

The Syndicate further recommend :—

3. That candidates for honors be permitted to take, in place of one of the two classical languages, a paper in French and German, consisting of unprepared passages for translation, not too difficult, with plain grammatical questions.

4. That candidates for honors be permitted, in case they take French and German in lieu of Greek, to take in place of the Gospel in Greek an alternative paper containing such questions on the Gospel selected for the Greek Testament subject, and such matters collateral thereto, as do not require a knowledge of the Greek language.

With a view to the discrimination of honor men and pass men, and the relaxation, in the case of honor men only, of the existing obligation to satisfy the examiners for the previous examination in both the classical languages, the Syndicate suggest :—

1. That an examination of candidates for honors be held twice in each year—namely, in the first third of the Michaelmas Term, and last third of the Lent Term.

2. That it consist of papers in (1) Mathematics, (2) Greek, (3) Latin, (4) French, (5) German, (6) the Elements of Physics.

3. That the examinations in Mathematics consist of questions in Euclid, algebra, trigonometry, the elements of conic sections and analytical geometry, and mechanics (including statics, dynamics, and hydrostatics).

4. That the examinations in Greek and Latin consist of (a) questions in grammar, (b) prose composition, and (c) the translation of unprepared passages, in each of which divisions the candidate shall satisfy the examiners.

5. That the examination in French and German consist of (a) questions in grammar, (b) prose composition, and (c) the translation of unprepared passages, in each of which divisions the candidate shall satisfy the examiners.

6. That the examinations in the elements of physics consist of questions in mechanical philosophy, the laws of heat, and chemistry.

7. That no candidate be examined in more than one of these subjects.

8. That every candidate signify 14 days before the commencement of the examination the subject which he presents.

9. That this examination be open to students in their first or any later term of residence.

The report is signed by the Master of Trinity, Deputy Vice-Chancellor, Professor Kennedy, Professor Humphry, Professor Livinge, Professor Stuart, Mr. J. E. Sandys, the Public Orator, Mr. Todhunter, St. John's; Mr. Oscar Browning, King's; Mr. Henry Jackson, Trinity; Mr. A. Austen Leigh, King's; Mr. J. E. Nixon, King's; and Mr. V. H. Stanton, Trinity.

It is not signed by Dr. E. H. Perowne, Master of Corpus Christi College; Dr. Westcott, Regius Professor Divinity; Rev. J. E. B. Mayor, Professor of Latin; and Rev. G. F. Browne, M.A., Senior Proctor.

As stated above, in June last the Vice-Chancellor, at the request of the Syndicate, submitted a series of questions to the Memorialists and Masters of Schools, in order to obtain their views of the question. Their views and opinions are contained in the appendices to the report of the Syndicate, and occupy upwards of forty quarto pages. The following extracts are taken from their communications :—

Mr. Matthew Arnold should be glad if students following the Mathematical or Natural Sciences could be admitted to the University by an examination without Greek, and could also take an honor degree in those Sciences by an examination without Greek.

Professor Huxley says :—Assiduous application of the method of concomitant variations has not, as yet enabled me to discover any relation of cause and effect between ordinary Greek scholarship and literary culture properly so called, and I venture to think that a knowledge of Greek is no more an indispensable element of a liberal education, in the highest sense of the term, than is a knowledge of Sanscrit, or of the Differential Calculus, or of Mortebrate Morphology. Persons who happen to be unacquainted with any of these studies are unquestionably shut out from large and fertile fields of thought; but it will hardly be denied that they may have obtained a liberal, and even in an educational point of view, a complete culture, by the aid of other forms of mental discipline.

The Bishop of Manchester writes in favor of a removal of the existing obligation.

Mr. W. A. Stone (late Fellow of Trinity), of Lea Park, Godalming, writes :—When the languages, literatures, and sciences

available for teaching purposes were few, waste of a boy's time, as regards acquisitions, was comparatively of less importance, provided that the mind received a good training. Now, however, that the field of knowledge is so vast, it is very undesirable to waste any part of the time given to study in a line which is not to be followed far enough for some substantial result. I will venture to observe that if a more rational method of teaching Greek were adopted, a good knowledge of the language might be acquired in a much shorter time; and if it were possible to introduce the proper modern pronunciation, instead of the present absurd and arbitrary one, a useful Modern Language would be added to the school course, with scarcely any additional labour. I may also say that I should be extremely sorry if any change were to lead to the diminution or abandonment of a real and scholarlike study of Greek; which, however, I believe, under the present system, to be confined to a very small number of students in our Schools and Universities.

The Rev. H. W. Watson, Berkeswell Rectory, Coventry : In its existing regulations for the attainment of an Honor degree, the University appears to recognise the distinction between general cultivation and the mental discipline required for the mastery of large and difficult subjects of study. The previous and Tripos Examinations are employed to test the state of the candidate in these two particulars respectively. Every large subject admitting of logical and accurate treatment, affords a valuable mental discipline, and we cannot refuse the title of educated man in the truest sense of that term to any one who has undergone such a training, either academically or professionally, even in those cases where the absence of early education is evident in a marked and painful degree. Greek is one of the widest subjects at present studied at the University. It claims to afford the best mental discipline of any, and on account of this very excellence it is unsuitable for an indispensable portion of the lower examinations. Wherever a man might achieve distinction in any of the Honor Triposes, and is prevented from doing so by the Greek of the previous examination, it would appear that a substantial advantage has been sacrificed to a mere form. This proceeds of course upon the assumption that the Honor Triposes afford thoroughly satisfactory tests of the higher education.

The Rev. R. B. Poole, Head Master of Bedford Modern School, says : It would be a great advantage to us if Greek were not compulsory. As it now is, I have to coach boys who are going up to the University especially in Greek for perhaps six months, and to teach them just enough to get them through. This has not really any educational effect, and they are taken away from their staple studies.

Mr. James M. Wilson, M.A., Principal of Clifton College, observes : About 20 per cent. of our boys proceed annually to Oxford and Cambridge. The school has two chief divisions, the classical and modern, which divide the school from the top to very nearly the bottom. On the modern side no Greek is taught. On the classical side it is taught to all but the youngest. There is also a military and engineering department, parallel to the fifth forms, in which Greek is taught to those boys who have previously learnt it. Any opinion on the educational value of Greek, by whomsoever given, is very liable to error, because the value attributed to Greek may be readily put to other causes. Of these, the chief are—(a) That Greek is a part of the regular school and university course. A boy who is not doing Greek is in a side stream, and knows that he is so. (b) That a boy who is learning Greek is associated with the abler boys. It is needless to point out how much boys stimulate one another. The loss to the duller boys in a school if all the abler boys in it were weeded out would be incalculable. (c) The methods of teaching Greek and the status in the school of the side on which Greek is taught, give this subject an advantage it is difficult to estimate. Some men also may form an unfavorable opinion of the value of Greek to boys of average ability, arguing simply from the fact that the knowledge is slender, inaccurate, and valueless for practical purposes, and soon forgotten unless maintained by subsequent reading. I think this is an error which would be corrected by more extensive and careful observation of boys at their lessons, and by a fair comparison—which is not yet possible—of boys who have been educated respectively with and without Greek, but alike in other respects. But after all allowance for such accidental advantages and such admitted failures, I attach a very great value to Greek even for boys of average ability. I am not now discussing the value of a knowledge of Greek literature, but the educational value of it to a fourth form boy who is doing his twenty lines of Xenophon for a lesson. For him it is second,