

Contributions to the History of Education

V

**SECONDARY EDUCATION
IN THE
NINETEENTH CENTURY**

Cambridge University Press

978-1-107-62232-6 - Secondary Education in the Nineteenth Century

R. L. Archer

Frontmatter

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SECONDARY EDUCATION
IN THE
NINETEENTH CENTURY

BY

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CAMBRIDGE
AT THE UNIVERSITY PRESS
1921

Cambridge University Press
978-1-107-62232-6 - Secondary Education in the Nineteenth Century
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CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

Published in the United States of America by Cambridge University Press, New York

www.cambridge.org
Information on this title: www.cambridge.org/9781107622326

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First published 1921
First paperback edition 2013

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-62232-6 Paperback

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[More information](#)

PREFACE

THE period of which we commonly think when we hear or speak of the nineteenth century began in 1789 and ended in 1918. The landmarks of educational history coincide very conveniently with those of wider history. The year 1918 might well be chosen as our terminus by reason of the passing of Mr Fisher's bill even if it had not been the year of the Armistice. Even if the years from 1789 to 1815 had not witnessed the Napoleonic wars, they might have been chosen as our starting-place because they saw the foundation of the monitorial schools and the re-awakening of our ancient universities. These two disconnected sources of educational energy for a long time distributed power over distinct areas; it was not till the middle of the century that even a "ladder" was suggested as a means of ascent from the region served by the one to that served by the other; it was not till the Act of 1902 that elementary and higher education were treated as parts of a single whole; and it was not till the Act of 1918 that universal education from fourteen to eighteen—the years which the children of the wealthy had throughout the nineteenth century spent at a public school—was brought into sight.

Here then the work of the preceding century has reached a definite landmark. The history of twentieth century education will not naturally fall into two divisions. That of the nineteenth century does. In the one story the universities are the centre from which activity radiated. In one direction it spread to the old public schools and from them to the newer public schools and the grammar schools; in a second direction it supplied the driving power for adult education by means of working men's colleges, extension lectures, and finally tutorial classes; in a third it was converted into a demand for modern universities and university colleges, which in their turn required new types

Cambridge University Press

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R. L. Archer

Frontmatter

[More information](#)

vi

PREFACE

of school, the Welsh county schools and the municipal secondary schools, to prepare their future students. This is the story of which the present volume tries to give an outline. The other story starts with the monitorial schools; it shows the elementary leaving-age rising slowly from ten to fourteen, till finally a demand is created for a further education of their pupils. In Wales the Intermediate Education Act of 1889, in England the Act of 1902, link the two systems of influence together.

The following pages deal only with England and Wales. Though foreign education exercised considerable influence in this country, the nineteenth century was far more national than the sixteenth. The English Renaissance represented the effect of a self-conscious civilisation on a people which felt the inferiority of its own culture, whereas in the nineteenth century Englishmen, in consequence of their industrial supremacy, were led to an undue depreciation of other nations. English education in Tudor times can only be treated as a branch of the tree whose roots were in Italy: from whatever quarter the seed of our nineteenth century education was brought, it had a life which was all its own. Moreover, the translation of ideas into practice followed quite different lines in England and abroad. In France and Germany educational systems were created by the State; in England institutions grew up with a minimum of State intervention. Comparative education is a study of the greatest importance, but it is based on the recognition of a difference in educational development in different countries rather than on an attempt to find a unity between them.

Though English higher education is most conveniently discussed by itself, it is not for a moment suggested that educational thought can be based on anything less than a study of all forms of education both here and abroad. At present we fear that the majority of men are of necessity restricted, as regards first-hand knowledge, to some one particular type even of secondary or higher education. Other types may be known through returns, blue-books, and discussions; but there is something sadly unreal about

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978-1-107-62232-6 - Secondary Education in the Nineteenth Century

R. L. Archer

Frontmatter

[More information](#)

PREFACE

vii

such an acquaintance. There is a strong reason for a more comprehensive view; it is this. Continental systems are in their very nature highly stratified; English policy seeks to avoid stratification. But stratification is with us all the same; it is a legacy of the past. The more the origin and growth of different types of educational institution are known to the alumni of other types, the more will this isolation tend to disappear. They will soon discover that, however segregated were the children of different classes in the nineteenth century, influences spread from one class to another in the most astonishing manner. The spread of games from the public schools to the nation is no isolated instance. Underfeeding was as marked at Eton as in Mr Squeers's school; to-day it would be impossible anywhere. Artisans studied science before Cambridge undergraduates knew of it; now Cambridge is in the forefront of scientific study. The educational ideals of the twentieth century will have their root in those of the nineteenth, but the good features which in the nineteenth century were peculiar to specific types of institution will in the twentieth century tend to become the common property of all. The teachers of fifty years hence will not trace back their spiritual pedigrees separately to Arnold or to Huxley, to F. D. Maurice or to Ruskin; they will be descended from them all.

R. L. A.

February, 1921.

Cambridge University Press

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R. L. Archer

Frontmatter

[More information](#)

CONTENTS

	PAGE
PREFACE	v
CONTENTS	ix
TABLES OF DATES	xii
 CHAP.	
I. THE DAWN	
State action and individual endeavour	1
Decline of English universities	5
Revival; reform of examinations	9
Earlier history of the public schools	12
Curriculum at the beginning of the century	17
Boarding houses, discipline, tone and games	22
II. CLASSICAL HUMANISM	
Its political, ethical and artistic bases	25
Influence of Germany	30
Thomas Arnold, a Protestant humanist	32
Newman, a Catholic humanist	38
Progress of humanism at Oxford	43
Mark Pattison, a Pagan humanist	47
Classics at Cambridge and in schools	50
III. THE REVIVAL IN THE PUBLIC SCHOOLS	
Its character and Arnold's part in it	52
Improvement in material conditions	54
Changes in curriculum and methods	56
Improvement in tone	60
Change in attitude of masters	63
The prefect system	66
New schools on public school lines	70
Effect on grammar schools and Nonconformists	75
Thomas Arnold's critics	77
IV. NEW TYPES OF EDUCATION	
Condition of the grammar and private schools	82
Text-books of the period	85
The Hills' experiment in self-government	89
Home education	96
Foundation of Mechanics' Institutes	99
Influence of democratic ideas	103
Foundation of London University	105

CHAP.	CONTENTS	PAGE
V. THE SCIENTIFIC MOVEMENT		
	Two centuries of progress	108
	Mathematics at Cambridge; Whewell	113
	George Combe and the Secularists	117
	Herbert Spencer	120
	Ruskin; effect of science on outlook	124
	Huxley; the various claims for science	127
	The opposition to science	136
	Work of the Science and Art Department	137
	Introduction of science into secondary schools	140
VI. FIRST STATE INTERVENTION: THE ROYAL COMMISSIONS		
	Mid-Victorian attitude towards State intervention	147
	The University Commissions	152
	The Public Schools Commission	163
	The Schools Inquiry Commission	167
VII. THE AGE OF THE PROPHETS		
	Attitude of different classes to education	177
	The aesthetic movement; Matthew Arnold	184
	Ruskin; the worker as an artist	189
	The social movement; F. D. Maurice	192
	The hygienic movement; Charles Kingsley	199
VIII. THE WORK OF INDIVIDUAL ENDEAVOUR		
	Thring as translator of the movements into practice	204
	Thring's opposition to State intervention	216
	The predominance of examinations	221
	Growth of school activities outside the class-room	224
	Changed attitude of masters towards boys	226
IX. THE REFORM OF FEMALE EDUCATION		
	The older conditions	230
	Foundation of women's colleges	239
	Earlier work of Miss Beale and Miss Buss	241
	Work of the Schools Inquiry Commission	244
	The growth of reformed girls' schools	247
	Co-education	254
	Re-action on boys' education	257

Cambridge University Press

978-1-107-62232-6 - Secondary Education in the Nineteenth Century

R. L. Archer

Frontmatter

[More information](#)

CONTENTS

xi

CHAP.	PAGE
X. POPULAR AND TECHNICAL EDUCATION	
Growth of modern universities	259
Increase of equality of opportunity	268
Y.M.C.A., University extension, settlements, poly- technics, and other agencies for popular education .	271
Growth of technical education	276
More recent movements in working-class education .	281
XI. EDUCATION IN WALES	
The older conditions	287
Foundation of university colleges	288
Foundation of the intermediate schools	291
Creation of the University	296
The Central Welsh Board	297
Reconstruction of the University	301
XII. THE MODERN STATE SYSTEM	
Disguised aid to secondary education	306
The Bryce Commission	309
The free-place system	316
The Education Act of 1902	317
Existing types of secondary school	320
The teachers' register	324
Estimate of a century's progress	326
XIII. CHANGES IN CURRICULUM AND METHODS	
The separate subjects in the curriculum	330
The training of teachers	342
Conclusion	353
INDEX	355

Cambridge University Press

978-1-107-62232-6 - Secondary Education in the Nineteenth Century

R. L. Archer

Frontmatter

[More information](#)

TABLES OF DATES

SOME PROMINENT HEADMASTERS

Goddard, Winchester	...	1796–1809
Samuel Butler, Shrewsbury	1798–1836	
Keate, Eton	...	1809–1834
Russell, Charterhouse	...	1818–1832
Arnold, Rugby	...	1827–1842
Hawtreys, Eton	...	1834–1852
Moberley, Winchester	...	1835–1866
Prince Lee, Birmingham	...	1837–1848
Vaughan, Harrow	...	1845–1859
Cotton, Marlborough	...	1851–1858
Thring, Uppingham	...	1853–1887
Pears, Repton	...	1854–1874
Bradley, Marlborough	...	1858–1870
Benson, Wellington	...	1859–1868
A. G. Butler, Haileybury	...	1861–1867
Philpotts, Bedford	...	1862–1874
Percival, Clifton	...	1862–1878
Almond, Loretto (full time)	1862–1883	
Howson, Gresham's	...	1900–1919
<hr/>		
Miss Buss	...	1850
Miss Beale	...	1858

FOUNDATIONS OF SCHOOLS AND COLLEGES

1807	Mill Hill School.
1823	Mechanics' Institutes.
1827	University College, London.
1828	King's College, London.
1831	Durham University.
1834	Liverpool Mechanics' Institute.
1836	London University.
1841	Cheltenham College.
1843	Marlborough College.
1844	Rossall School.
1847	Queen's and Bedford [Women's] Colleges
1848	Williams's Secular School.
1851	Owens College, Manchester.
1853	Cheltenham Ladies' College.
1854	Working Men's College.

TABLES OF DATES

xiii

- 1862 Malvern College.
- 1869 Hitchin College for Women.
- 1872 First higher grade school.
- 1872 Girls' Public Day School Company.
- 1872 Aberystwyth College.
- 1873 Girton College.
- 1874 Yorkshire College, Leeds.
- 1875 Newnham College.
- 1877 Maria Grey Training College.
- 1879 Oxford women's colleges.
- 1879 Camden Road Girls' School.
- 1880 Victoria University.
- 1880 City and Guilds Institute.
- 1880 Mason College, Birmingham.
- 1880 Regent Street Polytechnic.
- 1883 Cardiff College.
- 1884 Bangor College.
- 1884 Toynbee Hall.
- 1890 University Training Departments.
- 1893 University of Wales.
- 1900 London University reorganised.
- 1900 Birmingham University.
- 1903 Victoria University defederalised.
- 1905 Sheffield University.
- 1907 Workers' Educational Association.
- 1909 Bristol University.

BOOKS WHICH INFLUENCED EDUCATION

- 1798 Edgeworth, *Practical Education*.
- 1810 Copleston's defence of Oxford against the *Edinburgh Review*
- 1822 The Hills' book on self-government in schools.
- 1827 George Combe begins writing.
- 1830 Attack on public schools in *Edinburgh Review*.
- 1835 Whewell on reform of Cambridge.
- 1839 Dickens, *Nicholas Nickleby*.
- 1849 Phillips's book on *Welsh Education*.
- 1852 Newman, *Idea of a University*.
- 1853 Ruskin, *Stones of Venice*.
- 1854 Huxley, *Educational Value of the Natural History Sciences*.
- 1857 Thomas Hughes, *Tom Brown's Schooldays*.
- 1859–1861 Herbert Spencer, *Education*.
- 1867 Farrar, *Essays on a Liberal Education*.
- 1868 R. H. Quick, *Educational Reformers*.
- 1869 Matthew Arnold, *Culture and Anarchy*.
- 1883 Thring, *Theory and Practice of Teaching*.
- 1901 Report of British Association on teaching of geometry.

LEGISLATION AND STATE ACTION

- 1818–1837 Brougham Commission.
- 1849–1853 Chichester Commission.
- 1850 Royal Commissions on Oxford and Cambridge started.
- 1851 School of Mines founded.
- 1853 Science and Art Department, South Kensington.
- 1853 Charitable Trusts Act.
- 1854 Oxford University Act.
- 1856 Cambridge University Act.
- 1859 Science grants reorganised.
- 1867 Public Schools Commission, report.
- 1868 Public Schools Act.
- 1868 Schools Inquiry Commission, report.
- 1869 Endowed Schools Act.
- 1871 Universities Test Act.
- 1872 Reorganisation of Schools of Science.
- 1873 Second University Commission, report.
- 1875 Devonshire Commission on Science, report.
- 1877 Second University Act.
- 1884 Technical Education Commission, report.
- 1889 Welsh Intermediate Education Act.
- 1889 Technical Instruction Act.
- 1895 Bryce Commission on Secondary Education, report.
- 1899 Board of Education Act.
- 1902 Education Act (county and municipal schools).
- 1907 Free place system required in grant-earning schools.
- 1912 Teachers' Register instituted.
- 1918 Fisher's Education Act.

OTHER EDUCATIONAL EVENTS

- 1801 New Examination system at Oxford.
- 1805 Leeds Grammar School case.
- 1831 British Association founded.
- 1833 Tractarian movement at Oxford.
- 1848 Christian Socialist movement.
- 1851 New triposes instituted at Cambridge.
- 1853 Science and history honours schools at Oxford.
- 1858 London degrees given purely on examination.
- 1858 Cambridge Local Examinations started.
- 1863 Unofficial use of Local Examinations for girls.
- 1873 University Extension lectures recognised.
- 1873 Women admitted to tripos examinations.
- 1878 New London charter to give women degrees.
- 1892 Women admitted to degrees of Scottish Universities.
- 1897 Central Welsh Board instituted.