

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.

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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