

- 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 :—

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-