

Rev. S. BLACKBURN, M.A.—1.] To the first question proposed I would most heartily answer "Yes." I think the foundation of University Scholarships would benefit the Colony in many ways, but chiefly by raising the standard of education in all the Provinces.

In a young Colony there are so many temptations to parents to place their sons out in the world at an early age that very few boys remain at school after they have attained their fifteenth year. The consequence is that the rising generation is only half-educated. But if an encouragement to learning were held out, such as the possession of a University Scholarship, many parents would be induced to give their sons the benefit of a higher class of education.

2.] The foundation of University Scholarships would be far preferable to that of local exhibitions. But if the former cannot be obtained the latter would be a move in a right direction.

3.] I think the Board of Examiners should consist of University men who have graduated in honours.

I would suggest that the examination be conducted by means of written papers, and that the maximum number of marks to be assigned to each paper be clearly defined:—Say, Greek, 100; Latin, 100; Euclid, 100; Arithmetic and Algebra, 100; History and Geography, 100.

4.] Oxford, Cambridge, and Dublin.

5.] The cost of maintaining a young man at the University is about £200 a-year. The expense of a private tutor during the long vacation would be about £30 or £40.

Men who read for honours generally have tutors during term time as well as vacation, in which case the cost of private tuition is about £70 each year.

In order to make a scholarship open to all classes of the community, its value should be such as to cover not only University expenses, but also the passage to and from England.

6.] I would recommend that no person be eligible for a scholarship who is above the age of nineteen years.

I would propose that candidates be examined in Greek, Latin, Euclid, Arithmetic, Algebra, Plane Trigonometry, History (Ancient and Modern), and Geography.

That for the classical examination certain books be named as subjects; say, for instance, a Book of Xenophon, or a Play of Æschylus, a Book of Cicero, Virgil, Livy, or Horace.

7.] I am afraid that any attempt to establish a New Zealand University at the present time would prove a failure.

SAMUEL BLACKBURN, M.A., Cantab,
Principal of St. John's College, near Auckland.

Rev. ROBERT KIDD, LL.B.—1.] Yes, decidedly, to Universities in the United Kingdom. In this answer it is assumed that the question refers to the present state of things, while as yet there is not a University in New Zealand.

In answering this question affirmatively, I contemplate not merely or principally the benefits conferred upon the persons themselves who should obtain those scholarships, taken in their individual capacities. Important advantages, I should expect, would accrue to the Colony at large. Men may, of course, be highly qualified statesmen, or be otherwise eminent, without having passed through a University; but it is unquestionable that the education of a great University does, by its direct and indirect influences, conduce largely to the formation of those high qualities. New Zealand is happily pre-eminent among Colonies, as it respects the style and tone of the men composing her legislature, and prepared to represent her, from time to time, in other Colonies and in England. The more numerous the University men that we have among us, the more likely are we to retain this advantageous position. The foundation of University Scholarships would tend to this result, both by causing young men to go to the Universities in consequence of their obtaining the scholarships, and also, most probably, by promoting the custom, among the wealthy, of their sending their sons to the Universities at their own expense. Secondly, a further advantage would, I believe, be gained in a general raising of the standard of education.

Of the proposed University scholars some would, no doubt, after the completion of their education, be induced to remain in Britain, or to go to India, &c. With reference to this, however, it is to be observed, first, that the ratio of the persons thus prevented from returning to the Colony would probably not be large. A Theological College of the Church of England in Bengal loses, in this way, about one-half of its University scholars in Britain; but in that case the sole alternative is to remain in Europe, or to return to India for the purpose of becoming a clergyman there. Secondly, it is to be considered whether, as to the University scholars not returning to New Zealand, desirable results might not accrue to the Colony from having some of her sons, whom she had specially fostered, occupying positions of importance at home.

As to the Australian Universities, I do not think that the considerations referred to above would apply in the case of these.

2.] The second question involves, I think, difficulties that are absent, or nearly so, from the preceding one. The advantages of such exhibitions would be considerable; first, in increasing somewhat the number of well educated youths; and secondly, in tending to the raising of the standard of education. The difficulties alluded to pertain to the selection of the schools to which the exhibitions should be severally annexed, and to the examination of candidates. I believe