

touchingly says the Rugbeian writer in the *Quarterly Review*, "if they have known few of the pleasures of this world, they, at least have not, like him, felt many of its sorrows, and death has not separated those who in life were united."

Dr. Arnold procured from the Crown a high mark of royal favour—her Majesty having founded an annual prize of a Gold Medal, to which several other prizes have been added. Dr. Arnold was succeeded in the head-mastership by the Rev. Dr. Tait, who retired on his appointment to the Deanery of Carlisle, in 1849; and who, in 1856, was preferred to the bishopric of London.

LXXVI.

HARROW SCHOOL FOUNDED.

At the village of Harrow-on-the-Hill, ten miles north-west of London,—where Lanfranc built a church, Thomas à Becket resided, and Wo sey was rector—in the reign of Elizabeth there lived a substantial yeoman named John Lyon. For many years previous to his death he had appropriated 20 marks annually to the instruction of poor children; and in 1571, he procured letters patent and a royal charter from the Queen, recognizing the foundation of a Free Grammar School, for the government of which, in 1592, he drew up the orders, statutes, and rules. The head-master is directed to be "on no account, below the degree of Master of Arts;" or the Usher "under that of a Bachelor of Arts." They are always to be "single men, unmarried." The stipends of the masters are settled; the forms specified; the books and exercises for each form marked out; the mode of correction described; the hours of attending school, the vacations and play-days appointed; and the scholars' amusements directed to be confined to "driving a top, tossing a hand-ball, running and shooting;" and for the last mentioned diversion all parents were required to furnish their children with "bow-strings, shafts, and braces to exercise shooting." In addition to scholars to be educated freely, the school-master is to receive the children of parishioners, as well as "foreigners;" from the latter, "he may take such stipends and wages as he can get, except that they be of the kindred of John Lyon the founder." The sum of 20*l*. was allotted for four exhibitions—two in Gonville and Caius College, Cambridge; the others in any college at Oxford—which scholarships have been increased. The revenues of the School estates which Lyon left, are now very considerable; so that one portion of the property, which 70 years ago produced only 100*l*. a-year, now returns 4000*l*.

The school was built about three years after Lyon's decease: the school-room, fifty feet in length, has large, square, heavy-framed windows, and is partly wainscoted with oak, which is covered with the carved names of many generations of Harrovians. The plastered walls above the wainscot were formerly filled with names and dates, but they have been obliterated with whitewash. Boards have since been put up on which the names are neatly carved, in regular order and of uniform size.

Above the school-room is the Monitors' Library. Here is a portrait of Dr. Parr; a portrait and bust of Lord Byron, and a sword worn by him when in Greece; and a superb fancy archery dress, worn on the day of shooting for the silver arrow, about the year 1766. Here, also, is a quarto volume of "Speech Bills." Near the School is the Speech Room, built by old Harrovians: the windows are filled with painted glass, and here is a painting of Cicero pleading against Catiline, painted by Gaving Hamilton. There is a Chapel for the accommodation of the scholars only; to which was added, in 1856, a "Memorial Chapel," in honour of those officers who fell in the Crimean war, who had been educated at Harrow School (2). The head-master's house is in the street of Harrow, and with the school buildings and chapel, is in the Elizabethan style. The device of the school is a lion, rampant, the armorial bearings of the founder, and a rebus of his name (motto, *Sic Fortuna Domus*), to which have been added two crossed arrows, denoting the ancient practice of archery enjoined by Lyon; and on the Anniversary, six or twelve boys shot for a silver arrow, the competitors wearing fancy dresses of spangled satin. The last arrow was contended for in 1771: the butts were set up on a picturesque spot, "worthy of a Roman amphitheatre," at the entrance to the village.

Beyond the court-yard are courts for racket, a favourite game at

(2) In the Chapel, the Church, and the School, there is no distinction of seats for the sons of noblemen. It was for this reason that Rufus King, the American Ambassador, sent his sons to Harrow, as the only school where no distinction was shown to rank.—*Smith's Handbook*.

Harrow. There is likewise a cricket-ground, and a bathing-place, formerly known as "the Duck Puddle."

The scholars, chiefly the sons of noblemen and gentlemen, number about 400.

Among the eminent Harrovians are William Baxter, the antiquary and philologist; John Dennis, the poet and critic; Bruce, the traveller in Abyssinia; Sir William Jones, the Oriental scholar; The Rev. Dr. Parr; the heroic Lord Rodney; Richard Brinsley Sheridan, Viscount Palmerston; the Marquis Wellesley; Mr. Malthus, the political economist; Spencer Perceval; Earl Spencer, who collected the magnificent library at Althorp; the Earl of Aberdeen; W. B. Proctor, (Barry Cornwall,) the poet; Lord Elgin, who collected the "Marbles" from the Parthenon; Lord Chancellor Gottenham; the Earl of Shaftesbury; and Lord Byron and Sir Robert Peel, both born in the same year, 1788.

(To be continued.)

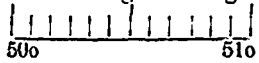
Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

VI.

ARITHMETIC.

(Continued from our last.)

When sufficiently advanced to commence the arithmetic of Fractions, the teacher will find it of great service in giving them correct ideas of the nature of a fraction, to call their attention as much as possible to visible things, so that the eye may help the mind—to the division on the face of a clock—or of the degree or degrees of latitude on the side of a map, thus  showing-

ing that a degree, which here represents the unit, is divided into twelve equal parts—and then reckoning and writing down $1/12$, $2/12$, $3/12$, $4/12$, $5/12$, $6/12$, (or $1/2$), $7/12$, $8/12$, $9/12$, $10/12$, $11/12$, $12/12$, or units, showing how these may be reduced to lower terms, and that the results still retain the same absolute value—that the value of a fraction depends upon the relative, and not upon the absolute value of the numerator and denominator; as $2/12$ and $1/6$, $3/12$ and $1/4$, $4/12$ and $1/3$, $6/12$ and $1/2$, etc., have in each case the same absolute value.

In casting his eye round a well furnished school-room, the teacher will see numberless ways in which he may make the nature of a fraction clear to them, as counting the number of courses of bricks in the wall—say it is fifty, as they are of uniform thickness, each will be $1/50$ of the whole height—placing the two-foot rule against the wall and seeing how many courses go to making one foot, two feet, etc., there will be such and such fractions—or supposing the floor laid with boards of uniform length and width, each will be such and such a fraction of the whole surface, taking care to point out that when the fractional parts are not equal among themselves they cannot put them together until they are reduced to a common denominator, and the reason of all this. In this way, and by continually calling their attention to fragments of things about them and putting these together, children get a correct idea of numerical fractions at a much earlier age than is generally imagined.

The following kind of question interests them more than very abstract fractions; the teacher should try to form questions connected with their reading.

What are the proportions of land and water on the globe? $1/3$ $2/3$ water. What do you mean by $2/3$? A whole divided into three equal parts, and two of them taken. Here the teacher would put a piece of paper into a boy's hand, and tell him to tear it into three equal parts, and show the fractions; or by dividing a figure on the black board.

What proportion of the land on the globe does America contain? $1/3$. What Asia? $1/3$. Africa? $1/5$. Europe? $1/15$. And Oceanica? $1/15$. Now, putting all these fractions together, what ought they to give? The whole land. The unit of which they are the fractional parts was what? The land on the globe. Work this out. Africa $1/5$ or $3/15$; Europe and Oceanica, each being $1/15$, these with Africa will be $5/15$, or $1/3$. America and Asia together are $2/3$, and adding $1/3$ to this gives $3/3$, or 1 for the whole.

Having been taught this and decimal arithmetic, they should be taught to work out most of their sums decimally, and made to reason about them as much as possible, rather than to follow a common rule—for instance: