

plained of in the manner and practice of teaching; to bear constantly in mind that the work of every School, and of every Form, has its single aim, and requires that all its parts should be harmonised and kept in their due proportion and relation to each other; to keep, as far as possible, in each form, the same work in the hands of the same teacher; to limit the quantity of written essays and exercises, and avoid subjects which the boys are unable to master; to teach thoroughly rather than to teach much; to stimulate and test by their questions not only the memory but the powers of comprehension, thought, and combination, and to make the reading of the classics not a mere exercise of grammatical and lexicographical knowledge, but an introduction to the substance and spirit of the great writers of antiquity. For this latter purpose it is recommended that the boys should be more frequently called upon to give a clear and connected account of the contents of selected portions of these authors, which, it is added, might usefully be done in Latin.

SCHEME OF 1837.

SUBJECTS.	I.	II.	III.	IV.	V.	I.
Religion .....	2	2	2	2	2	2
German .....	2	2	2	2	4	4
Latin .....	8	10	10	10	10	10
Greek .....	6	6	6	6	..	..
French .....	2	2	2	..	..	..
History and Geography .....	2	3	3	2	3	3
Mathematics .....	4	4	3	3	..	..
Arithmetic and Elementary Geometry .....	..	..	..	..	4	4
Physics .....	2	1	..	..	..	..
<i>Philos. Propædæutik</i> .....	2	..	..	..	..	..
Natural History .....	..	..	2	2	2	2
Drawing .....	..	..	..	2	2	2
Writing .....	..	..	..	1	3	3
Singing .....	..	..	2	2	2	2
Total Hours .....	30	30	32	32	32	32
Hebrew in the case of Boys intended for Theology .....	2	2	..	..	..	..

SCHEME OF 1856.\*

SUBJECTS.	I.	II.	III.	IV.	V.	VI.
Religion .....	2	2	2	2	3	3
German .....	3	2	2	2	2	2
Latin .....	8	10	10	10	10	10
Greek .....	6	6	6	6	..	..
French .....	2	2	2	2	3	..
History and Geography .....	3	3	3	3	2	2
Mathematics and Arithmetic .....	4	4	3	3	4	4
Physics .....	2	1	..	..	..	..
Natural History .....	..	..	2	..	(2)	(2)
Drawing .....	..	..	..	2	2	2
Writing .....	..	..	..	..	3	3
Total .....	30	30	30	30	30	28(27)

\* It may be convenient to add here the Scheme laid down in 1859 for the *Real-Schulen*:

SUBJECTS.	I.	II.	III.	IV.	V.	VI.
Religion .....	2	2	3	2	3	3
German .....	3	3	3	3	4	4
Latin .....	3	4	5	5	6	8
French .....	4	4	4	5	5	..
English .....	3	3	4	..	..	..
Geography and History .....	3	3	4	4	3	3
Natural Science .....	6	6	2	2	2	2
Mathematics and Arithmetic .....	5	5	6	6	4	5
Writing .....	..	..	..	2	2	3
Drawing .....	3	2	2	2	2	2
Total .....	32	32	32	32	31	30

In the teaching of the *Gymnasien*, the boy's future vocation is never taken into account, except in the article of Hebrew. It is deemed to be of the highest importance that the fundamental elements of a good general education should be imparted, without reference to the future practical application of the knowledge thus bestowed. School Directors and Teachers are expressly forbidden, for instance, to lower or vary the general standard of work in the case of boys intended for the army. On the other hand, the individual capacity of each boy is to be considered as far as possible. Thus in the Final Examinations superior proficiency in mathematics is allowed to compensate for inferiority in languages, and *vice versa*.

French (as has been seen) is obligatory at the *Gymnasien*: both French and English at the *Real Schulen*. The standard for both is fixed by the requirements of the Final Examination. To impart the power of speaking these languages fluently is not deemed the main object of instruction; such a power is attainable only in a very moderate degree by boys at public schools, taught in large classes. The business of such schools is rather to give that sound grammatical knowledge and familiarity with the vocabulary which are necessary for correct speaking as well as for correct writing, and also some acquaintance with French and English literature. The methods of teaching consist chiefly in oral repetitions of grammar and constructions, and in written translations from German done at home (*Exercitien*), and in school without grammar or dictionary (*Extremalien*). — *The Museum*.

## II. Papers on Universities.

### 1. THE OXFORD COMMEMORATION.

A brilliant sun, a cloudless sky, and a summer air of exquisite softness, combining to form a day such as midsummer Day should ever be, June 21, will make the Commemoration of 1865, otherwise not very distinguished, a pleasant memory to those who witnessed it. At the usual early hour gay dresses were flitting about the solemn streets and old gray corridors of Oxford. The saturnalia of Undergraduate Oxford began early. Young throats were giving vent to those hearty shouts which are seldom uttered after two-and-twenty, and which are never heard without a thrill of pleasure by those who have once taken part in them. The first name was that of Lord Derby, which was lustily cheered. Then followed three cheers, loud and prolonged, for Jefferson Davis; then a storm of groans for President Johnson, tremendous cheering for General Lee. The general political leanings of "young Oxford" were shown by repeated contests between opposite sections. For Lord Palmerston something like a unanimous cheer was raised, while the name of Mr. Whalley with a unanimous groan. "The Liberals" were repeatedly hissed. Lord Stanley's name was well received. Victor Emmanuel, the Bishop of Oxford, Dr. Pusey and Professor Kingsley, were cheered. Mingled applause and hisses greeted the name of Archdeacon Denison. The gallantry of the youth broke out repeatedly in the somewhat eccentric fashion on such occasions. Classifying under every shade of colour and style of dress, under every variety of age and almost of thought, "the ladies," received the rapturous plaudits of their admirers. "The ladies in blue" seemed to have the call—but were closely pressed upon by "the ladies in violet;" "the ladies in black and white;" "the ladies in green;" "the ladies in hats;" "the ladies with flowers in their bonnets;" "the ladies going to the ball;" "the ladies who dance," and so on *ad infinitum*. Among the cries of this kind less common than those we have mentioned were "the ladies going in for examination" (an allusion to the recent extension of the Cambridge middle-class scheme); "the ladies who are plucked;" "the ladies who get through;" "the ladies over 21;" "the ladies under 21," and "any other ladies." The general applause thus lavished on the weaker sex stood in marked contrast with the fierce anger concentrated on certain individuals of the other, who from time to time appeared in the area in white hats or coats, or who accidentally entered within the doors without removing their hats. Through all this storm of mingled approbation and disapprobation it was curious to see three Indian Princes placidly sitting, evidently surprised and somewhat amazed, but only by very slight signs betraying either feeling. Several warm cheers were given for these interesting foreigners, who received these marks of good-will with evident satisfaction. The arrival of the procession from the Vice-Chancellor's house caused a cessation of undergraduate cries, and convocation was formerly opened, the Vice-Chancellor submitting the names of the distinguished personages on whom it was proposed to confer the honorary degree of D.C.L. to convocation. Having passed the house, Dr. Travers Twiss, Regius Professor of Civil Law, presented them, in appropriate Latin speeches, in the following order:

Lord Lyons, M.A., Christ Church, G.C.B., late British Minister