

EAE 0422 A	
Code Sujet	EHP
Sujet Jury	
Sujet Candidat	
Page	1 / 4

It was the horror of those dreadful walks backwards and forwards which made my life so bad. What so pleasant, what so sweet, as a walk along an English lane, when the air is sweet and the weather fine, and when there is a charm in walking? But here were the same lanes four times a day, in wet and dry, in heat and summer, with all the accompanying mud and dust, and with disordered clothes. I might have been known among all boys, at a hundred yards' distance, by my boot and trousers, -- and was conscious at all times that I was so known.

I think it was in the autumn of 1831 that my mother with the rest of the family, returned from America. She lived at first in the farmhouse, but it was only for a short time. She came back with a book written about the United States, and the immediate pecuniary success which that work obtained enable her to take us all back to the house at Harrow, -- not the first house, which would still have been beyond her means, but to that which has since been called Orley Farm, and which was an Eden as compared to our abode at Harrow Weald. Here my schooling went on under somewhat improved circumstances. The three miles became half a mile, and probably some salutary changes were made in my wardrobe. My mother and my sisters too were there. And a great element of happiness added to us all in the affectionate and life-enduring friendship of the family of our close neighbor, Colonel Grant. But I was never able to overcome -- or even to attempt to overcome -- the absolute isolation of my school position. Of the cricket-ground, or racket-court, I was allowed to know nothing. And yet I longed for these things with an exceeding longing. I coveted popularity with a coveting which was almost mean. It seemed to me that there would be an Elysium in the intimacy of those very boys whom I was bound to hate because they hated me. Something of the disgrace of my school-days has clung to me all through life. Not that I have ever shunned to speak of them as openly as I am writing now, but that when I have been claimed as schoolfellow by some of those many hundreds who were with me either at Harrow or at Winchester, I have felt I had no right to talk of things from most of which I was kept in estrangement.

Through all my father's troubles he still desired to send me either to Oxford or Cambridge. My elder brother went to Oxford, and Henry to Cambridge. It all depended on my ability to get some scholarship that would help me to live at the University. I had many chances. There were exhibitions from Harrow -- which I never got. Twice I tried for a sizarship¹ at Clare Hall, -- but in vain. Once I made a futile attempt for a scholarship at Trinity, Oxford, -- but failed again. Then the idea of a university career was abandoned. And very fortunate it was that I did

¹Allowance granted to some undergraduates admitted at Cambridge and at Trinity College (Dublin).

Code Sujet	EHP
Page	2 / 4

not succeed, for my career with such assistance only as a scholarship would have given me, would have ended in debt and ignominy.

35 When I left Harrow I was all but nineteen, and I had at first gone there at seven. During the whole of those twelve years no attempt had been made to teach me anything but Latin and Greek, and very little attempt to teach me those languages. I do not remember any lessons either in writing or arithmetic. French or German I certainly was not taught. The assertion will scarcely be credited, but I so assert that I have no recollection of other tuition except that in the dead languages. At the school at Sunbury there was certainly a writing master and a
40 French master. The latter was an extra, and I never had extras. I suppose I must have been in the writing master's class, but though I can call to mind the man I cannot call to mind his ferule. It was by their ferules that I always knew them, and they me. I feel convinced in my mind that I have been flogged oftener than any human being alive. It was just possible to obtain five scourgings one day at Winchester, and I have often boasted that I obtained them
45 all. Looking back over half a century, I am not quite sure whether the boast is true, -- but if I did not, nobody ever did.

And yet when I think how little I knew of Latin or Greek on leaving Harrow at nineteen, I am astonished at the possibility of such waste of time. I am now a fair Latin scholar, -- that is to say, I read and enjoy the Latin classics, and could probably make myself understood in Latin
50 prose. But the knowledge which I have, I have acquired since I left school, --no doubt aided much by that groundwork of the language which will in the process of years make its way slowly, even through the skin.

Anthony TROLLOPE, *An Autobiography* [1883], Oxford: OUP, Oxford World's Classics, 1999 (1950), pp. 15-18.

EAE 0422 A	
Code Sujet	EHP
Sujet Jury	
Sujet Candidat	
Page	3 / 4

Document B

When therefore, I call women slaves, I mean in a political and civil sense; for indirectly they obtain too much power, and are debased by their exertions to obtain illicit sway.

Let an enlightened nation then try what effect reason would have to bring them back to nature, and their duty; and allowing them to share the advantages of education and government with man, see whether they will become
5 better, as they grow wiser and become free. They cannot be injured by the experiment; for it is not in the power of man to render them more insignificant than they are at present.

To render this practicable, day schools, for particular ages, should be established by government, in which boys and girls might be educated together. The school for the younger children, from five to nine years of age, ought to be absolutely free and open to all classes. A sufficient number of masters should also be chosen by a select committee,
10 in each parish, to whom any complaint of negligence, etc. might be made, if signed by six of the children's parents.

Ushers would then be unnecessary; for I believe experience will ever prove that this kind of subordinate authority is particularly injurious to the morals of youth. What, indeed, can tend to deprave the character more than outward submission and inward contempt? Yet how can boys be expected to treat an usher with respect, when the master seems to consider him in the light of a servant, and almost to countenance the ridicule which becomes the chief
15 amusement of the boys during the play hours?

But nothing of this kind could occur in an elementary day-school, where boys and girls, the rich and poor, should meet together? And to prevent any of the distinctions of vanity, they should be dressed alike, and all obliged to submit to the same discipline, or leave the school. The school-room ought to be surrounded by a large piece of ground, in which the children might be usefully exercised, for at this age they should not be confined to any
20 sedentary employment for more than an hour at a time. But these relaxations might all be rendered a part of elementary education, for many things improve and amuse the senses, when introduced as a kind of show, to the principles in which, dryly laid down, children would turn a deaf ear. For instance, botany, mechanics, and astronomy. Reading, writing, arithmetic, natural history, and some simple experiments in natural philosophy, might fill up the day; but these pursuits should never encroach upon on gymnastic plays in the open air. The elements of
25 religion, history, the history of man, and politics, might also be taught by conversations, in the socratic form.

After the age of nine, girls and boys, intended for domestic employments, or mechanical trades, ought to be removed to other schools, and receive instruction, in some measure appropriated to the destination of each individual, the two sexes being still together in the morning; but in the afternoon, the girls should attend a school, where plain-work, mantua-making, millinery, etc. would be their employment.

30 The young people of superior abilities, or fortune, might now be taught, in another school, the dead and living languages, the elements of science, and continue the study of history and politics, on a more extensive scale, which would not exclude polite literature.

Girls and boys together? I hear some readers ask: yes. And I should not fear any other consequence than that some early attachment might take place; which, whilst it had the best effect on the moral character of the young people,
35 might not perfectly agree with the views of the parents, for I will be a long time, I fear, before the world will be so far enlightened that parents, only anxious to render their children virtuous, shall allow them to choose companions for life themselves.

Mary WOLLSTONECRAFT, *A Vindication of the Rights of Woman* [1792], J. Todd (ed.), Oxford: OUP, Oxford's World Classics, 1993, pp. 253-254.



Frances Benjamin Johnston, *A History Class at Tuskegee*, 1902, photograph, The Library of Congress.