

SYSTEM OF PROMOTION.

The system of promotion is thus described by Mr. Butler:—

Each Division throughout the School is considered to have a maximum number. When, at the beginning of a new School quarter (of which there are three in the year), it is found that the numbers in each or any Division have fallen below the maximum, the vacancies are filled up by promoting boys from the Division below. In regulating the promotions, two-thirds of those promoted are selected by merit, the remaining third of the vacancies being reserved for any boys who may have been in the Division below for three quarters. Even in this latter case a boy would be refused his remove if he had been "grossly idle—notoriously idle—ostentatiously so," as Mr. Butler elsewhere explains. In general, he says, the number of boys who have thus remained for a whole year in the same Division is very small, so that practically, except in the lowest two Divisions of the School, nearly all the promotions are given by merit.

The merits of the boys are ascertained as follows:—Marks are given throughout the quarter for each lesson, whether in classics (including divinity, history, and geography), mathematics, or modern languages. These marks are added together at the end of the quarter, when there is an examination for each Division. The sum of the marks of the quarter, and the marks gained in the examination, determines the new position of each boy in his Division, and the order in which he is promoted to the Division above. Except in the Sixth Form, where the marks of the quarter count as something more than one paper in the examination, the marks of the quarter and the marks of the examination have an equal influence in fixing each boy's final position. In the Upper Sixth places are not changed. A boy once placed in it retains his position till those above him leave the School.

The marks given for each lesson serve another purpose besides that of contributing to the quarterly promotions. Besides these, there is a weekly or fortnightly placing within the several Divisions, according to the marks of the week or fortnight. This extends to the entrance of the Sixth, and includes about 88 per cent. of the School.

Again, in addition to a weekly placing, the boys in the lower part (about 40 per cent.) of the School take places during the lessons.

Two printed lists of the whole School are published each quarter. One of these shows the places of the boys in their several Forms, the other shows how they have done in the quarterly examination.

"PRIVATE" TUITION.

Every boy has a tutor, and the relation between tutor and pupil is in principle the same as at Eton. As at Eton also, the work done with the tutor consists of preparation of lessons for School, of composition, and of what is called at Eton "private business." In the Sixth Form two hours, and in the Fifth Form and Shell one hour, a week are given to private reading with the tutor, the subject being chosen in the former case by the Head Master, in the latter by the tutor himself. In the Fourth Form there is no private reading. At Harrow, as at Eton, all the compositions are looked over and corrected by the tutor before they are shown up to the Form Master, except in the Upper Sixth Form. And in the Shell and Fourth Form the composition is not only looked over by the tutor, but done in pupil-room in his presence, and, if help is wanted, with his help.

At Harrow, as at Eton, it is the custom for all the boys in the lower part of the School to prepare in pupil-room the lessons which they are to construe in School, the kind and amount of assistance which they obtain from the tutor being left, in great measure, to his discretion. But in practice the Harrow and Eton systems differ materially from each other. At Eton only the first two Divisions are exempt from construing in pupil-room: at Harrow, the first six Divisions (the whole of the Sixth and Fifth Forms) are exempt from it, except that one or two tutors require such of their pupils as are in the lowest division of the Fifth to attend for preparation. Again, it does not appear to be usual for those who do prepare their lessons in pupil-room to construe them to the tutor before going into school. The practice of the different tutors varies in this respect. Some hear particular pupils construe, or hear particular lessons, or portions of them, construed.

MATHEMATICS.

The study of Mathematics was first made compulsory at Harrow in 1837. Before that time it had been voluntary; the present Senior Mathematical Master, Mr. Marillier, gave private lessons to such boys as desired it. He had himself been at the School since 1819. When he came there mathematical instruction could only be obtained from a Writing Master (who was then very old), except that the boys in the Sixth Form read Euclid once a week with the Head Master, a practice introduced by Dr. Butler, who had been

Senior Wrangler. There were at first, after 1837, two Mathematical Masters; there are now four.

Every boy learns mathematics during the whole of his stay at School. For mathematical instruction the School is re-arranged upon the same principle as is adopted at Eton and Rugby. The Monitors and Sixth Form—two Classical Divisions, and about 60 boys in all—are sent together into the Mathematical School, and there re-distributed into six Divisions of about 10 boys each; the Fifth Form—four Classical Divisions and about 144 boys—is treated in the same manner, and divided into eight Mathematical Divisions; the Remove and Upper Shell—72 boys—form the third group, and are taught in four Mathematical Divisions; and each of the lower Classical Divisions is a group by itself, and is broken into two Mathematical Divisions.

Every boy above the Fourth Form has three hours a week with the Mathematical School; and every boy in the Fourth, two.

There is a special voluntary examination once a year for four mathematical prizes—a gold medal of the value of ten guineas, founded by the late Mr. Neeld; books worth five guineas, and two other prizes of two guineas and a half each, likewise in books. The first and second prizes are given to those who stand first and second in the examination, the second and third to those who do best in Euclid and arithmetic respectively. The number of competitors ranged from 12 to 40 or 50. The medal is a high distinction, and is said to be as much prized as any other in the School.

The position and powers of the Mathematical Masters, in and out of School, are the same as those of the Classical Masters. Their emoluments are derived from the payments made by the boys not on the foundation on account of mathematics (4*l.* a year with 1*l.* entrance), from private tuition, and from boarding-houses. The privilege of keeping boarding-houses they share equally with the Classical Assistants. The aggregate amount derived from these sources, with a stipend of 150*l.* a year paid to the junior by the Head Master, seems to be quite adequate for their suitable remuneration. Nearly 400*l.* of it, however, may be considered to come from private tuition. The Governors pay 16*l.* 13*s.* 4*d.* to one of the Mathematical Masters as Writing Master, but nothing on account of mathematics. The foundation-boys therefore are taught mathematics at the expense of the rest of the School.

MODERN LANGUAGES.

The study of Modern Languages has been compulsory at Harrow, Mr. Butler believes, since 1851. Every boy below the Fifth Form learns French. In the Fifth; if he has acquired such proficiency as to be able to read and translate a French Classic with facility at sight, he is transferred to German, unless his parents specially request that he should go on with French. The time given to modern languages in every Form but the lowest is two lesson-hours a week; in the lowest, an hour and a half; and each lesson-hour is considered to demand an hour's preparation. In classifying the boys for modern languages the same plan is followed as in arranging them for mathematics. There are 21 French and 5 German divisions, the maximum number in a division being 24. A small number (16 or 17 in 1861 and 1862) have private tuition, which gives them two additional hours a week. The proportion in which modern languages are allowed to contribute to promotion in the School has been stated above.

Two prizes, of the value of 10*l.* and 5*l.* respectively, are given annually, each of them for French and German in alternate years. For the French prize there are generally about 20 candidates, for the German not so many.

HISTORY.

In the Upper Sixth Form the boys give one hour a week in school to some portion of History, ancient or modern, which they have read during the week. This practice was introduced by Mr. Butler. He mentions Guizot's History of the English Revolution, and Hallam's Constitutional History of England, as books of which parts had been thus read with him. In the other Forms, there are separate lessons in ancient history, and up to the Upper Fifth in geography, which take two or three hours in the week. The boys are examined in portions of books of history, the substance of which they have committed to memory. For the "holiday-tasks" it has been usual to divide English History into three periods, extending from the Saxon times to the Battle of Waterloo. A cycle of reading is thus arranged, which carries a boy over the whole of the ground in three years. This cycle is applied to the whole School. All the Forms, therefore, are reading at the same time the same period of history, but in different books suited to their respective ages and capacities. The holiday-tasks of 1860—1861, comprised the period from the Wars of the Roses downwards. The examination is conducted on paper on the first day after the boys have returned to school, each Master examining the boys of his own Form.