of no means so likely to induce parents to keep their sons at school until (as in England) they are eighteen or nineteen years old, as the foundation of University Scholarships.

2.] I think that such exhibitions would be more immediately and perhaps more widely beneficial than the University Scholarships. The number and value of the exhibitions being generally known, and the subjects for an examination being published some time beforehand could not fail to be an admirable stimulus in all schools above the simply commercial ones. It is probable, also, that the encouragement offered to the cultivation of a higher class of studies would have the very desirable effect of rendering parents less satisfied with a merely English education for their boys than they have hitherto been.

3.] The examinations might be conducted by means of sealed papers, or (which would be preferable) by the examiners in person, in some central town in the Colony, the expenses of the candidates from other places being allowed them. For the University Scholarships it will probably be found desirable that there should be three examiners (unless the number of candidates prove very limited) since it is likely that of those who come for examination some will have made Classics and others Mathematics their chief study.

There are in various parts of the Colony gentlemen who have taken high degrees at one or other of the English Universities. The names of such gentlemen might readily be obtained from the different Provinces, and it would seem probable that the services of some of them might be secured and retained as examiners. Otherwise an application to one of the Australian Universities would be the readiest way to obtain such examiners as might be needed.

4.] It is probable that if the choice of University were left to the scholars themselves the majority of them would select either Oxford or Cambridge. The degrees of both those Universities are no longer confined to Members of the Church of England, but are open to men of whatever religious belief. It is very desirable that they should so choose, since the advantages to the men themselves, to be gained at either Oxford or Cambridge, are far greater than would accrue to them at any other place of learning. But as it might appear invidious to exclude other Universities, whether English, Irish, or Scotch, or even German and Australian, I am of opinion that the successful candidates should be free to select any chartered University.

5.] I consider that two hundred and fifty pounds (£250) a-year would cover all necessary expenses, including private tutor during vacations.

6.] The examinations for such scholarships should embrace quite as high subjects (Classical) as are included in the scholarship examinations at home; and Mathematical papers as high as the first year's lectures for honour men at Cambridge should be set, in order to test the merits of such men as have chiefly read Mathematics.

Candidates should not be admitted under eighteen years of age or over twenty; and a residence of at least two years in some one of our New Zealand Schools should be required.

7.] I fear that the cost would be great, and much disappointment the result.

. The University Scholarships should be tenable for four years. Passage-money should be allowed. Like other University Scholarships, they should be forfeited in case of failure in either of the previous examinations or of the degree, also in case of rustication or of marriage.

H. E. TUCKEY.

Rev. P. HAY MAXWELL, M.A.—1.] I doubt whether the foundation of University Scholarships at our English Universities would be very beneficial to the general cause of education in this Colony, unless at the same time there were established some system of local exhibitions,

enabling youths of all classes to proceed to superior schools in order to undergo the necessary training. It certainly would be a step in the right direction ; but practically, I apprehend, the scholarships (without such a system as I suggest) would fall into the hands of young men whose parents might, at little sacrifice to themselves, be able to send their sons to an English University at their own expense, and who were in a position to command a lengthened preparation at the existing Provincial Grammar Schools. I would venture to say a few words, *obiter*, on the use of the term "University Scholarships," in the question. At Oxford and Cambridge a University Scholarship is understood as being founded on an endowment vested either in the Vice-Chancellor, Regius Professor, or other Regents of the University, or in the governing body of some particular College, admitting, after examination by them, the successful candidate to the position of University Scholar, making him thereby a member of the corporate body, with all the privileges attached to the same, and the right to wear a distinctive academical gown. There is unquestionably obtained by this method a stronger moral hold over the undergraduate during his scholarship than by any other, and it is worthy of mention on this account. But what, I take it, is meant by the term in the question, is simply what are technically called exhibitions, that is, annual sums granted as prizes by public schools, and here in this case by the Colonial Government, to successful competitors in certain examinations hereafter to be determined. After much consideration of the subject I should not recommend University Scholarships, but should urge the foundation of liberal exhibitions, enabling the successful competitors to proceed to any one of the great Universities of Europe, to the English Bar, to any of the Medical Schools, or Civil Engineering or Agricultural Colleges. The English Universities—that is, Oxford or Cambridge—for choice, on account of the tutorial system, the advanced state of learning and mental culture, and the great advantage of association with gentlemen.

2.] This I believe to be most essential, as it must tend to raise the standard of education throughout the Colony. Without this, without some system of exhibitions for the encouragement of all schools (primary and secondary), within the Colony, enabling youths of all classes to proceed to higher studies, the first proposition of University Scholarships or large exhibitions would be worthless. It would entirely obviate the objection I advanced in my answer to Question 1, that the great prizes would probably fall to the share of the wealthy few. There should be exhibitions from the Provincial Primary Schools to the Provincial Grammar Schools, and from these again, exhibitions to a Central University School, where the studies should be of the highest class. Thus a boy of humble parentage, residing in a rural district, going to a Primary School in his neighbourhood, might, at twelve years of age, gain an exhibition enabling him to proceed to a Provincial Grammar School, where, after two or three years' study, he might gain another and more liberal exhibition, enabling him to proceed to the Central University School, and after two or three years' study here, might, at the age of eighteen, compete for the great European exhibition. I am of opinion, also, that it would be good to establish something analogous to our Oxford and Cambridge local examinations, which have worked so successfully now for ten years at home, with the very best results as regards the education of the middle classes and the general progress of education in the public and private schools of England. An honorary distinction, such as Associate of Arts (A.A.), might be conferred, and certificates of merit of three different degrees. Those upon whom the A.A. distinction has been conferred, and holders of certificates of the first degree, if desirous of entering the Government Civil Service, should be exempted from any preliminary examination, and, *cæteris paribus*, should be preferred for employment.

3.] I think that a Council of Education should be formed in the first place, whatever plan the Government may think fit to adopt. This Council might be the nucleus of the Senate, or governing body, of a future New Zealand University. At any rate I would begin, as in the case of the University of London and King's College at first starting, by establishing a high class classical and mathematical school (on the model of the above schools) in some central position of the Colony. To this University or Collegiate School should proceed the exhibitioners from the Provincial Grammar Schools, and from this Central Collegiate School should be selected, after an examination of a very high standard, yet not too diffuse, the European exhibitioners. As I said before, it would be good that this scheme of exhibitions should be extended to the Primary Schools of each Province, and not confined to the Grammar Schools ; thus wholesome emulation would pervade all schools throughout the Colony, and the highest prizes be within the reach of all, however distant they might be from the great centres of population. The examinations of the Primary Schools could be conducted by the present Inspectors of Schools ; those of the Provincial Grammar Schools by examiners appointed yearly by the Council of Education, who would also appoint the examiners of the Central University or Collegiate School. In the two latter cases, the tests to be both *vivâ voce* and paper work. I insist much on the value of a *vivâ voce* examination, because the general intelligence and fitness of the candidate, presumed from his paper work, may be ascertained and confirmed. Schoolmasters would prefer paper work, but the *vivâ voce* examiner soon detects a cram, and this is to be deprecated. *Credite experto*. I shall say little on the composition of the Board of Examiners, as it would be necessary to change them from time to time. If a Council of Education were formed, composed of graduates of Oxford and Cambridge, ex-fellows and tutors of Colleges, together with scientific and literary men of known ability and reputation, I do not think that it would be at all difficult for them to find examiners in the different subjects that might be proposed in the examinations. This

Council of Education would be able to work out the details of any scheme of which the outline was furnished them.

4.] I should leave this open to the choice of the successful candidates—I would not propose scholarships in connection with any particular University. Practically, men going home for a University course would not hesitate, I should think, to prefer Oxford and Cambridge to any others. They have the greatest prestige, and alone offer the advantages of the tutorial system with the highest possible mental and moral culture, and association with the *elite* of the youth of Great Britain. Men with classical and English literary taste would prefer Oxford. Men with a mathematical turn would look towards the sister University; some few might go to the Universities of London and Edinburgh, particularly those anxious to enter the medical profession. Some *rara avis* might prefer Bonn, or Heidelberg, or Gottingen. The academical system of France presents no attraction to a foreigner, and that country need not enter into our list. The best and most liberal way, I believe, would be to leave this matter optional with the prizeman.

5.] The minimum value of an University exhibition from the Colony should be £200 per annum, tenable for a period of at least four if not five years. By the new Statutes (I speak of Oxford—I know nothing about Cambridge), a freshman can matriculate—go into residence and pass his little go, or Responsions, in his first term; at the end of his eighth term, or in his eighth term, he can go in for his first public examination, or moderations, having had plenty of time for honours in this examination if he pleases, if not, the more time to go in for honours in the final schools in his twelfth or thirteenth term. After this final classical school there is another obligatory examination in one of the three schools of mathematics, law and modern history, or natural science, at option. If the student be desirous of taking honours in either of these schools, in addition to classical honours, two terms more would be required. This makes fifteen terms in all; allow one more for contingencies, and you have sixteen, just the duration of four years, so the exhibition, to do full justice to the exhibitor, should be for a period exceeding this, say five years. The exhibitor going to Oxford should always be in England so as to matriculate in the Act or Trinity Term, between Whitsunday and July 1st, as thereby time is saved, the public examinations only occurring in certain terms.

The cost of living, including tuition, battels, rooms, &c., for an undergraduate at my own College (Worcester College, Oxford), may be fairly estimated at £75 per annum. At the Halls it can be done for less, but the tutorial system is not so good as at the Colleges, and their prestige less. The cost of a private tutor at the University is £10 per term, that is, three hours per week for six weeks; but this is only necessary for one or two terms before going into the schools for honours. It is more difficult to answer about the vacations,—so much depends on the man himself. They last for some six months, more or less, of the year, Christmas, Easter, and the long. The Christmas vacation lasts some four weeks or so, and by application to the Proctors, backed by the Head of the Students College, he can have permission to remain in residence, and not go down as the other men; so also at Easter. It is different in the long,—all *must* go down. Reading parties are mostly made up by the men among themselves, to read with some tutor at a quiet watering place by the sea, or somewhere in the country, and this can be done for from £30 to £40 for the whole time. Let us say then the expenses will be—

Tuition, Battels, and Rooms	£	s.	d.
Vacations	75	0	0
	60	0	0
	<hr/>		
	£135	0	0
Leaving for extras—Books, Tutor, &c.	65	0	0
	<hr/>		
	£200	0	0

I annex one of my own battel bills for half a year, to prove the accuracy of my statement. Cambridge is, I believe, cheaper than Oxford.

Mr. Maxwell to Worcester College.						L.D. Quarter, 1860.		
Dr.						£	s.	d.
Battels .. .. .	..	..	..	..	..	8	15	6
Tuition .. .. .	..	..	..	..	..	8	0	0
Common Room .. .. .	..	..	..	..	..	1	6	0
Christmas, &c. .. .. .	..	..	..	..	..	18	12	0
						<hr/>		
						£36	13	6

It will be observed that in this account no room rent is charged. I had no rooms in College, but lived out. The charge to the undergraduate would, however, be much the same, as I (being a Fellow-Commoner of my College) paid *double* fees for tuition, the charge to the undergraduate being £4 a term. £4 a term would procure very good rooms and this would equalize the expense.

6.] There should be a limit to the age of the exhibitors proceeding to Europe—not to exceed eighteen.

The details of the subjects for examination could best be worked out by the Council of Education; but the following I think should be the subjects, and something like an approximative value I should set upon each, based, I may say, upon my own experience as a private tutor,

having for some years been engaged in preparing young men for the Universities and Civil Service of India, on which the value of the marks is mainly based. It is not intended that all the subjects should be taken up, some would be obligatory, others optional. For Oxford,—Latin prose composition, and an English Essay, are of the highest importance:—

	Marks.
Greek (Language, Literature, and History)	500
Latin (" " " ")	500
Latin prose composition	500
English Essay	500
" Literature and History	500
French (Language, Literature, and History)	250
German (" " " ")	250
Mathematics, Pure (including 250 extra for the Differential and Integral Calculus	1,250
Mathematics, Mixed, that is, Statics, Dynamics, and Hydrostatics ..	500
Chemistry, Electricity, Magnetism, Geology, Minerology, — for adequate proficiency in any three of them	500
	<hr/> 4,250

7.] I think such a step at this present would be premature. Get the Schools first, and the University will come in its own good time.

Judging by the experience I have had in examining schools in this Province I should say there is scarcely a school in the Colony that could come up to a second rate County Town Grammar School in England. I have examined boys that have come to a Grammar School at or near Wellington from the other provincial schools, and their attainments were lamentably low. Their classics wretchedly poor, their English worse, their arithmetic, algebra, and Euclid could be beaten by the superior boys in our parish school here in Wellington. The boys of the Wellington School I examined were perhaps worse. I may say I have conducted five half-yearly examinations in conjunction with the Bishop and it is therefore not one solitary experience.

The essential thing, I believe, is to found a New Zealand University School with Professors or Masters of the highest scholastic attainments in every branch of knowledge at some central and easily to be got at position of these Islands. To my limited capacity Nelson seems a suitable spot, as it is most central and possesses a collegiate building admirably adapted to the purpose, from what I hear, for I have never seen it.

. I trust that the Committee will see the necessity of making the exhibitions tenable for five years. Four will be too short a time as I think I have shown. The main feature of the scheme I suggest is exhibitions from the primary or elementary schools. It could be worked without the central University or Collegiate School. My reason for insisting on this latter is the conviction I have of the present Provincial schools being inadequate and unsatisfactory.

P. HAY MAXWELL, M.A.

REV. CHARLES CHAPMAN, M.A.—1.] With the object of developing the native talent of a Colony, I apprehend that scholarships founded to afford a desirable education to such as, possessing talent, have not the means to obtain it, would be a direct advantage not only to them but also, and ultimately much more, to the Colony to which they belong. Whether such scholarships should in the first instance be University Scholarships or scholarships providing a preparatory training previous to admission to a University, would be determined by the nature of the education sought.

If it be considered sufficient that the establishment of a University within Australia or New Zealand should furnish an education likely to develop in a high degree the talent of those educated within it, then the Colonies having control over their own Universities could raise or alter the standard of education, and the scholarships can be limited to the education obtained within such University; but if it be desired that the education should be completed at one of the Universities in England (I say "England" in preference to "British Islands"), then I think that a previous course is absolutely necessary to enable the scholar to compete with any prospect of success in the annual and other examinations held; and in that case the scholarships should be made to provide for such preparatory course.

I take it that the proposed scholar should be discovered to possess some latent talent, that the originators and advocates of the measure be rather encouraged than otherwise in the more than successful result of their provision. When a boy has shown this, then (some University being ultimately selected for his final graduation) the intermediate step of preparation (and which I think the most pregnant with result) will have to be considered. Doubtless an excellent education can be obtained at the Universities in the Colonies, and sufficient for ordinary requirements; but I apprehend that the object of foundation scholarships is to obtain educated men from amongst the Colonists themselves, who from their education and experience may thereafter assist in the general advancement of the Colony, in the development of its resources, and in the control of its internal economy. An education limited to a Colonial University

would not, I think, in the present infancy of the Colonies, be likely to lead to such a result. Not that there would be wanting Professors of first-rate talent in any such institution, but rather because a scholar is not likely there to obtain that general experience and liberal view which he may obtain at one of the Universities in England.

The preparatory step, again, would be determined by the University selected—Oxford being the best finishing school for classics, Cambridge for mathematics: the one having its merit in the development of practical and scientific men, the other of political and well-read men. A scholarship at each University would be preferable to the invidious selection of the one above the other; for whilst the merit of either can be by such a course best known, the double advantage would be obtained in the training of men peculiarly adapted for any exigency of the Colony thereafter. I do not recommend Dublin because I believe it wanting in those advantages which the other Universities possess; and London or Edinburgh is wanting in like manner. Either of the two latter places the pupil at a considerable advantage in the subsequent competition at Cambridge for scholarships and exhibitions, and can well form the scholar in his preparation for a practical and scientific life. Many of the public schools in England train distinctively for either University. To name any would be to disparage the rest. I unquestionably recommend, that, if Cambridge or Oxford is selected as a finishing University, that the scholar should have the previous benefit of scholarship at one of such school or University, and that the best adapted for the talent he may appear to possess.

2.] Exhibitions would no doubt very greatly improve the class of studies within the schools of the Colony, and give an impetus to education very desirable.

In the foundation of those exhibitions, I think a certain standard of education should be maintained, and certain subjects laid down, to form the particular feature of the examinations for such exhibitions,—which subjects might be judiciously chosen most advantageous to Colonial life.

I do not suppose that these exhibitions are intended to act as a substitute for, or even a stepping stone to, the scholarships, the subject of the preceding query. I rather understand that they have for their object the education of boys for the general, rather than for the special purposes of the Colony; for first and foremost do I think the special education for responsible positions in after life claims the interests of the Colony; the general education, or that adapted for ordinary positions, will necessarily follow in the wake of its improvement.

Doubtless, as yet, many candidates may be found for the general education before one can be found for the special one; and if it were supposed that the exhibition could be made to serve the purpose of a discovery for the special education, I would submit that, by the time any candidate has proved himself entitled to an exhibition, he has become too old, or his education has been too prejudiced, to undertake the preparatory step to which I have previously alluded.

3.] I feel a delicacy in replying to this query other than as already anticipated, from the circumstance that there are within the reach of the questionists those who are more competent than myself to give a satisfactory reply.

All that I can say generally upon Questions 1 and 2 I have already stated. Many particulars can be gone into with the view of facilitating the working of the general principle, which would be premature now in me to advance.

With regard to the conduct of the examinations and the formation of a Board of Examiners, I imagine a difficulty not speedily removed. The formation of a Board is very simple, and the material ample; but how the examinations should be conducted before such Board, so that the most deserving candidate is awarded the exhibition or the most promising pupil selected as the scholar, it is not easy to determine. Probably the matter and the manner might be with advantage left to the direction of the Board; and as the Board would be constituted by gentlemen the most intelligent and the most interested in the welfare of the Colony, I do not think that any prejudice can arise.

Many a boy has shown a precocity and a promise not sustained in after years. Again, many have in after years shown talent that in boyhood was lying dormant and unperceived. This suggests a new feature in the examination, prompting rather a sustained and quiet observation of the merits of each candidate, than one periodic, and in many ways perplexing.

The subjects selected for exhibitions should be high and practical; those for scholarships searching and fundamental.

4.] I have anticipated this query by my reply to Query 1; yet I cannot help expressing my decided preference for Oxford or Cambridge as a finishing University. They have the greatest number of students in residence, young men of all shades of opinion, habits, and tastes. They have the advantage of the most learned Professors of the day, and the greatest facilities for the purposes of instruction. These, I consider, are features that should by no means be lost sight of in imparting a finish of education to men for responsible positions in life. Besides which, in the Colonies, a University man of Oxford or Cambridge is accounted of more consideration, and therefore calculated to obtain more influence, than a man educated elsewhere—especially if he gives proof of his education in the polish of his manner, in the elegance of his speech, in the depth of his knowledge, or in the extent of his acquirements.

Scholarships should, I think, be made available for either or both of these Universities, for the reasons I have previously advanced. They should not be made absolute even for the purpose of education, but should be made dependent upon the good conduct, persevering application, and

religious deportment of the student ; which conduct, application, and deportment might safely be left to the determination of the Dean of the College selected, and be by him reported upon from time to time to the Board of Examiners in the Colony.

If the view I have previously expressed be the correct one,—that scholarships should not have relation to the University education alone, but also to the preparatory education leading to it,—then those scholarships should be made available for education at one of the public schools, as Harrow, Rugby, or the like, preparatory for Oxford ; or Cheltenham, Marlborough, or the like, preparatory for Cambridge. And in the final selection of either school preparatory for either University, a system of education could readily be obtained on application, whereby the comparative merit of either school for the purposes desired would appear. So also with regard to the College selected in either University : the superior advantage of one College over another in the open exhibitions or scholarships can be seen by reference to either University Calendar.

5.] There are many advantages in either University held out to deserving or painstaking students, with the view of lessening their expenses at the College.

At some Colleges there are exhibitions tenable for three years, of £20, £30, £50, or even £60.

There are sizarships attainable by examination at or previous to matriculation, whereby at least half the expenses of College life is saved. Many of our celebrated men commenced life as sizars. They are, too, the men who carry off the highest prizes.

Every year, at the annual examinations, there are additional scholarships to be competed for, and held cumulatively with the others, as well as pecuniary advantages offered for good conduct ; and so greatly have these benefited some students, that the whole of their expenses during their career at College have been defrayed thereout.

Still, it is possible a student may be deserving yet not successful. At any rate he can be frugal, and abstain from all expenses that are not necessary for education.

Personal and College expenses may be provided for in	..	£150	0	0	a year.
Purchase of books and payment of fees	.. ..	50	0	0	
Private tutor	.. ..	40	0	0	
Loss on the use of furniture carried over the three and a half					
years of residence, say	.. ..	20	0	0	
		<hr/>			
		£260	0	0	a year.

Travelling and other expenses according to circumstances.

I think the annual value of the scholarships should not commence with less than £300 a year, and might be reducible during the term of residence year by year, whereby the stimulant of necessity would be given to the student for earnest application.

As for the furniture, scholarship rooms could be obtained in or by means of the College, which, once adequately furnished, could be made available for every successive student, and the books too allowed to accumulate for the like advantage. This would go in reduction of the expense.

6.] Presuming that the scholar would be selected at an early age, not so much for his present attainments as for the prospect of future development of considerable talent, I apprehend that the subjects selected should be rather of a general and leading nature than particular and limited,—especially when regard is had, as I suppose there would be, to the examinations and ordeals through which in his University career he would have to pass.

I would then expect to find him well grounded in grammar, the absence of a familiar acquaintance with which leads to a continual hindrance to progress in after life ; the English, the Latin, and the Greek : the English because it is his native tongue, and he cannot too early be expected to speak correctly, if it be expected of him to be a correct and fluent speaker in after years ; the Latin and the Greek because these form the chief subjects of study at the College, in the early course of College life especially, without a knowledge of which sizarships and exhibitions would be out of reach.

With the aid of a dictionary, he should be able to render a fair translation of any easy passage. Add to this a little parsing and reading ; and if he acquit himself satisfactorily herein, I should believe he would do well.

But Language is not all. I would have him show an intimate acquaintance with Arithmetic—so far, at least, as Proportion, with a sound knowledge of the tables, and some evidence of a power for mental calculation ; a slight acquaintance with Algebra, as far as but not including fractions ; the first book of Euclid, understood as well as learnt ; and such an acquaintance with Trigonometry as will enable him to convert the trigonometrical functions of an angle into their reciprocals.

Then, too, I would have him show some knowledge of History, ancient and modern : Ancient, slight yet sound ; Modern, fair and good, and particularly as affecting the Colonies.

French and German in England are considered parts of a liberal education ; but for Colonial purposes, I suppose these could be taken up, if necessary, at some later date.

Geography should not be forgotten ; nor should he fail to show some knowledge of the chief countries, cities, mountains, rivers, and seas.

These subjects may be added to as occasion may require ; yet I suppose that these embrace a sufficient amount whereby to discover a boy likely at College to do well. Even in these, few

boys, if any, will be found to attain a first class in all at their early age. Some will show a greater facility for Classics, some for Mathematics; while a tolerable ability only is shown in those subjects in which they do not excel. Then that facility may determine the University to which the boy should be sent, and so one desired object would be attained.

The subjects for exhibitions having a different object would be different in extent and kind.

The English Grammar, with an ability to parse and read English well, as well as to transpose sentences and give meanings to words. Some claim to Rhetoric, and to the power of condensation with clearness. Some one Language or other of modern date, and of Colonial use. A perfect knowledge of Arithmetic, and of Algebra as far as problems producing equations. Elementary plane and spherical Trigonometry. The elements of Geometry and simple Mechanics. History, Geology and Mineralogy; the principles of Commerce, Agriculture, and Finance;—in short, all that may prove of service to himself and advantageous to the Colony in which he lives. Not that any one exhibitioner may be supposed to excel in all these subjects, but to give proof in these things of being the most likely thereafter to benefit society, and improve the status of the Colony.

7.] A University must necessarily be the growth of years, and of anxious fostering care. Doubtless it would be a great advantage for New Zealand to have her own University for the final education of her sons; but at present I scarcely see how that can, with satisfaction, be accomplished. The means of education, to a great extent, would be there; but there would be wanting those advantages that pertain to the crowded and pushing Universities of Oxford and Cambridge. Besides which there would also be wanting the contact with educated and well read men that is necessary for the formation of a character both educated and well read. Still there is no reason that I can see that should prevent the formation of a University in the Colony sufficient for the general purposes of education, provided it be not supposed that the education received there is either a finished one or one calculated to produce scientific and leading men.

. The preceding Queries having been very comprehensive, and my opinion upon the subject matter having been given as fully as I think desirable, I have no other remarks or suggestions to offer.

Still, should there be any information I can give which is not given, and which may be desired, I shall be happy to render it.

CHARLES CHAPMAN, M.A.,
Chaplain and Naval Instructor H.M.S. "Charybdis."

BISHOP OF WELLINGTON.—1.] *A priori* one would expect that lads born and bred in New Zealand would derive great benefit from the intercourse with their compeers at an English University. But we have, of course, very few data for forming any induction as to the positive results. What has come under my observation has struck me very forcibly in favour of the experiment; but the previous education at home and the school-teaching had been exceptionally good.

But any Universityman knows that it is by no means easy for a young man who has not been educated at one of the great public schools to get into a good set. The Colleges are split up into sets—a reading set for University honours—a Parliamentary set of candidates for future distinction in public life, who make the Union Debating Society their main object—a boating set, and a low set,—and the lazy ones that keep aloof from society.

Now unless a Colonial youth has considerable attainments as a scholar before he goes—or has political aspirations, or athletic gifts, he will find it very hard to get into a good set, and the danger is that he will fall into lazy apathetic habits, or else into the low set.

It will be gathered from this that I should not expect much good to be derived from a mere University course in England, unless the previous teaching had been good, and the youth fitted to take his place at once in one or other of the good sets of a College.

And of course the preceding remarks apply specially to Oxford and Cambridge, with which I am acquainted. It may be very different at the Irish and Scotch Universities.

2.] My answer to the first question naturally leads on to the second; but, as will be seen, I have not done with the first. I should then by all means recommend exhibitions being offered for boys who are being educated in any of the New Zealand Schools, with the view of encouraging higher attainments than are at present aimed at by parents or teachers. As far as I know anything of the schools in the Colony they could bring on a boy well enough to the age of fifteen or sixteen. What is wanted at that age is an intermediate stage between that and the usual age for entering the University, viz.—between seventeen and eighteen. In England, lads of that age often go to a private tutor, which I do not recommend for a Colonial boy. There are no intermediate schools or Colleges in England. But this want is exactly supplied in the Sydney University, where I have known a lad distinguish himself and then proceed to an English University with successful results. And this course would have this further advantage, that the Sydney Scholarships would serve as probations for the English. The examination in New Zealand might lead to a scholarship in Sydney University, but the result of an examination at Sydney, after a year or two's study, should be the scholarship at the English University.

I have on several occasions urged the Trustees of the Public School Endowments, at Auckland and Wellington, to devote their funds to the formation of a system like the Sydney and the London University, where there is only a Caput or ruling body of Principal and Professors

for lectures and examinations, while what is called the *domus*—the home for the young men, is provided in affiliated Colleges belonging to the several religious denominations, none of which however could find the first-rate Professors that the University can. The young men from all these Colleges meet at the lectures and examinations, but the religious question is not mooted nor interfered with. But till some such course is adopted here I should be glad to see besides the exhibitions offered to boys at schools in New Zealand, scholarships at one of the Australian Universities leading on to scholarships tenable at an Imperial University.

3.] I should consider any examination held at the several candidates' own places of residence worthless. Nothing short of all the candidates coming together to be examined, both by written questions and orally, would satisfy a man that had much experience of schools and Colleges. The Board of Examiners must see the candidates, and judge by both modes specified, of the aptness and powers of the candidates. Until then such Professors as I have spoken of are to be found in the Colony, I should suppose that there could be no difficulty in bringing from North and South one or two competent examiners for the schools and the Australian Scholarships, appointing another from the central place of meeting, and in having the Board presided over by a Minister of Education—a Government officer. Of course the expenses of the examiners would be paid, and half the passage and all the expenses of sojourn, in the case of the candidates.

4.] I have been compelled by my argument to answer this in part already.

I should recommend these exhibitions being offered to candidates at either Australian University, and then afterwards at Oxford, Cambridge, and Dublin, or any National College of Ireland. I think a residence in London objectionable; but all the religious denominations have affiliated Colleges in the country, connected with the London University. I suppose that something similar is to be found in connection with the Scotch Universities.

5.] The cost of residence in a College at Sydney (with University expenses) ought not to exceed £200 per annum.

In England, besides paying the passage, £250 ought to be offered.

With regard to exhibitions at New Zealand Schools, £50 per annum would be sufficient. Parents might be fairly expected to defray the rest of the expenses, if any.

6.] A lad of sixteen going to an Australian University ought to be able to translate, &c., Homer and Xenophon, and also some easy English Prose into Greek. He ought to translate Virgil, Horace, and Livy fairly; some English into Latin prose, and know a little of Latin versification. He should know the first four books of Euclid, and all Arithmetic short of Algebra. He should be well versed in Greek, Roman, and English History and general Geography, and especially be practised in English Composition, and in learning by heart English Poetry.

The subjects for examination at schools would vary with the ages of the boys from eleven to fifteen.

The Principal and Professors of the Australian Universities would fix their own standard for the subsequent examination.

I do not quite gather the meaning of this question. If it means "such scholarships (and exhibitions) respectively," I have already answered the question. If the word "respectively" refers to subjects and limitations, I have answered the first part; and, with regard to limitations, I presume the question is raised whether any other criterion of merit besides proficiency in such Classical and Mathematical studies as I have spoken of should be used in giving exhibitions.

After saying that in no case would I wish to see a scholarship given without a certificate of good conduct, I would give the Board of Examiners power to recommend occasionally a lad who displayed some one peculiar gift or faculty, even if he did not come up to the required standard in all points. And the Minister of Education might well be at liberty to call in a Special Board of Examiners to examine any very remarkable candidate for honours in Mechanics or Civil Engineering. Moreover, it would be well to encourage those who are intended for the professions of Law or Medicine to study two years at the University before reading at an Inn of Law or walking the Hospitals.

7.] The time is not yet come for a New Zealand University. Those Provincial Colleges I spoke of would lead up to it when the population of the country has grown to fuller proportions.

. I would venture to say that the words used in the foregoing questions have a technical meaning in the English Universities, and misapprehension might arise accordingly.

To found or endow a scholarship means to pay down a lump sum to produce a certain annual income at the disposal of the College; if no New Zealand Scholar claimed it it would be made an open scholarship for all competitors.

Exhibitions are more nearly what I presume is intended by the New Zealand Legislature. They are in the gift of the Patron generally.

If I am right in my idea of what the New Zealand Legislature means, the word "scholarship" should not be used at all, nor the words "found and endow." I understand that the object is "to offer to the youth of the Colony exhibitions at any New Zealand School, and at any Australian and Imperial University as the prize of a competitive examination."

C. J. WELLINGTON.

JAMES HECTOR, Esq., M.D., F.R.S.—1.] I consider that, until the founding of a Colonial University can be effected, the establishment by Government endowment of Scholarships to Universities of established repute, will tend greatly to improve the educational standard in the Colony, and that the choice of the University should be made with the view of offering the most attractive prize to competitors. The intrinsic value of the University education which is obtained by the successful competitor, except in so far that it must be a *bona fide* expenditure of the endowment, is a matter in which the Colony is only indirectly interested, as the primary object is not the finished education of a few scholars, but the raising of the general standard of the Colonial schools.

On the whole, I think that the English Universities should be preferred, as they have undoubtedly the highest repute, and, moreover, as the system on which they are conducted will enable that check to be exercised on the student, which should be required by the conditions of the endowment, to be exercised with greatest facility.

2.] Exhibitions to the existing schools, if competed for at too early a stage in the education of youth, will, I think, operate against the general raising of the standard, as the unsuccessful candidates, who are necessarily a large majority, are placed at a disadvantage by the implied inferiority, which after all is the result of tests applied before the mental powers can be sufficiently developed to enable a proper judgment to be formed of their relative value.

In this Colony, where there is, I understand, a tendency among parents to remove children from school at too early an age, considered from the public point of view, which is the elevation of the general standard of education, the premium should rather, paradoxical though it seems, be applied in such a manner as to secure protracted instruction to those children who at an early age appear to be less capable.

In any case I believe the endowment by Government of exhibitions to local schools should be a subordinate consideration to the foundation of Scholarships to Universities.

3.] Considering the raising of the standard of education by the proposed endowments as an initial step towards the future establishment in the Colony of the machinery for affording a higher system of instruction than is warranted by its requirements and resources at the present time, I am of opinion that the constitution of a Council or corporate body for the management of the endowments in the first instance will be a move in the right direction.

The functions of this Council should be confined to the management of the funds, the selection of subjects, and the general arrangements for the competitive examinations, and to the appointment of examiners, either from their own body or from the best available talent, on the particular subjects that is within reach.

The practical conducting of examinations is a subject on which I have very slight experience; but I see no difficulty in organizing an efficient and simple system of examination by papers prepared by the examiners, the examinations being conducted by responsible persons commissioned by the Board.

4.] I do not think that a particular University should be insisted on, except in so far as to ensure the useful application of the endowments.

The selection might be a matter left to arrangement between the Council and the friends of the scholar in each individual case.

In most cases I believe it would be advisable to combine the strict classical and mathematical education of Oxford and Cambridge with the instruction in natural science which is best obtained at the Scottish University, the School of Mines, and similar institutions.

5.] For the Scottish Universities an endowment of £150 per annum for four years would be ample. The expense of English University education is, I believe, much greater. £200 per annum would probably be sufficient for the mixed course of study that would be usually adopted.

6.] The subjects selected for examination should be such as will test the training and mental discipline of the candidate, and proficiency in the ordinary groundwork of education.

Testing the extent of information on such subjects as Natural History Science should, I think, be entirely subsidiary, as the amount of such information will in most cases at that early age depended only on the degree to which the memory has been exercised on these subjects.

The age of the candidates for scholarships should be as near seventeen years as possible, but for a time the limits of age should be left to the discretion of the Council, who would, no doubt, be guided by the suggestions of teachers throughout the Colony.

The scholarships, I think, should be open to all competitors who have had a certain amount of school education (say for two years) in the Colony, without any other limitation but age.

7.] Beyond the constitution of the Council or corporate body above referred to, with perhaps an additional power to grant a degree, for which a minimum success in the same competitive examination (but without limiting the age of the candidates) would suffice, I think that the establishment of a University in New Zealand would at present be premature.

The Council would in time acquire very important functions, comprising the essential features of a University, and might from the first be so constituted that by having conferred on it increased powers and endowments as the exigencies of the Colony require, it would gradually develop into an academical corporation.

JAMES HECTOR, M.D., Edinburgh, F.R.S.

J. C. ANDREW, Esq., M.A.—1.] I certainly recommend the foundation of University Scholar-

ships for the purpose above mentioned. I would not limit in any way the choice of Universities in the old countries to the scholars (or exhibitioners, as they would more properly be called), but in the event of their selecting the Universities of London, Edinburgh, or other place, where there is little or no control over the moral behaviour of the students, it would be advisable that the exhibitioners should each year produce testimonials of ordinary good conduct from some known and respectable authority. The less restriction is placed upon the exhibitions the more valuable they would be as prizes. The choice of their University might, I think, safely be left to the judgment of the exhibitioners or their friends and the general reputation of the several seats of learning. The effect of these exhibitions would not be confined to the successful candidates. The competition for them by establishing a high standard would tend to raise the character of education in all the schools of the Colony.

2.] The foundation of exhibitions to the amount of £40 or £50 per annum each would be a useful encouragement to candidates for the higher reward of the University Exhibitions. The gaining of such a prize would frequently determine the question with parents or guardians whether they should continue the education of their children or put them out at an early age and with their faculties half trained into the business of active life. By poorer parents this question without some such assistance could only be answered in one way. But I would by no means make poverty a condition or recommendation for the exhibitions. To do so would be to set a social slur upon the prizes. The natural stimulus given by want is, I think, in cases of talent (and it is only such cases that it is proposed to assist) a very effective counterpoise to the advantages of greater means. Adams, the Astronomer, gained his first knowledge of algebra by reading through the panes of a bookseller's window.

3.] The awarding of the exhibitions, both greater and less, should of course be determined by examination. A sufficient Board of Examiners (three at least) could, I think, be formed, of competent persons resident in the Colony who would be willing to give their services gratuitously. It would be desirable that a permanent body or Council of Education of seven or nine persons should be established to appoint the examiners either from among themselves or other available persons. This would give a fixed and steady character to the examinations. Examination-papers, in closed envelopes, could be forwarded to the Superintendents, Resident Magistrates, or any trustworthy officials of the several districts where candidates had given notice of their intention to present themselves. These papers could be handed, unopened, to the examiners. It would only be necessary that some person of integrity should be present during the time allowed for answering the questions, who should take charge of and transmit the replies to the examiners. The expense and difficulties of locomotion are a serious obstacle to bringing all the candidates to a common centre. The excitement and perhaps physical disturbance produced by travelling might be a drawback to boys coming from a distance, and perhaps from home for the first time.

4.] I have already given an answer to this question in my reply to No. 1.

5.] £200 a-year for four years, with a passage to Europe and back would, I think, be as much as it would be wise to give. The expenses of a commoner in the University of Oxford, of which I speak from practical knowledge as formerly tutor and burser of a College, can be kept below £70 (seventy pounds) a-year. This includes room rent, tuition, and living, with the exception of tea, sugar, and milk, for about twenty-eight weeks in the year. Undergraduates of good conduct are allowed, if it is expedient for them, to pass at any rate the shorter vacations, say of nine weeks, in their own rooms in College, £1 a-week will during this time cover their necessary expenses in College, as their rooms are their own. It is only of late years that students have been allowed to remain in Oxford during the whole of the long vacation; but I do not think that in the case of exhibitioners from New Zealand, without friends or relatives in England, there would be any difficulty in their obtaining permission to do so. But it would, I think, be better for them to spend the summer elsewhere. A change of scene and surroundings is of advantage to every one, especially to Colonial youth. The assistance of a private tutor is of great use, say for one term during the early part of the University career, and for three months in the long vacation preceding the final examination. £200 a-year would leave a sufficient margin for this expense of about £40 spread over three and a-half or four years. If the exhibitioners were worthy of their reward there is little doubt that they would be able to secure something additional in the shape of scholarships or exhibitions in the Colleges of the University itself. Scholarships vary in value from £40 to £80 a-year. I believe that in a case of *ceteris paribus* the circumstance of having been educated under the disadvantages of a Colony would weigh in favour of the candidate from it. If London or Dublin or some Scotch or Foreign University were selected, so far as I have learnt from persons who have pursued their studies at these places, £200 a-year would be a munificent allowance.

6.] The subjects and limitation of the competition for the University exhibitions should be the same as are usual for scholarships in the Colleges at home. Latin and Greek composition in prose, with a readiness and accuracy in translating from the same; the principles of Grammar, Greek, Roman, and English History; pure Mathematics, Euclid, Algebra, plane Trigonometry, Conic Sections, Differential and Integral Calculus. I should recommend that the power of translating a simple passage of some Latin author, a tolerable facility in Arithmetic, and a knowledge of at least one book of Euclid should be essential with all the candidates. The power of verse composition in Greek or Latin is the result of long artificial

training, something might be assigned to it, but it should by no means occupy a prominent place in the examination. In this point more than any other the Colonial youth would be at a disadvantage compared with pupils from Eton or Westminster. In Oxford in the competition for two or three of the University Scholarships, verse composition is essential, but I have known a good many students take the highest degrees and distinguish themselves greatly there without ever writing a verse at all. The examination for the less or Colonial exhibitions should be on the earlier stages of the same subjects as those for the University exhibitions. I would not give an important place to any modern language except English. It is difficult, if modern languages enter into the examination, to say what ought to be admitted or what excluded. The accident of a French or German mother might give a dull youth the appearance of a vast superiority. The object of the examinations, I think, would be not so much to ascertain what a candidate has in any way acquired, but what training his mind has undergone, and what capacity there is in him for improvement. This is best tested by the dead languages or by pure mathematics, where all have started with some approach to equality. It is sometimes objected that men versed in these subjects are of little practical use in the world. The Earl of Derby, Mr. Gladstone, Mr. Göshen, are all of them distinguished scholars. Newton made an excellent and efficient Master of the Mint; but on this topic I would respectfully refer the Committee to Mr. Mills' late inaugural address to the University of St. Andrew.

7.] In the future a University is no doubt requisite for New Zealand. At present, even if sufficient funds were furnished by the Government or by private benefactors, there would be small prospect of being able to establish one which could compete in advantages with those of older countries. In old countries a Professor of average ability will draw students to his lectures by the prestige attached to his position and the great names which have preceded him. In a Colony or new country first-rate Professors could only be obtained by extravagant salaries, and Professors of the very first name and ability would be required to set the new machine in motion. At present we have far too small a population to supply, under any inducements we can offer, a tolerably numerous body of students; there is not the raw material for a teaching University to work upon. And yet an institution which shall have grown up with the country is more likely to thrive than one which shall have been imported and transplanted full grown at a later period. There are at present in the Colony a considerable number of graduates of old Universities, of Barristers and other professional men of liberal education. I think that in these we might find the nucleus of a future University. They might be formed into a corporate body, with power to grant degrees *ad eundem* and on examination. The payment of very moderate fees for the degrees would make the society self-supporting. A tangible value might be given to these degrees by making them a necessary or a sufficiency for entering the Civil Service or the professions in the Colony. Weight would be added to the Society by giving them a Representative in the Assembly. It would be their province to elect the Board, who should have the appointment of examiners for the exhibitions and degrees of A.A. or higher rank as candidates offered themselves. Their votes could be given by proxy, as is the case now in the election of some officers in the English Universities. As time went on and the increasing wants and population of the Colony suggested it, there might be established schools with Professors of Botany, Chemistry, Geology, Mineralogy, Medicine, Mathematics, and eventually of Philology, Classics, and the Fine Arts. An efficient and teaching University would in this way grow up which would be, I think, likely to succeed at a far less cost than the experiments on a larger scale which are being tried at Sydney and at Melbourne.

. I would add to my reply to No. 5 that a year ago I spent a few days in my old College, at Oxford. So far as I could learn the expense of a University course have been lessened rather than increased of late. My estimate of the sufficiency of £200 a-year for residence in the University of Oxford, is founded both on my experience as a bursar, and on the expenditure of myself, and an older and younger brother, as undergraduates. Some twenty-eight years ago I was an undergraduate at University College; a little previous my elder brother was a scholar of Worcester College; some eight years later my younger brother was a scholar of Wadham. £200 a-year covered all the expenses of my brothers, including a fair estimate for the vacations, and if it did not actually, certainly ought to have covered mine.

If it should be thought advisable to appoint a body corporate, with the power of granting degrees, I think that modern languages ought to hold a fair place in any examination which might be held for the degree of Associate of Arts.

J. C. ANDREW, M.A.,
Late Fellow and Tutor of Lincoln College, Oxford.

T. A. BOWDEN, Esq.—1.] I am of opinion that the foundation of University Scholarships would prove a great boon to the cause of Colonial education, inasmuch as it would encourage a more exact and critical system of teaching, and also direct and regulate the course of study in Colonial schools.

Without such a stimulus I think the time is distant when the advantages of a liberal education will be sufficiently appreciated to encourage the teachers and managers of schools to establish a high standard of education, to induce parents to continue their children at school a

sufficient number of years, or to stimulate the scholars to pursue with ardour, studies, the ultimate value of which they are not as yet able to comprehend.

I think, however, that the endowment of such scholarships alone would very imperfectly supply the required means for elevating the standard of education in the Colony.

2.] I consider some provision for the preparation of lads for competing for the proposed University Scholarships essential to any successful results from their establishment.

The foundation of exhibitions available within the Colony would, I think, be a proper step with a view to supply such preparation; but whilst such exhibitions should be open to scholars from all schools public and private, I should strongly advise the establishment of a central Grammar School, at which such exhibitioners should continue their studies, and be thoroughly prepared for the course of a British University.

3.] Assuming the establishment of a Colonial Grammar School for the purpose of training exhibitioners for a College course, preparatory to competition for scholarships, I think the examinations for admission to and for exhibitions at such an institution would be best managed and regulated by the masters of such Grammar School, who should furnish annually sealed packets of examination papers to suitable agents in the several Provinces, to be returned when answered, with mottoes attached instead of signatures, in like manner as is done by the Commissioners of the Oxford and Cambridge middle class examinations.

The examination for scholarships should, I think, be conducted by a Board of Examiners, appointed specially for the purpose annually or otherwise.

4.] I am of opinion that such scholarships should be available at any of the chartered Universities of the British Islands, at the option of the holder, there being often special reasons for individual preference.

5.] I think the annual value of exhibitions to a central Grammar School should not be less than £50, and that they should be tenable for three or four years; and the annual value of the University Scholarships not less than £200, and that they should be tenable for five years, including the time occupied by the double voyage.

6.] The subjects of the examinations for the scholarships should, I think, include all required in the first year's University course, and be sufficiently high to secure the successful candidates passing a creditable matriculation examination at College.

7.] I am of opinion that the establishment of a central Colonial Grammar School in which a standard of teaching not inferior to that of the principal English Grammar Schools and Scotch High Schools should be required to be maintained, whilst indispensable to the successful working of a system of University Scholarships, would, together with the endowment of a sufficient number of such scholarships, render the establishment of a New Zealand University at present unnecessary.

* * I would beg leave to suggest the precaution of making some portion of the emolument of the proposed University Scholarships contingent upon the student's success in his College course.

THOMAS A. BOWDEN, B.A.,
Inspector of Schools, Province of Wellington.

W. GISBORNE, Esq.—1.] I think that Colonial Scholarships for the purpose of sending boys from New Zealand schools to Universities in the United Kingdom would greatly promote education in the Colony. It would raise the standard of education and facilitate competition for the best education in the world. One of the great advantages of this elevation of the educational standard is not so much the highly classical education of a few persons, as the general diffusion of education. The presence of highly educated men in a community, and the prospect held out to others of acquiring similar attainments, act and re-act in a progressive ratio of advantage to general education. As in industrial, so in intellectual pursuits, access to the best schools and models of science and art, benefits the whole social system.

2.] Yes. I would regard these exhibitions as preparatory to the competition for scholarships, and as training every year a band of worthy competitors for those higher prizes.

3.] The practical point to which I would in this reply more immediately refer is the means of creating and maintaining these exhibitions and scholarships. I think that in each Province endowments of Crown Land, and at first annual grants of money, should be made for the purpose of founding and supporting exhibitions in Grammar Schools in the Province, under such regulations as may be determined on by the Provincial authorities from whom these aids would be derived. A similar course should be followed by the General Assembly, in the case of Colonial scholarships. I believe if a proper system were organized both classes of scholastic institutions would be materially assisted by private liberality.

There should be a Board of Examiners in each Province, to examine and decide on claims of candidates for exhibitions, and one Colonial Board of Examiners similarly for the scholarships. The first might be formed under Provincial regulations, the latter under regulations of the General Assembly. The syllabus of examination in each case should respectively be determined by the one and the other authority. In the *New Zealand Gazette*, No. 1, 3rd January, 1862, page 3, there is published a specimen of the syllabus of examination for the Civil Service of India. Of course stringent regulations would have to be made with respect to Colonial scholarships to secure the due application of the incomes derivable therefrom to the object in view.

4.] Cambridge, Oxford, London, Edinburgh, and Dublin Universities.

5.] I am unable to form an estimate. The allowance should, I think, cover actual necessary expenses.

6.] The examination should be such as would give a fair prospect that the successful candidate would pass through the University with credit.

7.] I do not see the advantage of localizing a University. The chief object in view, I consider, is to enable the student to achieve, if he can, the highest education in the world, and not in the Colony. The true method of improving Colonial education, and securing intellectual and social progress in a Colony, is to enable a constant current to flow into it from the best and purest sources of knowledge. There is also a great collateral advantage,—inestimable, I think, in a Colony possessing democratic institutions,—in enabling Colonists who are likely to exercise a great influence in the administration of its affairs to mix with the best educated men in Europe.

The schools in each Province, promoted as they would be by the exhibitions, would, I believe, give, very soon, as good education as could be obtained in public schools in England.

W. GISBORNE.

W. ROLLESTON, Esq., B.A.—1.] I believe that the foundation of University Scholarships, to be held at one of the Universities or principal Schools of Law or Medicine in the mother country, would have a most beneficial effect upon our existing educational institutions, and would be the only way for many years to come, of obtaining for young men of the Colony what is ordinarily understood by the term “liberal education,” and of qualifying them for the “learned professions.” This question may, I think, be considered in connection with question 7. I presume that the benefit of a prolonged mental training, combined with refining associations and the knowledge of the world which is obtained by intercourse with men of the best promise and best education that can be brought together in one place, is admitted. The point to be decided is, whether these advantages can be obtained in a new Colony like New Zealand, or in the elder Colonies in Australia. I am of opinion that the population of this country, and consequently the number of boys in our High Schools who would avail themselves of the opportunity of a longer period of study, are entirely insufficient to render such an institution practicable in New Zealand.

As has been found, even in the case of the Sydney University, only a small number of men would be brought together without any higher standard to emulate than that which they themselves have attained, and the principal features of a University life, and the advantages to be derived from it would be wanting.

All that could be desired in the way of securing men of the highest qualifications as its first founders and tutors was obtained at Sydney; but so far as I can learn it has failed of fulfilling the objects of a University. I cannot see that better prospects would attend a similar attempt in this country.

2.] The highest standard which was attained in one of our best High Schools (Christ's College, Canterbury), when I was acquainted with it two years ago, was not higher than that of an average fourth form in one of the public schools in England. The school was set on foot with a body of fellows, a warden and sub-warden, and the elements of a collegiate establishment. There were scholars, a few years after its foundation, receiving emoluments to the amount of £50 a-year each, whose attainments at the ages of fifteen and sixteen were below the average of those of boys three and four years their juniors at home. From the want of emulation and other causes, they had no incentive to further improvement, and measuring themselves only by themselves, they had no notion of their own deficiencies. They were reading some of the classical authors read in the sixth forms of English Grammar Schools, without the knowledge of grammar and the careful grounding which renders the study of a dead language valuable as a means of promoting accurate modes of thought and expression.

Exhibitions as prizes for excellence in ordinary school studies, provided there were numbers enough competing to cause a healthy emulation, and provided they were given for positive merit, would, I believe, be valuable in helping to improve our present schools; but the retaining a few boys at school of ages in advance of their schoolfellows, without the further object before them of an University career, would generally fail of producing much good. What we require is to raise our Grammar Schools to the standard of English Grammar Schools, and I think this result which, under any circumstances must be the work of years, will only be put off by any attempt to introduce higher subjects of study. A good sixth-form boy from an English School is able to obtain a scholarship at Oxford or Cambridge. I see no reason why, with patience, the same standard may not be attained in our Grammar Schools. The establishment of a class of studies different in kind from those of a Grammar School would interfere with the healthy working of existing schools, without producing men of higher mental attainment. I deprecate the introduction or encouragement of such a course of study in our existing schools.

3.] I cannot make any definite suggestions; but I would observe that one of the principal advantages of the foundation of scholarships by means of Colonial funds, would be the necessity which it would, I presume, involve of active Government inspection of our existing schools. Nothing would more promote their efficiency. At present the public is very much in the dark as to their relative merits, and as to the actual results attained in them. I presume that only such pupils as were certified by the Government Inspector to have attained a certain proficiency would be allowed to compete for Government Scholarships.

If these schools are in any way to be brought into connection with the Government, I should much like to see the appointments in the Civil Service made the subject of competition among the best pupils in them. This would be a further means of improving their efficiency, and would, I believe, tend very much to the advantage of the Public Service.

4.] I do not think that the scholarships should be restricted to any particular Universities. If the means are afforded the best Universities will, no doubt, be selected by those interested. I think they should also be tenable at the Schools of Law and Medicine in London, Dublin, and Edinburgh.

5.] In Cambridge the cost of private tuition is necessarily very considerable, and all men reading for honours must have private tutors. If a man is only reading for honours in one class of subjects (in Classics or Mathematics), the annual cost would be £35 per annum (£7 each term, and £14 in the long vacation). Presuming that a man had sufficient ability to obtain some of the many College exhibitions or scholarships, I am of opinion that £200 a-year would be sufficient to cover all University expenses.

W. ROLLESTON.

J. E. FITZGERALD, Esq.—1.] I think the foundation of University Scholarships of great importance, but subordinate to that of founding a Colonial University. There are many who, from a variety of circumstances would be well able to take advantage of a free education in the Colony, but would not be able to go to an English University, even did they gain a scholarship. Now a National institution should be equally free to all. Hence the best plan seems to me to be to establish a certain number of scholarships which might be held by those gaining them, either at the New Zealand University, or at one of the British Universities, that is, Oxford, Cambridge, Dublin, or Edinburgh, for I see no object to be gained by including others. I should decidedly exclude all Colonial Universities, because we ought to, and in time could, get as good a University in New Zealand as in any other Colony. But there are special advantages connected with the training in one of the ancient Universities of the Mother Country which we could not expect to obtain in a Colony. The more of our students we send to other places the more we shall weaken the power and influence and success of a local institution. I should regret tempting our youths to seek other schools of learning, except for the sake of subjecting them to those influences which I do not believe to exist in newly peopled countries. Therefore I should not send them away except to the most eminent Universities of the old country. On the whole I do not think less than twenty scholarships would be of much use, to be held, at the option of the student, either in the New Zealand University, or in one of the institutions of Great Britain above mentioned.

2.] Most certainly. It seems to me a very great calamity that the Waste Lands of the Crown should be passing away, and that nothing but the meanest endowments should have been made for the permanent education and improvement of the population which is settling upon them. The Provinces have universally neglected this duty; and there is even yet time for the Government of the Colony to see that the truest interests of the people are provided for before it is too late. I think that these exhibitions should be very numerous,—say one hundred in number, at least. That they should be won by public examination, and the winner should be allowed to hold his exhibition at any approved school in the Colony, certain schools being approved or licensed as being up to the required standard. The machinery of the University should be used for the competitive examinations, which might be held, under the general control of the University, in all the principal towns. If the fund were common and not local, and students were allowed to select their own school, not only would the competition between boys for the exhibitions be felt over the whole field of competitors, but a competition between schools to attract exhibitioners would tend to raise the whole standard of the schools in the Colony. I think fifty pounds a-year would be enough for each exhibition, so that the total cost would be £5000 a-year. The whole of this might be readily raised by land endowment.

3.] Perhaps no practical suggestions of any great value. But there does not appear any great difficulty, with the multitude of institutions before us, in framing a good useful constitution for a New Zealand University. But I am strongly of opinion that the endowments should all vest in the University, and be used, as I have said before, in all parts of the Colony, at the option of those enjoying them. The paid staff of the University would not be large, the Fellows need not be paid, except for travelling expenses, and perhaps for examinations; and it might be a useful provision that some or all of the Fellows should take it turn about to reside at the University, and assist in the work of tuition by lectures. During such time they should be paid, or at least maintained free of charge. The body of Fellows would probably comprise most of those in the Colony most fitted to be examiners, and the examiners for scholarships should be selected out of the Fellows. The examiners for the exhibitions should be appointed, not necessarily out of the Fellows, to conduct the examinations in each town. I think some such plan would infuse something like a National spirit into the education, without interfering with, unless indeed to stimulate to higher exertions, the local efforts of the people to maintain good schools in each town. To damp in any way local efforts, or to deaden the sense of local responsibility, would be ruinous to education; but to bring all local institutions under the influence of a central University, within whose sphere the value and merits of each could be

tested, would infuse energy into the whole system. I need only refer to the interest with which public school men look to University honours which each public school annually wins.

4.] I have already said Oxford, Cambridge, Dublin, Edinburgh, and the New Zealand University. But, I see no object in attaching a definite number of scholarships to each University. It would be far better simply to endow scholarships, and leave it open to the scholar to select the University which suited him best.

5.] I think £250 a-year for scholarships. I do not think that enough to cover the cost of private tuition, and the expenses of the vacations, but I do not think the Colony ought to find more. The boy's friends ought to meet the State in providing means, and in many instances the lad would win University prizes which would help him. I would give the same amount to whatever University he went.

6.] As nearly as possible the subjects which would test the chance of the youth's success in a University career; but decidedly not so as to test any special or professional information. Sufficiently extensive, however, to enable the University authorities to advise the youth as to which British University he would have the greatest chance of succeeding at. I think it should comprise at least what are called the first year's subjects.

7.] I have already replied to this question inferentially. I think it a subject of far more importance than any other connected with the subject of education. So much so, indeed, that I believe all our education will be very narrow and partial, until something of a National life and spirit is infused into it by uniting all those who really stand in the first rank in the educated world (so to speak) of the Colony, into one organized body, and so bringing their abilities and learning to bear on the whole educational system. I can hardly add to what I have already said on this subject.

* * I think the University should be near, but not in, or within five miles of, one of the principal towns. Some such place as Porirua would be most suitable. Complete but not extensive buildings would be necessary.

As a very rough estimate of the expense I should put down—		£
For estate and buildings .. .. .	.. .. .	20,000
Annual cost—		
Principal .. .. .	.. .. .	1,500
Four Fellows in residence, turn about, with travelling expenses, at £500 each .. .. .	.. .. .	2,000
Twenty scholarships at £250 .. .. .	.. .. .	5,000
One hundred exhibitions at £50 .. .. .	.. .. .	5,000
		<hr/> 13,500

Say—an annual cost of £15,000.

One hundred thousand acres of land, selected in all parts of the Colony, would before long produce this income; and in the meantime advances should be made from the Consolidated Fund.

JAMES EDWARD FITZGERALD.

AUCKLAND.

Hon. W. SWAINSON.—1.] Under existing circumstances I am not prepared to recommend that University Scholarships should be founded by the Government.

2.] I am not prepared to recommend that the public funds should at present be applied to this purpose.

3.] I have no practical suggestion to make on this subject, except that, if possible, I think it would be desirable that the "Pass" examination should be made in the Province in which the candidate may reside. The Central Board of Examiners might send to the Judge, or some other responsible officer of the district, written questions, under sealed covers, to be opened by him in the presence of the candidates, who should answer them in writing in his presence. The answers should then be forwarded by him to the Central Board of Examiners, who should decide on the competency of the several candidates.

4.] The Universities of Oxford and Cambridge, at the option of each scholar.

5.] I think that £200 a-year would be sufficient for that purpose.

6.] In order to secure a reasonably high degree of attainment on the part of the scholar, I think there should be two examinations, viz.:—A "Pass" Examination and a "Competitive" Examination; the former, to test the general fitness of the candidate; the latter, to determine their relative merit.

7.] I think that a University, with English Professors of high standing, would be a great advantage to the Colony, and that it would greatly encourage "within the existing Schools of the Colony a higher class of studies than that which the pupils generally can now be induced to prosecute." As there is no reasonable prospect of a University being founded, and sufficiently endowed by the efforts and munificence of private individuals, I think that the establishment of a New Zealand University is an object to which the public funds may be properly and advantageously applied. I think too that the establishment of a New Zealand University should precede the founding of the scholarships and exhibitions referred to in Questions 1 and 2.

Taurarua, 17th August, 1867.

WM. SWAINSON.

Rev. S. BLACKBURN, M.A.—1.] To the first question proposed I would most heartily answer "Yes." I think the foundation of University Scholarships would benefit the Colony in many ways, but chiefly by raising the standard of education in all the Provinces.

In a young Colony there are so many temptations to parents to place their sons out in the world at an early age that very few boys remain at school after they have attained their fifteenth year. The consequence is that the rising generation is only half-educated. But if an encouragement to learning were held out, such as the possession of a University Scholarship, many parents would be induced to give their sons the benefit of a higher class of education.

2.] The foundation of University Scholarships would be far preferable to that of local exhibitions. But if the former cannot be obtained the latter would be a move in a right direction.

3.] I think the Board of Examiners should consist of University men who have graduated in honours.

I would suggest that the examination be conducted by means of written papers, and that the maximum number of marks to be assigned to each paper be clearly defined:—Say, Greek, 100; Latin, 100; Euclid, 100; Arithmetic and Algebra, 100; History and Geography, 100.

4.] Oxford, Cambridge, and Dublin.

5.] The cost of maintaining a young man at the University is about £200 a-year. The expense of a private tutor during the long vacation would be about £30 or £40.

Men who read for honours generally have tutors during term time as well as vacation, in which case the cost of private tuition is about £70 each year.

In order to make a scholarship open to all classes of the community, its value should be such as to cover not only University expenses, but also the passage to and from England.

6.] I would recommend that no person be eligible for a scholarship who is above the age of nineteen years.

I would propose that candidates be examined in Greek, Latin, Euclid, Arithmetic, Algebra, Plane Trigonometry, History (Ancient and Modern), and Geography.

That for the classical examination certain books be named as subjects; say, for instance, a Book of Xenophon, or a Play of Æschylus, a Book of Cicero, Virgil, Livy, or Horace.

7.] I am afraid that any attempt to establish a New Zealand University at the present time would prove a failure.

SAMUEL BLACKBURN, M.A., Cantab,
Principal of St. John's College, near Auckland.

Rev. ROBERT KIDD, LL.B.—1.] Yes, decidedly, to Universities in the United Kingdom. In this answer it is assumed that the question refers to the present state of things, while as yet there is not a University in New Zealand.

In answering this question affirmatively, I contemplate not merely or principally the benefits conferred upon the persons themselves who should obtain those scholarships, taken in their individual capacities. Important advantages, I should expect, would accrue to the Colony at large. Men may, of course, be highly qualified statesmen, or be otherwise eminent, without having passed through a University; but it is unquestionable that the education of a great University does, by its direct and indirect influences, conduce largely to the formation of those high qualities. New Zealand is happily pre-eminent among Colonies, as it respects the style and tone of the men composing her legislature, and prepared to represent her, from time to time, in other Colonies and in England. The more numerous the University men that we have among us, the more likely are we to retain this advantageous position. The foundation of University Scholarships would tend to this result, both by causing young men to go to the Universities in consequence of their obtaining the scholarships, and also, most probably, by promoting the custom, among the wealthy, of their sending their sons to the Universities at their own expense. Secondly, a further advantage would, I believe, be gained in a general raising of the standard of education.

Of the proposed University scholars some would, no doubt, after the completion of their education, be induced to remain in Britain, or to go to India, &c. With reference to this, however, it is to be observed, first, that the ratio of the persons thus prevented from returning to the Colony would probably not be large. A Theological College of the Church of England in Bengal loses, in this way, about one-half of its University scholars in Britain; but in that case the sole alternative is to remain in Europe, or to return to India for the purpose of becoming a clergyman there. Secondly, it is to be considered whether, as to the University scholars not returning to New Zealand, desirable results might not accrue to the Colony from having some of her sons, whom she had specially fostered, occupying positions of importance at home.

As to the Australian Universities, I do not think that the considerations referred to above would apply in the case of these.

2.] The second question involves, I think, difficulties that are absent, or nearly so, from the preceding one. The advantages of such exhibitions would be considerable; first, in increasing somewhat the number of well educated youths; and secondly, in tending to the raising of the standard of education. The difficulties alluded to pertain to the selection of the schools to which the exhibitions should be severally annexed, and to the examination of candidates. I believe

that those difficulties could be obviated; and, therefore, I would beg to answer this second question conditionally in the affirmative.

In Provinces where there are no schools endowed or controlled by Government, how is the selection to be made of those schools to which exhibitions are to be granted?

A selection to be made by Government would not, I think, be advisable. The following plan appears to me to be eligible:—(a) That each exhibition be granted for one year, the holder of an exhibition to be, of course, capable of re-election; (b) That the examination of candidates be held annually in the several Provinces simultaneously, and be conducted by means of printed or written questions and written answers exclusively; (c) That the answers be adjudicated upon by a Central Board of Examiners; and (d), that each successful candidate be allowed to choose the school to which he shall be consigned for the ensuing year.

If University Scholarships be established, I think their effectual working would be materially promoted by the foundation of exhibitions in the Schools.

3.] In a country such as New Zealand now is, it would scarcely be practicable for all candidates for the scholarship to be assembled in one place. The examinations ought, I consider, to be held simultaneously in the various Provinces, and to be conducted by means of printed or written questions and written answers exclusively. The questions might be framed either in New Zealand, or in Australia, or in Britain. Every security ought, of course, to be taken that a candidate should have no opportunity of becoming acquainted with any of the questions before the moment of the examination upon it; at which time he should be debarred from all use of books or other adventitious aid. A trustworthy official should, of course, be present throughout each examination, who should be responsible for the observance of the regulations. The adjudication upon the answers would be made by a Board of Examiners at the seat of Government, or might be consigned, if it should be found expedient, to examiners in Sydney or Melbourne.

As a qualification for becoming a candidate, and so being admitted to the examination, each applicant should have furnished, before a specified period, written testimonials of good character, such testimonials to have been approved and accepted by an authority designated for that purpose. The possession of good character, and of the literary attainments implied in a successful candidature, might be taken as a practically sufficient guarantee of gentlemanly demeanour.

The examination of candidates for exhibition should, I think, be conducted in a somewhat similar method, as noticed above in the answer to Question No. 2.

4.] The Universities of Oxford, Cambridge, Dublin, and Edinburgh.

The University of London has no Professors, and takes no charge of pupils; and the same is the case as to the Queen's University in Ireland. These bodies merely examine, and give degrees; for which purposes the Senate of the London University meets, and its examinations are held in apartments of Somerset House, Strand, London; and similarly the Senate of the Queen's University in Ireland, meets and its examinations are held in apartments of Dublin Castle. The Colleges named University College, London, and King's College, London, are, in their various characters, highly respectable and successful; and some similar commendation is due, in varying degrees, to the Universities of Glasgow, Aberdeen, and St. Andrew's; to the Queen's Colleges in Belfast, Cork, and Galway; and also to the Universities of Sydney and Melbourne. But none of these institutions is altogether of such a kind as to supply the advantages adverted to above in the answer to Question No. 1.

5.] £200 (two hundred pounds).

I may add that the period of a scholarship's continuance ought, I consider, to be five years. A period of more than three years after entrance is requisite, in order to graduation, in the Universities of Oxford and Cambridge, and a period of more than four years in Dublin.

6.] The subjects of examination of the candidates for scholarship ought, I consider, to be compiled from the matriculation courses of the Universities selected. Without going into details, it may suffice to say that such a course would comprise the English language, a certain amount of Latin and Greek Literature, of Mathematics, History, and Geography, and, perhaps, something of Mental Science and of Natural Science.

A candidate for scholarship ought, I consider, to be under twenty-one years of age; but I should not be in favour of fixing the maximum at any smaller number of years. There should be a minimum of qualification for successful candidature,—to be ascertained, say, by means of a system of "marks" in the various departments of the subjects of examination. The qualification of good character and gentlemanly demeanour has been referred to above in the answer to Question No. 3.

The holding of a scholarship from year to year ought, I consider, to be made conditional upon the fulfilment of certain requirements, the specification of which would vary according to the University.

7.] The establishment of a New Zealand University would surely be highly desirable.

The annual cost of such an establishment would necessarily, I suppose, be nearly £10,000, including the interest of the money expended in the erection of hall, class-rooms, residences for Principal, &c., and the formation of a library, &c.

The formation of an institution similar to the London University, which consists mainly of

a Senate empowered to confer degrees, and has no Professors nor pupils, would scarcely be practicable in New Zealand, nor would such a University supply the desideratum.

ROBERT KIDD, LL.B.,
Collegiate School, Auckland.

F. McRAE, Esq.—1.] I have the honour to offer the following observations in reply to the questions of the University Scholarships Committee of the House of Representatives.

The Committee appears to have been appointed for the purpose of inquiring how the general prosecution of a higher class of studies than that which has hitherto obtained in New Zealand may be best secured.

I do not recommend the foundation of University Scholarships for the purpose of sending boys out of the Colony as one of the best means for the attainment of this end. Making only the most moderate estimate of the expenses necessarily attending an absence of four years from the Colony, the number of boys who would be sent to a Foreign University would be so small that the effect produced would be, I fear, scarcely perceptible in an increased attention to the study of the higher departments of knowledge throughout New Zealand.

2.] The foundation of exhibitions within the existing schools of the Colony would not, in my opinion, sufficiently meet the requirements of New Zealand. The higher branches of education have not hitherto been generally studied because the masters of the existing schools have had their time so fully occupied in giving instruction in elementary subjects that they have been unable to devote the necessary attention to advanced pupils, and not because parents have been either unable or unwilling to pay for the instruction of their children. And therefore I would venture respectfully to suggest to the Committee that the educational interests of the Colony will be best advanced by the establishment of schools with a full staff of teachers in the chief centres of population, or by the grant to existing schools of such sums as will enable them to procure the employment of additional masters. An experience of five years in the Colony has wrought in me the conviction that, if teaching power be supplied pupils will not be wanting.

7.] Nothing would in my opinion exercise a more beneficial effect on the educational interests of the Colony than the establishment of a New Zealand University. The time has not yet come for the founding of a University similar to the older European Universities. The University of Sydney has not had in any year more than forty students. But the success which has attended the London University for more than twenty years would seem to suggest the course to be followed in New Zealand. The London University is not a teaching body. It grants degrees in arts, laws, and medicine, to all who pass its examinations, without any respect to the place in which their knowledge may have been acquired. Examinations are held simultaneously in several towns in England, the expenses attending which, and the payment of the examiners are now more than met by the fees obtained from candidates. A similar University established in New Zealand, holding examinations in the principal towns of the Colony, would give a mighty impetus to study. Not only would the principal schools strive to qualify their pupils for degrees, but many young men connected with the professions would employ their leisure time in preparing to pass the examinations. It is a suggestive fact that Melbourne has, within the last few years followed the example of London, and with similar success.

The cost of the establishment of such a University would be comparatively little.

If a sufficient number of examiners could not be found in New Zealand, those of the Australian Universities would be able to act. In a few years the fees of the candidates would exceed the payments made to examiners, which need not be large.

These observations have been made as brief as possible. I shall be happy to furnish any details that may be required.

FARQUHAR McRAE,
Rector of the High School, Auckland.

Archdeacon LLOYD.—1.] No doubt the advantages to the youths who should be so fortunate as to obtain scholarships to Oxford, Cambridge, or to Trinity College, Dublin, would be very great, much greater than could be derived from education in a University established in this country or in Australia, however well regulated; not so much from the instruction imparted as from associating with the young men at the Universities at home. But the area over which the benefit would extend would seem to be too limited for the outlay. It would require an outlay of about £200 per annum for each scholar, at which rate for an expenditure of £2000 per annum three persons only could receive the benefits of a University education at home. The University course comprises a period of from three to four years, which would require an outlay of at least £600 for each person who had completed his College course. Besides, if it is proposed by the foundation of such scholarships to benefit the Colony, what security would there be that the youths so educated would return to the Colony? In the Bishop of Calcutta College, where scholarships of this nature have been established, in order to secure the return of the young men, a bond is exacted from the parents, but I believe it is never enforced, and, in fact, a large proportion of the young men so educated never return. Such, I believe, would be the case with young men sent home from this Colony. Being among the most intelligent youths of the Colony, many of them would, I fear, be induced to try their fortune at the competitive examinations in the mother country, or would be otherwise absorbed.

2.] I should prefer, for many reasons, that the Grammar Schools in the Colony should be left altogether to private energy, without any interference on the part of the Government. There would be great difficulty also in determining which of the existing schools in the Colony should be considered eligible for such exhibitions.

3.] I would only suggest that those who answer best at a Competitive Examination should not necessarily be considered eligible for scholarships or exhibitions, but that a minimum of qualification should be laid down.

4.] Oxford, Cambridge, and Trinity College, Dublin.

5.] I should think about £200 per annum.

6.] The usual subjects taught in the endowed schools in England and Ireland preparatory to a University education, viz., Greek, Latin, History, and the elements of Mathematics, that is, Arithmetic, Algebra, and Euclid.

7.] A University established in New Zealand would, I conceive, be a great advantage to the whole Colony; for though, from the circumstances of the country, it would not probably be much resorted to at first, it would gradually create a taste for learning, and would tend greatly to elevate the tone of the whole Colony. It would involve however a large expenditure for buildings and for maintenance; and it is a question whether the present financial state of the Colony would justify such an outlay, and whether the project may not be premature in this country at the present time.

. One great difficulty in the establishment of a University in this country would be the religious question. That difficulty would, I conceive, be best avoided by adopting the plan of the Sydney University,—by not confiding to the University the responsibility of training young men, but leaving it to affiliated Colleges, to be erected by the religious bodies.

JOHN FREDERIC LLOYD,
Archdeacon of Waitemata.

Rev. D. BRUCE.—1.] No.

(1.) Because these scholarships would generally be held by those whose position in this Colony is such as to enable them at their own costs to attend any University foreign to the Colony, should they or their relatives be so minded.

(2.) Because such scholarships would be a standing public advertisement of the classical and scientific poverty of the Colony.

(3.) Because such a system as it is proposed to adopt would tend to retard the establishment and development of native institutions for learning corresponding to those existing in the countries referred to.

2.] No. Instead of this I would recommend the making provision for the teaching of that higher class of studies.

At present it does not pay to teach the advanced branches of learning; and the heads or principals of existing institutions in the Colony are therefore obliged to devote their attention, well-nigh exclusively, to those branches which tell upon the revenue.

Could the Government or Legislature make provision by grants of money and otherwise—as for example by endowments—whereby the heads of existing institutions at the different centres of population could devote time and energy to the superintendence of such studies, the ordinary proportion of pupils willing to prosecute these studies would, I am persuaded, be forthcoming without these exhibitions.

3.] No, as I disapprove of the objects of these questions in their present form.

4.] If scholarships are instituted, though I do not recommend them, I am of opinion that the principal seats of learning in each of the three kingdoms represented in the Imperial Parliament should have the preference, namely, Oxford or Cambridge, Dublin, and Edinburgh. I certainly do not recommend the establishing of scholarships in connection with any University in the Australian Colonies. If the thing must be done, let it be done well.

5.] I have no opinion to offer on this point further than to say, that if any one enjoying any of the proposed scholarships should require money to cover the cost of a private tutor during the vacation, he had much better remain in New Zealand.

6.] I have no opinion to offer on this point at present.

7.] My opinion not only as to the propriety but as to the necessity of establishing a New Zealand University, is very decided. Such an institution ought to have, in the interests of public education, been established before this time. The non-existence of such an institution has hitherto prevented the action upon the youthful mind of one of the most powerful inducements to prosecute those higher studies previously referred to—namely, the public recognition of praiseworthy effort, or the public reward of acknowledged talent.

In a Colony such as this, with its geographical peculiarities and its numerous local or provincial interests, any attempt to establish a University upon the model of the seats of learning in Great Britain and Ireland, or even those of Sydney and Melbourne, would at present only be attended with failure.

The Legislature cannot do better than fashion the New Zealand institution upon the principle of the London University, which is but an extension of the system obtaining in the University of Paris.

An institution of this character could be established in the Colony with ease; could be carried on with little expense; would develop native talent to an extent hitherto unprecedented in this portion of Her Majesty's dominions; and would form a proper *terminus ad quem* of all the existing scholastic institutions in the several Provinces.

. I have no further remarks to make at this stage, but will be most willing to lend any aid in my power to carry out any plan in the interests of a higher education which in its wisdom the Committee may see it fit to recommend, or the Legislature to adopt.

D. BRUCE.

Rev. JAMES McDONALD.—1.] We do in the following manner, viz.:—Denominational Colleges should be established in New Zealand, and connected with the University to be founded in this Colony. The scholars of each of the said Colleges should be entitled to the right of matriculation after a certain term spent in the Colleges, on receiving a certificate from the superiors of their respective Colleges for that purpose. We do not approve of the plan of sending our youth beyond the Colony for education, for by so doing the Government may be taxed with the charge of being inadequate to discharge the sacred duty of educating their own subjects; and, moreover, it would be making an outlay of money in another country which might and should be expended in their fatherland.

2.] We do, with the qualification that those exhibitions should be solely in Denominational Colleges, and be given by the superiors to their respective pupils; for if this course be observed, there shall never be a misunderstanding between the clergy and the people.

3.] We think it advisable that a Denominational Board should be formed by the spiritual heads of each persuasion, and the said heads being empowered to hold examinations in their respective Colleges, hence would arise a religious harmony among all teachers of the community. We moreover think that the spiritual heads of each persuasion should have the appointment of Professor, Masters, &c., in their respective Colleges.

4.] We think so; for hence emulation would naturally arise among the youth of the Colony, and besides, an opportunity would thereby be given to all aspirants to literary honours, and particularly to such as are disposed to advance themselves in society, and who, from their peculiar circumstances, could never attempt any such thing.

5.] We are of opinion that £150 at least would be required per annum: that is, £100 for the University, £30 for private tuition or grinding, and the remaining £20 for sundries, &c.

6.] The subjects, we think, should be those attainments and requirements required to qualify the students for any of the then liberal professions, viz., Divinity, Law and Medicine. Hence we think in the first place that each scholar should be well grounded in the truths of Christianity and of course liable to an examination in any one of the faculties to which he aspires attaining. In the second place he should be well grounded in his native language, and get such an English course of education as may qualify him to fill any of the secular pursuits of life in his native Colony. In the third place Classics, Mathematics, and Ancient and Modern History should form a great part of his study.

7.] Notwithstanding our many national and private schools of such great reputation in the Colony, we are of opinion that an University is much wanting, if possible, and heartily wish for its establishment without delay, as thereby the work of education should in every point of view be much promoted, and an opportunity given to the youth of this Colony to show their genius, and that too to the credit of the founders of the said University.

Remarks on the said queries in general: We think that a fair representation of each persuasion of the community is required for the University Board. In the second place we think that the heads of each religious persuasion should solely and exclusively have the appointment of the members of the said board, and of those of the Denominational Colleges; and we think the said Board should be authorized by themselves or persons appointed by them to examine all candidates for honours or degrees on all subjects excepting that of religion. This latter subject should solely devolve on the respective heads of each denomination. We also think that gentlemen of each persuasion should be empowered to make such regulations as may best meet the requirements and wants of their respective denominations. In a Colony like this, it should be desirable and expected too, that endowments should be made on a liberal scale by Government; therefore we think that there should be an annual grant for the support of the University and Colleges. In conclusion, we think the University Board should consist of seven members, each denomination fairly and impartially represented; three members with the Provost shall form a quorum, and on the demise or removal of the Provost, they can elect a successor as circumstances may require.

The members of the Denominational Board should be appointed by the head of the denomination, and the said head should have the appointment of the Rector, Professors, and staff of each College; and the said Denominational Board should be empowered to manage all matters (temporal) appertaining to the said College, subject, however, to the approval of the Rector, reserving matters of appeal to the religious superiors of each denomination. In fine by the term Rector in reference to the Denominational Board, we mean a Priest always approved

by the ordinary of the diocese to which he belongs. In the absence of the Bishop, the Vicar-General is empowered to discharge all the duties of the said Bishop.

JAMES McDONALD, Vicar-General,

President of the Commission of the Right Rev. Jean Batiste François Pompallier, D.D.,
Roman Catholic Bishop of Auckland.

Mr. JUSTICE MOORE.—1.] Yes.

2.] I infer from the question that there is a higher class of studies than that which the pupils generally can now be induced to prosecute. On that supposition I answer the question in the affirmative.

3.] I have had some experience as an examiner, both in general literature and in law, as well in Victoria as in New Zealand. And I might be able to offer some such suggestions as the question refers to, in consultation with others who have had the like experience. But it would not be easy to do it here, I think, certainly not so easy nor so effectively as in such a consultation.

4.] Oxford, Cambridge, and London, and, perhaps, Dublin; having regard to the circumstance of many Colonists being Irishmen.

5.] In my opinion the annual value of such scholarships should not cover all University expenses during the year, and the cost of a private tutor during the vacations. I think they should only assist in covering such expenses, and that the annual value of such scholarships should in no case exceed one half of such expenses.

6. The subjects and limitations of the competition for such scholarships respectively, depend I think, on the faculty in which such scholarship would be founded; that is to say, assuming it was a scholarship in Law, Medicine, Mathematics, or whatever other faculty. In each such cases precedents will be found in scholarships founded at the English Universities which might be followed, I think, with advantage, with, perhaps, some modifications that would be suggested by the particular circumstances of New Zealand, or other considerations which would be sure to be made in a conference of persons appointed to consider the matter.

7. At present it does not seem to me to be desirable to establish a New Zealand University, particularly if the contemplated scholarships are founded. In my opinion the scholarships are far preferable to a University, at least at present.

Auckland, 12th September, 1867.

J. S. MOORE.

Sir W. MARTIN, D.C.L.—1.] There appear to be two main difficulties in the way of such a recommendation at present.

First: If public money be spent for this purpose, the Colony will expect some return for its money. But the highly-educated young men may find some opening at home, or may be tempted into the Civil Service or the Indian Service. It seems difficult to devise a security against this. It should also be considered that, at the best, the gain or return accruing to the Colony is to be measured, not by the whole number of such scholars, but by that portion which would not have been sent home without State aid. At present young men are sent to the English Universities by parents in the Colony. Even in the existing state of Auckland, three young men, sons of residents here, are now at one or the other of the old English Universities. If any of these young men had been successful competitors for such scholarships as are proposed, the Colony would be, so far, merely getting at the public cost what it would have got without any cost.

Secondly: I do not see how a competent and trustworthy Board of Examiners could be formed in the Colony at present; the head masters of the schools being, by the nature of the case, excluded.

2.] This plan might be very beneficial, but it is encumbered with the same difficulty as to a Board of Examiners, and even in a greater degree, if the Board were in these cases to be a provincial or local one.

4.] I should say in connection with the old English Universities.

5.] Not less than £200.

7.] I am of opinion that whenever the finances of the Colony will allow it, the foundation of a New Zealand University will be desirable. It would bring the influences of the highest education into the midst of the population, and enable those influences to reach many who would not be reached on any other plan. The proposed University Scholarships might be grafted on it. The Professors or other members of the working and governing body of the University, would be the Board of Examiners, and persons selected and delegated by that body would be accepted everywhere as trustworthy examiners. I may add that such a University would be strengthened and its influence extended, if it were understood that in bestowing Government appointments a preference would be given to young men who had distinguished themselves at the University—always supposing them to be found equal to their competitors in aptitude of other kinds for the special office to which they were to be appointed. Such an element might well be introduced into the public patronage in place of other elements (or, in mitigation of other elements) by which the choice is apt to be determined (so far as I know) under all forms of government alike.

Taurarua, 12th September, 1867.

WM. MARTIN.

Rev. J. KINDER, M.A.—1.] The foundation of such University Scholarships would, I think, be found to have very little effect practically as an inducement to parents to send their sons to the Universities in England or Ireland. There are so many other considerations, besides the question of expense, which naturally have much weight with parents in making them unwilling to send their sons away from the Colony, that I believe few will send them who would not equally have done so without any provision of the kind contemplated being made by Government. Among these considerations may be reckoned the entire separation of the youths from their families for so long a time, and at a time of life when home-influence is most valuable; the difficulty there is in many cases of providing some substitute for a home for the youths during the vacations, embracing some five months in the year; the danger to which they would be exposed of falling into extravagant and bad habits, and of disappointing, after all, the expectations of their friends (a danger which in their case is increased by the separation from their homes); the expenses which must still fall upon the parents, even if all strictly educational charges be defrayed by Government; lastly, the many openings for young men in the Colonies enabling them to provide for themselves very early in life, so that three or four years at a University (even with all expenses of education paid) would be regarded as a serious loss of time both by the parents and their sons. This last consideration it is which takes our youths from schools so early. It would, I believe, be found equally operative in keeping them from availing themselves of scholarships to Universities in the British Islands or in Australia.

Under these circumstances the competition for such scholarships is likely to be confined in a great degree to those who would be sent to England by their friends independently of any assistance from the public purse. Even if some few others were induced to offer themselves, these, it might well happen, would not be our best and most promising scholars, able by their abilities and acquirements creditably to represent the New Zealand Colonies in the Universities of the Mother Country, but simply those whose circumstances accidentally favoured their being sent there.

If then the gain to the Colonies of New Zealand by the foundation of such scholarships is to be measured by the number and merit of the young men who are sent from us to the Universities in question over and above those who would go there without Government assistance, this gain will, I believe, bear a very small proportion to the expense incurred. Even from this a deduction must be made on account of those who might never return to this country as well as those who might fail altogether to realize the hopes entertained of them.

Upon these grounds I am unable to recommend the foundation of University Scholarships for the purpose of sending boys from New Zealand Schools to any of the Universities in the British Islands or the Australian Colonies.

2.] The plan suggested by this question has been in use for some time past in the school of which I have been master for the last twelve years. Several exhibitions have been attached to this school by the Trustees, of such value as to cover the expense of tuition, viz., £12 per annum. The effect has been highly beneficial, and is purchased at a very insignificant cost. Besides giving a healthy stimulus to the lads which is felt very much throughout the school, I believe it has contributed to retain boys longer in the school, and thus acted as an encouragement of a higher class of studies than they would otherwise have had time to prosecute. At the same time I do not regard exhibitions of this small amount sufficient by themselves for the end proposed. They require to be followed up by exhibitions or scholarships of considerably higher value to be gained by a higher examination.

I would therefore recommend the foundation of exhibitions for the encouragement within the existing schools of the Colony of a higher class of studies than that which the pupils generally can now be induced to prosecute.

3.] In the formation of a Board of Examiners lies one of the chief difficulties of any scheme that may be adopted either for scholarships to the Universities or exhibitions to the existing schools of the Colony. Upon the ability with which the examinations are conducted, and the confidence placed by all in the impartiality of the examiners depends in a great degree the success of either plan. It can hardly be a question therefore whether the Head Masters of Schools, and in fact all persons engaged in tuition, should not be excluded from such a Board. Probably even the Clergy of the Church of England and the Ministers of various denominations would not be altogether free from objection however impartially they might act while serving on the Board.

With regard to the mode of conducting the examinations, I am of opinion that printed questions alone should be employed to be answered by the candidates in writing. This ensures perfect equality and fairness to all who are examined. As the candidates would mostly be young men from whom no great extent of reading is to be expected, it would appear advisable that the names of the books in which they were to be examined should be published a sufficient time beforehand to admit of their being efficiently studied.

6.] I am of opinion that the classical and mathematical knowledge of the candidates should be the chief subject of examination, and that if any other subjects should be joined with these by the examiners they should be allowed only a subordinate place in the examination.

With regard to any limitation as to age, I would suggest that if the plan of higher and lower class exhibitions be adopted as recommended in my answer to No. 2, the age of fourteen or fifteen be fixed as a limit for candidates for the lower class exhibitions.

7.] Such an institution seems highly desirable as soon as the condition of the Colony admits of its being established with efficiency and success. It would do much to raise the character of education throughout the country, and would at once solve the difficulty of providing a Board of Examiners for scholarships and exhibitions which at present exists.

J. KINDER, M.A.,

Trinity College, Cambridge ;

Head Master of the Church of England Grammar School, Auckland.

TARANAKI.

H. R. RICHMOND, Esq.—1.] Believing that in a young Colony, there is a strong tendency towards the lowering of the standard of education, I think it most desirable that the Government should interfere, as far as it can do so, to counteract this tendency, in the way above proposed, amongst others.

2.] Yes, I think some portion of the money voted for the promotion of education should be spent in that way.

3.] I am not sufficiently informed as to the amount of supervision exercised by the different Provincial Governments over the schools in their Provinces to make the following suggestion with any confidence ; but if there is a system of supervision by qualified inspectors in the larger Provinces, I think these inspectors might form a Board of Examiners for the examinations for school exhibitions.

As regards the higher examination for scholarships, possibly some of the Judges of the Supreme Court who have received a high education might be willing to undertake the Classics and History. There are also high Government officials, amongst whom I might mention the Auditor-General, the Secretary for Crown Lands, the Under Secretary, the Comptroller of Revenue, and the Colonial Geologist, whose services might be obtained for such a purpose once a year, and who would be well qualified for the duty.

4.] With all the leading British Universities, and with any Australian Universities which are known to be conducted in a satisfactory manner.

I do not know any reason why some of the American Universities should not be included. It seems to me desirable to give the student and his parents a large choice, as it will often happen that the fact of having relatives or friends living near one or other of the Universities, who would exercise some amount of supervision, would determine parents in their choice. Moreover, it is not only the University education, but also the general knowledge which the youth will acquire outside the University, which will be valuable to him and to his country in after life, and it seems desirable that this knowledge should be as varied as possible.

5.] My experience is only in reference to University College, a part of the London University. At that college none of the students were boarders in my time. I fancy that the actual expenditure of a student for board and lodging in a private family, or at University Hall, together with the college fees, would be about £130 per annum.

It appears to me that it will be expedient (a given sum being voted for the purpose) to divide it into a good many exhibitions and scholarships of moderate value, leaving a proportion of the expense to be borne by the parents. Possibly some supplementary arrangement might be introduced for giving further assistance to those students whose parents were unable to bear any part of the cost.

6.] This, as regards the subjects, will be mainly determined by a knowledge of what subjects are necessary for taking degrees at the various Universities. The examinations for*scholarships will probably at first have to be easy, and afterwards increased in severity. But, at any rate, they must be such as to ensure the student having sufficient knowledge to be able to profit by the University course. A series of the examination papers for the ordinary annual examination of the highest class at the University School (from which the boys pass into the lower classes at the University College) would give my idea of what would be requisite. This, together with any other information that might be desired relating to that University, could be easily obtained by writing to the Secretary.

7.] I hope that the time is not very far distant when this may be successfully undertaken ; but at present I believe it would not be sufficiently supported. Statistics as to population of the Australian Colonies in which Universities have been established, at the time of their establishment, and of the attendance of students from year to year, the character of the education given, and the cost of the maintenance of those Universities, would throw much light on the question, and ought, I think, to be procured and published.

. I only wish to add here my opinion that there is a special risk of youths educated in New Zealand being deficient in a knowledge of the various branches of natural science which are yearly taking a more prominent place in education at home. I believe the head masters of our principal schools in New Zealand are men from Cambridge and Oxford, where, until quite recently, the importance of these studies has not been duly appreciated. Moreover, the cost of obtaining apparatus for illustrating those branches, which can only be properly taught experimentally, may often be a difficulty. In England, besides what may be learnt of these things at school or college

numerous scientific institutions afford facilities to young men for becoming acquainted with the elements of natural science. Considering the vast material progress which is due to the study of nature in modern times, and the powerful influence which this study is exerting on all modern thought, I think that if I am right in supposing that we are likely to be specially behind the age in the education of our youth in this branch, any interference of the Colonial Government in the school education given in the Colony ought to have for one of its principal objects, to remedy this defect.

H. R. RICHMOND,
Superintendent of Taranaki.

P E T I T I O N S .

No. 1.

To the Honourable the House of Representatives in Parliament assembled,

The humble Petition of Frank Churchill Simmons, Master of Arts of the University of Oxford,

SHEWETH,—

1. That your petitioner is Rector or Head Master of the High School of Otago.
2. That your petitioner has observed amongst a very considerable portion of the Parents of Boys attending the said school a great indifference to higher branches of education, and that through this cause, and on account of the high price which the labour of even a half-instructed boy commands, pupils are usually withdrawn from the said school at an age when it is impossible for them to have received a liberal education; and further, that, from what your petitioner has heard and seen, he has reason to believe that the same causes are operating in the same manner throughout the Colony of New Zealand, as he learns by the reports of Schoolmasters in other Colonies they are in operation in Colonial society elsewhere.
3. That he is convinced that it is for the interest of the whole of the community of this Colony, that some members of it, and if possible those members of it, irrespective of the means of their parents, who are best endowed by nature with ability, should receive the same thorough education which members of the learned professions, and other persons whose means enable them and who are intended to occupy responsible positions, receive in the Mother Country.
4. That he sees small prospect of this desirable end being effected without some encouragement from the State.
5. That although your petitioner hopes to see a University established in New Zealand, yet he is convinced that the time is not yet arrived for founding a University in this Colony, because the moral effect of a University depends to a large extent on the number of the students, and the variety of stations in life, and in some measure of places, from which its students are drawn.
6. That, accordingly, your petitioner believes that a small portion of the Public Funds would be well employed in maintaining, at one or more of the Universities in the Mother Country, such limited number of the young men of this Colony as should be proved by examination most worthy of becoming the recipients of the public liberality.
7. That your petitioner is convinced that the benefits accruing to the community would be by no means limited to the improved education of the limited number who might be actually the recipients of the public bounty; but that many young men would be kept longer at their studies than they now are, or are likely to be, partly through the force of example, partly through the hope of obtaining such an honourable distinction as to be selected from among the youth of the Colony to represent it, as it were, in the Universities of the Mother Country; and that it is more than probable that many of those who may be unsuccessful in obtaining these distinctions would, through the spirit of emulation, and the necessities of competition, be also sent home by their friends for the same purpose.
8. That your petitioner feels sure that the cause of learning, and therefore of good government, would be greatly promoted by your Honourable House taking such steps as you may in your wisdom think expedient, for instituting Scholarships, to be open to all young men resident within the Colony of New Zealand, to be obtained by public competition, and tenable during good conduct, at one of the Universities of the United Kingdom.
9. That the ordinary course of an English University is of four years' duration.
10. That as Classics and Mathematics are acknowledged to be the best instruments of a liberal education by most of the competent authorities in education, your petitioner is convinced that these branches of study ought to be made the test of excellence by which it should be decided who should be the recipients of the public bounty.

Your petitioner therefore prays that your Honourable House will make such provision as you may see fit for founding Scholarships for the purpose of maintaining young men of this Colony at a University in the United Kingdom. And your petitioner further prays, that he and the other Head Masters of Public Schools in the Colony may be examined by your Honourable House as to the subjects and limitations of the competition for the said Scholarships.

And your petitioner will, as in duty bound, ever pray, &c.

FRANK CHURCHILL SIMMONS, M.A., Oxon.,

Rector of the High School of Otago.

No. 2.

To the Honourable the House of Representatives of New Zealand, in Parliament assembled,

Petition of the Very Rev. Henry Jacobs, M.A., Dean of Christchurch,

SHEWETH,—

That your petitioner is Dean of Christchurch, in the Province of Canterbury.

That a meeting of persons interested in the establishment of Colonial Scholarships was held at the College Library, Christchurch, on Monday, the 2nd September instant, and an adjournment of such meeting on Wednesday, the 4th of September, when the following Resolutions were passed:—

1. That, in the opinion of this meeting, any successful candidate for the public scholarships proposed to be created by the General Assembly should have the option of completing his studies at any of the Universities of the United Kingdom; or in case of his intention to go to the bar, or to study for the medical profession, that he should have the option of entering any of the Inns of Court of London, or any one of the recognized Schools of Medicine in the United Kingdom.
2. That every such scholarship should be tenable for not less than four years, and should be of the annual value of not less than £200, with the addition of £100 for travelling and other extra expenses of the first year, and £100 for those of the last year.
3. That all competitive examinations should be such as to test the qualifications of the candidates for the highest kind of University education.
4. That while this meeting would regard with satisfaction any public measure by which the present educational standard in the Colony may be improved, it considers that at present the establishment of a University for New Zealand is premature.
5. That the Chairman of the Meeting be requested to draw up petitions to the Legislative Council and the House of Representatives, embodying the resolutions adopted at the two meetings held on September 2nd and September 4th, and to sign such petitions on behalf of the meeting.

That your petitioner humbly requests your Honourable House to take the Resolutions embodied in this petition into your favourable consideration.

And your petitioner will ever pray.

HENRY JACOBS,

Chairman of the Meetings referred to in the above petition.

No. 3.

To the Honourable the House of Representatives of New Zealand,

The humble Petition of the Sub-Warden and Fellows of Christ's College, Canterbury,

SHEWETH,—

That your petitioners are of opinion that the cause of education in the Colony of New Zealand would be greatly promoted by the institution of New Zealand Scholarships to be competed for by young men resident in the Colony, and tenable at any one of the Universities of Great Britain and Ireland.

Your petitioners, therefore, are earnestly desirous of urging upon your Honourable House the expediency of making provision during the present Session for the institution of one or more such scholarships.

And your petitioners will ever pray.

[Here follow twelve signatures.]

No. 4.

To the Honourable Members of the House of Representatives of New Zealand, in Parliament assembled,

The Petition of the undersigned Directors of the High School of Christchurch,

HUMBLY SHEWETH,—

That your petitioners have learned with great satisfaction that the proposition to found certain scholarships for securing University education to a number of students in this Colony has been favourably entertained by your Honourable House.

That the High Schools and Grammar Schools of the Colony will be greatly benefited and encouraged by such a measure.

That there are many Universities in the United Kingdom and on the Continent of Europe, at which the young men of New Zealand might with the greatest profit prosecute their studies in literature, in science, or in the learned professions.

That the foundation of a New Zealand University is, in the opinion of your petitioners, a work of great importance, and meriting instant attention.

That the establishment of scholarships at such University, and as rewards for great diligence and proficiency in study thereat, would be of great benefit to the Colony at large.

That, meanwhile, the establishment of lectureships on Natural Science, Physics, and Mental Philosophy at the seats of the principal existing schools of the Colony would be productive of great and widely-extended benefits, and might be accomplished at a moderate cost.

May it therefore please your Honourable House to take this subject of University education into your most favourable consideration, and to devise such means as may speedily secure its advantages for the youth of this Colony.

And your petitioners will ever pray.

[Here follow five signatures.]

No. 5.

To the Honourable the Speaker and Members of the House of Representatives of the Colony of New Zealand, in Parliament assembled,

The humble Petition of the undersigned Colonists residing in the Province of Otago,

RESPECTFULLY SHEWETH,—

That at a public meeting held in Dunedin on the fifteenth day of August, one thousand eight hundred and sixty-seven, the following resolutions were unanimously adopted:—

1. Moved by Mr. R. B. Martin, seconded by Mr. Thomas Dick—"That, in the opinion of this meeting, it is of the utmost importance to the welfare of the Colony that the means of obtaining a higher education than at present exists should be provided, and it therefore hails with delight the movement in the General Assembly towards securing this object."
2. Moved by Mr. John Bathgate, seconded by Mr. James Macassey—"That, in the opinion of this meeting, the time has now come when decided steps should be taken for the founding of a New Zealand University or College, and that the Assembly be strongly urged to do so immediately."
3. Moved by the Rev. D. M. Stuart, seconded by Mr. James Fulton—"That, in the opinion of this meeting, five professorships would be sufficient for the present wants of the Colony."
4. Moved by the Rev. F. C. Simmons, seconded by Mr. George Duncan—"That, in the opinion of this meeting, scholarships should be instituted to enable young men to prosecute their education at any University of established reputation, the choice of University being left to the parents or guardians of successful competitors."
5. Moved by the Rev. Richard Connebee, seconded by the Rev. William Will—"That such scholarships should only be regarded as a temporary expedient, and should cease as soon as a New Zealand University be established, and in lieu thereof New Zealand scholarships be instituted."
6. Moved by the Rev. J. L. Parsons, seconded by Mr. R. A. Lawson—"That these resolutions be embodied in a memorial to the Assembly, and transmitted to the Members for Dunedin for presentation. The following gentlemen, with power to add to their number, to act as a Committee for securing signatures:—E. B. Cargill, James Fulton, John Bathgate, George Duncan, R. B. Martin, A. Livingston, Robert Gillies."

That in the opinions expressed in these resolutions your petitioners heartily concur.

Your petitioners, therefore, humbly entreat your Honourable House to take into consideration the matters in the said resolutions referred to, and adopt such measures as to your Honourable House may appear expedient.

And your petitioners as in duty bound will ever pray, &c.

[Here follow 273 signatures.]