

On the EXTENSION of MODERN SUBJECTS, as PARTS of REGULAR STUDY, in EDUCATIONAL INSTITUTIONS. By JAMES HEYWOOD, M.A., F.R.S., one of the Vice-Presidents of the Statistical Society.

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FOR the assistance of *undergraduate* studies at Oxford, an annual income of 25,000*l.* a-year is set apart from the college endowments. This large amount is distributed into about 360 scholarships, usually tenable for five years each, and of an average yearly value of 70*l.* in each case.

Scholarships at Christchurch, Oxford, are termed junior student-ships, and thirty-one of these rewards of youthful industry have been opened to Oxford undergraduates generally, and are distributed in the following order:—

1. For classics, grammar, &c.
2. Ditto, ditto.
3. For mathematics.
4. For classics, grammar, &c.
5. Ditto, ditto.
6. For natural science, &c., &c., &c.

Thus every third open junior studentship is given for proficiency in mathematics, and for proficiency in physical science, alternately.

Professor Faraday is of opinion, that one-fifth of the time which an individual sets apart for study, ought to be devoted to the attainment of natural knowledge; and, assuming this conclusion, we find that the proportion of one-sixth of the open scholarships of Christchurch which were reserved for the benefit of natural science by the Oxford Parliamentary Commissioners of 1854, may be regarded as nearly representing the proportionate claims of that branch of knowledge on Oxford endowments. It is to be regretted, however, that the example of Christchurch has been but little followed in this respect in other colleges.

College scholarships have an important bearing on the Oxford system, as out of them about two-thirds of the fellows of colleges are generally selected, and from the fellows the tutors are chosen in each college, to superintend the business of higher education, and, in a great measure, to govern the university.

Under the Oxford tutors, nearly half of the clergy of the Church of England and many of the future masters of grammar schools receive instruction. A University degree is an approved mode of preparing for clerical ordination, as well as for secular professions.

Parliament, in 1570, gave a sanction to the effort of maintaining Latin as a spoken language, by enacting (in 13 Eliz. cap. 12) that a candidate for ordination should be able to give an account of his faith in Latin.

More than a hundred years afterwards, very different sentiments were entertained, when John Locke, in his thoughts on education, recommended to a friend that he should obtain, if he could, for his son at school, that the boy be not employed in making Latin themes and declamations, and, least of all, verses of any kind.

If the invention of boys must be quickened by exercises in composition, Locke advised that the boys "should make themes in *English*, where they have facility and a command of words, and will "better see what kind of thoughts they have when put into their "own language."*

"If any one will think poetry a desirable quality in his son," observed Locke, "and that the study of it would raise his fancy "and parts, he must needs yet confess, that to that end, reading the "excellent Greek and Roman poets is of more use than making bad "verses of his own, in a language that is not his own."

"Another thing," Locke remarked, "very ordinary in the vulgar "method of grammar schools, there is, of which I see no use at all, "unless it be to baulk young lads in the way of learning languages, "which, in my opinion, should be made as easy and pleasant as may "be; and that which was painful in it, as much as possible, quite "removed. That which I mean, and here complain of is, their (the "boys) being forced to learn by heart great parcels of the authors "which are taught them; wherein I can discover no advantage at all, "especially to the business they are upon."†

Dean Peacock, who was for many years a distinguished and popular tutor of Trinity College, Cambridge, recommends all compositions in Greek and Latin verse to be excluded from the Cambridge University examinations for the degree of Bachelor of Arts with classical honours.

The mind of the Cambridge classical student is described by the kind-hearted Dean of Ely, as "distracted with the necessity, which "the existing regulations of the University imposed upon him, of "imitating nearly every species of Greek and Latin poetry which was "known to antiquity; he must write Sapphics after the manner of "Sappho; Iambics, and sometimes Trochaics and Anapæstics, in "imitation of the Tragedians and Aristophanes; Hexameters, after "the model of Homer; whilst in Latin, he must be able to imitate "the lyrical metres of Horace, (including his Alcaics, which no other

* "Some Thoughts concerning Education," by John Locke, in "Locke's Works," vol. ix, p. 166.

† "Locke's Works," vol. ix, page 168.

“ Latin poet attempted to compose), and the Hexameters and Elegiacs “ of Virgil, Ovid, and Tibullus.”*

If the power of classical composition has once been imperfectly acquired by a boy educated at one of the English public schools, Dean Peacock is of opinion that the suspension of the practice of that art during the one or two years which are interposed between school and the university, will be found generally sufficient to obliterate all traces of its existence; for it may be safely asserted, that there is not one in ten of the entire number of those who enter the University who is capable of writing Latin verse, and still fewer Latin prose, with tolerable correctness or elegance.

In France, the practice of verse compositions, either in Greek or Latin, has been limited to hexameters and pentameters, and there is no evidence of any lessening on that account of the elegance of style and accuracy of speech, which characterize a well-educated gentleman.

“ What worse education can there be,” observed the Right Hon. Robert Lowe, M.P., “ than that of trying to make a lad a poetaster ? † “ Any man of fair education can string verses together, but among “ ten millions of men who can do this, there will not be found “ one whom nature hath endowed with the gifts of a true poet. “ What can be more absurd, then, than to attempt to make young “ men write verse, who, from the extreme rarity of the gift, cannot “ possibly succeed.”

Professor Price ‡ remarks of Oxford, in 1863 :—

“ During the last four years, I have become acquainted, through “ the Oxford local examinations, with the standard of knowledge of “ arithmetic and mathematics possessed by boys belonging to the “ middle class schools, and I find it, for extent and accuracy, far “ superior to that which is exhibited by the candidates for matricula- “ tion from public schools who come under my notice. These latter “ can, in many cases, scarcely apply the *rules* of arithmetic; and “ generally egregiously fail in questions which require a little “ independent thought and common sense.”

The Rev. H. Girdlestone, M.A., of Christ’s College, Cambridge, observes, that at the “ Previous examination, in October, 1862, in “ that University, out of 260 candidates, there were 86 decided “ failures in arithmetic and algebra.

In June, 1862, in the Cambridge examination for the ordinary B.A. degree, out of 161 candidates, there were 91 candidates in

* “ Peacock on Cambridge Statistics,” p. 159.

† Speech of the Right Hon. R. Lowe, M.P., at the distribution of prizes connected with the Oxford University Local Examinations, at Nottingham, 28th October, 1864.

‡ “ Appendix to the Report of the Public School Commission,” p. 24, 1864. Professor Price, M.A., F.R.S., F.R.A.S., Fellow of Pembroke College, Oxford, is Sedleian Professor of Natural Philosophy at Oxford.

whose papers of English translations from a Greek author set on that occasion, the examiner found mistakes in spelling.

Valuable statistical tables are given by the Public School Commission, respecting the employment of time in regular lessons, within school hours, in nine of the largest English schools.

A general idea of the importance attached to Latin and Greek in Eton* and Winchester Schools, may be obtained from the Tables I and III at the end of this paper, which have been taken from the Appendix to the "Report of the Public Schools Commission."†

At Rugby, all the boys must learn either modern languages or natural philosophy. In 1861, about 425 boys were learning modern languages, and 40 natural philosophy, the latter chiefly in the upper school: 4 boys were learning both modern languages and natural philosophy.

Rugby school is divided into nineteen sets, none of which include more than thirty boys a-piece for modern languages.

Each set has two hours of schooltime a-week for modern language lessons, which are thus apportioned, one quarter of an hour or twenty minutes are given to looking over exercises in French or German, which have been written out of school, and about half an hour is then devoted to hearing construing in either French or German. No places are taken in the upper school, but marks are given. In the middle and lower schools, places are taken.

* At Eton, in the course of a year, the following portions of Latin and Greek books are committed to memory by the boys in three of the senior classes of the school:—

THE REMOVE.		Lines.
<i>Stanzas Committed to Memory—</i>		<i>Verses Committed to Memory—</i>
Horace	512	Virgil 1,100
		Ovid 750
		Poetæ Græci..... 1,280

FIFTH FORM.

Virgil V and VI books of the Æneid.

Horace, nearly the whole of the Satires and Epistles, and Book II, and Part III of the Odes.

Theocritus, 20 pages in the Poetæ Græci.

Homer, first four books of the Iliad.

UPPER FIFTH FORM.

70 lines of Horace, weekly.

40 " Ovid's Fasti, weekly.

70 " Virgil or Lucretius, weekly.

100 " of Homer, weekly.

36 " Theocritus, occasionally.

40 " Demosthenes, "

60 " of Greek plays, weekly.

† "Appendix to the Report of the Public Schools Commission," Table D, pp. 456 and 459. These statistics represent the employment of schooltime in 1861.

The number of marks assigned by the Rugby Modern Language Masters is subject to the revision of the master of the form to which the boys respectively belong, and in one or two instances the number of marks thus bestowed has been reduced by the form master, as excessive. Thus 120 marks, given for French or German, by the modern language master, may have been reduced to 100 marks by the form master.

It is pleasing to notice, that in the regulations of the University of Edinburgh relating to degrees in science, an alternative is allowed in the preliminary examination for such degrees, between the Greek language and two modern languages (one of which must be French),* this examination being intended to afford proofs of the candidates having received a liberal education.

Among the standards of qualification for employment as attachés, under the Foreign Office, a knowledge of Greek is not insisted upon.† Success in the first public examination in classics at one of the Universities in Great Britain or Ireland, is mentioned as a sufficient proof of classical attainment; but where such an academical examination has not been passed, the candidate is merely examined, so far as classics are concerned, in the Latin grammar and in translation from Latin.

Eleven compulsory subjects are directed by the Foreign Office to be included in the examination for attachés, which are thus arranged:—

1. Orthography and handwriting.

The Civil Service Commissioners notice, in their report, that *legibility* is the main characteristic which they demand for handwriting. They require,‡ “as candidates are invariably informed, the “clear formation of the letters of the alphabet.”

2. General intelligence, as evinced by the manner in which the candidate acquits himself, and specifically by the quickness he may show in seeing the points in papers read to him, or read over by him once or twice.

3. Précis (a summary or abstract).

4. Latin (grammar and translation).

5. French.

6. German.

7. Geography.

* “All candidates for a degree in physical and natural science, must give proofs “of having received a liberal education, by being either bachelors or masters of “arts, bachelors or doctors of medicine or surgery, holders of two departmental “certificates in the faculty of arts in Edinburgh, matriculated students of the “University of London, or, failing any of these qualifications, the candidate must “pass a preliminary examination in English, Latin, logic, arithmetic, the elements “of mathematics and mechanics, and either Greek or two modern languages (of “which French must be one), as an alternative for Greek.” — “Edinburgh “University Calendar for 1864-65,” p. 114.

† “Ninth Report of Her Majesty’s Civil Service Commissioners, 1864,” p. 19.

‡ “Civil Service Commission Report, 1864,” p. vii.

8. A fair knowledge of the political history of Europe and of North and South America, from the year 1660 to 1860 inclusive, and of the most important international transactions during that period.

9. Arithmetic (the first four rules and decimals. — Colenso).

10. Euclid, Book I.

11. A general knowledge of maritime and international law (to be acquired from “Wheaton’s Elements of International Law,” and the first volume of Kent’s Commentary).

Spanish and Italian are added to the list, as optional subjects.

For the Indian Civil Service, modern subjects are allowed a prominent position, and the relative value of different branches of knowledge receives a definite expression in the following table of marks to be given for success in the various subjects of examination:—

	Marks.
English literature and history	1,000
„ composition	500
Greek language, literature and history	750
Latin „ „	750
French „ „	375
German „ „	375
Italian „ „	375
Mathematics, pure and mixed	1,250
Natural science	500
Moral sciences (logic and moral philosophy)	500
Sanskrit language and literature	375
Arabic „ „	375

A “competent knowledge” of each of these subjects is decided by a candidate obtaining one-sixth of the marks in English, Latin, Greek, Sanskrit or Arabic; one-half in French, German or Italian; one-tenth in pure and mixed mathematics; and one-fourth in the natural and moral sciences.

The first place in the list of candidates selected in 1863 for India, was obtained by Mr. George Smeaton, aged 21, who had been educated in the Universities of Edinburgh and Berlin. His examination was rewarded with 3,200 marks, distributed as follows:—

	Marks.
English literature and history	542
„ composition	150
Greek language, literature and history	437
Latin „ „	437
French „ „	242
German „ „	261
Italian „ „	252
Moral sciences	331
Sanskrit	256
Arabic	292
Marks	3,200

For the Woolwich Royal Military Academy, mathematics are essential, and a knowledge of either French or German has a higher relative value, when compared with Greek or Latin, than in the Indian Civil Service, the modern language papers in the Woolwich list, each reckoning for two-thirds of the number of marks assigned to each of those on classics.

The following scale of marks is appointed for the Woolwich Academy examinations:—

	Marks.
French	1,000
German	1,000
Mathematics, pure—	
First section	2,000
Second „	500
Mixed mathematics	1,000
English language and composition	1,000
History of the British empire	1,000
Modern geography	1,000
Latin.....	1,500
Greek	1,500
Hindustani	1,000
Experimental sciences (chemistry, heat, electri- city, including magnetism)..... }	1,000
Natural sciences (geology and mineralogy)	1,000
Geometric drawing.....	500
Freehand drawing	500

No candidate is allowed to pass in more than five subjects, of which one must be mathematics, and no one who does not obtain at least 700 marks in the first section of pure mathematics, will be eligible for an appointment.

A knowledge of modern languages and of geometric drawing is recommended by the Council on Military Education, as contributing greatly to a candidate's future success at the Royal Military Academy.

In July, 1864, there were twenty-five successful candidates, of whom eight had been educated wholly or partially at public schools. Table IV, at the end of this paper shows the number of marks which were obtained by these eight public schoolmen:—

M. Esquiros, examiner in French for Woolwich Academy, remarks on the examination of July, 1864, that a want of practical French instruction was discernible in the essay to be written in French, the subject of which was “Chelsea Hospital,” and also in the translation of English into French.

“Most of the candidates,” he observes, “are far from being altogether deficient in words and expressions, yet they want a greater facility in the construction of a sentence.”

“Modern languages,” observes M. Esquiros, “are to be learned mainly by practice and colloquial intercourse between the pupil

"and the tutor. The necessity of appealing to the ear cannot be better illustrated than by the general condition of candidates, and, above all, their difficulty in catching the French sounds.

"Writing from dictation has been several times pointed out, as a capital exercise; yet it would be more useful still, if the master, not contented with uttering French words to be written down, had forced his pupils to re-echo back on the spot, with a clear voice, what they have just heard from him. Such a method," continues M. Esquiros, "I have seen flourishing in Holland, and, as applied to modern languages, it has always been found more efficient."*

To prepare candidates for a searching and practical examination in modern languages and practical science, it is requisite that in the generality of schools a larger portion of regular school hours should be devoted to modern subjects.

A modern school has been formed in Marlborough College, specially to afford a systematic education in the different subjects likely to be required in a public competitive examination, either for civil or military service. Its distribution of employment in regular school lessons is exemplified in Table VI, at the end of this paper, taken from the Appendix to the Report of the Public School Commission.

Wellington College has been arranged on a plan, of the classes of boys in the older portion of the school being generally subdivided into a classical and a mathematical division; Greek studies being dropped in the modern or mathematical department.

Table V, at the end of this paper, illustrates the employment of schooltime in lessons at Wellington College.

Modern languages, according to the head master of Wellington College, are decidedly popular subjects among the boys;† and while many enter the college firmly grounded in one or the other (French or German), many also, who have begun both languages in college are as forward as any boys except those who have not only lived abroad, but while abroad have been carefully taught."

A portion of Guizot's "*Histoire de la Civilisation en France*," about ten pages at a time, forms at once a French and an historical lesson at Marlborough College, and the Rev. G. G. Bradley, head master, reported in 1862, to the Public Schools Commission,‡ that he believed this to be, in many ways, the most useful lesson which he had, and that he learnt from it the capacities and intellectual promise of his pupils, more than from almost any other subject which he taught.

* "Report on the Examination for Admission into the Royal Military Academy at Woolwich, July, 1864," p. 20.

† "Report of the Public Schools Commission," vol. ii, "Appendix, 1864," p. 533.

‡ "Appendix to the Report of the Public Schools Commission," p. 515, Table C., Marlborough College, Historical and French lessons.

The Rev. J. F. Bright writes to the Public School Commissioners respecting the modern school in Marlborough College, "that if there were the same appliances for modern as for classical teaching, the same well annotated books, the same carefully arranged grammars, the same accepted curriculum of classical authors, an education might be given in modern as accurate as in ancient subjects; while in comprehensiveness, in so far as it would be concerned with the wider field of modern thought, it might even have the advantage."*

An abstract is given, in Table II, at the end of this paper, of the series of French and German books in use at Rugby School, in 1861,—which is taken principally from the general arrangement of that school for teaching modern languages, published in Table B in the Appendix to the "Report of the Public Schools Commission," p. 372. The comparison of this list with the details of similar sets of French and German works in other schools would be useful.

University College School, in Upper Gower Street, London, is arranged so as to give considerable schooltime to modern subjects.

Its junior department, for boys from 7 to 9 years of age, has about twenty-six pupils. They have $22\frac{1}{2}$ hours of school work in a week, distributed as follows:—

	Hours of Lessons.
Arithmetic	6
Reading, spelling, dictation, simple composition, repetition of poetry	4½
French	2
Geography	3
History	1½
Objects.....	1½
Writing	4
Hours	<u>22½</u>

The senior department of the school is divided into six classes, containing in all rather more than three hundred boys. Lessons are not prepared in the school, except occasionally in the lower classes (I, II, III).

Table VIII, at the end of this paper, shows the employment of time for lessons in the week in the senior department of the school.

Neither Greek nor Latin verses form any part of the system of lessons at University College School. Greek is not begun before a boy has reached the third class, and may be given up at the wish of the parent or guardian of a pupil. Latin is steadily pursued, and exercises are given in Latin prose composition.

* "Report of the Public Schools Commission," vol. ii, "Appendix, 1864," p. 513.

French obtains about two-fifths of the week's school time for some years, and afterwards about one-tenth. Natural science in the higher classes engages a fair share of attention.

The head master of University College School has been requested by the council of the college, to call together the assistant masters, at least once in every term, to consult with them as to the management and arrangement of the classes; in order that their separate experiences may be combined, improvements suggested, and other matters of detail discussed and settled.

It is deemed essential that parents should communicate any suggestions that they may wish to make, to the head master, as soon as possible after the commencement of the holidays.

These suggestions should especially include a statement of the parent's views with regard to such subjects as Greek, mathematics, natural philosophy, chemistry, and German, when the time for commencing these studies may be thought to be drawing near.

Any pupil may omit Greek, or Greek and Latin, and devote his whole attention to the other branches of education.

In the University of Toronto, in Canada, Greek is not required for the matriculation of medical students; the compulsory subjects of examination for entrance, are:—Latin construing, elementary mathematics, English history and geography, chemistry, natural history, and the elements of botanical science.*

Candidates for a scholarship are expected, in addition to these subjects, to be examined in Greek, algebra, and French, and in translating into Latin prose.

The time seems to have arrived, when a knowledge of Greek should no longer be compulsory for entrance into any English University.

Ten years ago, religious tests were removed from matriculation, and partially from the degree of Bachelor of Arts of Oxford. An improvement in the studies of seats of learning is now as important as the opening of academical education to different religious denominations was considered at that time.

“A deep conviction has taken possession of the public mind of England,” observes Sir Charles Lyell,† “that far too much time is now sacrificed in our principal schools and universities to the study of Greek and Latin, and, above all, to the effort (so often a vain one) to acquire a facility in writing elegant prose and verse in these languages.”

The precedent of direct legislative interference with local statutes

* “Annual Announcement of the Toronto School of Medicine, in Affiliation with the University of Toronto,” Toronto, 1864, p. 11.

† “Evidence of Sir Charles Lyell, Bart., M.A., F.R.S., in the Oxford University Royal Commission Report, 1852,” p. 121.

about scholarships was set in 1856, when religious tests were removed from Cambridge College exhibitions and scholarships, by the following clause of the Cambridge University Act:—

“It shall not be necessary for any person, on obtaining any exhibition, scholarship, or other college emolument available for the assistance of an undergraduate student in his academical education, to make or subscribe any declaration of his religious opinion or belief, or to take any oath, any law or statutes to the contrary notwithstanding.”

In the sixteenth century, a change of studies was carried into effect at Oxford, on the suppression of monasteries, by a Royal Commission under Thomas Cromwell, chief Secretary of State to Henry VIII. The works of Duns Scotus, “the subtle doctor,” were removed from the college libraries, and Dr. Layton reported, in 1535, to Cromwell, that he had found “all the great quadrant court of New College full of the leaves of Duns, the wind blowing them into every corner.”

At the revival of letters in the fifteenth century, modern languages were comparatively rude, and the native literature of France, Germany and England of small importance. The last four centuries have witnessed the growth of modern nations into a state of high civilisation; and at the present day, proficiency in modern literature is worthy of being fostered by rewards and honours.

Some change in the constitution of public schools may be expected by act of parliament, and it is desirable that legislative authority should be obtained to abrogate the antiquated and exclusive system of writing Greek and Latin verse both at school and college, and to revise the subjects of examination for exhibitions, prizes and scholarships.

A clause ought also to be prepared in a parliamentary bill to terminate the repetition of the Thirty-nine Articles of the Church of England, as part of the regular lessons of the half-year, in Merchant Taylors’ School, London. Such an antiquated custom is exemplified in Table VII, at the end of this paper.

Scholarships abound in the existing colleges both of Oxford and Cambridge, and the revision of the subjects of examination for those collegiate rewards, so as to afford encouragement in a larger measure to modern subjects, would influence all the public schools of the country in favour of modern languages and physical science.

Parents, under an improved system of examinations for college scholarships, would approve of a reduction in the staff of Greek and Latin masters at public schools, and of the appointment of suitable teachers of modern subjects in those institutions.

APPENDIX.

TABLE I.—*Employment of Time at Lessons and Work, for a regular Week, 1861-62, at Eton College. (No Lessons are prepared in School.)*

Subjects of Lessons.	Lower School.			Upper School.				
	First and Second Forms.	Third Form.		Fourth Form.	The Remove.	Fifth Form.	Upper Fifth Form.	Sixth Form.
		Third and Fourth Division.	First and Second Division.					
	Number of Boys.							
18	36	64	160	160	300	32	32	
Hours of Lessons.								
Scripture and divinity	4	4	2	—	—	—	—	—
Greek Testament ..	—	—	—	—	1	—	—	—
Latin, including repetition and composition ..	10	10	9	4	8	7	7	7
Greek, including repetition and composition ..	—	3	4	10	4	9	11	12
English history or geography ..	2	2	3	2	1	—	—	—
Writing and dictation	3	3	3	—	—	—	—	—
Arithmetic and mathematics ..	3	3	3	3	3	3	3	3
Geography	2	1	—	—	2	—	—	—
Total of hours....	24	26	24	19	19	19	21	22

TABLE II.—*French and German Books in Use at Rugby School in 1861.*

Ahn's French Grammar and Exercises; Gasc's First French Book; Gasc's Histoires Amusantes et Instructives; Hamel's French Exercises; Lamé Fleury, Mythologie; Miss Sewell's Extraits Choisis; Miss Sewell's Contes Faciles.

Heimann's Fifty Lessons (German Exercises); German Accidence (prepared for Rugby School); Wittich's German Exercises; Niebuhr's Griechische Helden-Erzählungen.

Voltaire's Charles XII; About, Le Roi des Montagnes; Karcher, Biographies Militaires; Valentin, Histoire des Ducs de Bourgogne; Ségur, Napoléon et la Grande Armée; Mignet, Histoire de la Révolution Française, vol. i.

Lessing, Fabeln; Lettan, Blücher's Leben; Buckheim's Extracts from Goethe's Italienische Reise.

Corneille, Horace; Life of Schamyl, in English (for translation into French); La Fontaine, Fables.

TABLE II.—*French and German Books in Use at Rugby—Contd.*

Mignet, Histoire de la Révolution Française, vol. ii.

Herder, Der Cid; Ahn's Third German Course; Hauff's Märchen.

Mémoires de Cléry (vol. ix of Barrière's Bibliothèque des Mémoires, relatifs à l'Histoire de France, 18me siècle).

Life of Arago, to be translated into French. Roche (Ecrivains Français), vol. ii. Life of Turenne, for re-translation into French. Michelet, Louis XI et Charles le Téméraire.

Schiller's Gedichte. Goethe, Götz von Berlichingen.

Vicar of Wakefield, for re-translation into English; Madame de Staël, De l'Allemagne; Mariette.

Half hours of French translations: Lessing, Minna von Barnhelm; Heimann, German Exercises, part 2; Voltaire, Alzire.

*** Since the publication of the Public Schools Commission Report in 1864, a Master of Natural Philosophy has been appointed at Rugby, and it is expected that all the boys will receive instruction in physical science, as well as in either French or German. The appointment of a similar teacher is intended for Harrow School.

TABLE III.—*Employment of Time in Lessons and Work, for a regular Week, at Winchester College.*

	Fourth Form, Junior Division.	Fourth Form, Senior Division.	Fifth Form, Junior Part.	Middle Fifth Form.	Fifth Form, Senior Division.	Sixth Form, Lower Division.	Sixth Form, Upper Division.
Subjects of Lessons.	Number of Boys.						
	10	27	27	58	34	19	22
	Number of Hours.						
Bible reading, catechism, and Greek Testament	6	6	2	2	3½	3½	3½
Latin, and Latin repetition.....	5	5	9	8	4	4	2
Greek and Latin, and Greek repetition	8	8	5	6	6½	10	5
English repetition ...	1	1	—	—	—	—	—
Arithmetic and mathematics ...	3	3	3	4	8½	8	7
French	2	2	2	2	—	—	2
English history	1	2	—	—	—	—	—
Grammar paper of questions.....	—	1	—	—	—	—	—
Geography	—	—	—	—	½	—	—
	26	28	21	22	23	25½	19½

TABLE VI.—*Employment of Time in Lessons and Work, in the Modern School at Marlborough College.*

Subjects of Lessons.	Fourth Form, Lower Division.	Fourth Form, Upper Division.	Fifth Form, Lower Remove.	Fifth Form, Upper Remove.
	Number of Boys.			
	28	21	27	27
	Hours.	Hours.	Hours.	Hours.
Divinity (Books of Kings, Acts, catechism, &c.)	2 $\frac{3}{4}$	2 $\frac{1}{2}$	2	2
Modern history	2	2	2	2
Latin	6	4	3	—
French	6	5 $\frac{1}{4}$	6	6
German	1	3	6	6
Geography	1	1	1	1
English composition	1 $\frac{1}{4}$	2	2	2
Mathematics	8 $\frac{1}{2}$	8 $\frac{1}{4}$	8	19
Unseen translation	—	—	1	1
Drawing	—	—	—	2
Hindustani	—	—	—	1
Total number of hours in a week	28 $\frac{1}{2}$	28	31	42

TABLE VII.—*Repetition Lessons of the Sixth Form in Merchant Taylors' School, from June, 1860, to June, 1861.**

SIXTH FORM, TWENTY-SIX BOYS.

June to December, 1860.

REPETITIONS.

Sophocles, <i>Œdipus</i>	250 lines
Cicero, <i>de Amicitia</i>	200 „
Horace, <i>Odes III</i>	1—15
Church of England Articles.....	1—15

January to June, 1861.

Church of England Articles	16—39
Sophocles, <i>Antigone</i>	250 lines
Cicero, <i>de Amicitia</i>	200 „
Horace, <i>Odes III</i> , 16 to end, and <i>Carmen Sæculare</i> .	

* From the Appendix to the Public Schools Commission Report, Table C, Merchant Taylor's School, p. 422.

TABLE IV.—Table of Public Schoolmen

Number in Order of Merit.	Age.	Subjects of Examination, July,						
		French.	German.	Mathematics.		English.	History of British Empire.	Modern Geography.
				First Section.	Second Section, and Mixed Mathematics.			
2	17	396	—	1,797	1,031	—	580	620
7	18	673	—	1,674	493	—	255	405
9	18	930	684	1,286	379	—	—	600
11	17	669	—	1,091	44	450	680	—
15	18	694	742	1,276	117	—	230	—
17	17	678	—	918	67	660	—	475
24	18	797	737	1,097	60	—	195	—
25	18	502	—	1,153	613	495	635	655

TABLE V.—Wellington

Subjects of Study.	First and Second Forms.	Third Form.	Fourth Form.	Lower Middle Form.		Upper Middle Form, Second Division, Classical.
				Second Division.	First Division.	
	Number of Boys.					
	11	22	32	27	33	33
Hours of Lessons.						
Divinity	2	2	2	2	2	—
Latin	13	10	11 $\frac{1}{4}$	8 $\frac{1}{2}$	9	6
Greek	—	5	2 $\frac{3}{4}$	4 $\frac{1}{2}$	4 $\frac{1}{2}$	6
Arithmetic and mathematics ... }	4	4	4	4	4	4
Drawing	1	2	2	2	2	2
Singing	1	1	—	1	1	—
English history	2	—	1	—	2	—
Writing	—	2	1	1	—	—
French	—	—	2	2	2	} 4
German	—	—	—	—	2	
Geography and history..... }	2	1	1	2	—	—
English	—	—	—	—	2	3
Chemistry	—	—	—	—	—	—
Total of hours	25	27	27	27	30	25

Elected into Woolwich Military Academy, July, 1864.

1864, and Number of Marks.							Place of Education.
Latin.	Greek.	Expe- rimental Sciences.	Natural Sciences.	Drawing.		Total of Marks.	
				Geo- metrical.	Free Hand.		
—	—	645	—	Qualified	—	5,069	Cheltenham College Harrow; Rev. W. H. Pritchett's, Old Charl- ton, and privately Marlborough College; Rev. G. Frost, Ken- sington Square Harrow; and Mr. Flem- ing's, Tonbridge Castle Edinburgh Academy, and Tonbridge Castle Eton, and the Rev. N. Smith, Greenwich Harrow, and Dr. Bridg- man, Woolwich Common Elgin Academy, Edin- burgh Academy, Ken- sington School, and Rev. G. Frost, Kensing- ton Square
889	395	—	—	”	—	4,784	
—	—	—	876	”	—	4,755	
975	779	—	—	”	—	4,688	
605	732	—	—	”	—	4,396	
822	693	—	—	”	—	4,313	
710	488	—	—	”	—	4,084	
—	—	—	—	”	—	4,053	

College, 1862.

Upper Middle Form.			Fifth Form.		Sixth Form and Remove, principally, a Classical Division.	Subjects of Study.
Second Division, Mathematical.	First Division.		Classical Division.	Mathema- tical Division.		
	Classical.	Mathematical				
Number of Boys.						27
33	22	22	10	9		
Hours of Lessons.						Divinity { Latin Greek Arithmetic and mathematics Drawing Singing English history Writing French German { Geography and history English Chemistry Total of hours
—	2	1 $\frac{3}{4}$	2	1 $\frac{3}{4}$	2	
6	8	7	13 $\frac{1}{2}$	5	15 $\frac{1}{2}$	
—	5	—				
6	4	9	4	10	4	
3	2	2 $\frac{1}{2}$	1 $\frac{1}{2}$	3	1	
—	2	1	—	—	—	
—	1	3	2	3	1	
{	—	—	—	—	—	
	5	1	3	3	3	
—	2	2	2	2	2	
—	—	—	—	—	—	
4	—	—	—	—	—	
1	—	1	—	1 $\frac{1}{4}$	—	
25	27	30 $\frac{1}{4}$	28	29	27 $\frac{1}{2}$	

TABLE VIII.—*Employment of Time for Lessons, in a regular Week, at University College School, London.*

Subjects.	Number of Classes.										
	I.	II.	III.	IV.	V.	VI.					
	Number of Boys.										
	40	70	70	70	28	26					
Hours of Lessons.											
Greek	—	—	—	4½	—	4½	—	4½	—	—	—
Latin*	9	9	9	9	9	9	9	9	9	9	9
French	6	6	6	3	3	3	3	3	3	3	3
German†	—	—	—	2¼	2¼	2¼	2¼	2¼	2¼	2¼	2¼
English	4½	4½	4½	—	1½	—	1½	1½	—	—	1½
History	1½	1½	1½	1½	1½	—	1½	—	—	—	—
Geography	1½	1½	1½	—	1½	—	1½	—	—	—	1½
Mathematics.....	—	—	—	6	6	6	6	6	6	6	6
Applied ma- thematics or mechanics §..	—	—	—	—	—	3	—	3	3	—	—
Arithmetic	3	3	3	3	3	—	1½	—	1½	1½	1½
Natural science, chemistry, and natural philosophy...	—	—	—	—	—	1½	3	1½	3	3	3
Social science	—	—	—	—	—	—	1½	—	1½	1½	1½
Writing.....	1½	1½	1½	—	1½	—	—	—	—	—	—
Total of hours	27	27	27	29¼	29¼	29¼	30¾	29¼	29¼	29¼	29¼
Practical chem- istry 	—	—	—	—	—	—	2	2	2	2	2

Note.—Extra drawing, four hours for all the classes, with two hours additional for boys learning perspective. May be omitted, or attended for only two hours once a-week.

* Including exercises, &c., composition, grammar, and Roman history.

† May be omitted at the wish of a boy's parent or guardian.

‡ If not learning social science, or may be learnt *vice* history or geography.

§ Instead of mechanics, a boy may learn two other subjects, history and geography, or geography and geology and English = 3 hours.

|| For such boys as have made special progress in theoretical chemistry, from 25 to 30 boys in the class.