

qualified to judge in matters educational, and the members being amenable to the bar of their constituents, are in danger of reflecting popular notions of high class education rather than thinking out their own.

3.] In the event of a University being founded, it might be left to the senate of such University in each Province to appoint a Board of Examiners to test the fitness of candidates offering themselves for scholarships or exhibitions, according to a fixed standard.

4.] Already answered under Question 1.

5.] The value should vary with the Universities. At the Dublin University for instance, the cost of living, &c., would be nearly £100 a-year under that of the two great English Universities, while in Scotland I imagine it would be lower still. At Oxford or Cambridge the value of an exhibition should be £300 a-year in my opinion.

6.] The subjects, in my opinion, should be few in number, and of a nature calculated to beget and inculcate habits of observation, and of accurate and systematic thought. It is of more importance to a young man to have been trained in the art of learning than to have been taught many subjects. I would confine the subjects for competition then to Latin, Greek, French or German, Mathematics, and Botany or Geology, as they may be learned in the field. As to the limit, I would aim at thoroughness of knowledge in each branch, rather than an extensive course of reading.

Each candidate before being allowed to compete for a scholarship, should pass an examination in the subjects usually included under the head of an "English Education."

7.] It is impossible to say when a New Zealand University could hope to attain to the prestige of the great English Universities, if it ever should do so. But it might for all that, do good service to the Colony even now, in establishing a standard for the different schools to work up to, and by authoritatively declaring what schools have reached that standard. This is, no doubt, but modest work for a University to do. But I think the machinery ought to be set up, even though it may not be called into action in its higher functions for some time. If there be a University, even but in name, the process of endowment (with lands at any rate) can be begun.

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Mr. Justice JOHNSTON.—1.] I have no doubt that the foundation of University Scholarships for the purpose of sending boys from New Zealand schools to Universities in the British Islands is, in itself, a most desirable thing.

I am not of opinion that it would be desirable to institute scholarships for Universities in the Australian Colonies.

I think, however, that while the advantages to be derived from founding University Scholarships will probably be very considerable, as tending to create new aspirations among the Colonial youths, and to raise the ordinary standard of education in the Colony, it is not very clear that the efforts of the Legislature, and the expenditure of the Public Revenue which will be required for their establishment, might not be more profitably directed, in the first instance, towards the direct assistance of existing schools, and the formation of others, with a view to afford increased facilities for providing a higher class of education than is at present attainable in most parts of the Colony, and increased inducements for keeping pupils at school to a later age than is usual at present.

I shall have an opportunity in answering subsequent questions, to make some further observations and suggestions on this subject.

Confining myself for the present, to the terms of the first question, I conceive that it is a matter of urgent importance for the well being of the Colony, political and social, that the average standard of education among the wealthier classes of the Colonial community, should not be allowed to remain far below that of the corresponding classes in the mother country. At the present day, not a few colonists who appreciate the advantages of a superior education and possess sufficient means, feel themselves bound to send their children home to the mother country at an early age, in order that they may be able to take advantage of the highest class of education in European Universities, thereby creating an estrangement from domestic influences, and an alienation from the Colony in boyhood, which can scarcely be wholesome for its future citizens. Any measure therefore, which is likely to raise the standard of education to be obtained in the Colony, even if it come short of, and be only sufficient as a preparation for a European University education, and an inducement to greater numbers to pursue their studies to a higher point, will probably be beneficial.

The necessity for carrying up the candidates for University Scholarships to a higher point of attainment than the ordinary pitch of the higher classes in the existing schools, will, I think, operate favourably in respect of other pupils besides the candidates for honours; and the many, through force of example, and perchance of shame, will gradually become dissatisfied with acquirements falling much short of those of the few.

Thus, I think, the more comfortably circumstanced classes will be induced to leave their