

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