

scholarships which does not make a permanent provision by a land endowment or otherwise, for lads from outlying districts availing themselves, at a cheap rate, of the higher class of education which the schools of the Provincial chief towns afford, and thus enable them to compete on fair terms with the lads of the town.

J. RICHARDSON.

Rev. D. M. STUART.—1.] Yes; but while strongly recommending the establishment of Colonial Scholarships because of their tendency to elevate the standard of education and to increase the attendance at our High Schools, I am opinion that our great educational desideratum is the immediate establishment of a New Zealand University or College. From my knowledge of the people of this Province, I am sure our parents, and especially the Ministers of religion, would stretch a point to keep their sons at our superior schools could they see their way to place them in due time at a University. In Britain, Germany, and America, the learned professions are largely recruited from the Manse and Parsonage, owing to facilities existing in these countries for obtaining the necessary education. I am satisfied that our yeomen would also avail themselves, year by year, in increasing numbers of a Colonial University.

From the circle of my acquaintance, half-a-dozen young men belonging to the industrial class, during the preceding five years, went, at their own charge, to British or Australian Universities, who would have availed themselves of a Colonial Institute had there been one in existence. I may add that others, on the ground of distance and expense, were forced to abandon the hope of a College education.

Of the Colonial Scholarships, I would recommend that one-half of them should revert to the New Zealand College, and that the other half be given as prizes to the most distinguished students who have attended its classes for three years, under the name of "Travelling Scholarships," tenable for two years, to enable them to visit any of the great Universities of Europe or America.

I would recommend, as conditions of competition, a New Zealand residence of two years, and age not under sixteen and not over nineteen years.

2.] No. The encouragement of education in our Provincial schools may be safely left to the Provincial Governments and the friends of education in the several Provinces.

I take the liberty of mentioning, that in Otago the Hon. Major Richardson has founded a scholarship of considerable value in connection with the Dunedin High School, and that Mr. Dillon Bell gave one in 1866, tenable for two years. Our merchants and others have in various ways shown their desire to promote the higher education.

3.] The examination for the scholarships should be by written papers—the papers to be prepared and examined by a Central Board, chosen by the Colonial Government. The questions should be sent, under seal, to the Superintendents of Provinces, whose duty it would be to appoint the time and place of the examination, and to nominate two persons of good standing to open the papers in the presence of the competitors, and remain with them during the period allotted for the competition. On the expiry of the time, the competitors should affix a motto to their papers, and then seal them. On the answers reaching the office of the Colonial Secretary they should be stripped of their envelopes, with the view of destroying all traces of locality, and then forwarded to the Central Board, whose report should be decisive.

4.] The choice of the University should, in every case, be left to the parents or guardians of the successful competitors, provided the institute selected be one of established reputation.

5.] One hundred pounds sterling per annum, with passage money to and fro. I fix on this sum because I consider it very desirable that the scholars should feel themselves entirely independent of home assistance.

6.] Latin.—Caesar's *De Bello Gallico*.

Virgil's *Æneid*, Books I. and II.

Analysis.

Translation of easy Passage of English into Latin.

Greek.—Xenophon's *Anabasis*, Books I. II. and III.

Homer's *Illiad*, Book I.

Analysis.

Mathematics.—Euclid, Books I and II.

Algebra, including Simple Equations.

Arithmetic, including Fractions, Square and Cube Roots.

History.—British History, including Outlines of History of British Colonies.

Geography.—Outlines of General Geography, and especially of Australasia.

English.—Analysis and Composition.

7.] I would advise its establishment without delay, and on the following grounds:—

1. It would accomodate those who are desirous of qualifying themselves for a profession, but who are unable or unwilling to go to any of the Universities of the Home Country.

2. It would prevent the establishment of Denominational Colleges for Literature and Philosophy which the great difficulty of obtaining suitable Ministers of religion will compel the Churches to face, unless speedy action is taken by the General Assembly with a view of providing a Colonial College.