

enabling youths of all classes to proceed to superior schools in order to undergo the necessary training. It certainly would be a step in the right direction ; but practically, I apprehend, the scholarships (without such a system as I suggest) would fall into the hands of young men whose parents might, at little sacrifice to themselves, be able to send their sons to an English University at their own expense, and who were in a position to command a lengthened preparation at the existing Provincial Grammar Schools. I would venture to say a few words, *obiter*, on the use of the term "University Scholarships," in the question. At Oxford and Cambridge a University Scholarship is understood as being founded on an endowment vested either in the Vice-Chancellor, Regius Professor, or other Regents of the University, or in the governing body of some particular College, admitting, after examination by them, the successful candidate to the position of University Scholar, making him thereby a member of the corporate body, with all the privileges attached to the same, and the right to wear a distinctive academical gown. There is unquestionably obtained by this method a stronger moral hold over the undergraduate during his scholarship than by any other, and it is worthy of mention on this account. But what, I take it, is meant by the term in the question, is simply what are technically called exhibitions, that is, annual sums granted as prizes by public schools, and here in this case by the Colonial Government, to successful competitors in certain examinations hereafter to be determined. After much consideration of the subject I should not recommend University Scholarships, but should urge the foundation of liberal exhibitions, enabling the successful competitors to proceed to any one of the great Universities of Europe, to the English Bar, to any of the Medical Schools, or Civil Engineering or Agricultural Colleges. The English Universities—that is, Oxford or Cambridge—for choice, on account of the tutorial system, the advanced state of learning and mental culture, and the great advantage of association with gentlemen.

2.] This I believe to be most essential, as it must tend to raise the standard of education throughout the Colony. Without this, without some system of exhibitions for the encouragement of all schools (primary and secondary), within the Colony, enabling youths of all classes to proceed to higher studies, the first proposition of University Scholarships or large exhibitions would be worthless. It would entirely obviate the objection I advanced in my answer to Question 1, that the great prizes would probably fall to the share of the wealthy few. There should be exhibitions from the Provincial Primary Schools to the Provincial Grammar Schools, and from these again, exhibitions to a Central University School, where the studies should be of the highest class. Thus a boy of humble parentage, residing in a rural district, going to a Primary School in his neighbourhood, might, at twelve years of age, gain an exhibition enabling him to proceed to a Provincial Grammar School, where, after two or three years' study, he might gain another and more liberal exhibition, enabling him to proceed to the Central University School, and after two or three years' study here, might, at the age of eighteen, compete for the great European exhibition. I am of opinion, also, that it would be good to establish something analogous to our Oxford and Cambridge local examinations, which have worked so successfully now for ten years at home, with the very best results as regards the education of the middle classes and the general progress of education in the public and private schools of England. An honorary distinction, such as Associate of Arts (A.A.), might be conferred, and certificates of merit of three different degrees. Those upon whom the A.A. distinction has been conferred, and holders of certificates of the first degree, if desirous of entering the Government Civil Service, should be exempted from any preliminary examination, and, *cæteris paribus*, should be preferred for employment.

3.] I think that a Council of Education should be formed in the first place, whatever plan the Government may think fit to adopt. This Council might be the nucleus of the Senate, or governing body, of a future New Zealand University. At any rate I would begin, as in the case of the University of London and King's College at first starting, by establishing a high class classical and mathematical school (on the model of the above schools) in some central position of the Colony. To this University or Collegiate School should proceed the exhibitioners from the Provincial Grammar Schools, and from this Central Collegiate School should be selected, after an examination of a very high standard, yet not too diffuse, the European exhibitioners. As I said before, it would be good that this scheme of exhibitions should be extended to the Primary Schools of each Province, and not confined to the Grammar Schools ; thus wholesome emulation would pervade all schools throughout the Colony, and the highest prizes be within the reach of all, however distant they might be from the great centres of population. The examinations of the Primary Schools could be conducted by the present Inspectors of Schools ; those of the Provincial Grammar Schools by examiners appointed yearly by the Council of Education, who would also appoint the examiners of the Central University or Collegiate School. In the two latter cases, the tests to be both *vivâ voce* and paper work. I insist much on the value of a *vivâ voce* examination, because the general intelligence and fitness of the candidate, presumed from his paper work, may be ascertained and confirmed. Schoolmasters would prefer paper work, but the *vivâ voce* examiner soon detects a cram, and this is to be deprecated. *Credite experto*. I shall say little on the composition of the Board of Examiners, as it would be necessary to change them from time to time. If a Council of Education were formed, composed of graduates of Oxford and Cambridge, ex-fellows and tutors of Colleges, together with scientific and literary men of known ability and reputation, I do not think that it would be at all difficult for them to find examiners in the different subjects that might be proposed in the examinations. This