

having for some years been engaged in preparing young men for the Universities and Civil Service of India, on which the value of the marks is mainly based. It is not intended that all the subjects should be taken up, some would be obligatory, others optional. For Oxford,—Latin prose composition, and an English Essay, are of the highest importance:—

	Marks.
Greek (Language, Literature, and History)	500
Latin (" " " ")	500
Latin prose composition	500
English Essay	500
" Literature and History	500
French (Language, Literature, and History)	250
German (" " " ")	250
Mathematics, Pure (including 250 extra for the Differential and Integral Calculus	1,250
Mathematics, Mixed, that is, Statics, Dynamics, and Hydrostatics ..	500
Chemistry, Electricity, Magnetism, Geology, Minerology, — for adequate proficiency in any three of them	500
	4,250

7.] I think such a step at this present would be premature. Get the Schools first, and the University will come in its own good time.

Judging by the experience I have had in examining schools in this Province I should say there is scarcely a school in the Colony that could come up to a second rate County Town Grammar School in England. I have examined boys that have come to a Grammar School at or near Wellington from the other provincial schools, and their attainments were lamentably low. Their classics wretchedly poor, their English worse, their arithmetic, algebra, and Euclid could be beaten by the superior boys in our parish school here in Wellington. The boys of the Wellington School I examined were perhaps worse. I may say I have conducted five half-yearly examinations in conjunction with the Bishop and it is therefore not one solitary experience.

The essential thing, I believe, is to found a New Zealand University School with Professors or Masters of the highest scholastic attainments in every branch of knowledge at some central and easily to be got at position of these Islands. To my limited capacity Nelson seems a suitable spot, as it is most central and possesses a collegiate building admirably adapted to the purpose, from what I hear, for I have never seen it.

. I trust that the Committee will see the necessity of making the exhibitions tenable for five years. Four will be too short a time as I think I have shown. The main feature of the scheme I suggest is exhibitions from the primary or elementary schools. It could be worked without the central University or Collegiate School. My reason for insisting on this latter is the conviction I have of the present Provincial schools being inadequate and unsatisfactory.

P. HAY MAXWELL, M.A.

REV. CHARLES CHAPMAN, M.A.—1.] With the object of developing the native talent of a Colony, I apprehend that scholarships founded to afford a desirable education to such as, possessing talent, have not the means to obtain it, would be a direct advantage not only to them but also, and ultimately much more, to the Colony to which they belong. Whether such scholarships should in the first instance be University Scholarships or scholarships providing a preparatory training previous to admission to a University, would be determined by the nature of the education sought.

If it be considered sufficient that the establishment of a University within Australia or New Zealand should furnish an education likely to develop in a high degree the talent of those educated within it, then the Colonies having control over their own Universities could raise or alter the standard of education, and the scholarships can be limited to the education obtained within such University; but if it be desired that the education should be completed at one of the Universities in England (I say "England" in preference to "British Islands"), then I think that a previous course is absolutely necessary to enable the scholar to compete with any prospect of success in the annual and other examinations held; and in that case the scholarships should be made to provide for such preparatory course.

I take it that the proposed scholar should be discovered to possess some latent talent, that the originators and advocates of the measure be rather encouraged than otherwise in the more than successful result of their provision. When a boy has shown this, then (some University being ultimately selected for his final graduation) the intermediate step of preparation (and which I think the most pregnant with result) will have to be considered. Doubtless an excellent education can be obtained at the Universities in the Colonies, and sufficient for ordinary requirements; but I apprehend that the object of foundation scholarships is to obtain educated men from amongst the Colonists themselves, who from their education and experience may thereafter assist in the general advancement of the Colony, in the development of its resources, and in the control of its internal economy. An education limited to a Colonial University