

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.