

intellectual powers strengthened and improved by the examination, and especially by the long training and preparation for the same. Thus each single scholarship will work perhaps a ten-fold benefit, and will not be beneficial to the successful alone.

Thirdly : The effect of these rewards will be to elevate the standard of education in all the public schools, and ultimately in all the schools in the Colony. The examinations for the scholarships must be at least equal (as a test of proficiency) to the matriculation examinations of the Universities; and the highest form or class in the public schools cannot be below the standard required for the scholarship examination. A high standard for the highest form or class necessarily raises the standard of all below. Thus the general standard of education in the public schools become subject to a continuous process of elevation, and this is continually making itself felt throughout all the schools of the Colony.

This has now become conspicuous in Victoria, as the effect of the establishment of the University of Melbourne. Gradually the standard of the examinations at the University itself has been raised from year to year. This has elevated the standard in the four great public schools, and they in their turn have influenced other schools. The proprietors of private schools all profess to prepare their scholars for the public schools and the University, and even the best girl's schools are known to have been beneficially influenced by the same cause. The Melbourne University has been and is most fortunate in its Professors. They do not confine themselves to the mere performance of their duties within the walls of the University. They are always ready with their aid in the examinations at public and even private schools, and in Bar and Civil Service Examinations.

2.] I think exhibitions within the existing schools would be of the greatest use as a stimulus to exertion, not so much on account of any pecuniary value, as for the distinction which they would carry with them. In some degree they would be ancillary to the scholarships. They would be open to a larger number of competitors, because (as I presume) they would be brought within the capacity of a large number of junior competitors. Thus they would in some degree pave the way for the more severe ordeal of the scholarship examinations.

3.] I am not in a condition to offer any very specific suggestions under the above head. It will not be very easy to find really good examiners. I need hardly say that a man may be a very good scholar and yet not be a good teacher or a good examiner. Head Masters accustomed to teach and examine will generally make competent examiners, but they will often be under a suspicion (generally unjust) of favouring the candidates from their own respective schools, whilst men of tender consciences would, perhaps, be apt to bend the bow too much the other way. In Tasmania the examinations were, and perhaps still are, conducted by the Professors of the Melbourne University; but I fear that our distance from Melbourne is too great to enable us to look to that resource. I am inclined to think that some competent examiners may be found in this Colony.

The examinations should, I venture to think, be conducted as nearly as possible on the plan of the University examinations in England, that is chiefly by examination papers; but that is a matter of detail which is rather for future consideration.

4.] As I do not anticipate that a great number of scholarships will be provided for in the first instance, I am of opinion that they should be confined to Oxford and Cambridge. To young men whose parents reside in London, the London University (University College and King's College) offers many advantages, the chief advantage being that the scholar can reside with his family. But to the scholar proceeding from this country that advantage would be lost, and therefore the expense of the London University would not be less than that of the older Universities. Hereafter perhaps, when the success of the first experiments shall have become conspicuous, it may be deemed advisable to add some scholarships to other Universities, for instance to the University of London, the University of Edinburgh, and Trinity College, Dublin.

5.] I am not very well able to give precise information on this point. The expenses are different at different Colleges. At Christchurch—Oxford, and Trinity—Cambridge, they are much higher than at the smaller Colleges, chiefly because those Colleges are the resort of wealthier men whose habits influence the whole—even those who are not extravagant. Judging from the only recent instance within my knowledge, I should estimate the expense of Trinity College, Cambridge, for all purposes, including College Tutor, at £300 a-year;* but for smaller Colleges, I believe £200 a-year would be sufficient. But much more reliable information may be obtained from men educated at different Colleges in the two Universities, so as to enable the Committee to compare the several estimates one with another.

6.] The principal subjects of the examination should be the Greek and Latin languages and Mathematics, with English Grammar and Composition, and perhaps History, as a guarantee that the student's own language had not been forgotten in the study of the Classics.

In the Melbourne University the matriculation examination embraces the following subjects :

Greek.—Declining of Nouns; Conjugating Verbs; Translation; Questions in Parsing and Syntax.

Latin.—Similar.

* This sum includes personal expenses during vacation and a visit to France during the long vacation.