

Auckland, but also at other places where University evening lectures are given; but the only way to secure a supply of them in future is to encourage and make the most of such beginnings as we possess. It seems to me better that the University should by its lectures teach something, although that something be in a good many cases elementary, rather than that there should be no teaching at all. A great part of the teaching of the great and famous Universities of the old world was in their earlier days little more than what is now in those countries the province of the public school. The discipline, at least as late as the days of Milton, had not advanced beyond the peurile stage, "*Ceteraque ingenio non subeunda meo.*" It is not, however, all of the University lectures at Auckland which are of this elementary character. Dr. Kidd's class in logic, very fairly attended by a number of intelligent young men, for the most part engaged in business through the day, and of an average age of twenty-five years, would pass muster with an ordinary set of undergraduates in the University of Oxford in the same subject. I confess that I was agreeably surprised by this lecture. The subject is one which does not usually attract the attention which it deserves, and yet the interest taken in it at Auckland is much greater than that shewn anywhere within the sphere of the University's operation for the study of German. It is indeed strange and to be regretted that German throughout the Colony, with a very modified exception at Christchurch, should be so generally neglected.

The affiliated College or School at Nelson is, as may be expected from the population of the Town and Province of Nelson, much less numerously attended than that of Auckland. It has, however, enjoyed the advantage of being for a series of years without change, and under the care of a good scholar and excellent teacher, the Rev. F. Simmons. The buildings are large and roomy, and at present in good repair, although from the character of the timber employed in the construction their durability may be somewhat doubtful. There is accommodation for some forty to fifty boarders under the school roof. At present there are vacancies. The sleeping rooms and appliances seem all that can be desired. Mr. Mackay, the mathematical and second master, with Mrs. Mackay, have charge of the boarders, and appear to pay every attention to the health and comfort of the boys. There is a good play ground attached to the school. The upper classes are engaged on the text books for the University Scholarships of next year. The boys are well taught, well grounded, and fairly advanced. Their exercises would bear printing, without the disgrace attached to those lately published in Otago in a report by Professor Sale on the state of the High School there. In classical attainments the Nelson boys are decidedly ahead of the lads at Auckland. The Greek for the age of the boys is good. In mathematics the superiority of Nelson is not so apparent. In both cases the teaching is good, and the standard reached about the same. At Nelson ancient history as well as modern is systematically taught. Instruction is given in French by an excellent linguist, Mr. Montalk. The position, first, fourth, and fifth, taken by the school in the late University examinations renders it unnecessary for me to dwell at length on the proficiency of the scholars. Lectures in the evening under the University are given by Dr. Boor, physician to the hospital, in botany and chemistry. The number of students attending these lectures is only small—some eight or ten at each. I was unable, owing to the intermittent departure of steamers from Nelson, to be present at the chemistry class; the botany is apparently both well taught and also illustrated from living plants. The students who attend have every appearance of anxiety to learn. It may be said that a spark only of knowledge is thus kept burning; but a spark carefully nursed and tended may be cherished into a bright and glowing flame. With the small and somewhat scattered population of Nelson, and the insufficient lighting of the place, a large attendance at the evening lectures in the winter months is not to be looked for. The last defect, however, is rapidly being removed. The school at anyrate to which the University must principally look for its students is fairly attended and exceedingly well taught. The supply of able and intelligent lads is greatly furthered by the system of Provincial Scholarships, under which the best boys from the lower schools are drafted into the High School or College and enabled to continue their education there—free or nearly free from expense—for a year or two longer than they otherwise could have done. I may add to my remarks on Nelson, that both amongst the masters, parents, and boys some disappointment appears to have been caused, not by the position taken by Nelson in the late scholarship examination, but from the circumstance that the rule of the University then for the last time in force prevented more than three scholarships in all from being awarded. I pointed out to the lads and others that, from the new rule adopted, so unfortunate a result was not likely to occur again.

The School or College at Wellington affiliated to the University is decidedly inferior to any of the other institutions which I have visited. I must not be understood to throw any doubt on the competency of the masters in respect to scholarship or accurate and sufficient knowledge of the subjects taught, but from some cause or other there appears to be in the school a lack of discipline, which must to a great extent interfere with the progress of lads of any but the most favourable dispositions. Some boys, provided that information is supplied, will learn under any circumstances, but such cases are the exception. There were no candidates from Wellington for the last University Scholarships, and in the preceding year the place taken by the school was low. An explanation in some degree accounting for this and for the low standard of the school is suggested with a show of reason. The age at which lads leave the Wellington College is said to be on the whole younger than is usual even in a Colony. From Wellington being the seat of Government parents are able to bring a constant pressure on Ministers or heads of departments having influence with Ministers, with a view to obtain appointments for their sons in the civil service. The boys are neither out of sight nor out of mind. As soon as they are out of sufficient standing they pass the civil service examination and leave school. The cream of the school is thus incessantly being removed from it. As it is the upper form which, for the most part gives the tone to a school, the absence of a well advanced upper form is necessarily a great loss to Wellington.

There is no accommodation provided for boarders by the institution. One or two of the masters, however, receive pupils into their private houses. The absence of a good play ground is also a drawback. The river, and six at Eton, the cricket at Harrow, the football at Rugby, exert a great moral influence, not the least important part of education, on the youths trained at these famous