

never occurs in practice, that a boy might be in the highest class for mathematics, but in the lowest form for other subjects. The Lower School, again, is rearranged for mathematics, except that the lowest Form, being merely preparatory, is not included. The advantage is obvious. It not uncommonly happens that a boy who excels in other work is more or less weak in mathematics, and *vice versa*. In such a case the strong subject does not suffer for the weak. But to render this redistribution possible it is necessary that all the boys in the Upper School should be engaged on mathematics at the same hours, and also all boys in the Lower School at the same hours, though these latter need not be and are not identical with the former. Thus, at least as many masters must teach mathematics as there are classes in either "set," to use the technical term. This is what the examiners consider objectionable. With their arguments I will deal as they occur in the report.

*Eight Masters teaching Mathematics.*—There were at the time of the examination six classes for mathematics in the Upper, and five in the Lower School. Thus six mathematical masters would have sufficed. But in making a time-table other considerations have to be taken into account, and, having eight masters—and, indeed, more—who, though not, perhaps, all possessing "special qualifications," were quite competent to teach the subject, I found it convenient to employ that number. As there were, including myself, thirteen masters on the staff, it was quite easy to arrange that the one or two who have no great taste for mathematics should not be asked to teach the subject. Of all the eight I may say that their qualifications in this subject were quite as good as in any other.

*Masters said to be tempted to curtail the Work of their Classes.*—Masters know that their work will be judged by amount as well as by thoroughness, and, therefore, even supposing that they look at the matter from a purely selfish point of view, are likely to press on. As a matter of fact I have at least as often to check a master who is going over the ground too rapidly as to urge on one who lags.

*Assertion that "no one has a Personal Interest in the Continuous Progress of the Pupils."*—Incorrect. The headmaster and the senior mathematical master, who, under him, is responsible for the general condition of the whole mathematical department, have such an interest. The senior mathematical master from time to time examines every class, and reports to the headmaster. Both make such representations to the class masters as may seem to them to be required. In justice, however, to Mr. Tibbs, I should point out that he has been in his present position for only two terms, and that his arrival was preceded by an interregnum of one term, during which temporary arrangements were made for the class work, whilst the supervision which now falls to his lot was in abeyance. Note that this, like every other argument advanced by the examiners, applies equally to every subject; so that the only logical conclusion would be that every subject should be taught by one man only, or, at all events, by only one or two.

*Alleged "Unnecessary Subdivision of Classes."*—I do not understand this reference, unless it is to the fact that Alpha, Zeta, and A are worked in two divisions. This is necessary in Alpha, because it is the highest class, and boys stay in it for more than one generation; in Zeta and A because these are the lowest class in the Upper and the highest in the Lower School respectively, and the best boys in the latter are naturally in advance of the worst in the former. It is, thus, not the system, but its (necessary) incompleteness which occasions "subdivision." Were the coming and going more regular the whole of A would overlap Zeta, and all boys from it would at once enter Epsilon, as the best now do. But, were the system recommended by the examiners adopted, every class would have to be worked in from two to four divisions, or some boys would have to be dragged on, others kept back in their work.

*"Moreover, as a matter of fact, the present classification of the mathematical department is very far from being perfect."*—Causes already mentioned.

*Statement that Whole Classes have done better than those above them.*—This is due, in the main, to the late entrance of many boys. For instance, the district scholars have to enter at the bottom of the Upper School because of their absolute ignorance of secondary subjects; but, being old and picked boys, they rapidly cover the ground. The same thing happens in Latin. Scholars enter Remove B, and this class at the beginning of the year is at the beginning of Latin, &c.: by the end it has overhauled both Remove A and Lower Fourth, and its best boys go at once into the Upper Fourth.

*Recommendation that two Specialists should take Charge of the Mathematics of the Upper and Arithmetic of the Lower School respectively.*—In the examination term there were twelve classes, working six hours a week; in the coming term there will be ten: and the senior master requires some time for examination purposes. How two masters, working twenty-five hours a week, could cover this work I do not know.

*Trigonometry to be taken by the Highest Two Classes.*—Including Beta, three-fifths of the boys in which began mathematics on their entrance into the school only a little more than one year ago!

*Independent Classification said to be possible to the extent of two consecutive Forms.*—No. The examiners have just said that one of the two should devote himself to the Upper School mathematics, the other to the Lower School arithmetic.

*Statement that a Separate Master is not needed for each Subdivision of a Mathematical Class.*—Yet the examiners have just objected to subdivision. In my opinion subdivision, though sometimes inevitable, especially in the highest class, in which boys ought to stay for more than one generation, always involves some loss, and should be minimised. But redistribution confined to "two consecutive forms" would be worse than useless, because the difficulty which now occurs at the junction of the Upper and Lower Schools would then occur at the junction of each "set" of two classes with the next.

*"The Form to which a boy should be assigned would be determined by examining him in Latin and English on the one hand, and mathematics on the other, and making a compromise, when"*