

- ART. III.—1. *The History of the High School of Edinburgh.* By WILLIAM STEVEN, D.D. Edinburgh, Maclachlan and Stewart. 1849.
2. *The Rationale of Discipline, as exemplified in the High School of Edinburgh.* By PROFESSOR PILLANS. Edinburgh, Maclachlan and Stewart. 1852.
3. *Reports and Prize Lists of the Edinburgh Academy.* 1825 to 1855.
4. *Report on the Grammar School, and other Educational Institutions, under the Patronage of the Town-Council of Aberdeen.* 1854.
5. *Reports of the Examiners of Candidates for Appointments in the Civil Service of the East India Company; with Copies of the Examination Papers.* August 11th, 1855.
6. *Report on the Examination for Appointments in the Royal Artillery and Engineers, held at King's College, London, on the 1st of August 1855, with Copies of the Examination Papers.* London, Harrison. 1855.

INGENIOUS persons have sometimes tried to picture what would happen, if the centre of gravity in the solar system could be suddenly transposed, and the movements of the planets confounded by the intrusion of some new and vaster sun into their orbits. Great, through all their mighty cycles, would be the instant shock of change: infinite would be the crash and confusion, as they swayed under the influence of contending masses. Yet, if only they escaped immediate absorption, there is no doubt that the drifting bodies would soon resume obedience to their ancient laws; the bright band of satellites would readjust its movements to its altered centre; and though some forms of present organizations might have perished in the huge catastrophe, the hand of the Creator would soon evolve a fresh and perhaps nobler order from the chaos, as the new system was pursuing its revolutions through the heavens.

Now we have at the present moment a small analogy to this hypothetical convulsion, in the sudden influence of recent examinations on the old educational systems. No such attraction as that Indian examination, more particularly, had ever before disturbed the quiet routine of our schools and colleges. There had been a few little-heeded premonitory symptoms: petty examinations, about which scarcely anybody cared, and which had small effect, except to force some slight modifications into existing plans, or to expose a few schoolmasters to the worry of anxious consultations with embarrassed parents. But this

Indian examination was a very different matter. Here were great prizes to gain, instead of doubtful *plucks* to avoid; rank, an early settlement, and wealth; a valuable certainty for the present, and untold possibilities for the future, amidst those dusky millions of the East, whose rule had till now been guarded by a jealous monopoly of patronage. It was now time for all colleges and schools to bestir themselves. And the effect has been, to transfer at one blow the main strength of examinatorial influence to a central board, or it may prove to be an aggregate of such boards, existing entirely outside of all our seats of learning, and entirely exempt from their control. The wand of mere college examiners is broken. Their approval is no longer looked up to by the student as his highest educational reward. Their judgment may be reversed on appeal to a tribunal, which can recompense its favourites by richer prizes. Every one, therefore, is naturally looking to see how the old institutions will bear the strain of this new trial; how they will comport themselves under this unexpected change. Now, men are saying, we shall all know how far old boastings will be justified, and whether venerable claims will be confirmed. Now we can examine examiners. Now we can turn the tables on the dignified authorities of college rule. We have at last obtained a central appeal to balance their pretensions; a court of supervision, which may correct some arrogance, dispel some foolish vapouring, and secure its true place for modest and hitherto neglected merit.

Their first impulse, therefore, hurried men to a speedy counting up of marks, and comparison of relative success. England boasted of her triumph with one in every four of her numerous candidates. Ireland, though the Dublin men had a grievous disappointment, was yet not quite inconsolable with her one in each eleven. Scotland bewailed the solitary promise of the one who succeeded, from her whole array of fifteen aspirants. So again, Oxford pointed proudly to her eight winners out of nineteen candidates, as an answer in full to the ignorance and misconception, which had dreamed that nothing useful or practical could spring from her secluded halls. Cambridge was a little doubtful whether all was fair, when she found that her thirty-two candidates only produced six winners; but she drew some comfort from the fact, that they stood rather higher than the sons of her sister on the roll. The London University College claimed the first man on the whole list, and was otherwise content to gain two places with six candidates. King's College, London, and Queen's College, Galway, held their heads higher at securing one place each with only two candidates. Queen's College, Cork, could not complain, because she too had only one place with five candidates, when she saw that her unfortunate elder sister of Dublin

did not gain a single place with fourteen. To console the wounded pride of Dublin, a fellow of Trinity College immediately published an abstruse calculation to prove that her students had "fought in the shade." But alas for Scotland! she had little ground for either immediate boast or after-thought solace. There was dismay throughout the land when it was heard, that the country had been beaten hollow on its favourite ground: that while the Scotch universities and schools had shewn their good-will by sending fifteen candidates, they had sadly exposed their weakness when only one of the fifteen succeeded. We have no wish to reopen unnecessarily the controversy which this provoking result occasioned; but some points in it seem to demand a closer handling. It must be admitted that Scotland has been in many respects unfairly treated in the recent changes. This has been clearly shewn by other writers. But when we look at the great breadth of the examination, and the large amount of attainable marks (6875), as contrasted with the smallness of the numbers which actually commanded success, (the highest being 2254, and the lowest 1120,) we do not think that there are many Scotchmen who are not conscious of a painful misgiving, that their countrymen had not been properly equipped for the contest.

On this, as on all other subjects, the plain truth is also the most wholesome. Do not let us try to hide it by phrases. Do not let us go off the scent by carping at the examiners, finding fault with their questions, suggesting doubts about their rules, or complaining of the unfair exclusion of Scottish professors from their list. There may be something in all this, and it will be well to get it amended if we can. But it is our still earlier duty to look to our own faults, and to see that they are amended. If Scotchmen were beaten, there are several respects in which Scotland was herself to blame.

They were beaten, then, because the raw and medley classes of Scottish universities cannot follow up the splendid drill of Scottish schools. They were beaten, because Scottish parents have been penny-wise and pound-foolish; because they have forgotten the means while they were grasping at the end; because they have sent forth their sons to the battle of life, after grudging them the training which they needed for the war; because they have impoverished their schools, by draining them of their older pupils, and drowned their universities, by flooding their halls with boyish students; because they have so shamefully underpaid the learned, that they have almost starved learning itself out of the land; because they have thus spoilt the fair stream of Scottish education, which flows near its source with a firm and steady current, by letting it flush forth too soon into

the diffusive, the shallow, and the worthless, instead of damming it up so as to make it strong, clear, powerful, and profound.

These are no words of ours only. They are but echoes of the penitential lamentations which have been sounding everywhere more or less clearly, and of course in some quarters with more or less opposition, during the last few months; in reviews and newspapers, in pamphlets and speeches, from council chambers and from professorial chairs. Now, if ever, is the time to roll off this disgrace from Scotland.

But to have any chance of doing so, we must first estimate calmly and coolly the precise disadvantages of our present position, and then seek for such improvements as may be perfectly compatible with the continued enjoyment of some great advantages, our possession of which we should be the last to deny.

We propose now to take up the subject with reference to the higher class of schools in Scotland, as an indispensable complement to what has been urged, and well urged, by others, on the necessity of University extension and reform.

The reader, who has no personal knowledge of the subject, may gain as much as he needs from any one of the four publications which we have put first on our list. The *Rationale of Discipline*, by Professor Pillans, is the record of the school experience of an energetic and now veteran teacher—a record which commands the homage due to single-minded and successful zeal. The *History of the High School of Edinburgh* is a tribute from a disciple of that ancient Institution, who has collected the scattered facts of its annals, and all recoverable details about its masters and its pupils, with an affectionate and genial care. The other great Edinburgh school, the Academy, has hitherto satisfied itself with furnishing materials for its future history; but a full knowledge of its system, and of the varied successes of its pupils, may be gathered from the volumes of its annual reports. The pamphlet on the Aberdeen Grammar School was due to the energy of its then rector, Mr. W. D. Geddes, now promoted to the professorship of Greek in King's College, Aberdeen. It suggests several important improvements, which are understood to be obstructed, as is usual in Scotland, by the state of the endowment.

There is one marked peculiarity in Scotch education which may facilitate our present work, namely, the uniformity which pervades its method from the top to the bottom. We have nothing like the vast gulf which separates an English village school from Eton; or which makes Eton totally distinct from Oxford. Our leading High Schools are only improvements on the models of our elementary schools. The classes of our Universities are only an expansion, with an unavoidable remission in

strictness, of the classes of our High Schools. Scotch schools differ from each other, not so much in form or plan, as in the rank of their pupils, the number, attainments, and emoluments of their masters, and the general level of their work. And even on these points, there runs a bond of fellowship, both in good and evil, through their several gradations. That old boast of Scotland, the healthy mixture of ranks in the competition of her class-rooms, has not yet finally departed. On the other hand, many of her highest schoolmasters continue, like their humbler brethren, to receive a most inadequate remuneration. Her most learned scholars, again, still rise occasionally from the masterships of her obscurer schools. And it is still no uncommon thing for a boy, who has received his only training in the school of some remote village, to fight a successful battle in the Universities, with the pupils of the leading Institutions. It must be understood, then, that the characteristics discoverable in the upper range of Scottish schools are, to a great extent, repeated throughout the whole educational system, of which such schools form the central part.

The volume of Dr. Steven shall furnish us with some extracts, to bring the High School of Edinburgh before us :—

*The High School in 1803.*—“The first day I entered Dr. Adam’s class, he came forward to meet me, and said, ‘*Come away, sir, you will see more done here in an hour than in any other school in Europe.*’ I sat down on one of the cross-benches. The class appeared very numerous and in the finest order. The Doctor was calling up pupils from all parts of it; taking sometimes the head, sometimes the foot of the forms; sometimes he examined the class downwards, from head to foot; sometimes upwards, from foot to head. The boys construed and answered with extraordinary readiness and precision, illustrating every allusion to Roman or Grecian history, antiquities, geography, mythology, &c. Nothing was omitted necessary to bring out the author’s meaning, and impress it upon the class. He frequently alluded to his own works, in which he told them everything was to be found, if they took the trouble of consulting them. The Doctor was always on the floor; sometimes retiring to his desk, and leaning against it, but never sitting down. His attitudes and motions were very animated. In one hand he held a book or his spectacles, in the other, his *taws* or *ferula*, which he frequently flourished, and occasionally applied with great effect; but there was nothing like severity. I was amazed at the order, readiness, and accuracy of his class. . . . The next class which I visited, in company with a friend, was that of Mr. Alexander Christison, who was afterwards professor of Humanity. He was seated quite erect in his desk, on which his left elbow rested, his chin resting on his thumb, and his fore-finger turned up towards his temple, and occasionally pressed against his nose. When we entered, he took no notice of us. He



High School system; and both are equally unlike the cold reserve and silent *hauteur* with which the master of an English school of the same rank might sit and listen to the lesson of his class.

Another extract or two will shew how these schools are expected to face the public at their closing examinations. And it must be remembered that, as the class-rooms are generally open for at least one day in every week, something of the same sort, only before fewer spectators, may be going on at any time throughout the year.

*The High School Examination in 1820.*—"Next forenoon the class assembled at an early hour, and sat in anxious and silent expectation until the arrival of the presiding magistrates was announced, and the doors thrown open to the overflowing public. The examination commences; a few shots are fired in the lower parts of the class, but the discharge mounts rapidly to the higher regions of the line; and before an hour or two is past, the whole is confined to a rapid and red-hot interchange of interrogations and answers between the examiners' bench and the *dux's* form. The sun is descending rapidly to his goal,—the final question is put, and it is mute expectation all; the master announces the names and merits of the successful competitors for prizes; the tumult of applause begins, and, amidst its reverberated thunders, the prizes are delivered, the parting speeches are made, and all is over."—(Mr. Patterson in *Steven*, p. 204.)

*The High School Examination, of a younger Class, in 1848.*—"The year is now about to be wound up. The places are all finally arranged, the special prizes awarded, and all thoughts are fixed on two most interesting days, the closing days of the year. On the first of them, after two hours' preliminary work by the classical master, our youth, smiling, and excited, takes his parents to the Great Hall,—and there, in due order, are the specimens of his writing, which show the very best that he can do. This is duly commented on—he is praised or blamed, and his success is compared with that of others. Then he is summoned to a class-room, where the arithmetical master, with the board all shining black, is waiting. A few theoretical questions are asked. Then examples are given by the examiners. Thick and fast fly the strokes of the pencil—slate rapidly crosses slate—there are there quick eyes, and rapid thoughts, and swift manipulations—and the time is over before we had well known it had begun. There are there the honourable the patrons, the professors, the clergy, and others interested in the welfare of the youth of Scotland's metropolis. At this stage of his studies, our young friend is not interested directly in the French or German classes, the examination of which goes on at an after period of this first day. But we may enter without him, and hear the translations, the dialogues, and the recitations, which delight the ears of the admiring auditors.

"Still greater, however, is the excitement and the crowd on the morrow. Then the classical masters and the pupils are to show to

the satisfaction, not of parents only, but of the examiners, who for hours investigate in the presence of the public the acquirements which have been made, that the year's work has not been in vain. And, when this searching work is over, our friend, with the others, marches in due order into the Great Hall. Before his entrance with his fellows, the benches are crowded with fond and anxious friends. As each fresh class appears, there is a buzz and a recognition. Only the inner space is at last unoccupied. A door is thrown open. Then enter sword and mace, and magistracy in its robes, and attendant examiners, who take their places round yonder table, covered with books, the gifts of the corporation, and glittering with medals, silver and gold. Prize exercises are read: the Lord Provost, the representative of the interests of the city, expresses in language, often at once fit, graceful, and gratifying, the love that the corporation bears this, one of its most cherished institutions, and the prizes gladden some, and stimulate others. Then the holidays are announced. During August and September, our youth may roam over mountain and moor, and he comes back to hear again, on the 1st of October, the booming bell that tells him to return to that labour, which he feels, though he may not be able, or perhaps willing, to express his thoughts, constituting, after all, the chief part of his enjoyment."—Mr. Gunn, in *Strees*, pp. 280, 281.)

The examinations of the Edinburgh Academy, though they are in great measure conducted by members of the English universities, and with no official relation to the city authorities, are not sufficiently different to call for any separate description.

It will be seen at once that these schools are completely unlike the English model. In many respects, for the details of which we may refer to Professor Pillans, pp. 112-130, they may even be directly contrasted. It is enough now to indicate the fundamental difference: that while a great English school collects a large body of boys, to live apart, with separate laws, and a strong corporate spirit, as a distinct and peculiar community, the Scottish school returns its pupils every evening to the family circles of a hundred homes. The English master, therefore, can rather in his grasp the whole work of education. He can lay his hand on every motive. He can insist that the physical, the moral, and the religious, shall be trusted, along with the intellectual, to his care. The parent sinks to so distant an influence, that if parental severity could be universally relied on, some violence might seem to be done to the laws of nature. The Scottish master can accomplish only a third of this work. He is in partnership with both the pastor and the parent. If he scorns to take rank as a mere instructor, pouring his knowledge into vacant vessels—if he claims the right of training, as well as teaching, to the utmost of his power—he soon finds that his utmost power is closely limited by the collateral influence of



the clergyman at church and the parent at home. The work is thus done by many hands. If all are equally excellent, the product may be noble—but it may be marred and vitiated by the failure of one. A narrow-minded clergyman, or a weak indulgent parent, may baffle the exertions which have been made in the school.

The system, however, has some obvious advantages, which we should be very sorry for Scotchmen to forget. Home influence bears so directly on every portion of the school, that it furnishes an efficient bulwark against the accumulation of that solid mass of boyish sin, which has sometimes made English schools, as Arnold admitted with such bitter feeling, “the very seats and nurseries of vice.”\* The master himself experiences a direct benefit from it, so far as it diminishes the possibility of that firm and compact organization amongst the boys, which confronts an English master, in generation after generation, with its stubborn and determined spirit. On the other hand, it has the no less obvious disadvantage, that, if it escapes some dangers, it does so by sacrificing the possible development of a higher excellence. The good moral character, which has borne up against this lesser trial, gives less guarantee for future steadfastness, amidst the growing temptations of manhood; nor can the cultivation of the intellect, under a system so much more diffusive, be made equally exact, polished, concentrated, and complete.

But whether better or worse than the English system, or rather with this practical mixture of both better and worse, these schools suit the great body of Scottish middle-class parents, and it is probable that they will long flourish in all Scotch towns. We have now to inquire into their efficiency, in relation both to their present duties, and to the fresh necessities which accompany the new examinations.

Let us first take the evidence of Professor Blackie, who is speaking, however, from a different point of view, viz., the call for University Reform:—

“Of the enormous evils to which this wretched system, or rather want of system, has given birth, it is unnecessary to speak at any length to the citizens of Edinburgh, who have already shewn a noble example to the whole of Scotland, in the elevation of one learned school, and the erection of another, so as fully to answer the highest demands that may justly be made on a *Gymnasium*, or learned school. The High School of this city and the Edinburgh Academy provide full means for the education of our most choice young men, from the age of nine or ten years, to eighteen or nineteen, when, according to

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\* Arnold's Sermons, ii. 108-9.

the laws of nature, they are calculated to receive benefit from a course of strictly academical instruction. But the erection of these two learned schools in the metropolis, though affording the surest ground of confidence for the hope of a better order of things, has yet gone but a very small way towards reclaiming the Universities from that state of puerility into which they had been degraded. The inveterate bad habits of a whole people are not changed in a day. . . . So we find in practice that, while the two Edinburgh academics offer the highest inducements to well-conditioned young men to remain at school, till that period when ripening nature imperatively calls for a transition to a higher style of training, nevertheless a great proportion of those who attend these institutions, is allowed to swarm off to College at the unripe age of fifteen or sixteen, when they are totally unfit for the sudden relaxation of the bonds of discipline which they experience, and are altogether unable to profit by that sort of instruction which it is the business of a professor, as distinguished from a schoolmaster, to impart. . . . These things are done in Edinburgh. In the provinces, of course, matters of this kind are necessarily a great deal worse. For not only are the Burgh schools in those remote quarters less under the influence of an elevating learned opinion, but the masters are more scurvily paid, and the professors (where there is a University) are less under the eye of those who might expect them to attempt a flight sometimes above the recognised level of elementary inculcation. So in Aberdeen, where I taught Latin for eleven years, I found that as little Greek as possible was taught in the school; and the boys sent at the earliest possible age to the University, in order that they might be driven through the more dignified march of a University curriculum before the age of eighteen or nineteen; whereby was secured the double benefit (as it was no doubt deemed) to the boys of an *academical education*, with an A.M. attached to their names for the period of their natural lives, and to the learned professor of a greater number of guineas in his pocket, to console him in some small degree for his many benevolent acts of *a-be-ce-darian* condescension."—*On the Advancement of Learning in Scotland*, pp. 23-25.

From this and other passages, we infer that, in the opinion of Professor Blackie, the provincial schools do not fulfil their duties, because, in general, they are miserably below their work; and that the Edinburgh schools, though thoroughly up to their work, still cannot fill their places properly, because, as he elsewhere expresses himself, "the Professors of the Faculty of Arts in the Scottish Universities, are supported in a great measure by *poaching on the schools*, and are only saved from starvation by making a compact with disgrace" (p. 38). We believe that this account of the matter would be in the main confirmed by other competent witnesses. Let us therefore take up these two points, as the basis of our present considerations.

The first educational necessity of Scotland, then, appears to be, that "the whole country must do for itself what Edinburgh has already done in the matter of the High School and the Edinburgh Academy."—(*Blackie*, p. 26.) The second, that the schools shall be delivered from the burthen of universities so underpaid, that they lean with destructive weight on subordinate institutions, which they ought rather to protect and foster. How are these objects to be gained? That is to say, where shall we find the funds by which the provincial schools are to be raised to the Edinburgh level; and the University Professorships are to be adequately endowed? Professor Blackie replies by asking, "How are your sheriffs and your sheriff-substitutes paid, your policemen, your scavengers, and your lamp-lighters? Is there to be a pound for every stalking subaltern of legal pomp, and shall men make words about a penny for the hard-working schoolmaster?"—(p. 52.) Well: if the public will admit the professor and the schoolmaster to the financial privileges of this motley company, it is true enough, as he says, that "the thing is done." But we have serious doubts about their chances, if they have to wait for the public recognition which is accorded to these useful personages. In short, we have little faith in the prospects of any appeal either to local rates or the imperial treasury, unless it be as a mere complement to the spirit of private munificence, which assuredly still lives amongst us, and to which the sister-country owed her great national endowments,—the inheritance from days gone by.

Unquestionably it is the mass of her magnificent endowments, not confined to the universities, but extending through every corner of the land, which gives England so vast a machinery for the higher education. This has long been felt in Scotland. Listen to Dr. Carson, who is proposing, in 1834, a very considerable *increase* of allowance to the High School:—

"The *whole sum* thus received by the *head master and his four colleagues* would not be more than *one-eighth* of the income of the *head master* of Eton School, who certainly has not severer duties to perform than fall upon the Rector of your school."—*Pillans*, p. 189.

Or listen to Sir William Hamilton:—

"No other country is so defective [as Scotland] in the very foundation of a classical instruction—the number and quality of grammar schools. England has its *five hundred* of these, *publicly endowed*. How many has Scotland?"—*Discussions*, p. 340.

Or let us borrow a specific fact on Scotland from Professor Blackie:—

"I have just received a letter from the Rector of the burgh school,  
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Stirling,—a scholar of profound attainments both in ancient and modern literature, from which I learn that his salary is £60 a year, and his whole emoluments £150! and he does the whole classical work of the place. This is a specimen of the method in which Scotland rewards her most laborious students and most enterprising scholars.”—P. 24.

It is really worth while to shew the difference by some further details. Most people have heard of Lord Brougham's assertion, that the English educational endowments are worth “half a million a year.”\* Most people know something of the eight or ten great English schools, which are believed to have the revenues of little principedoms. Every one can say something on the supposed wealth of Eton and Rugby, of Winchester and Westminster, of Charterhouse, Christ's Hospital, or St. Paul's. Three of them possess noble colleges in the English universities. New College is the other portion of William of Wykeham's stately work, the “two St. Mary Winton Colleges;” King's College, Cambridge, belongs to Eton; St. John's, Oxford, in great part at least, to Merchant Tailors'. But it is not so well known that there are not less than one hundred and eighteen Grammar Schools in England and Wales, which severally enjoy an income, independently of fees from pupils, of more than £300 a year. About sixty-seven of these are returned at or above £600; thirty-three at or above £1000; at least fifteen or sixteen at or above £2000.† How high they rise may be learnt from the fol-

\* The summary of the Charity Commissioners (see their Analytical Digest, 1842, ii. 829) presents the following figures:—

Income of Grammar Schools, . . . . .	£152,047	14	1
Income of Schools not classical, . . . . .	141,385	2	6
Income of Charities given for, or applied to, Education, . . . . .	19,112	8	8
	£312,545	5	3

But the total might be stated much higher. Mr. M'Culloch says that it ought to be £400,000 or £450,000, and thinks that “a free revenue might be obtained, without injury to any useful purpose, of from £750,000 to £800,000 a year.” See Sir J. K. Shuttleworth, *Public Education*, pp. 159, 171, 223-4. It will be seen, that in the above table, the Income of Grammar Schools, to which our details are rigidly confined, forms less than half the total recorded revenue of Educational Charities.

† These calculations are based on the returns made to the Charity Commissioners between 1818 and 1837, (see the first part of their *Digest of Schools and Charities for Education*, 1843,) compared with Mr. Parker's *Educational Register* (1855, the last published), which professes to give the latest returns from the Schools themselves. But the latter publication must be used with some caution; for its returns occasionally include charities devoted to almshouses, hospitals, and other local purposes, which the Charity Commissioners had accurately distinguished from incomes of Grammar Schools. As, however, there is good reason for believing that these revenues have often been considerably augmented since the returns were made to the Commissioners, we have admitted corrections from the *Register*, wherever they bore internal marks of accuracy. On the other hand, we have excluded from our reckoning at least seven schools which are rated at above £300 in

lowing specimens:—The Bedford Grammar School has nearly £3000 annually, out of an endowment which yields £12,500; Shrewsbury has £3100; Manchester, in 1826, had above £4400; St. Paul's, London, in 1820, had above £5200; Eton, in 1818, acknowledged to £7000; Birmingham now returns its income at £10,000; that of Winchester, in 1818, was above £14,000; the general income of Charterhouse, in 1815, was about £22,000; and, finally, the charitable foundation of Christ's Hospital, which educates very many from the middle classes, had an annual revenue, in 1814 and 1815, of considerably more than forty thousand pounds, and it has since been returned at *more than fifty thousand*.\*

What a contrast when we turn to Scotland! The Edinburgh hospitals are of no other avail on this subject, than as indicating that money was not wanting, if only a correcter appreciation of the public necessities had secured it a more profitable application. As telling on the higher education of the country, they are unhappily all but useless. The excellent Dick Bequest, too, does not fall within our present sphere. The valuable Snell endowment, as involving a necessary residence in one particular University, inflicts in many cases a positive injury on other colleges and schools, by withdrawing their most promising pupils, and thus increasing the very evil of which we find such reason to complain. As to the great number of petty bursaries at the Universities, which may be reckoned among the collateral privileges of schools, the Commissioners on the Scotch Universities and Colleges reported, in 1830, that in their present form they often do more harm than good.† For specific school endowment there may be something at Inverness,—something at Dollar,—something at the Madras School, St. Andrews; and perhaps one or two foundations may be rising in the country, which private munificence (did we not say that its spirit still lives amongst us?) is endowing with buildings that emulate the stately fabrics of the English schools. But what lamentable answers we receive, if we ask after the endowments existing in our provincial towns! We omit Edinburgh, because, though neither of its great schools has any endowment in the English

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the Digest, because the Register shows that they have since fallen below that sum. Of Educational Charities in the widest sense, there are 56 or 57 with incomes at or above £2000 a year. (Shuttleworth, pp. 170, 171.) Of schools, the census of 1851 presents returns from only 26 above £1000, and from only 12 above £2000; but it is confessedly imperfect. (Report, p. 48.) We believe that we have rather understated than overstated the truth, in reckoning the former at 33, and the latter at 15 or 16.

\* For some of the larger Schools, see the Reports on the Education of the lower orders in the metropolis, 1816; (Christ's Hospital, p. 60; Charterhouse, pp. 141, 159; St. Paul's, p. 178;) 1818, (Eton, p. 69; Winchester, pp. 137, 141,) &c.

† See their Report, pp. 76-77.

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Colleges. The buildings are all provided,—not lecture-rooms only, but commodious and even luxurious apartments, to accommodate all, or nearly all, the students. The Head is paid, not by appropriating to him the funds and duties of a professorship, but first by his large share in the ordinary college income, and next, in several cases, by some such addition as a cathedral canonry, or a valuable benefice in some neighbouring county. The fellows all receive a certain income, as a foundation for anything they may add by their own exertions. The under-graduates assist thus far: they help to pay and so keep up a large body of college servants: they pay a low rent for rooms, (say £10 a year,\*) which either goes to a fellow whose tenants they are, or adds so much to the revenue, the bulk of which the college draws from its estates. They pay (we believe) a small percentage on their living, generally not more than sufficient to cover the expenses of management; and they pay a fee for tuition (about sixteen guineas a year) which supplies a modest income to the tutors in addition to their fellowships; but seldom such an income as would retain their services, except in rare and unusual cases, if the fellowship were withdrawn. Whatever the under-graduate spends more than this may pay the private tutor, or go to enrich the tradesmen, but it yields no further profit to the college revenue.

The point, then, which we would press is this, that in the so-called rich circles of the Oxford students, amidst that lavish expenditure which supports so large a trade in Oxford for supplying the mere wants and fancies of the University, all those youthful representatives of the wealthier portion of the middle and upper classes do really derive a distinct, appraisable, and perfectly eleemosynary benefit, from the ancient endowments which were left by pious founders. In one sense, we repeat, all commoners are on the foundation of their respective colleges, as certainly as the men who wear the scholar's gown. The

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sional tutor,) and the under-graduates (if any,) and which possess no foundation like the Colleges. They need not be treated as exceptions to our present remarks,—*first*, because they have their buildings at any rate, and these are of the nature of an endowment; *secondly*, because only two of the five now make any pretensions to realize a remunerating income; *thirdly*, as we have said above, because the teaching is limited in value by the fewness of the tutors which the want of an endowment involves. Let a foundation be supplied them by the colleges, and they might become invaluable additions to the Oxford system. As to the "Private Halls" contemplated in the new Statute, we may wait till we see how they work. Our own opinion is, that even if they are started, the want of an endowment will soon destroy them.

\* "The average room-rent," at Merton College, "is £5 yearly."—Evidence given to the Oxford Commissioners, p. 320. This is the lowest we know of. But think of £5 a year for handsome rooms in the quadrangles of that stately College! Why, an Edinburgh garret at 5s. a-week would cost a poor Scotch student £6, 10s. for the winter session. At Balliol there are 10 sets at £8, 8 at £7, and 6 at £6; but the average is stated at ten guineas.—(P. 145.)

same remark may be applied in an altered form to the great English schools. And the main reason why Scotland finds it difficult to compete with England in the highest learning, is, because she has *no* such endowments, and can confer *no* such benefits upon her sons.

This defect of endowment is so fundamental a weakness in Scottish education, that it may be worth while to look at it in another aspect. We may divide the annual expenses of an Oxford undergraduate into three portions; *first*, room-rent, tuition, and unavoidable fees; *secondly*, the rest of his "battels," *i.e.*, such expenses of living as are paid through the college; and *thirdly*, his own private expenditure for books, clothes, journeys, and all the etceteras in which he chooses to indulge. Of these three portions the first is immoveable: he has no control over it whatever, except perhaps for some slight difference in the choice of rooms. The second he can control to some extent, there being considerable difference between the "battels" of an economical and an extravagant man. The third is entirely in his own power, and the college authorities have nothing whatever to do with it, except so far as they may make rules to prevent it from running to excess. Now what we are pointing out is, that the vast expense of an Oxford education belongs *mainly* to this *third* head, in only a very slight measure to the second, and not at all to the first, which is lower than it could be made for the advantages, if it were not for the endowments. Suppose we put rooms, tuition, &c., at £30 a year, and the other battels at £50, (these figures are not far from the average): the large and variable amount which lies between this £80 and the three or four hundred which a youth often extracts from his confiding parent, is swelled out simply by his personal expenses, and has only the scantiest connexion with his college course.

With rigid economy, and in a cheap college, the three sums we have indicated might now perhaps be reduced to £25, £40, and £35: in all £100 a year. (We believe that hitherto £150 has been a low average; but it is the *third* head mainly that makes the difference.) Now the reason why room-rent and tuition form only a fourth of this sum, and, as they are the unchanging element, a rapidly diminishing proportion of any larger sum, is precisely because the endowments enable the colleges to supply them at a far lower rate than would be the market value for the advantages, if they could be appraised at a market price. It must be remembered, too, that we have been speaking all along of independent members. To scholars on the foundations of the colleges, the charge for room-rent and tuition is either remitted altogether, or is paid for them by the college funds.



In Scotland, the positive figures, like the advantages offered, are much lower; but the relative portion is altogether altered. To a poor Scotch student, his room-rent and fees amount to more than half his winter's outlay. To an Oxford student, as we see, they are only the fourth, the sixth, or even the tenth part of an expenditure, which would not be considered immoderate; and if he is on the foundation, they vanish from his accounts altogether. And this great difference, we repeat, is due to the endowments, which supply the colleges with their handsome buildings, and the tutors with the basis of their incomes.

But we are here approaching the subject of Scottish University Extension, which has, indeed, as we have seen already, a very close connexion with our present topic. Let us add a few more remarks upon it, so far as it bears on our immediate task.

The plans of University Extension which have been most canvassed are these four:—1. The foundation of more chairs; 2. The creation of a Tutorial body, with the rank and advantages of college fellows; 3. More respectable scholarships as rewards and helps for students; and, perhaps, 4. The commencement of a modification of the collegiate system, in the establishment of halls for residence. Some have objected to the latter changes, on the ground that they would bring our Universities nearer to the English model than would suit our national pride. But surely this is an absurd objection. Nor can it be amended into a sound one unless it can be shewn, that we are unable to appropriate a new advantage, without involving the concomitant sacrifice of an old one. We shall keep distinct enough from England, if we only maintain our professoriate in full, or even increased vitality, while we hedge round the professors with subordinate lecturers, who should teach under their absolute control. The point on which we have most difficulty is, that which we have arranged first, viz., the increase in the number of the professors. Unless the addition be accompanied by a variety of other improvements, so devised as to elevate the whole character of the students far above their present standard, we fear, that in an educational point of view, it may do more harm than good, by making our Universities still more excursive and superficial than they are. In this respect we see more hopefulness in the second proposal, which aims at strengthening the teaching body from below.

Both these changes, however, might tell with great advantage in a direction where there is manifest room for improvement, viz., that of raising the Universities, as not only the educational, but the intellectual centres of the land; a position which our overworked professors, though some of them men of eminent abilities, really lack the time to fill.



found halls for our colleges, where the poor student may be maintained and lodged, as well as taught; where he may give up his whole time to study, without the distraction of grinding schoolboys for his daily bread; and where bands of such students may receive the impress of a true collegiate character, under college discipline, and in the midst of dignified social intercourse, and with all the cultivating associations of a scholarly and learned life.\*

We have dwelt the longer on this point, because we firmly believe that it is nothing but the present poverty of our Universities which has tempted them to give way to the weakness of parents, or, as Professor Blackie vigorously puts it, to "poach upon the schools." Let us add a few remarks on the relation which has thus sprung up between them.

That relation is now admitted by most men to be in the highest degree unsatisfactory. Instead of flowing naturally up into the Universities, through the top classes of the schools, the great majority of pupils stream over from the sides. They escape at almost all ages, from thirteen upwards; till they first pull down the college, so as to lie alongside, not above, the whole upper section of the school; and next degrade its classrooms still further by their incapacity, till it is no longer fit to receive and carry on the more advanced pupils which the schools could furnish. Every Scotch schoolmaster is painfully familiar with the process of desertion. The boy grows tired of school. He tells his parent that he is sick of it, and would work better if he might but be allowed to go to college. Too often he is thinking only of greater dignity and greater freedom: escape from drill; access to a more varied circle of companions; perhaps the hope that he may evade the requisitions of the professor more easily than he could evade those of his master. College to him is a word of promise: but promise means, freedom from restraint, room for self-will, the attraction of a seeming manhood, which is engrafted on the immaturity of the boy. The parent suspects nothing of all this. To him the wish seems a noble aspiration. His son is panting for "fresh woods and pastures new:" must it not be because his precocious intelligence has exhausted, and is therefore weary of, the old? So he sends the boy to college. The refined discipline, which the higher classes of a first-rate school confer, is lost. The former spring

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\* Even as we are writing, we see in the papers, that "Major Brodie Campbell, besides several legacies to the poor, has directed that the remainder of his property, (supposed to be worth from £5000 to £10,000,) shall be converted into cash, and handed over to the Senatus of King's College, Aberdeen, for the founding of bursaries." If this is true, we hope they will do some one considerable thing with it, and not fritter it away into a heap of additional petty benefactions.

of work is broken before a new one can be given. And a youth who, with sterner drill, and more elaborate polish, might have ripened into an accomplished scholar, becomes a mere dabbler in multifarious superficialities: a shallow sophist, with a scantling of all sorts of learning, but a profound familiarity with none.

Entrance examinations, though an indispensable beginning of improvement, can only work a partial cure. They are not strong enough, as barriers, to arrest the tide. The only thoroughgoing remedy will be found in the correction and elevation of the popular conceptions both of School and College. On the part of the public, a boy must no longer be allowed to fancy that he loses in dignity by remaining his right time at school; and the parent must cease to covet the barren honours of a merely formal college course. On the part of the Universities themselves, too, there must be a corresponding change of action. Not only their entrance tests, but *the whole range of their operations*, must be invested with so elevated and scientific a character, as to deter the raw schoolboy, who could only mar the work.

But what, then, is the true line of demarcation between School and College? It is not mere age; it is not mere acquirement. It is that capacity to study principles, which ensues on a complete and intelligent mastery of rules.

The mere necessity of *compulsion*, if taken by itself, like age or acquirements if taken by themselves, would furnish but a partial test. There must be some compulsory discipline at college; and there is little more, if any more, compulsion needed, to maintain the polished scholarship and gentlemanlike bearing which mark the Sixth Form of an English school. Even in England, the best schools overlap the Universities. An English Præfect feels it a temporary degradation when he first enters on a freshman's class. Mr. Robert Lowe complains to the Oxford Commissioners, that he "never shall forget the distaste with which, coming (to Oxford) from the top of a public school, he commenced construing, chapter by chapter, the 21st book of Livy."\* We repeat, it is the capacity to enter freely and fully on the study of *principles*, which shews that a boy has now secured the main benefit conferred by the restrictions and discipline of school.

Let us dwell a little longer on this fundamental distinction. It is the main duty of a schoolmaster to *deal with rules*. Most true it is, that even with boys, and especially with elder boys, he should seek to light them up by a complete intelligence of the

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\* Evidence, p. 12.

higher truths on which they rest. But it is never his function to break entirely away from the region of the rules. If he can teach nothing higher, he is no better than a drudge, and is unfit for his work. But if he forgets them, and soars into broad generalities, amidst which all the exactness of early mental discipline is lost, he has never realized his proper and peculiar duties. His precise function is, to breathe life into the rules which he must not think of laying aside.

The true theory of a University is, that no one should ever enter it, until, over all the field of his school training, he is absolutely master of the rules, and has begun to comprehend the relation which they bear to the truths they embody. The professor has a right to range widely and freely over every portion of his subject. He may forget or never feel the fetter, by which his colleague in the school was bound down. He must for himself, of course, possess a perfect familiarity with the rules, or he will simply undo good work, and win deserved contempt from his exacter pupils. But he has a right to assume that they are all known already to his students, and need no further inculcation from him. And the misery of a Scotch professor is, that with the bulk of his classes, such an assumption would be merely a ridiculous mistake. To act upon it would be to pile up heavy parapets and turrets on a building, the foundations of which are unsound. He is reduced to the lower work of stopping the chinks as best he may, and then bidding us sleep in dubious safety :—

“ Nos urbem colimus tenui tibicine fultam  
Magnâ parte sui : nam sic labentibus obstat  
Villicus, et, veteris rimæ quum texit hiatum,  
Securos pendente jubet dormire ruinâ.”

On this view the spheres of schoolmasters and professors are distinctly and clearly defined. Each must thoroughly understand both rules and principles ; but the schoolmaster teaches principles through the medium of the rules—the professor should be able to assume the knowledge of the rules, and to devote his whole strength to the expansion and elucidation of the principles. And on this distinction the whole machinery of both schools and colleges should rest.

Never, therefore, let a boy leave school—unless, indeed, you acknowledge him to be a hopeless dunce, who never ought to go on to college at all—until all the rule-teaching which is connected with school work is effectually finished. At college he must pass into some subjects which are entirely new ; and in them must make acquaintance with something in the shape of rules, on which all exacter knowledge rests. But the accom-

plished scholar has now learned to receive them in a different spirit, and under an altered character. He can at once accept them in the light of principles; can at once grasp them, not as in his earlier youth, by a mere effort of memory, but by the instant appreciation of sympathy and knowledge. He seizes them, on the first hearing, as thenceforward to be permanent conditions of his intellect, and constituent elements of his thought. For mere rule-teaching, on school methods, a college is worse than a bad school. It attempts a sheer impossibility, which is also a gross impropriety; and it must really be pardoned when it fails.

Considering the necessary inequality by which schools must always be distinguished, it would be absurd to say, that on a mere measure of acquirement, the lowest class in a University shall be always higher than the highest class in the highest school. We have seen that it is not so in England. And in Scotland, so long as the difference of method is carefully remembered, there are special reasons why the colleges must hold out a helping hand to those, to whom the best school-teaching has been absolutely denied. But, however it may condescend, the college class must be considered, in so doing, to be simply striking its roots somewhat deeper into the earth. Its own proper glory is in the swell and expansion of its branches, which should rise broadly in the face of heaven.

But there is another respect in which we ought to note the bearing of these principles on the position of the schools. If a schoolmaster must be thoroughly familiar with the loftier teaching, which is to breathe life and intelligence through the framework of his rules, it follows that he requires qualifications scarcely less important than those of a professor, a truth which finds a practical recognition in the fact, that Scotch schoolmasters, from even the humbler positions, are still not unfrequently exalted to the professorial chairs.

Why, then, does that truth find no recognition whatever in the rank now assigned, in general, to the heads of the provincial schools? It is shameful to think of the degradation which is reflected, as we have seen, on those most important institutions, by the mode in which their masters are at once overworked and underpaid. We do not wish to see Scotland return to that curious level of educational equality, when two professors of humanity in the metropolitan University were promoted, in succession, to the rectorship of the High School; and two rectors of the High School were promoted to the Grammar Schools of Stirling and Prestonpans.\* Nor again do we recommend that

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\* *Steven*, App., pp. 50-53. There were reasons for Thomas Buchanan's re-

subversion of ranks, which has gradually crept into the English system, where a great schoolmaster is ten times better paid, and is a ten times more powerful and important personage, than a university professor of the ordinary range. But what we are urging is, that the schools of Scotland will never prosper, till the rectors of country grammar schools are enabled to hold a higher social rank; till they receive, from their profession itself, some counterpart to that position which English masters owe to their clerical characters, as well as to their endowments; till, in short, they are all recognised as members alike of one learned and dignified corporation, to which belong some of the highest duties and places which public men can exercise or fill.

Let but the position of Scotch masters and their schools be raised, and we fear no examination, no competition, which the sons of Scotland can be summoned to encounter. Give them the firm basis of a higher discipline, under a more advanced and dignified system, and they will stand their ground against the world. They carry to the combat the self-denial of their hardy social training, and the vigour which is congenial to their northern clime. They bear with them that spirit of reflection, which leads them so soon to realize their position, their prospects, their individual responsibility. They bear with them a firmness which sometimes seems stubborn, a gravity which is occasionally premature, a precision which some would call pedantic; but firmness, gravity, and precision, which have everywhere placed Scotch names high on the roll of public influence, because they are the germs of practical power, of imperturbable perseverance, of sagacious administrative skill.

And now there is another question. If ever we acquire the endowments which are to raise our schools, and develop our universities, till the former become more generally efficient, and the latter claim their true position, as the great fountain-heads of national learning; what shall we say of our capacity to supply that purely *professional* education, which some branches of the new examinations demand? In other words, can our *general* schools, even when most efficient for their proper duties, prepare boys for naval, military, and civil service examinations, or must we still avail ourselves of the services of purely professional schools?

At this moment, we believe, professional schools are not in the highest estimation with the public. Haileybury is virtually gone. Carshalton, it is generally understood, is going. The work of Woolwich has been suddenly shared with other schools. There

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moval to Stirling; see Hist., p. 12. But the other *promotions* seem regular enough. At another period, a metropolitan professor of humanity accepted the rectorship of the Canongate Grammar School.—*Ib.*, p. 4.

is a growing disposition to urge some fundamental change at Sandhurst. We conceive that professional *colleges* may still be needed; institutions of a higher rank than any which could now be found. But as to "the hybrid half-school, half-college system,"\* we fear that it has produced unquestionable mischief; and we could scarcely sorrow at its fall.

But we have no wish to enter on the invidious details of that uninviting subject. Let us rather express the gratitude we owe to those who framed the Indian Report, for the testimony which they bear to the value of the highest *general* education. In the following sentences we have the answers to a hundred fallacies, which have long retarded the progress of our schools:—

"It is undoubtedly desirable that the civil servant of the Company should enter on his duties while still young; but it is also desirable that he should have received the best, the most liberal, the most finished education that his native country affords. Such an education has been proved by experience to be the best preparation for every calling which requires the exercise of the higher powers of the mind. . . . Our opinion is, that the examination ought to be confined to those branches of knowledge to which it is desirable that English gentlemen who mean to remain at home should pay some attention. . . . We think it most desirable that the examination should be of such a nature, *that no candidate who may fail shall, to whatever calling he may betake himself, have any reason to regret the time and labour which he spent in preparing himself to be examined.* Nor do we think that we should render any service to India by inducing her future rulers to neglect, in their earlier years, European literature and science, for studies specially Indian. We believe that men who have been engaged, *up to one or two-and-twenty, in studies which have no immediate connexion with the business of any profession, and of which the effect is merely to open, to invigorate, and to enrich the mind, will generally be found, in the business of every profession, superior to men who have, at eighteen or nineteen, devoted themselves to the special studies of their calling.*"†

But, it may be urged, this will not apply to other examinations;

\* *Oakfield*, i. 155. We do not say, however, that we adopt the vigorous condemnation which this eccentric writer passes on both Haileybury and Addiscombe.—i. 78; ii. 233.

† It scarcely needed the first signature to the Report to identify the author of these passages. See especially Mr. Macaulay's *Speeches on India*, July 10th 1833, and twenty years later, in June 1853. Compare, for instance, the following sentences: "If the Ptolemaic system were taught at Cambridge instead of the Newtonian, the senior wrangler would nevertheless be in general a superior man to the wooden spoon . . . If, &c., the man who understood the Cherokee best would generally be a superior man to him, &c. . . . the young man who cast nativities best would generally turn out a superior man . . . the young man who shewed most activity in the pursuit of the philosopher's stone would generally turn out a superior man." (*Speeches*, p. 151.) "The youth who does best what all the ablest and most ambitious youths about him are trying to do well, will generally prove a superior man."—(*Indian Report*, p. 12.)



to those for instance which relate to various branches of the medical service; to those for the artillery and engineers; to those for the army in general, and the navy; to those which meet candidates for entrance at the professional schools which still exist, or which may hereafter be remodelled in the form of colleges.

The medical examinations, in which, as might have been anticipated from the excellence of her training, Scotland has held a very distinguished position, are only remotely connected with our present subject. It is confessed that they require a certain amount of special preparation, which is furnished, precisely on the principle we have suggested, in medical colleges. But even on that subject we should uphold the vast advantage to the medical man, of engrafting his professional discipline on the most liberal *previous* education which his resources can command.

Some of the other examinations to which we have alluded are so slight and general, that it would be a scandal if they afforded the smallest real perplexity to the pupil of any respectable school.

But the artillery and engineers demand a somewhat farther notice. The report of the examination for those appointments which was held last August is only second in importance, and scarcely second in interest, to those which relate to the Indian examination.

Let us first note, with unfeigned satisfaction, the improved position of young Scotchmen in this trial. Of 46 candidates, between the ages of 19 and 21, for 20 provisional commissions, the Scotch Universities sent three, every one of whom succeeded. Of 105 candidates, between the ages of 17 and 19, for 40 admissions to the senior practical class at Woolwich, the Scotch Universities sent six, of whom five succeeded.\*

In the case of other colleges, also, these lists furnish both consolation for former failures, and drawbacks to set against former success.

Now the principle of this examination, preceded as it was by very scanty notice, was "to place it upon the basis of the general education of the country;" to "accept, as the means of comparison, the subjects which form the staple of the instruction in the public schools, where the candidates might be supposed to have been educated."

We do not see how the authorities could have adopted a

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\* It is noted under the former head, that the Edinburgh Academy sent one who did not succeed; but it should be borne in mind, that the youth at which they lose their pupils for the university exposes the Scottish schools to a special loss of credit in these contests. Thus, of three successful candidates in the second division, of which the Edinburgh University claims the merit, we observe two names that appeared not long since in the lists of the Edinburgh Academy, where they no doubt received their main education.

sounder principle. They had a right, indeed, to stipulate for special excellence in such branches of a general education as are especially connected with ordnance duties; a circumstance which perhaps told with some injustice on individual cases;\* but when that one precaution had been taken, it was a wise and prudent measure in the military administrators to throw themselves on the resources of the public schools. We heartily hope that the experiment will soon be extended to all other branches of the service also.†

But now what fresh duty will hereby devolve upon the schools? Undoubtedly they must be prepared to receive, with due respect, such hints from the examiners as Mr. Moseley has furnished (p. 18), on the present inferiority of their scientific and mathematical training. But when they have done so, let them then thankfully accept the honourable burden which is cast upon them, and determine that, without surrendering consciously one blessing connected with their ancient forms, they will shew that these are perfectly reconcilable with sound concomitant training in the sciences of observation also.

We purposely abstain from any criticism on the special arrangements—for the expansion of their old curriculum—by which the two Edinburgh schools have been confronting their new obligations. Both schools are now, we believe, so well governed, that these experiments have every prospect of being carefully watched and wisely matured. If they can embrace an ampler field of study, without losing or injuring their old classical eminence, by all means let them make the trial. If they can subdivide their classes, so as to give more freedom of movement to their pupils, without abandoning the ancient centre, let

\* For instance, among the candidates for the practical class, the *sixth* and the *eighteenth* were rejected, while the *fortieth* got in. The aggregate marks in the three cases were, 142, 88.5, and 25.8. In mathematics their numbers were, 3, 7, and 15; the lowest admissible number in that subject being 10 marks out of 120. Is it certain that, in this case, her Majesty has secured the services of the best man of the three? But this precise evil can scarcely occur again. A man would deserve to be rejected who slighted warnings on such a subject. That no marks should count on any subject which failed to reach a very moderate standard,—a principle common to this and to the Indian Examination, is another of their most useful rules,—another special security against the risk of shallow knowledge.

† We note a few changes in the announcements of the next Ordnance Examination, (Jan. 21, 1856,) which we record as a suggestion to the schools:—In the last Examination the subject of mathematics counted as one-fifth of the whole; it is now one-third, and is to be dealt with in a separate previous examination. Latin and Greek were together equal to mathematics, and weighed more than French and German; they are now only half the value of mathematics, and are made precisely equal to French and German. English was only equivalent to either Latin or Greek; it is now rated higher than Latin and almost double the value of Greek. The sciences were only equal to either Latin or Greek; they are now nearly as valuable as both together. Drawing is made indispensable. The age of candidates is also raised a year.

that plan also be fairly tested. If, again, as others have suggested, they can find for some a firmer centre in mathematical studies, and yet not resign their classics, even in those cases, altogether, we should be willing to watch patiently, though less hopefully, the results of that experiment also. Into these details we shall not enter. But we must crave leave to conclude with one word of warning, begging them to take good heed, while they are aiming at improvement, that they lose not one atom of important principle, and that they never descend for one moment from the elevation of their only proper ground.

It is the province of public schools to watch carefully the just claims of the public; but to lead, not to follow, in deciding how they may be most wisely met. They must themselves undertake the task of moulding education in conformity with existing necessities; but they must never debase themselves by running heedlessly and thoughtlessly at the heels of change. The true work of great schools is, not to secure more pupils, but to maintain great principles. It is better, if need be, to submit to some temporary unpopularity, than to resign their high position by swerving at the impulse of each passing movement. Recent events may furnish us with one illustration. There never was a more foolish, though unintentional, affront to schools, than when public examiners presumed to dictate to them, not only subjects, which was strictly within their proper province, but the precise portions of appointed authors and the precise editions of historical and mathematical publications. In some cases the matter assumed a still worse aspect, when such editions had been published by the examiners themselves. Some schools, we believe, condescended to obey the order, and to split up their classes for special instruction, according as Cæsar, or Virgil, or Livy, was wanted; according as Mr. A, or Mr. B, or Mr. C, was likely to examine the pupil in his own peculiar work. Others maintained the more dignified attitude of continuing to teach Latin, or mathematics, or history, as their duty bound them, but of teaching them, even at the risk of some temporary inconvenience to their pupils, from the books and in the manner which their own experience recommended as the best.

Now that evil is, or soon will be, ended. While many could suggest detailed improvements in the papers of the two great examinations to which we have especially referred in this Article, no one can deny that, on the whole, they are full of the noblest promise; that they impose no degrading restrictions, that they dictate no unseemly conditions; and that, great as is the advantage which they may bring to the services with which they are connected, it is scarcely greater than the benefit which they may confer on the whole system of our classical schools.