

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.

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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.

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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.