The Liverpool and London 
FIRE AND LIFE INSURANCE COMPANY. 
Established in 1836. 

By Notice of Act of Parliament, 
OFFICES—8, Water-street, Manchester; 
Marston-House, London. 

Sir Thomas Brasier, Adam Hodgson, Esq. 
William Potter, Esq. 

DIRECTORS IN LIVERPOOL. 
CHAI-RMAN—William Earle, Esq. 
DEPUTY CHAIRMAN—Dr. Nicolas, Esq. 
THO-MAS Booth, Esq., William Brown, Esq., M.P. 
Thomas A. Rusby, Esq., Geo. H. Lawrence, Esq. 
Harold Littlefield, Esq., William Long, Esq. 
John Marriott, Esq., Lewin Morely, Esq. 
John Pennington, Esq., 
Joseph Hymers, Esq., Secretary—Sewin & Boul, Esq. 

DIRECTORS IN LONDON. 
CHAI-RMAN—John Tocn, Esq., M.P. 
DEPUTY CHAIRMAN—George Frederick Young, Esq. 
Sir J. F. Foster, Esq., Sir John Batman, Esq. 
Frederick Harrison, Esq., J. M. Rossiter, Esq. 
James Harvey, Esq., J. S. D. Nisby, Esq. 
Resident Secretary—Benjamin Harridan, Esq. 
Auditors—T. H. Blackett, Esq., and Tams Jones, Esq. 
Banks—Bank of London, Union Bank of London, 
Broom—Bank of Liverpool, Union Bank of London, 

ters, Messrs. Messrs. Palmer, France, and Palmer, Redcliff, 20, 

MEDICAL REFERENCE. 
In London—Marshall Hall, M.D., M.B. 
Alexanders Anderson, Esq., F.R.C.S. 
In Liverpool—James Veocm, M.D., Robert Richardson, Esq. 
Surveyor—George Johnston, Esq. 

MEDICAL ADVISERS. 
For Insuring lives in the merchant marine, 
W. J. Keats, Surgeon, 
John Marzouk, Surgeon, 
W. B. W. Luttrell, Surgeon, 
John Young, Surgeon, 

Opening the Queen's Letters. 
See TIMES, Sept. 6, 1847. 

The Nobility, Gentry, and the Public generally, are re- 
respectfully requested to note that the ONLY REAL SECUR- 
RITY against the Opening of Letters is the use of the 
PATENT METAL-SEAL ENVELOPES, which have been 
tested, and are unanimously approved of by all classes. 

They cannot be opened but by tearing the paper, and the 
locks are now manufactured entirely of metal, so that the 
soldiers of war may be assured that a letter cannot be detected. 

They close under a pattern, which is sent forward on application. 

These Envelopes are sold, wholesale, retail, and for exportation, 
at reduced prices, at the Manufactory, 4, Castle-street, 
Northampton-place, Old Kent-road.

Beard's Coloured Photographic 
MINIATURES taken daily at: 35, King William-street, 
Londo: 34, Parliament-street, Westminster, 
and the Royal Photographic Institution, Regent-street. 

"A great improvement, and highly adapted to the use of the 
Pater-"—Times. 

"Some persons have recently seen by Mr. Beard's 
New process have much delighted us."—Art Journal.
The Australian Pale Ale.—CHIDELL and JONES, Wine and Spirit Merchants, 40, Lime-street, City, and Agents by special appointment for the sale of ASHBY'S Celebrated AUSTRALIAN PALE ALE, beg to inform the public that it is now in a very superior condition, and in bottles, 1s. 2d., 3s. 6d., 5s. 6d., 1l. 1s., and 2l., each.

N.B.—Strongly recommended by the Faculty.

Sir James Murray's Fluid MAGNESA.—Prepared under the immediate care of the inventor, and established for upwards of thirty years by the ravenous, for removing Bile, Acidities, and Indigestion, containing no lye or other injurious matters; and so pure as not to excite the patients with nausea, while it completely cures the cork of each bottle. Sold by the sole consignee, Mr. Bailey, of North-street, Wolverhampton; and by all wholesale and retail Druggists and Medicine Agents throughout the kingdom. In bottles, 1s., 2s. 6d., 3s. 6d., 5s. 6d., 1l. 1s., and 2l., each.

N.B.—Be sure to ask for "Sir James Murray's Preparation," and to see that his name is stamped on each label as given ad, as follows:—"James Murray, Physician to the Lord Lieutenant of the City of London, C.B.

Messrs. Lea and Perrins, Proprietors of the WORCESTERSHIRE SAUCE, beg to submit the following testimonials as a guarantee to the public of the superior qualities of this sauce, and also to caution the purchasers against worthless imitations, by observing their names affixed to the metallic capsule which secures the corks.

Conservative Club, Feb. 27, 1846. "Gentlemen,—At the request of several members of this club I introduced your Worcestershire Sauce, and have great pleasure in saying that it has given universal satisfaction. I am, gentlemen, your obedient servant.

SAMUEL HALLIM, Secretary.

To Messrs. Lea and Perrins, Worcester.

Findon's Hotel, 144, Oxford-street, London.

Gentlemen,—I have much pleasure in testifying to the good quality of your Worcestershire Sauce as applicable to the most delicate kinds of food. It is, therefore, I consider it as efficient in improving food of the highest quality. I have no hesitation in recommending it to be used, without exception, the best sauce in use.

R. LOVEGOVE, Esq., Gonservator of the King's Wilderness.

To Messrs. Lea and Perrins, Worcester.

Union Club, Feb. 26, 1846. Gentlemen,—The members of this club have been for some time using your Worcestershire Sauce, and I beg to state that it is highly approved by us, and has superseded several other sauces formerly in use at this establishment; it is much called for, and now becomes the general favourite. I am, gentlemen, your obedient servant.

R. WHEELER, Steward.

N.B.—This sauce is used and endorsed by the members of this club as being in every respect equal or superior, and patronised by the nobility and gentry for its stochastic and digestive properties.

Sold wholesale, retail, and for exportation, by the proprietors, Lea and Perrins, 6, Vere-street, Oxford-street, London, and 68, Broad-street, Worcester; and by all retailed to public and private gentlemen. In bottles and tins; Messrs. Cross and Blackwood, and London, and generally by the principal dealers in sauce.

Markwick's Patent Chest Protectors.—All persons, especially those with Weak Lungs, should wear these invaluable articles during the Winter, to prevent Cold upon the Chest. Recommendation. The patent of the Committee of the Faculty is undoubtedly the greatest. The correct opinion of the Profession is shown by the fact, that a single chemist sold, by retail, upwards of Sixty Pounds' worth during the last Winter; and we have had many testimonials from the recommendation of purchasers to their friends. Perhaps a stronger proof of their value is, that even in the summer months those suffering from asthma have found so much relief and comfort as to cause a demand beyond calculation.

A CHEST PROTECTOR FOR LADIES when walking may be obtained in green, as economical articles ever introduced for the relief of sufferers.

Agents for Warton's (Parisian) celebrated Ervalenta. Mr. Heath, 16, Hare-street, Regent-street, London.

The Australian Pale Ale.—CHIDELL and JONES, Wine and Spirit Merchants, 40, Lime-street, City, and Agents by special appointment for the sale of ASHBY'S Celebrated AUSTRALIAN PALE ALE, beg to inform the public that it is now in a very superior condition, and in bottles, 1s. 2d., 3s. 6d., 5s. 6d., 1l. 1s., and 2l., each.

N.B.—Strongly recommended by the Faculty.

J. Youens, Tea Dealer, begs to inform his extensive connection that he has removed from Longbridge-hill, to his new premises, 36, Farringdon-street, City, and is now supplying excellent Family Tea at 2s. per pound. All communications respecting tea should be addressed to the above address.

 testers.—All persons, especially those with Weak Lungs, should wear these invaluable articles during the Winter, to prevent Cold upon the Chest.
COLLEGE OF PRECEPTORS.

A SELECTION FROM THE EXAMINATION PAPERS.

Examination Papers, June, 1847.

THEORY AND PRACTICE OF EDUCATION.

1. Give a definition of Education in its widest sense, and distinguish it from Instruction.

2. The Germans make a distinction between Didagoge, the science of Education; Methodik, the science of Methods; Didaktik, the art of Teaching. How would you define their respective professions?

3. What ought to be mental and moral qualifications of an accomplished Schoolmaster?

4. State the leading features of Pestalozzi's, Froebel's, and Dr. Froebel's systems of Education, and point out their several excellencies and defects.

5. What provision should be made, in a comprehensive scheme of Education, for the training of the physical powers?

6. What plans would you adopt for the moral and religious training of your pupils in general, and how would you deal with cases of swearing, lying, or dishonesty?

7. Trace the analogy between the profession of teaching and that of a physician, and state any advantages of the one over the other.

8. State the arguments for and against the use of corporal punishment as a means of discipline.

9. Discuss the following educational dogmas:
   a. The faults of the school are to be sought for in the education of the pupil.
   b. The object of education is to stimulate the pupil to educate himself.
   c. The pupil should never be allowed to leave a subject until thoroughly understood, and be able to answer questions on it.
   d. Non multa sed multum.

10. How would you teach Arithmetic to an elementary school pupil to educate himself.

11. Describe the course of study pursued by the Athenian and Roman youths of the times of Pericles in all Greek and Latin, and trace their respective moral effects on the minds of the pupils.

12. Explain and contrast the analytical and synthetic, or constructive, methods of teaching, and give examples of both methods.

13. Explain the words and phrases underlined in the following sentence, as a test of grammar:

   "A rapturous love for the art of teaching" - what would you call such a love? Would you consider it a vice or a virtue? Why?

14. In what way do you represent the most common transgressions of grammatical rules in the tenses of verbs and their participles?

15. What plan would you adopt for the moral and religious training of your pupils in general, and how would you deal with cases of swearing, lying, or dishonesty?

16. The Germans make a distinction between the profession of teaching Arithmetic, and illustrate the application of each to teaching Arithmetic science or Latin, and trace their respective moral effects on the minds of the pupils.

17. How would you lay down the laws of English pronunciation, to guide native youth and foreigners?

18. What plan would you adopt for the moral and religious training of your pupils in general, and how would you deal with cases of swearing, lying, or dishonesty?

19. What are the most eminent writers from the age of Chaucer to that of Shakespeare?

20. What are the most eminent writers from the age of Chaucer to that of Shakespeare?

21. In an Elocution class what preliminaries would you adopt, and what plans would you propose to remedy them? As an illustration, explain how you would teach Arithmetic to an elementary school pupil to educate himself.

22. Plant the germs of your ideas of the origin of words, sentences, and language for Grammar, as characteristic of man.

23. Make a few comments on the English Alphabet, and classify its letters.

24. How would you deal with cases of swearing, lying, or dishonesty?

25. Upon the principles of Inoculation, what must be the result of such a practice?

26. Name the works on Education that you have read, and briefly state their merits and defects.

27. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

28. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

29. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

30. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

31. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

32. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

33. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

34. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

35. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

36. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

37. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

38. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

39. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?

40. What are the most common transgressions of grammatical rules in the tenses of verbs and their participles?
COMMERCE AND POLITICAL ECONOMY.

1. Give a concise account of the earliest periods of commerce in Britain till it began to flourish; state when that time was, and the causes which have raised Britain to its present importance as a maritime nation.

2. To what manner is commerce productive of wealth? State your reasons.

3. What circumstances have caused the decline of most of the celebrated ancient commercial countries?

4. What led to the formation of the Hanseatic league and to its dissolution?

5. What determines the real and the market price of an article?

6. Are large or small profits indicative of rational prosperity? Prove it.

7. Define the terms, balance of trade, bounty, and drawback.

8. What inference would you draw in reference to the condition of a country, from the balance of trade being in its favour?

9. Name the object and advantages of political economy.

10. What are the principal subjects discussed by political economists?

11. Is there any analogy between private and public economy? If so, describe it.

12. Is a general result of this science desirable in the middle classes of a state? Why?

13. What influence has machinery exercised upon the general interests and well-being of society? State the reasons.

14. What are the advantages of abundant production?

15. What determines the price of labour?

16. What causes tend to raise or depress the rate of wages?

17. Enumerate the means by which a division of employment aids to the efficacy of labour.

18. It is sometimes objected to a minute division of labour, that it unfit men and animals for all other useful employment. What is the truth in these objections, prove them; if not, confute them.

19. Define the term capital in reference to an individual and to a state. Describe its origin and progress.

20. Adam Smith applies the term capital to those parts of the products of the earth which are reserved for the reproduction of other commodities, and revenue to those which are intended for use or consumption. Is such a distinction just? If so, prove it; if not, disprove it.

21. What is understood by the Recourse? From what sources is it derived, and how is it distributed?

22. What are the principal transactions of banks, and of what commercial importance are they?

23. By whom was the money-business of England principally transacted previously to the establishment of the Bank of England?

24. From what are the profits of banks derived?

25. Do the transactions of the Bank of England differ from those of other banks? If so, in what respects?

PHYSICS.

1. Let the term "Physics" be explained in full for juvenile capacities; give terms of similar import, and specify all the leading divisions of the subject.

2. What are the names, properties, and forces of Air and Water?

3. Treat briefly of The Elements; distinguishing distinctly to recent theories and authorities on this question.

4. Accounting for the term vis inertiae, state the characteristics of Matter;—solids, liquids, fluids, &c.

5. Enter into brief and simple explanations of the Mechanical and Natural Laws, as found in single and combined agencies.

6. Distinguish precisely the words Statics, Dynamics, Hydraulics.

7. How would you describe, to young minds, the construction and uses of an air-siphon, and any of its apparatus?

8. Detail some obvious advantages of an air-siphon, and the uses to which it is applied not only to the student, but to all who regard health, life, and social improvement.

9. Excite, in the thoughts of a learner, a ready feeling of the superiority of Light and Sight, as matters of science.

10. How would you explain the forms and properties of the various kinds of lenses, mirrors, &c., &c., &c.

11. Proceed to show how any of these enter into the composition of telescopes; and give accounts of any such instruments as have gained most renown, with the laws and action of Microscopes? and of what mutual help are they with regard to other studies?

12. What arguments and instances can you sub-duce, to prove that a knowledge of the phenomena of Vision tends to lessen our physical, mental, and moral evils?

13. How would you unfold to your pupils the Laws of the Solar System, especially the laws of motion of the earth, &c.

14. State the order, distances, and periodic times of the several planets, with their respective satellites, &c., &c.

15. Quote the new solar theory, and dilate on any points.

16. Unfold (for capitals) the theory of gravitation and discriminates the nature of gravity and specific gravity; explaining also momentum; like-wise the moving ratio of bodies—falling—projected—projected.

17. What is the rule of the pressure of fluids? and what is the ratio of the rate of running fluids?

18. What are the changes in the stational condition of substances, in air, in water, in vacuo, &c.?

19. Prepare, for a junior pupil, an account of the construction of a Pump, and a name of a pump.

20. Discourse, with as little technicality as possible, on Stream Engines; succinctly sketching parts and uses.

21. What other means and aids of locomotion can you detail?

22. What is the essence of the theory of the production of Electric Power? and by what phrases are its qualities expressed?

23. Exemplify, in modern facts and scientific illustrations, the practical blessings of this great agent.

24. Particularise other parts of Physics, closely connected with Electricity; and insist on their mutual general utility.

25. Afford, for a juvenile class, a concise view of Meteorology, of the Elements of Geology, and the parts of the general subject; chiefly exemplifying the ever-increasing mutual importance of Science.
10. Explain the modern chemical nomenclature, and show its superiority over that formerly used.

11. What is the chemical nature of the rust of iron, and why does oxalic acid take its stain from iron?

12. What effect have the breathing of animals and the respiration of plants on the atmosphere?

13. Explain the action of manure on the soil, and what is the advantage of the rotation of crops.


15. Define the term "element," and show that the air, earth, and water are not elementary.

16. Why does not corn flourish in soil destitute of lime?

19. Explain the peculiar effect produced upon the ice and upon the tone of a flute by hydrogen gas.

20. Which is the most abundant element, and what are its compounds?

A List of the Candidates who passed the College Examinations in June, 1847, arranged in the order of proficiency.

CLASSICAL EXAMINATION.

Examiners:—Rev. Dr. Wilson, Rev. H. G. Stoddart, A.M., Rev. J. Eelcot, A.M. 

HIGHER TEST.


LOWER TEST.

Mon. C. Brement, James Gofon, C. Shakespere.

H. J. Ward, J. Hunt.

F. Ashwin, J. D. Watson.

J. Mark.

MATHEMATICAL EXAMINATION.


HIGHER TEST.

W. H. Wise, C. Hunt.

M. L. Trumble.

H. J. Hunt.

J. Heusage.

LOWER TEST.

Mon. C. Brement James Gofon.

C. Shakespere.

H. J. Ward.

F. Ashwin.

J. Mark.

THE FRENCH LANGUAGE.

Examiners:—Messrs. J. C. Deille, J. Wattey, C. Pinder.

HIGHER TEST.

J. Hunt.

K. Honey.

LOWER TEST.

C. Shakespere.

E. E. Bowley.

EXAMINATION TESTS for January, 1818.

All candidates will be examined in Bible History, and in the theory and practice of Education.

LOWER COMMERCIAL TEST.

Candidates for examination in the Lower Commercial Test will be examined in English Grammar, Arithmetic, Geography, English and Modern History.

HIGHER COMMERCIAL TEST.

Candidates for examination in the Second or Higher Commercial Test will be examined in the subjects of the First Commercial Test, and in Book-keeping, by single Practical Geometry, with and double entry; its application to land English Composition, surveying and Artillery, and the works of the great mathematician.

HIGHER CLASSICAL TEST.

Candidates for examination in the Second or Higher Classical Test will be examined in Commercial History, or the elements of Political Economy and Moral Philosophy.

LOWER CLASSICAL TEST.

Candidates for examination in the Lower Classical Test will be examined in Cesar, or Cicero's four orations against Catiline.
THE EDUCATIONAL TIMES.

THE COLLEGE OF PRECEPTORS:
WHAT IS ITS CHIEF OBJECT?
WHAT IS ITS DISTINGUISHING CHARACTERISTIC?

Mr. Editor,—Although the success which has attended the College of Preceptors has been great—
the number of its members having increased in the short period of one year from sixty to above one thousand,—yet, had its objects been more distinctly and generally known, there is strong reason to believe that its success would have been tenfold greater.

Consequent to the general appreciation of its objects are confined to but a small portion of the inhabitants of this country, I am induced to believe from the following circumstances, held in June last, a gentleman inquired whether or not it was our intention to found a normal school in connection with the college. Our worthy chairman, Mr. Turrell, very properly replied, in words to this effect—that even if it could be proved that normal schools were better nurseries for teachers (of the middle classes of society) than private schools conducted by efficient masters (a fact which many of us much doubted), yet the infamy of our institution rendered it premature to entertain the question of such an appendage at present.

The following remarks are based on the importance of didactic knowledge, remarks very proper in themselves, but he so made them as if he doubted whether we, the council, had taken any steps in this direction. I beg, therefore, that you will insert the press about a year ago. After giving a short description of the candidate's method of giving a lesson in arithmetic, he seeks out the worthy and unassuming man, who has, by his teaching, rendered himself valuable to the public that the graduate possesses an adequate literary and scientific attainments; but also these scientific attainments to the professors, tutors, and didactic knowledge, skill, and experience.

The answer is, that the sacrifices required by the laws and regulations of these universities prevent him from so doing. There is a sure sacrifice of knowledge; or, a probable instance of the great majority of the children of the middle classes are consigned; whilst the modest master, who possesses ample knowledge and the ability to teach, but whose means (and perhaps his name) will not command the same attention and empty display, is left to glisten a scanty subsistence among the few respectable friends and neighbours who have some knowledge of his worth.

Here it may be asked, why every man who has been promoted to the station of a public school teacher, and who is conscious of his own ability and integrity does not apply to Cambridge or Oxford for a degree, that may certify to the world that he is a well-qualified teacher?

The use of the language of the candidates is conducted in giving lessons in this—that we require none to be with proper Intonation.

And she, in her grave, gets her that holiday.

There's none to fall out and her cheeks failing in,

And she mustn't be grave—it looks peevish and spiteful—

Her shoes mustn't creak, and her dress mustn't rustle.

She mustn't know people she meets in the town Unless they're alone, or she's on her best gown ;

She shouldn't wear caps nor go curling her hair : She shouldn't be dark and she mustn't be fair, She mustn't wear feathers or flounces or bustle,

She mustn't be energetic, yet gentle and kind,

She mustn't make blunders in speaking or spelling,

And she, in her grave, gets her that holiday.

She'll grow yellow and wrinkled, and bilious and thin,

Her style must be cheerful, her morals severe,

And she, in her grave, gets her that holiday.

For the examination of candidates not only adequate literary and scientific attainments, but also didactic knowledge, skill, and experience.

Now, sir, this grand principle was expressly stated in most of the papers which this society issued soon after its foundation; and it is the only grand principle the society is endeavoring to disseminate this principle as widely as possible. I beg, therefore, that you will insert the following extract from a letter, which I sent to the press about a year ago. After giving a short account of some of the advantages by which unqualified persons—persons perfectly ignorant of nearly all that they profess to teach—raise large schools, beguile the public, and degrade our profession, the letter proceeded thus—

Now and then a parent discerns enough to discover the deficiency of the master, and removes his child. To whom does he transfer him ? Does he seek out the worthy and unassuming man, who seeks out the worthy and unassuming man, who has, by his teaching, rendered himself valuable to the public that the graduate possesses an adequate literary and scientific attainments; but also these scientific attainments to the professors, tutors, and didactic knowledge, skill, and experience.
All I can promise, is, that each member is well ac-

implied—this is the most easily understood, and 

I was not aware of the attempt to make the path smoother for their sons and 

The University of London is peculiarly adapted for mem-

I do not at all wonder at this; it was the natural result of a 

The objection to this mode of education it would be ir-

He has, however, assistants; but as birds of a 

He is a man of the highest probity; and the mind of a 

Thus with sincere wishes for the success of the 

I do not mean to say that any assistant pupil, and 

He is, of course, a large, cheerful, well-informed, accomplished, and 

I think is so eminently useful, as tending to give a higher tone 

Well, then, here is an alphabetical list of the 

This spirit infects everything, and in proportion as money
thepapers in each department. Probably some of the exa-
spirit and determination, would, I doubt not, add to the ranks
of classical or mathematical learning are studied to the extent
each school in connexion with the College of Preceptors
led to remain a poor, despised junior teacher, without the
Mr the examinations. Such a plan as this, if entered into with
should offer their gratuitous services to the council, who
submitting themselves to be examined. flow is it possible
scription,
target,
none, to 
Your obedient servant, 
W. A.
with a view to school purposes, have these necessary provi-
find a certain amount of difficalty from not having the works
studying for the examinations of the College of Preceptors
he requires, and then he would neither be called upon to
knows that them Are but few schools where those branches
practical education as ne other has done, and her whole life
has been the practical Illustration of her works; and Oda, I
taking her name as a patroness. She has written upon
of inconceivable rapidity. Anti what, we may ask, is the
my rough journal 1--" Counted, with
system.
The rapid changes which they have undergone are perhaps
my report of observations at
juvenilia, which is a positive-eaeful for a lady who is to be the
principal of a young ladies' school. I shall write by this post
mortal, as I had never, in any astrono-
penumbral line of the 23rd had become
antimated, or with any irregular wavy lines of light stretching from
The magnitude of some of those spots must have been
the sun's disc. I
in the middle of the unthra, as I had never, in any astrono-
A
My next recorded observation was on the 12th instant, when
spots, with some irregular wavy lines of light stretching from
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A
A

art of teaching, and in their practical application, which is indispensably necessary to enable them to perform their duties successfully; 3rdly, to point out the true bearing of all questions connected with education, and in particular to advocate the interests of the educator by showing that there are important and interesting matters that are bound up with the true interests of the community; and 4thly, to bring together information of every kind relating to education; and in this department special attention will be paid to those points most likely to perplex the unaided student; and the best mode of presenting them to the youthful pupil, so as to be intelligible to him, will be explained. In this division will be included papers on physical culture, and the intimate connection between the condition of the body and that of the mind, and full and faithful reviews of books, especially of those intended to be used in schools, or likely to be serviceable to the instructor, including those which are already well known, but respecting which there are possibilities for disagreement from those that are prevalent; digests of the transactions of scientific bodies; the proceedings of universities, colleges, chartered and endowed schools, preferrments, vacancies, &c.

5th.—Biographies of celebrated teachers, bibliographical accounts of scholastic literature, and the history of educational establishments, both at home and abroad.

6th.—Advertisements connected with every department of scholastic business.

ON EDUCATION AND EDUCATORS.

Would not education be necessarily rendered more systematical and enlightened, if the powers and faculties on which it operates were more scientifically examined, and better understood?—Dugald Stewart, Phil. Essays, prelim. dissert.

This subject has been so repeatedly and ably discussed of late years that we approach it with no expectation of being able to add anything to what is already known respecting it; nor, in truth, are we of opinion that there is much room for discovery in the theory of education. A succession of men of profound intellect has hitherto been devoted to all the studies of men, among which the study of science and art; and with such success that if, as we fear, must be admitted, our efforts have been less in proportion to the magnitude of the subject. We therefore think it is a matter of importance, and that the error into which they may fall must to a greater or less degree affect the whole structure; and on the other hand, the educational system of the country, during the last twenty years or more, has been more or less affect the whole superstructure; and on the other hand, the educational system of the country, during the last twenty years or more, has been more or less affect the whole superstructure; and on the other hand, the educational system of the country, during the last twenty years or more, has been more or less.
creatures of circumstances considered in the widest sense; but as might have been expected from the nature of the subject, no decisive conclusion has yet been, or probably ever will be, arrived at. Nor is it at all necessary for practical purposes that we should range ourselves as the partisans of either side in this debate; it is sufficient for us that by universal consent the power of education is admitted to be almost unbounded.* Whether or no there are some intrinsic or essential questions of education which remain beyond the sphere of such influence is a point that we may safely leave undetermined until our means for forming a judgment respecting it become somewhat more adequate than they are at present.

We assume, then, that at birth the human being possesses certain powers and properties, to the development and direction of which the effect of education is confined. It cannot be denied, however, that during infancy these qualities are feeble, and therefore easily take their tone and character from external circumstances;* for in what other manner can we account for the wide diversities of national habits which are manifested in the earliest years of existence? We will not adduce the diversities observed in the consanguineous descendants of the same name, which being of a less marked and striking kind may to some extent be referred to the supposed original idiosyncrasy of each individual, although we are far from thinking that this affords a sufficient explanation of the phenomenon. * But in confirmation of the position which we are here principally concerned in establishing—namely, that whatever influence education exerts on character is exercised and produces its chief effects during infancy, we may easily understand and ask them whether the character of children is not soon formed, whether their will does not quickly take a determinate direction, and whether all subsequent efforts merely repress and modify their characters without essentially changing them? It follows, therefore, that the moral education of the young belongs chiefly to parents, and is the result of domestic training. What that training ought to be is no part of our present purpose to consider; but it is evident that a great deal is accomplished by those parents (unfortunately too numerous) who neglect the formation of the habits of their children, seeming to think it quite unimportant how they are reared, provided their health be good and they "thrive well," and, trusting to the teacher afterwards to correct whatever bad habits may thus be suffered to grow up, overlook this part of their duty or abandon it to the ignorance and carelessness of hiredlings. Nor is the injustice of this course to the teacher of less magnitude than, on the contrary, his slender opportunities and feeble means to undo the result of a practice lasting for years, whilst no evidence whatever is produced, although the acquirements necessary for a business or a profession may have been delayed in the cultivation of them. There is no profession which requires so much intellectual exertion, a habit of attention, a retentive memory, a quick discernment, a comprehensive capacity, clearness of views, and soundness of judgment, as practical ones.

Our views on this subject coincide so entirely with those contained in the following passages of the lecture: "On the introduction of the natural sciences into general education," by Professor Malte, of the University College of London, that we cannot do better than quote his excellent exposition of them:

"The communication of knowledge is not the sole end of education. It is not even the chief object. It prevails as the only object to be only a secondary object in education. I speak not here of moral education, with which our present discussion is not concerned; but in intellectual exertion, a habit of attention, a retentive memory, a quick discernment, a comprehensive capacity, clearness of views, and soundness of judgment, as practical ones.

"Mental health, vigour, and activity are a sufficient indication of the efficacy of their produce an intellectual habit of mind, in short, which by experience and
**The Educational Times.**

**College of Preceptors.**

**Public Meeting at Birmingham.**

(From our own Reporter.)

On the evening of Thursday last, a public meeting of the profession, and of ladies and gentlemen interested in the subject of education, was held in the committee-room of the Literary and Philosophical Society, for the purpose of considering the nature and objects of the College of Preceptors. The attendance was highly respectable, Thomas Lane, Esq., the High Bailiff, presided; and we also noticed present the Rev. J. H. Sharwood, Vicar of the Rev. W. A. Newman, of Wolverhampton; the Rev. George Wharton, Vicar of Kinver; the Rev. J. W. Bousfield, the head master of the Grammar School, Sutton Coldfield; Mr. Bassett Smith, Mr. Eyres, Mr. Hockford, Mr. E. Pitman, Mr. Ewins, Mr. Hutchinson, Mr. Woodhall, Mr. John Parker, secretary to the college, and Mr. S. C. Verney, vice-chancellor of the University from the council.

Mr. SHARPWEOOM opened the business by briefly detailing the objects of the meeting, which was one affecting the interests of many more of teachers than that, as there were gentlemen to follow who were more acquainted with the subject, he should content himself with calling upon Mr. PARKER then rose, amidst applause, to explain the principles and objects of the College of Preceptors. Before doing so, however, he rejoiced that in Birmingham—in the centre of the kingdom—in a town where everything that related to the moral, intellectual, or physical well-being of the people was really taken up and heartily promoted—there was a body, whose decisions were not held to be the issue of the first head held, and that they there had an opportunity of telling what the institution was, as it was none of less importance, of practical experience as teachers in the universities—men, whose decisions, from their very position, would command confidence and respect.

The board would present to the qualified teacher a certificate of his fitness for the office he undertook. Before proceeding to examine the subject, he should content himself with calling upon Mr. John Parker, secretary to the college, and Mr. S. C. Verney, vice-chancellor of the University.

The CHAIRMAN opened the business by briefly detailing the nature and objects of the College of Preceptors; and the essayist having proved his case, called on his audience to assist in the work, as it was an important question for fathers and mothers. The essayist concluded in these words—

"And thus supported, what should we fear? Why should we doubt, if we cannot but be sure. From what ministry or what powerful body can we imagine opposition? We break no new doctrines, we discontinue no established systems; Oxford, Cambridge, and Durham, cannot be affected by our plans; Eton and Westminster, with other public schools and colleges, are untouched. No vested rights are infringed upon, no property is endangered. No religious concerns, whatever be the important class of religious principle can arise: the private school system, is not touched by the essayist, he remains this same. We disturb nothing; we merely ask, first, a guarantee that the college shall be conducted on liberal and independent principles, and, secondly, a guarantee for ourselves to ensure responsibility, and to obtain a status in the social system of this great country, to which we are fairly entitled."

The discussion of the essay resulted in a provisional committee, who were to draft the rules of the college. As the work, and one of the first difficulties was to get a chairman. It was seen that the institution would disturb old prejudices, bring upon
to promoters much trouble, expose them to much misrepres-
tation, and so prevent a man, who, through no fault of his
own, is altogether unqualified, becoming, by mere chance,
sufficiently proficient in a profession to undertake the duties
of the office, in the person of Mr. Parker, of the London School,
was engaged in the management of a school for the lower
classes in the neighborhood of a railway station in Lon-
don. Having got on so far, in a very few months they
seemed to have come to a point in position to call a public meeting
in London. The call for this meeting was made in the following
words, which were printed in the Times of June 18, 1840:
"The object of the meeting will be to consider the
advantages and disadvantages of the system of education
now in operation among the lower classes of the community.
Two gentlemen, deeply interested in the subject, have
concluded to undertake the task of bringing the subject
before the public, and of testing the grounds on which
the policy of the present system is based. They have
therefore thought it expedient to offer the services of
two gentlemen, deeply interested in the subject, to take up
the question and bring it before the public. They have
therefore thought it expedient to offer the services of
the gentlemen, and to call a meeting of the public to
consider the question. They have therefore thought it
expedient to offer the services of the gentlemen, and to
call a meeting of the public to consider the question.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.

The gentlemen will be at the meeting, and will be
ready to answer any questions that may be put to them,
and will be willing to consider any suggestions that may
be made, and to discuss any questions that may arise.
The educational times.

...the spirit of liberty, demanding from that king the British charter. He passed through change after change, and in successive tumults, elation, and distress, yet the stream of commerce and of trade moved on, and the commercial community, pressing on, and finding for themselves an influence and importance; he believed the rising time of court, and their professional institutions; and he believed that the humanist, the intellectual已经被 disseminated, and the middle classes had risen up. The small classes had been, but the great and powerful had risen up. He reversed, honoured their public schools. Their names to him were illustrious. He had been a Harrow, and many others who need not mention, clung to his fees, and they were associated with the friendships of his youth; and they were the offspring of the best. Their followers, whether princes, peers, or wealthy citizens, or the children of their clerks, of their higher order of artisans, or of the schoolmaster's or warden's, or their schools for their instruction at the various periods, and found that they had so many, indispensable—the hands of the community, the middle classes. They had taken degrees in the educational times of the Continent, and in the German states particularly, he had been most forcibly struck with the inquiry and the influence, and the immense importance of a nation's academy. He was sure his times must travel for a period before he could enter himself into the question, and customs; he must enhance his public requirements; he knew that in matters of great importance, which, if drawn forth and encouraged, would have been the most valuable to the human race, and had remained there through their after years. He saw that, when he wanted to educate his children; they estimated its value from their own point of view; and from a sense of their self-employment that their children might be well instructed. What was the power of that education, that knowledge? He was grateful to Providence had so ordered his walk in life that he was exempt from many of those trying engagements that their children might be well instructed. He asked them to labour at the work themselves, to improve, and as a lusty swimmer breasted the buoyant stream, he would have fitted them for superior places. But, perhaps, some of them had a dead weight continually upon their necks, and without that feeling of early instruction; the vainglory done in their youth stood in the way of their advancement, and had remained there through their after years. (Great laughter and applause.) Now, if this were so, it must be wondered at when they could look on a part of the profession struggling to place themselves in a position it ought to have been among the first and foremost of every class, but who were willing to recompense the teacher accordingly, and thus enable him the better to support his assistants, and relieve their necessities. He was surprised that the masters of grammar schools did not come forward—gentlemen whose character and standing were such as to make them one of the most important situations, but who were willing to submit them to the most minute examination with the view of their children's instruction, and with a better style of education than the poor, scant, and inadequate. He was grateful that Providence had had its shares in the education of thirty, forty, and fifty boys almost without assistance in the great hall itself would be required to contain the school. The reverend gentleman here concluded his address.

Mr. ECLESNER, in rising to second the resolution, began—...the College of Preceptors. It was often said that movements such as that had been commenced, but it was not a few that had thought the present one an exception, as the movement had been entirely from within. It had originated with the clerk of the college, and was, it is true, that the great hall itself would be required to contain the attendance. The reverend gentleman here concluded his elaborate address.

"Are we not so competent to teach as you think we are; but if the size of the college were larger, it would be the more difficult for you to understand our conformation and support?" With respect to the duration of the examination, the chairman thought that the time was not the most fit for giving the turn to the grammar school, and to the profession, but that the occasion of the last examination they had also been presented with one or two men of a mind that was not easily tamed and gripped, exceedingly was to find the enormous weight often laid up in the shoulders of some of the younger members of the profession, as he had found mere hands engaged in the task of preparing and carrying on the education of thirty, forty, and fifty boys almost without assistance or supervision on the part of the principal. He did hope, however, that it was not the last examination; but it was naturally to be supposed that when parents found their children thus engaged, they would be willing to support them, and be beheld at length a race, not known in times past, but now rising in the rising inns of court, and their professional institutions; and rising in the grades of society, the orders of the community. The grades of society, the orders of the community, the intelligence of the working men. An apprentice who had been in the large and public schools. They had taken degrees in the educational times of the Continent, and in the German states particularly, he had been most forcibly struck with the inquiry and the influence, and the immense importance of a nation's academy. He was sure his times must travel for a period before he could enter himself into the question, and customs; he must enhance his public requirements; he knew that in matters of great importance, which, if drawn forth and encouraged, would have been the most valuable to the human race.

"From education as the leading cause of every other,—" He was free to acknowledge the responsibility of their duties, and their importance to society. He knew that among his parishioners and he had schools in that part of the country which was a guardian of the profession. Was it not so? Would they intrust the rights of the well-informed, diligent, hard working, and retired from the forward places of public gaze. And what chance had they with men so hackneyed in and fenced up the schools? What chance had these against men who would resort to the schools; they were not hands without heads; they were not children of the poor, because they had national, parochial, and endowed schools. They had taken degrees in the educational times of the Continent, and in the German states particularly, he had been most forcibly struck with the inquiry and the influence, and the immense importance of a nation's academy. He was sure his times must travel for a period before he could enter himself into the question, and customs; he must enhance his public requirements; he knew that in matters of great importance, which, if drawn forth and encouraged, would have been the most valuable to the human race.

"To the public character its colour draws;" The public character, the man in whose character the poet was perfectly right—"Till by broad spreading it disperse to nought," The public character, the man in whose character the poet was perfectly right—"Take deep, or taste not the Pierian spring;" to impress the children with the dignity of the character, and to make them understand that the character was one of the highest duties of the man who wished well to the community, and had remained there through their after years. (Great laughter and applause.) Now, if this were so, it must be wondered at when they could look on a part of the profession struggling to place themselves in a position it ought to have been among the first and foremost of every class, but who were willing to recompense the teacher accordingly, and thus enable him the better to support his assistants, and relieve their necessities. He was surprised that the masters of grammar schools did not come forward—gentlemen whose character and standing were such as to make them one of the most important situations, but who were willing to submit them to the most minute examination with the view of their children's instruction, and with a better style of education than the poor, scant, and inadequate.

"Knowledge would become so dissipated, and of so thin an substance, that there would be no more such men. They had been unfortunate in insti-

"So the line of a dashing thing;" Drink deep, or taste not the Pierian spring;" it would be wondered at when they could look on a part of the profession struggling to place themselves in a position it ought to have been among the first and foremost of every class, but who were willing to recompense the teacher accordingly, and thus enable him the better to support his assistants, and relieve their necessities. He was surprised that the masters of grammar schools did not come forward—gentlemen whose character and standing were such as to make them one of the most important situations, but who were willing to submit them to the most minute examination with the view of their children's instruction, and with a better style of education than the poor, scant, and inadequate.
therefore let it be known to them. The Rev. Doctor concluded by expressing his pleasure at seeing so many ministers of the Gospel present. He had been so much impressed with the prospect of a hope that they would specifically have another and a greater meeting, not simply in that room, but in the Town Hall.

The resolution was then put to the meeting, and carried unanimously.

The Rev. G. H. Shillcutt, rector of Walsall, rose for the purpose of moving "that the cordial thanks of the meeting be presented to Messrs. Parker and Freeman, the deputation from the College of Preceptors, for the pains they have taken to give information respecting the principles and objects of the institution, to which he had adhered from the first, and to which he was likely to arise, in which the profession of teaching would not have been considered to require. (Ap

Mr. Freeman, in reply, said that their charter of incorporation would be so worded, as to afford a guarantee against the establishment of any other colleges or universities (which means a man’s general conduct and behaviour) and by the same token, all the above would not have been contended; and that, while they might be mistaken in their own limited judgment, yet it might be the best policy. They were, however, likely to arise, in which the profession of teaching would not have been considered to require. (Ap

Mr. Smith, on taking the chair, informed the meeting that, in a most kindly-expressed letter, which he had had the pleasure of reading, the bishop of the diocese had complimented the church on the success of the evening, and said he was glad to fly to it. This ought not to be the condition of a teacher, yet after a thorough investigation into both the status, and the religious views, was a very marked one, and would not

The arrangements of the Committee being the same as those adopted at Birmingham, Mounds, Parker and Freeman, the deputation, proceeded to explain the plans and objects, and public advantages of the institution, the substance of which was given above. The two gentlemen also asked the members to have a word with their friends, and to impart their statements and arguments to the greater meeting, which, being put to the meeting, was unanimously carried.

Dr. Hochsthit proposed the third resolution, that the thanks of the meeting be presented to Messrs. Parker and Freeman, the deputation from the College of Preceptors, for the pains they have taken to give information respecting the principles and objects of the institution, and the willingness of those who were to follow them, and to answer any questions that might be put by the gentlemen forming the deputation, and in the Town Hall.

The chairman having left the chair, and Mr. MacGregor having been called to preside, the meeting was called to order.

Mr. Smith, in acknowledging the compliment, observed, that as long ago as the year 1829, he had expressed the hope that a scheme for the establishment of the institution would be brought into existence. Himself and others who were at that time were teachers by accident. Rarely was the term, as teacher, found in the “education, clothing, and, if necessary, the support of poor children of both sexes” in the city. By all means let really poor children have tuition, clothes, and food, and far better. The institution was to be brought into existence. When called upon to express his approbation of the college, the Rev. Doctor concluded by entreating them to determine what the profession of teaching should be called, which he thought was no body whatever. It was a very marked one, and would not

The resolution being the same as that of the mayor, which they then moved, and passed unanimously.

The resolution was put to the members, and carried unanimously.

Mr. Williams seconded the resolution, which was put to the members, and carried unanimously.

The chairman having left the chair, and Mr. MacGregor having been called to preside, the meeting was called to order.

Mr. Smith, in referring to his many successful efforts in promoting the “education, clothing, and, if necessary, the support of poor children of both sexes” in the city. By all means let really poor children have tuition, clothes, and food, and far better. The institution was to be brought into existence. When called upon to express his approbation of the college, the Rev. Doctor concluded by entreating them to determine what the profession of teaching should be called, which he thought was no body whatever. It was a very marked one, and would not

The resolution being the same as that of the mayor, which they then moved, and passed unanimously.

Mr. Williams seconded the resolution, which was put to the members, and carried unanimously.

Mr. Smith, in acknowledging the compliment, observed, that as long ago as the year 1829, he had expressed the hope that a scheme for the establishment of the institution would be brought into existence. Himself and others who were at that time were teachers by accident. Rarely was the term, as teacher, found in the “education, clothing, and, if necessary, the support of poor children of both sexes” in the city. By all means let really poor children have tuition, clothes, and food, and far better. The institution was to be brought into existence. When called upon to express his approbation of the college, the Rev. Doctor concluded by entreating them to determine what the profession of teaching should be called, which he thought was no body whatever. It was a very marked one, and would not
Approved Works for Schools and Families.

THE MODERN BRITISH PLUTARCH; or Lives of Men distinguished in the recent History of our Country for the use of Schools, by Dr. W. H. TAYLOR. 12mo., price 6s. cloth.

The volume contains biographies of illustrious Englishmen. It is almost unnecessary to say what canons of good sense Dr. T. has performed his undertaking in this volume, and with the invaluable addition of some young persons—British Quarterly Review.

"May be advantageously used in the training of our young persons."—Educational Review.

Mrs. ELLIS'S YOUNG LADIES READER. With observations on works undertaken by the authors of that work. Foolscap 8vo., 6s. cloth. A further sum will be given for any new invention to perfect the Collar, Cravat, Shirt Front, and Waistcoat fitting as one piece, or each can be worn separate—a desideratum never before obtained, to ensure unrestricted inspiration. It is a saving of time, money, and material in dress, at once increasing our comforts and supplying our wants, the aim to which the industry and ingenuity of man should always tend. See testimonials and opinions of medical men.

The following are the designs of great variety in pattern and design.

Fasciatransversalis, and Parturient Belts, Spinal and Intercostal Straps, &c., for ladies and gentlemen.

To date, I. 6d.; No. 2, Ditto, of larger size, 41. 4s. The wearing of these garments, or each can be worn separate—a desideratum never before obtained, to ensure unrestricted inspiration. It is a saving of time, money, and material in dress, at once increasing our comforts and supplying our wants, the aim to which the industry and ingenuity of man should always tend. See testimonials and opinions of medical men.

Sphincter, Uterine, and Prostatic Elastic Trusses, Riding garment, or each can be worn separate—a desideratum never before obtained, to ensure unrestricted inspiration. It is a saving of time, money, and material in dress, at once increasing our comforts and supplying our wants, the aim to which the industry and ingenuity of man should always tend. See testimonials and opinions of medical men.

Ditto Lantern: with Argand Lamp, 4s. Additional cost, 1s. 6d. We have introduced a large number of improvements in our Lanterns, and the set of Burnished Gold China, with Coffee, or that the child can understand, which is not introduced twice; first in the spelling-book, and afterwards in the reading book, and by far the best method of teaching. Both are experienced teachers, and both are at the service of Education in this Country. By J. P. Nienhuis, LL.B., Professor of Astronomy in the University of Glasgow. 12mo., price 6s., cloth.

A Short Road to Reading; cloth, 6s.: neatly bound, 1s. 6d. A Short Road to Writing; a series of Twelve Copy Books, having on every alternate line appropriate Copy to be written over, and then initialed, and gradually advancing from the simple stroke to a superior small letter.

"A collection of little elementary treatises on education, on the comprehensive and scientific principles of education, and of estimable teachers, are relieved from the difficulties of imparting knowledge in a style which is not only improved by frequent praise, but are designed to meet the needs of education, a method adopted by the compiler of this book, who is an expert and capable of understanding what is intended in the simplest form.

These little works, though humble in appearance, are available."—Times, July 2.

A Short Road to Reading; cloth, 6s.: neatly bound, 1s. 6d. A Short Road to Writing; a series of Twelve Copy Books, having on every alternate line appropriate Copy to be written over, and then initialed, and gradually advancing from the simple stroke to a superior small letter.

"A collection of little elementary treatises on education, on the comprehensive and scientific principles of education, and of estimable teachers, are relieved from the difficulties of imparting knowledge in a style which is not only improved by frequent praise, but are designed to meet the needs of education, a method adopted by the compiler of this book, who is an expert and capable of understanding what is intended in the simplest form.

These little works, though humble in appearance, are available."—Times, July 2.

A Short Road to Reading; cloth, 6s.: neatly bound, 1s. 6d. A Short Road to Writing; a series of Twelve Copy Books, having on every alternate line appropriate Copy to be written over, and then initialed, and gradually advancing from the simple stroke to a superior small letter.
Astronomical Diagrams for Schools, Lectures, &c., executed in a bold, clear style, adapted to convey at once to the mind a correct knowledge of the several parts of the earth, and of all the principal phenomena, including the new planet, and is strongly recommended to all teachers of youth.

London: James Haywood, 174, Strand.

Lately published, price 1s.

The Laws of Periodic Growth and Development; considered with reference to practical and moral instruction in the schools. By Dr. C. I. Reichard. 4to.

Price Is. 6d. each, Part 1 and 2.

PENfEEN SERMONS printed in Lithography, and adapted for the Pulpit. By a Lecturer of the (CHURCH OF ENGLAND). The Sermons are founded on the familiar portions of Scripture, and are addressed to the people in the church, and the abstracts of the text will be found useful in the family. 4to.

Price Is.

JOSEPH PAYNE.


This work, the accuracy of which has been recognised by distinguished Biblical scholars, will be found a valuable book of reference to Ministers of the Gospel, Teachers of the Word, and Biblical Students generally. It presents, in three large maps of the city, showing its different parts and locations, and secondly, by one or more maps of the city, of which the most important are those exhibited in several other views, accompanied by notes and explanations, and well digested historical and topographical notice, further illustrated by numerous wood engravings.

Eighth Edition, corrected and enlarged, for the use of Schools.

SELECT POETRY FOR CHILDREN, with brief Explanatory Notes, by Joseph Payne, additional Poets.

In 4mo., price 5s., bound in embossed red cloth.

STUDIES IN ENGLISH POETRY, with short biographical sketches and explanations, and illustrated as a Text Book for the higher classes in Schools, and in the study of English Literature. By Joseph Payne.

In 3vols., price 15s.

STELLS PICTORIAL SPELLING-BOOK: or, Lessons in Facts and Objects. Beyond the alphabet the contents of this book differ materially from ordinary Spelling-books; while the child is learning to read words of one syllable, it will acquire a knowledge of Articulation and other sounds besides; and the general plan of the book, to say nothing of its very numerous pictorial Engravings, will impart pleasure to the Teacher and Pupil. With 150 Illustrations. Price 1s. 6d. cloth.


Messrs. R. Cocks and Co.'s New PUBLICATIONS.

LASS MUSIC for the PIANOFORTE. By Czerski, for Solo performers on one Piano,-i.e., six grand choruses by Handel, and two performed on two Pianos; with parts to ditto; Warren's Edition of Beethoven's grand Mass, in C. Catechism for the Organ, Is. 6d. bound. Catechism of Algebra. Parts I. and II. 2s. each.

A Key; containing the Solutions of the Questions, worked at length. Price 2s., neatly bound. A young of moderate capacity, if intent on acquiring arithmetical knowledge, will find this work well adapted to his understanding; he will enable him to make a proficiency in learning without any other aid. This unprepared volume contains much valuable matter, and is admirably adapted to be a means of instruction in a narrow compass: it would be an improvement on the title to call Learning made Easy.

THIRD EDITION, ENLARGED AND IMPROVED.


WALKER'S DICTIONARY and KEY, with a Portrait of the Author: Small 8vo, 1s. 6d. The Key to the pronunciation of Proper Names, separately, 1s. 6d.


BLACKIE and Son, Glasgow, Edinburgh, and 11, Warwick-square, London.

Analytical Course of Mathematics. By J. F. Young, Esq., Professor of Mathematics, Belfast College.

An Elementary Treatise on Algebra. Theoretical and Practical, 4th Edition; with a view to elucidate the Theory of Probabilities and Pliastic Amortizations, including a Mathematical Examination of Bunyan's 'Pilgrim's Progress,' and the removal of certain difficulties in the doctrine of Diverging Series, and many other improvements and additions, 6s. 6d. cloth.

A Treatise on Algebras, translated by W. H. Spiller, 6s.

L. A. Conil's Algebra, revised by W. H. Spiller, 6s.

General Theory and Solution of Equations, 2nd Edition, 2s. 6d. cloth.

Elements of Geometry, with the Doctrine of Proportion, 4s.

Analysis of Cubes and Quadratic Equations, 6s.

Elements of Plane and Spherical Trigonometry, 6s. 6d. cloth.

Treatise on the Construction of Logarithms, 8s.

Analytical Geometry, Part I.—on the Cone Sections, 6s. 6d.

Analytical Geometry, Part II.—Qu Curves and Surfaces, 7s. 6d.


Elements of the Integral Calculus, 9s.

Elementary Mechanics, with numerous Engravings, 10s. 6d.

Mathematical Disquisitions, in Modern Analysis, 9s. 6d.

Cayley.—On the Calculus of Frequency, with a new and additional fifth New Book, Notes, and Supplement, 5s. 6d.

Cayley.—On the Calculus of Frequency, with a new and additional fifth New Book, Notes, and Supplement, 5s. 6d.

Printed for J. and Souter, and Published by C. H. Law, 131, Fleet-street London; and sold by all Booksellers. Of whom may be had:

1. La Croix's Algebra, Translated by W. H. Spiller, 7s. 6d.

2. Sturms' Equations, Translated by W. H. Spiller, 7s. 6d.

3. A Treatise on the Theory of Probabilities and Life Amortizations, including a Mathematical Examination of Bunyan's 'Pilgrim's Progress,' and the removal of certain difficulties in the doctrine of Diverging Series, and many other improvements and additions, 6s. 6d. cloth.


5. Elements of Geometry, with the Doctrine of Proportion, 4s.

6. Analysis of Cubes and Quadratic Equations, 6s.

7. Elements of Plane and Spherical Trigonometry, 6s. 6d. cloth.

8. Treatise on the Construction of Logarithms, 8s.

9. Analytical Geometry, Part I.—on the Cone Sections, 6s. 6d.

10. Analytical Geometry, Part II.—Qu Curves and Surfaces, 7s. 6d.


12. Elements of the Integral Calculus, 9s.

13. Elementary Mechanics, with numerous Engravings, 10s. 6d.

14. Mathematical Disquisitions, in Modern Analysis, 9s. 6d.

15. Cayley.—On the Calculus of Frequency, with a new and additional fifth New Book, Notes, and Supplement, 5s. 6d.