

Mathematics, and the elements of such Physical Sciences as are subject to known laws capable of mathematical expression; *e.g.*, Mechanics, Hydrostatics, Optics. *Not* purely experimental Physics; nor Logic; nor Mental Philosophy; nor Political Economy.

As to the exclusion of purely experimental Physics, such as Physiology, Chemistry, and Geology, it is from no disposition to undervalue the interest and importance of these sciences that I would exclude them as subjects of examination, but, first, because, as pointed out by Mr. Simmons, no written examination would test the real proficiency of the candidates; and, second, because these sciences, in their present state, are less fitted for the discipline of youthful minds than the study of the exact sciences and of language.

I should be glad to see provision made in our schools for creating the habit of accurately observing natural phenomena. It is objected, not without justice, that whilst the studies of language and mathematics train the mind to the right apprehension of ideas and to the sense of logical connection, they leave undeveloped the faculty of perceiving material things. Now we want, it is justly said, not merely precise thinkers and accurate speakers, but also acute observers; observers not only of mental phenomena, but of physical. School education is too "bookish." The defect can only be remedied in the field, and can best be remedied by teachers who themselves possess in a high degree the faculty of perception, which we want to awaken and to train. In the nature of things, this can be no part of ordinary school work. The remedy for "bookishness" cannot be more books on more subjects. To cram boys with the results of the observation of other minds positively tends to disqualify them from becoming independent observers. To teach boys the scientific theories of the day is to teach them what they will not improbably find, in after years, a positive obstacle to independent thought on scientific subjects. The notion of boys making original experiments in physics is absurd. Mature minds are needed for the work of scientific induction. All we can do is to train the perceptive faculty. Beyond this, everything will prove a futile attempt to interfere with the natural order of mental development.

The examination should be somewhat above what is required (as I understand) at Cambridge on the preliminary examination—not, however, going beyond Euclid in Geometry; quadratic equations in Algebra; and excluding the more difficult Greek and Latin classics.

7.] Assuming that the primary function of a University is to teach, it is still true that no University can do its teaching work well if its members confine themselves to teaching. The teachers will not teach in the best way unless they themselves are continuing to learn. Bodies engaged in adding to the sum of human knowledge are best qualified to hand down that knowledge to posterity. An effective University, therefore, even for mere didactic purposes, ought to number amongst its resident members many men of original minds holding very high rank in their several departments of literature and science. Though such men may not always be themselves effective teachers of the young, or even may not be engaged in the direct work of teaching, yet their influence on the body of professors, tutors, and students, is essential to the thorough efficiency of a University. I may add that the mutual influence of a multitude of minds is also essential. The work of teaching can be thoroughly well done only at a great focus of thought. It is obvious that no petty isolated body of professors can possibly fulfil this idea of a University. A true University needs a very wide basis. Like a great river, it must be fed from an extensive basin, and be swelled by the confluence of many streams.

These considerations tend to show that a New Zealand University, if established, would be wanting in the essentials of success. The time even for an Australasian University is not yet in my judgment come, and may never come. I do not consider this a subject of regret. In matters of education, these Colonies may do well for many years, to look to the mother country as their metropolis. It is, I think, a desideratum in this and in every other way to keep up our intellectual and spiritual connections with England. It is better to remain a healthy branch than to become a stunted tree.

It may be true that a fair education might be secured at Colonial Colleges; but it is certain that the advantages that such institutions could offer, under the most favourable circumstances, would be vastly inferior to those presented by the larger European Universities; and we ought to seek for our most promising youths nothing short of the very best education that can be had.

For these reasons, I think that we ought rather to direct our efforts to improve the existing colleges and schools of the Colony than attempt a more ambitious foundation.

C. W. RICHMOND.

Rev. CHARLES L. MACLEAN.—1.] I do. In the event of a University being formed in these Islands, I would confine such scholarships to the Universities of Great Britain.

I cannot agree with those who maintain that the formation of such scholarships would be productive of loss or injury to the Colony, which can never but gain by her sons distinguishing themselves wherever they may choose to pursue their life calling.

2.] I do, in schools where the Head Master is not liable to interference on the part of the governing body in educational matters.

It would avail little to offer increased encouragement to the Nelson College, unless the Head Master were rendered more independent of the council of Governors than he is at present. A popularly elected Board—as the Board of Governors of Nelson College is—is not necessarily