

**THE HARROVIAN, VOL.
I. FROM OCTOBER 16,
1869 TO JULY 23, 1870**

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THE HARROVIAN.

VOL. I.



FROM OCTOBER 16, 1869, TO JULY 23, 1870.

CROSSLEY AND CLARKE:
BOOKSELLERS TO HARROW SCHOOL.
1870.

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Introduction.

WE are aware that in issuing a School paper under the present form, and in not making it exclusively literary, we act against advice which must command the greatest respect; but at the same time we believe that we are consulting the opinions of the majority of the masters as well as members of the School, in making our paper somewhat of a chronicle of school events. And the only imputation which we think it necessary to defend ourselves against, is, that we are doing so from reasons of a pecuniary cha-

racter. Without further preface, therefore, (for who ever reads a preface,) we now present our offspring to the public.

PRUSSIAN HONOUR.

EVER since the fatal day of Sadowa, Prussian influence has been rampant in Germany. From the Baltic to the Maine her eagles have soared unchallenged: rarely has a nation achieved so sudden or complete a triumph. But here let us stop to enquire what use she has made of her newly acquired authority. It is not indeed our intention here to attempt to trace our way through the labyrinth of German politics. We will take a few instances of Prussian rule which have come under our own observation, and which bear on the great and world-wide principles of right and wrong. In their treatment of the new members of their confederation, the Prussians seem not only to have acted with harshness, but even injustice.

Not long since, the present writer was at Mayence, a town formerly occupied by the Austrians, and the state of society in that

town was perfectly appalling. What shall we say of 10,000 Prussian soldiers hourly parading a town of 30,000 inhabitants? Of cannons pointed down the streets? Of city gates closed at ten o'clock at night? Of citizens struck down with the bayonet for venturing on their own ramparts? Of a town nearly goaded to madness by Prussian exactions? No wonder that the citizens, in their turn, will not speak to a Prussian, or even sit at the same table with him. We cannot here speak of down-trodden Nassau, of unhappy Frankfort, half ruined by an impost as exorbitant as it was iniquitous, of boys at school, exiled from their country for attempting to obtain a Swiss nationality; of the king of Hanover, robbed of the last relic of his royalty, the miserable pittance that was still allowed him. But, before concluding, we must make one protest on behalf of the unfortunate North Slesvigers. To them, Prussia, still ringing with the victory-songs of Sadowa, granted, in the treaty of Prague, that a free vote of the people should be taken as to their future destinies. And how has it fulfilled its promise? By the wholesale "Germanisation" of a Danish territory, by eradicating the very language of the natives, and by disregarding all appeals to fulfil its engagements. And yet we have Lord Clarendon, at Watford, assuring us that the peace of Europe will not be disturbed. Really, if, as it seems, unchallenged tyranny and abject worship of brute force is to be the condition of peace, we must say, in the name of society, that the sooner it is broken the better.

THE MODERN SCHOOL.

THIS term has inaugurated a new era in our school history, for at last a new department has been organized to meet the requirements of those who do not desire an entirely classical education. It would be hardly fair to criticise this experiment before it has had time to be thoroughly tested. Still, perhaps, a few remarks upon it may not be out of place in our opening number.

Undoubtedly the time has come when our public schools must enlarge the range of their studies, and by establishing the modern school, it was doubtless hoped that the required end might be attained. Now, we believe, that up to a certain period, a classical education confers more advantages than any other. It affords to those who study it a more perfect specimen of grammatical system than they could otherwise attain to, and by this means it necessarily gives them also a greater grasp over their own language. It gives, in fine, a polish that could not be gained elsewhere. But, important as the classics undoubtedly are, there is a time, when, after having undergone their wholesome discipline, the boy mind should begin to learn something of more modern subjects. Now we have to enquire how the modern school fulfils this requisition. Obviously, in the first place, it only confers its benefits on a few, namely, on those who, in their future competitive examinations, will have less need of classics than other subjects. But, supposing in the sixth form, for instance, more time was given to modern subjects, while enough classics

were done to keep up any hitherto acquired knowledge in that branch, would it not be equally possible for a boy to get through the examinations above referred to?

Take, for instance, the case of a boy who wishes to enter the Indian Telegraphic department. Of course, he must pass a competitive examination, and what are the subjects in which he is examined? Not only magnetism and electricity, but mathematics, Latin, and Greek. Surely, if even in such examinations as this, Latin and Greek are still needful, there is hardly sufficient grounds for such a wholesale revolution as the establishment of the modern school. Again, if we take the instance of a boy intending to go to Cambridge, and read for the mathematical tripos. The absence of Greek instruction would render the modern school useless to him. Again, in the Indian Civil Service examinations, where English, Latin, and Greek are three of the principal subjects, a knowledge of Latin and Greek would in itself entail a clearer insight into the native tongue than could be easily attained in an education in which these two subjects were either partially or entirely neglected.

Quitting the subject of the studies pursued there, we will now say a few words about the rules by which this department is governed. According to the present rules, a boy must have been at least a year in the classical school, and there have shown a fair amount of diligence and ability, or he cannot be received into the new "side." In other words, a boy must occupy several years

in preparation for the entrance examination of the classical school, and then, after spending another year over Latin construing and Greek grammar, he has the inestimable privilege (if his progress has been hitherto satisfactory) of plunging into an entirely fresh course of instruction.

That a boy will work as well after leaving Latin and Greek, at a subject which he comparatively despises, it yet remains for the new modern school to prove.

School News.

OCCASIONAL NOTES.

WE wish to draw public attention to what we cannot but consider as a serious evil. "Whole School-days" at Harrow are generally days of heavy work for boys, and it has, therefore, been the wise custom to allow an hour after dinner to be employed as the boys choose. During this quarter, when the long evenings preclude out-door exercise after fourth School, this hour after dinner is of still more importance than in the summer, since it allows of every house enjoying a game at football. But a practice prevails of hearing boys their repetition, in which they have failed, at about two o'clock, and this seriously interrupts the proper exercise of football. Now it is well known that even the most industrious boys are just as liable to fail in their repetition as their cleverer but less hard-working neighbours, and it seems hard that all alike should be deprived of an out-door exercise so valuable as football for this reason, especially when by their absence they prevent