

difficulty to which some of the younger masters do not appear to be insensible.

In the divisions of the fourth form and remove, places are taken during the lessons; but not higher, unless the master of a particular division should think fit to adopt this course.

Every Classical Master is paid, as such, 42 guineas a year by the head master, and this petty payment is supposed to remunerate his work in school. As tutor, he receives £10 10s. from each pupil. If he has a boarding house, he receives £120 from each boy in it, the payment for board being blended in one sum with that for tuition. The King's Scholars are distributed among the tutors by private arrangement.

The subject next in importance to Classics in the school course is Mathematics. Before the year 1836, there appears to have been no mathematical teachers of any kind at Eton. There was a titular teacher of writing, arithmetic and mathematics; but he appears not to have taught, or been competent to teach, anything but writing and arithmetic. In 1851 mathematics were for the first time incorporated into the regular work of the school; and Mr. Hawtreys was made Mathematical Assistant Master, which placed him on the same level as the Classical Assistants. His own assistants, however, did not share in this elevation; they became or remained only "assistants in the Mathematical School," which position they still occupy. The distinction is by no means a merely nominal one; they have no share, as every Classical Assistant Master has, in the right and duty of maintaining discipline out of school; they cannot act as "tutors," and they are excluded from all but the inferior boarding houses, and are only allowed then to charge at the same rate as the "dames."

The time given to mathematical teaching at Eton is three hours a week throughout the school, besides an exercise (called by the boys "Extra work") between each lesson. In the "trials" or examinations for removes, the highest marks in mathematics are allowed one-fifth of the value assigned to the highest marks in classics. A boy's advance in the mathematical school is regulated on the whole, though not exactly regulated, by his advance in the classical school; and thus a good mathematician may be kept most of his time at school in mathematical classes much inferior to him, unless he happens also to be a good classic. A boy in the fourth classical division may be ranked in the mathematical school above all the boys in the third; but he must remain behind all those in the second, though they may be worse mathematicians than he.

The mathematical reading of an average boy extends to the first part of Colenso's Algebra, and four books of Euclid. A "fair number" read trigonometry; a few advance to conic sections, and fewer to analytical geometry, which is the highest point. The differential calculus has never hitherto been reached by any boy in the school. Euclid and Algebra are begun in the fifth form, and the rule is that a boy does not get into the fifth "until he has a fair knowledge of arithmetic, including the rule of three and its application, fractions and decimals."

History and geography, ancient and modern, are taught only in the division below the fifth form. Each master in the fourth form and remove chooses for his division what book and what portion of history he thinks fit, and afterwards reports what he has set to the head master. The elements of modern history are regularly taught in the Lower School. In the lower part of the Upper School the subject is changed from modern history to ancient; and although lessons are set commonly in the fourth form, and more rarely in the remove, yet so soon as these forms are past, all direct instruction ceases, and boys are left to the inducements supplied by examinations and the opportunities given by holiday tasks to continue and extend their reading. In the two highest divisions of the school essays are occasionally set on historical subjects.

Teachers are provided for modern languages (French, German, and Italian), but, as already stated, the study of these is entirely optional. The French class had, in July, 1862, 75 attendants, (the number has been as high as 130), the German class 25, and the Italian 3.

Physical science is not systematically taught, but lectures are delivered once a week during the two winter school-terms, by men of eminence, on scientific subjects. At the end of each lecture questions are proposed for the best written answers, to which a prize is awarded; and at the end of the course, questions are again proposed to be answered from recollection. Drawing is regularly taught by the visiting master, and a room fitted up with models and examples is open for four hours a day to those who wish to join the class. The instruction given is in artistic, not elementary drawing. Practical geometry and military plan drawing are taught in the mathematical school.

Music is not taught in the school. Those who desire it, are at liberty to take private lessons; and two of the tutors have private musical classes.

The system of promotion from class to class is peculiar. "Re-

moves," as they are called, take place twice a year, in June and December. At each remove each subdivision of every form in school, except the sixth and the upper division of the fifth, is promoted in a body and take rank as the subdivision next above it. Thus the boys in the lower remove of the fourth pass in a body into the middle remove, and the following half year they pass in the same way into the Upper remove. The half-yearly removes within each form take place without examination; but before the remove from form to form, examinations called "trials," of a very easy kind, are held, by which the fitness of each boy to pass into the form above is tested, and the places of the boys within the form are also determined. A boy who fails to pass the "trials" (a very unusual occurrence) remains in the form in which he is, and thus sinks into the remove below his own. On the other hand, a clever boy is sometimes allowed, on the recommendation of his tutor, to offer himself for a double remove. Thus, taking the divisions as A, B, C, D, a boy in A may either take the examination of his own division and pass into B, or he may take the examination of B instead, and if he succeeds in beating two-thirds of the boys in it, he will be at once promoted into C, without passing through B at all. As a general rule, however, a boy remains during the whole of his stay at Eton in the remove in which he is first placed. The system of removes ends with the upper division of the fifth, from which point promotion into the sixth takes place by seniority only.

The 70 "King's Scholars" or "Collegers" are elected by the provost, vice-provost, and head master of Eton, and the provost and two fellows of King's College, Cambridge, after a competitive examination which is open to all boys from any part of England. Although, generally speaking, of a somewhat lower social grade than the Oppidans, the King's Scholars constitute intellectually the *élite* of the school, and it is by them chiefly that the reputation of Eton at the Universities has been and continues to be sustained. They are exclusively eligible to Scholarships at King's College, Cambridge, of which there are four open annually—the successful candidates being chosen by competitive examination. The maintenance and instruction of a King's Scholar is not wholly gratuitous. He pays fees to his tutor, notwithstanding the express provision of the Statutes; and various other small sums, amounting in all to £25 per annum; and his expenses for travelling, pocket money, &c., raise his expenditure altogether to about £40. The average expenses of an Oppidan may be set down at about £200 per annum. With economy, and by omitting extras, such as modern languages and drawing, this sum may be reduced to about £150, but under any circumstances an Education at Eton must be considered an expensive one.—*English Educational Times*.

## II. Papers on Practical Education.

### I. QUESTIONS ON SCHOOL MANAGEMENT FOR MALES IN THE ENGLISH NORMAL SCHOOL.

1. Write full instructions for a pupil teacher about to take charge of the reading lessons in a class of children of average attainments, between 6 and 7 years of age.
2. What method of teaching the elements of reading is adopted in your practising school? What do you consider to be the principal advantages of that method? or, which method do you recommend from your own experience?
3. Make out a list of faults to be avoided by teachers in superintending lessons in penmanship.
4. Give a clear and full account of the system by which children are best instructed in spelling and in writing from dictation, together with an accurate estimate of the quantity of dictation that ought to be done in 25 minutes by a class of girls between 11 and 12 years of age.
5. What are the principal causes of the failures of girls under examination in arithmetic? By what expedients are those causes most effectually counteracted?
6. Give an accurate estimate of the quantity of work which ought to be done in the time allotted for arithmetic every week. How can the results be registered and defects corrected most effectually?
7. By what exercises are faults in articulation best corrected? What letters and combination of letters, present the greatest difficulty in teaching? Give instances of the best mode of teaching children to read words containing such combination.
8. To what extent should simultaneous reading be allowed? Give an estimate of the quantity of words each girl in a class of 20 children between 9 and 10 years old ought to read in a lesson of 30 minutes?
9. Prepare full notes of lessons on two subjects from the sub-joined list:—The cow, sheep, or pig. The bee, or butterfly. Poisonous herbs. Parts of a flower. Coal, or iron. Leather, candles, or soap. Good temper. Truthfulness. Neatness and cleanliness.