

grammar-schools, and had made for themselves a position which justified their being placed in a distinct category, and classed as "public schools." It will be seen as we proceed that all these nine have certain features in common, distinguishing them from the ordinary grammar schools which exist in almost every county town in England. Many of these latter are now waking up to the requirements of the new time and following the example of their more illustrious sisters. The most notable examples of this revival are such schools as those at Sherborne, Giggleswick, and Tunbridge Wells, which, while remodeling themselves on the lines laid down by the Public Schools Commissioners, are to some extent providing a training more adapted to the means and requirements of our middle classes in the nineteenth century than can be found at any of the nine public schools. But twenty years ago the movement which has since made such astonishing progress was scarcely felt in quiet country places like these, and the old endowments were allowed to run to waste in a fashion which is now scarcely credible.

The same impulse which has put new life into the endowed grammar-schools throughout England has worked even more remarkably in another direction. The Victorian age bids fair to rival the Elizabethan in the number and importance of the new schools which it has founded and will hand on to the coming generation. Marlborough, Haileybury, Uppingham, Rossall, Clifton, Cheltenham, Radley, Malvern, and Wellington College, are nine schools which have taken their place in the first rank, and, while following reverently the best traditions of the older foundations, are in some respects setting them an example of what the public-school system may become at its best, and how it may be adapted to meet new conditions of national life.

In order, then, to get clear ideas on the general question, we must keep these three classes of school in mind—the nine old foundations recognized in the first instance by the Royal Commission of 1861; the old foundations which have remained local grammar-schools until within the last few years, but are now enlarging their bounds, conforming more or less to the public-school system, and becoming national institutions; and, lastly, the modern foundations which started from the first as public schools, professing to adapt themselves to the new circumstances and requirements of modern English life. The public schools of England fall under one or other of these categories. No one who understands the subject would question the claim of the modern foundations named above

to the title of public schools, in the same sense in which it is applied to the nine. Of the schools in the second category only a certain number can be classed as public, as distinguished from local grammar-schools, and perhaps the best rough method for ascertaining which these are is furnished by the conferences of head masters, now held yearly, at the end of the summer term. Where the governing bodies of grammar-schools desire to conform to the public-school system, it may be assumed that they will be represented by their head masters on these occasions. Tried by this test there are in all some forty foundations, which may fairly be called the public schools of England, and which would have to be studied by any American educational reformer, desirous of satisfying himself what, if any, portion of the system can be carried across the Atlantic to any useful purpose.

We may now turn to the historic side of the question, dealing first, as is due to their importance, with the nine schools of our first category. The oldest, and in some respects most famous of these, is Winchester School, or, as it was named by its founder, William of Wykeham, the College of St. Mary of Winchester, founded in 1382. Its constitution still retains much of the impress left on it by the great Bishop of the greatest Plantagenet King, five centuries ago. Toward the end of the fourteenth century Oxford was already the centre of English education, but from the want of grammar-schools boys went up by hundreds untaught in the simplest rudiments of learning, and when there lived in private hostels or lodging-houses, in a vast throng, under no discipline, and exposed to many hardships and temptations. In view of this state of things, William of Wykeham founded his grammar-school at Winchester and his college at Oxford, binding the two together, so that the school might send up properly trained scholars to the university, where they would be received at New College, in a suitable academical home, which should in its turn furnish governors and masters for the school. As might have been expected, the school itself took a collegiate shape, and under the original statutes consisted of a warden, ten fellows, seventy scholars, a head and second master, three chaplains, three clerks, and sixteen choristers. All these were amply provided for by the original endowments, but in addition the statutes provided for the admission of ten "*fili nobilium ac valentium personarum dicti collegii specialium amicorum*," who were to be educated in college at their own charges. How gently England deals with old institutions may be seen by comparing the Winchester of to-day with that of William of Wykeham. As time