Tuesday, August 1, 1848.

College of Preceptors.

The Charter Special Fund.

Amount of Subscriptions already received...

3. Registration Books are opened by the Secretary, for the accommodation of Principals and of Assistants, &c., and this Agency Department is conducted free of cost to Members of the College. The applications at the Office for Assistant Masters who have passed the Examinations of the College, are very numerous.

4. The Preceptors’ and General Life Assurance Society has been established distinct in its operations and responsible for the Class, but still under the sanction and patronage of the College, and will be conducted on the most approved descriptions of Life Assurance, Annuities, and Endowments, which have been calculated at the lowest rates, and most advantageous terms to the assured, and are fully detailed in the Prospectus.

5. The Educational Times, a monthly stamped Journal of Education, Science, and Literature, was commenced in October last, and is issued every month, price Sixpence. Its objects are to act as the organ of the educational science in those communications with their public, or among themselves, to bring together the information of every kind and relate to Education; to advocate the claims of education, to maintain the necessity for correcting many of the economical and privations of a profession.

Further results contemplated:

1. That Education will be better understood in its theory and practice, and more comprehensively followed out in the whole extent of the human knowledge and physical, as well as the intellectual nature of man.

2. That without any system of centralisation, a large supply of able Teachers will be secured, since the existing state of the fowry in connexion with the College of Preceptors may act as the Assured, and are fully detailed in the Prospectus.

4. A Preceptor’s Fund has been decided upon, to enable Relief to the distressed and suffering Members of the Scholastic Profession, and to extend aid to their families. The funds for this purpose are to be raised for the general purposes of the Institution, and will be administered by a Board of Officers and Teachers, and each respectable School will be regulated accordingly as the advantage of the College. Names of Ladies are now being collected, and the Board of Trustees of the College have announced the Rules and Regulations of that body, to be held in all respects with the original tenet, and to be administered by the Members of the College. The plan has already received the sanction of several Ladies of rank and influence, who are now organized in literature, who form a Board of Lady Patrons.

Further information of the College, Plans, and Regulations, &c., of the College of Preceptors, may be obtained in the Catalogue of the College, published by Messrs. Longman, &c., or by application to the Secretary, or any of the Local Secretaries; for which and also Subscriptions will be received.

 Fee for Life-Membership... £10 10 0
 Fee for Annual Subscription... £1 1 0
 Fee for Assistant Teachers... 0 10 6
 Fund for Life-Membership...

5. Copies of the Scholastic Profession, either in classes or in private lessons; and either at their own houses or elsewhere. For further information, apply to Mr. J. J. Morris, Esq., Leeds; Mr. A. H. Wilkinson, Esq., West Bromwich (2nd an.); or at the College of Preceptors, 28, Bloomsbury-square, London.

Important to Students.—An Examen, by the advice of one of the members of the College of Preceptors, has been considered by the Committee of Examining Candidates, who, from the great number of applications, has been suspended for the present. Exams in popular style, 3s. 6d. on addressing a short statement to the Committee, recommending the candidate, and their addresses sent to the Secretary, John Parker, 23, Bloomsbury-square. JOHN PARKER, Secretary.

TUESDAY, AUGUST 1, 1848.

[Stamped—Price 6d.]

College of Preceptors.

Formation of a Library of Reference, and a Reading Room in Conjunction with the College, for the Use of Candidates, and others possessing these objects, for which the College raises, 2s. 6d. per annum, under the direction of a Committee of Rotarians. The objects of the Library consist of Books or Local Papers to the Secretary, or of Contributions of Books or Local Papers to the Members of the Institution, which will be so much admired as to contribute to the members of the scientific profession and students. It is to be understood that the candidates will be given in every merit and it is considered that all who appreciate its merits will contribute to the active assistance towards the immediate establishment of a Literary Institution with a full subscription, 2s. 6d. at the London Office for Assistant Masters who have passed the Examinations of the College, are very numerous.

The Most Noble the Marquis of Northampton.

The Educational Times.


Press and Literature.

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NOTICE BY THE EDITORS.

This edition of "Hankinson's Introduction to Algebra" differs greatly from all former editions; and though the Editors have closely adhered to the plan of its excellent author, and retained a large portion of original matter, they have shewn themselves of all the recent improvements in the science, and have introduced various new examples, as well as several important and useful subjects.

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"The mental exercises are not more abstractions, but palpable realities, existing themselves in the mind, as the fruit of their positions and the power of enabling the pupil, by a process of rationalisation, to reach results, not blindly, or without reflection, but with the application of the judgment and memory. At first sight, we felt disposed to doubt whether the method was not, at least, highly useful. But the systematic manner in which Mr. Hopkins's works are capable of conferring on them."—Piloths,

We have been enabled by the author to obtain several important and useful additions, by Mr. H. Hopkins. The first is 'Exercises in Mental Arithmetic,' containing 12,000 questions, with the rules for their calculation. The method is easy, simple, and yet essentially calculated to teach a sound system of numerical calculations. All these works are calculated to remedy the defects of the old system of education."—Weekly Dispatch.

"The mental arithmetic taught by Mr. Hopkins seems to differ from that of others we have had the pleasure of examining, in that it is designed to make the pupil pass through the following stages in the acquisition of mathematical knowledge:— First, the mental exercise; then, the practical exercise; then, the written exercise; and lastly, the mental exercise again. The plan of Mr. Hopkins leads to more wonderful results: differing from the old system just as a modern poet differs from a mediaeval one. The method is new, but the principles are old. It is an improvement upon the old mode which was so 'tedious and unnecessary,' and it is furnished with a great number of new examples, as well as..."—The Magnet.

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"The Manual of Mental Arithmetic is excellent, and wins the hearty commendation of all who have used it. The directions are concise and clear—the examples copious; and the Teacher's Manual supplies all that is wanted to enable any well-qualified teacher to discharge his duty to the satisfaction of his pupils and the advantage of his profession."—The Manchester Literary Magazine.

"The sentences afford much information. We have no doubt of the book being found very useful."—The Witness.
In one respect nothing, we believe, could be more gratifying than the last half-yearly examinations: the examiners concur in stating that the spirit and manner displayed by the candidates in all the branches for which certificates were granted was most creditable to themselves, and highly gratifying to the examiners and the Council of the College; and in particular, that the mathematical papers were traversed with no matter superior to that observed at any previous examination. But, it is not to be denied that the number of those who presented themselves for examination was far smaller than there was good reason for expecting, and this from the friends and well-wishers to the improvement of education among the middle classes earnestly hoped for; and as this is a question of vital importance to the cause of which the College of Preceptors is the organ and exponent, we shall be rendering a service to our profession if we point out the circumstances to which the fact in question may, we think, be attributed.

At first sight, the observer might be inclined to account for that fact by assuming either that the spirit of the teachers, both principals and assistants, is insufficiently cultivated in their profession, and thus that, seeing no causable benefit to be derived from undergoing the course of hard study necessary to qualify them for receiving the College Diploma, the absence of higher motives dent the progress of the examination. To every stimulus to so much exertion: or that, admitting the desirability of the end, it doubtless or denies the efficacy of the means.

Both these hypotheses are, we fear, to some extent true. Our profession has so long been utterly neglected that it is in any funda-

mental respect so anomalously circumstanced, that it has ceased to be actuated by that species of esprit de corps which makes each member of a class feel that the honour and welfare of his fellows depends upon himself, and hence urges him to strive on all occasions to charge not only his professional duties, but all that devolves upon him in every relation of life, in such a manner as to maintain the standard of dignity and public esteem in which his profession may truly be described as—

the public on this ground; and the persever-

ance, judgment, earnestness, and moderation which it has,prosecuted its purpose, have no instance in which a body of men have acted together for so long a time for objects thing like personal or sinister objects. We must say, therefore, that the College short of the examination. The only thing that can render the profession gene-

eral of the College, which at present is a merely voluntary association, bound to-gether by no legal ties, and subject to no legal responsibilities; or because they lack confi-

dence in the persons to whom its operations are directed. The time will then be opportune for those who might actually attend them, and be in the habit of reflecting more or less deeply upon whatever concerns them, should the College choose to set forth its programme in form of a course, which may be ascribed the dispr mrrtion between the examinations.

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In these remarks, nothing is farther from our intention than to impute any blame to the College in conjunction with the Examiners, on account of the want of such a plan. In the course of the present movement, from distrust in the per-

formance of the College, which at present is the only point to be considered. It must be remembered that nearly one hun-

dred persons had inscribed their names in the College books as purposing to present them-

selves for examination, and they are doubtless pursuing their studies with a view to that object; so that the effect produced by the proceedings of the College must not be esti-

mated by the number of those who have ac-

complished the object for which they constit-

ute only one-sixth of the whole number that formally entered on the books as studying for the examinations.

It remains, then, to inquire what causes may be assigned the depri

vion between the number of intending candidates, and that of those who claim and obtain the certificate of qualification from the College; so that measures may be taken to remove such impediments to the efficient working of the plan of improvement.

The first of these is the want of all provision on the part of the College to assist and direct the candidates in their studies. It is true that the Dean is always ready to an-}

swer the inquiries of those who may apply to him for advice and direction, and we have no doubt that much good is thus effected; but even the institution of more systematic means of instruction would not obviate the necessity for this plan; because, many, perhaps most, assistant teachers are so circumstanced that they would not be able to avail themselves of public courses of instruction. Still we hold it indispensable to the success of the College that such courses on all the branches of the examina-

tion should be established with as little delay as possible; so that those who are within reach of the opportunities for study thus to be afforded may be subjected to regular mental training, and receive that guidance in the pri-

vate pursuit of their studies which is so necessary in most cases to keep the student's attention fixed upon a given object, and to throw into the energy which almost invariably results from exclusively private study and self-instruction.

The benefit of such courses, though greater for those who might actually attend them, would by no means be confined to them. The programmes of the professors and lecturers would serve as guides to students at a distance; and a plan might be devised by which exercises, translations, &c., of the same kind as those done in the classes, might be forwarded from London to the teachers in London, and returned with all needful corrections. By this means the advantages of instruction might be extended to assistant-masters in every part of the kingdom; the whole body of intending candidates would thus be subjected to nearly the same course of discipline and prepared to appear with confidence and success before the College examiners.

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as it has been thought that many of the students might have previously procured books, in themselves equally well adapted for the purpose; and that it would be hard to require them to purchase others merely because the scheme had been perfected at time no College. Individual instances of this kind would, no doubt, occur; but not so frequently, or to such an extent, probably, as is apprehended: at all events, this objection applies only to the present students, who might be encouraged to the rule, by the future certainty of the part of his employer. And we cannot refrain from observing that this is a case in which not merely the assistant, but society at large has a right to look for some sacrifice, if necessary, of the time and labour the Prospectus of the University of our country is intimately connected with the qualifications of assistant teachers in schools for the middle classes; they are the active rearers of the young, who a few years hence will have a voice potentially and in the empire, and whose principles and conduct must be greatly dependent upon the daily and hourly lessons they are now receiving. Any unnecessary obstacle put in the way of the improvement and elevation of the assistants is therefore a serious offence against society, and the man who would not consent to submit to a little personal inconvenience for the sake of removing such obstacles, proves but too clearly that he is either incapable of comprehending the true nature of the question, or is so purely selfish as willingly to sacrifice the most important interests of the community for the sake of his own case, or to avoid a departure from his old established habits.

We trust that there are not very many such men in our profession; at all events, we feel confident that none such are to be found among the members of the College of Preceptors. In the great majority of instances we will fear hope that the students assistant will find the warmest welcome in his new occupation, and every reasonable means adopted to facilitate and hasten it. The more experienced teacher should take pleasure in communicating his store of learning and science to the junior, in aiding his progress by his loan of books, by kind advice, and, if needful, by temperate rebuke: feeling that their interests are really identical, principals and assistants would thus effectually co-operate in the great work of educational reform, mutually giving and receiving benefits, and thereby not only elevating themselves and their common profession, but imparting to their connection the charms of friendship, and thus securing one of the most powerful consolations amid the disappointments and distractions of their labours and responsible avocations.

EDUCATION IN WALES.

VI.

As we intimated last month, we intend, in this concluding paper on the subject, to show from the Commissioners' Reports on what conditions Government aid for the promotion of education in the Principality would be thankfully received by the great majority of its inhabitants; and to state briefly the outlines of the plan which, we believe, might, with the utmost advantage, be adopted in applying such assistance.

Of these conditions, the chief is that no interference whatever with distinctive religious instruction be attempted in the schools to be established by the State. On this point, the evidence furnished by the Reports is complete, and nearly uniform. The Welsh have a decided, and, we think, well-grounded objection to the introduction of such instruction into the ordinary business of the day-school: they say, in effect,—there is a time for all things, and so far from religious feelings and convictions being promoted by the ordinary system of education, they are so apt to be destroyed. It is a question to read, or with the routine of the school, such a plan necessarily causes religion to be regarded as a mere matter of learning and task-work, and with the same feelings of irreverence or positive dislike as are associated with the profanation of the Bible in Welsh schools in a proposition which it is painful to witness. [Report I., p. 243.]

"Beyond this assistance (of allowing the chaplains to be used as school-officers), the schools might for the most part be considered as private adventure schools of a secular character, excepting that the common reading book is the Bible. In no single instance, I save the Wesleyan schools at Cardiff, did I find evidence that the school-books were taught, or any denominational test imposed."—Report I., p. 35.

"Where religious difficulties interfere with attendance upon day schools, it is solely from enforcing either the catechism or attendance at church. Religious instruction is a general rule in our day-schools. The common reading book is the Testament or spelling-book: the Testament is used simply as a reading-book, and that because it is the cheapest: no explanation is given of it."—Evidences of the Means. 3d. Ed., p. 238.

"Good secular education is the only basis on which parties can be united in school. From Mrs. Bevan's schools, which are gratuitous, the Dissenters often keep their children away, on account of the religious instruction enforced. In Cardiganshire they are even attempting to set up opposition schools to Mrs. Bevan's."—Mr. David Owen, Id., p. 238.

"When Mrs. Bevan's school was held there (at Twlc), several preferred keeping their children at home altogether rather than submit to the religious instruction. The children had neither attendance in the parish church on Sundays, nor the church catechism was enforced."—Id., p. 243.

"The master (of a school at St. Clears) seemed to pay much attention to the children..."
as they read, and corrected their pronunciation slowly and clearly: he is never in the habit of asking any questions beyond the specie of the fund in the chapter read. "Religion, he said, is taught the children in the day-schools; the subject here is to cultivate the mind for secular things."—Id., p. 244.

The endowed schools are almost all connected with the Established Church. In them, the religious principles of the Church are taught, and attendance in church enforced. This is felt to be a hardship by the parents, and little pay-schools are common even in the neighbourhood of endowed schools. The general feeling of Dissenters is in favour of confining the day-schooi to secular instruction, and leaving the religious instruction and the Sunday free.—Mr. Z. Davies, Id., p. 245.

In all day-schools within the range of my experience (parish-schools excepted) religious instruction has, rarely been given; and I believe, where the master has been a Dissenter, or a Dissenting minister, and rarely where he has been a Churchman. I am fully persuaded that no system of education can make a master a Dissenter, unless it be ever-powerfully it may be supported in a particular point of view, unless it is entirely unsectarian, and perfectly unmarred with the peculiar or denominational views of any sect or party."—Rev. D. Lloyd, Carmarthen, Id., pp. 287, 288.

No religious instruction is given in the school (Powell's, in Carmarthen), but it is opened and closed with prayer, and, as part of this service, the Scriptures are read without comment. (Mr. Lindinger.)

"I had some conversation with the superintendent of the Sunday-school, in Llanyciefanog, a better sort of farmer, living in a comfortable way, and apparently upwards of thirty years old. He wrote a good hand, and spoke English correctly, and appeared a shrewd, intelligent man. I was surprised at the bitterness with which he spoke of the Church. He talked much of the want of schools, and that the poor never lifted up, but he declared, at the same time, that under clerical control, no children would attend it. There were no Church people in the parish. He was against religious instruction in any sort in day-schools.—Id., p. 407.

"There is next to no religious instruction in the day-schools. In the adventure (private) schools the masters and mistresses, when they spoke out, admitted that they did not teach it, and that the parents would be dissatisfied if they did. One master said to me, 'We do not all go to Sunday-schools; is not that enough?' The Holy Scriptures are read in every school. The master, in his conversation at the exhibition (of his pupils' ignorance of religious subjects), seldom reproached the children with forgetting what they had taught them, but brought them to the minister in church or chapel. Religious instruction has, in fact, scarcely a place among the subjects which it is thought the province of day-schools to teach, in my district; and, after much examination and careful reconsideration of my notes, I can make no material distinction between the day-schools in connexion with the Church or the Dissenters and private adventure schools."—Report II., p. 35.

I believe that good schools, where the Bible should be taught, about the Church of England, or any sectarian doctrines, would flourish; but I am sure that in this neighbourhood, no schools, exclusively on any Church or sectarian principles, would answer. And an instance of this, I may state that when Sir James Graham's bill was proposed, the Dissenters and Methodists in my parish opposed my school, and told me I was a Roman Catholic. Very few children remained, and it was obliged to be given up in consequence. To Independents and Methodists then joined in establishing a day-school in my parish. They tried to teach their own doctrines and catechism in the joint school, but soon split, and were obliged to establish a separate school within one of the fields of the other; and their principles were nearly similar."—Rev. II. Davies, Curate of Tref-y-yr-wal, Id., p. 83.

The establishment of an infant-school is very desirable, in which children of the parish might be taught the principles of every religious creed that would be admitted. This would, I believe, be productive of incalculable good; also a free-school for educating the children of the working classes, founded on principles absolutely unsectarian, where the children shall be taught the Bible, without note or comment, and a standard book, and the children enjoined to attend some place of worship, to receive special religious instruction, but where they shall attend to the choice and direction of the parents.—Mr. J. Jones, Preston, Id., p. 116.

"The people require schools unattached to any one creed. They regard liberty for their children to attend their own places of worship on the Sabbath as of the highest importance; and they therefore would be desirably that whatever Government aid is given should be applied in such a manner as to secure this."—Rev. D. Charles, Id., p. 98.

"Should Government propose a general and comprehensive scheme of education, based on the principle of assisting education on the Church Catechism, being learnt by the children of Dissenters, when objected to, and allowing them to attend their own Sunday schools, I fully believe that such a plan would meet with little or no opposition from all the most respectable and most numerous of Dissenting communities; for the subject of education has of late so arrested the attention of the public mind, that a large portion of all classes of society are now becoming convinced that whatever Government aid is given should be applied in such a manner as to secure this."—Rev. D. Parry, Vicar of Lilwyll, Id., p. 97.

"I do not think Government aid undesir- able, but owing to the circumstances of the country and the diversities of creed, I should fear it would be inconvenient, and do more harm than good, except on a plan that would unite all denominations. I do not think it proper that Government should aid each sect by itself. I think the Government should aid all united or none at all."—Rev. E. Davies, of Brecknock College. Id., p. 101.

"First, care should be taken that all religious denominations should be treated on the same footing, and in the best manner. The term 'unsectarian,' is one that implies honesty, and a desire for the best instruction. The term is not in itself a denomination, but an instruction, and a desire for the best education, and where the term is applied, the best instruction will be given. If Government interferes at all, it ought to be without partiality to any denomination, or reference to religious creed."—Rev. G. Griffiths, Brecknock, Id., p. 105.

"If Government interferes at all, it ought to be without partiality to any denomination more than another. . . . Unless the Government interferes, there is no chance of Protestantism being established among the Dissenters. The Government aids are required to treat all parties alike, giving no honour to clergymen, as distinguished from Dissenting ministers, I am thoroughly convinced that any interference on their part would do a thousand times more harm than good."—Rev. H. Griffiths, Brecknock, Id., p. 105.

"I think Government aid very desirable, which should be applied without distinction of, or reference to, religious creed."—C. Parsons, Esq., Id., p. 125.

"On certain schools at present in operation (in North Wales) 216 are taught on private adventure. The total number of scholars in such schools amounts to 5,348. These schools have been carefully examined, and minute notes have been taken respecting their present condition as regards the buildings, furniture, and apparatus; the teachers and their qualifications, and the attainments of the scholars in every branch of instruction. In every one of these respects, they are so utterly worthless, that nothing can account for their existence. The system of educated parents to have their children instructed without interference in matters of conscience. Aware of this determination, the teachers of private adventure schools demand exorbitant fees for instruction, although the range of subjects professed seldom exceeds reading, writing, and arithmetic."—Report III., p. 54.

"They (the Dissenters of Caernarvon) are of opinion that no compulsory system of education will suit the Dissenters of Wales, who would rather be without secular instruction for their children than obtaining it for them, even at the best schools, upon the condition that they must learn the Church's catechism, Pery, Puseyism, &c., and be obliged to attend the parish church on the Sabbath; and therefore they have resolved to have a liberal day-school established in the parish of Llanfair, which will not interfere with the religious principles of any denomination of Christians, but merely supply the scholars with secular education, and leave them at liberty to attend the place of worship and the Sunday-school they may choose themselves. They think that this is the general opinion and feeling of the Dissenters in the Principality."—Id., p. 347.

"Several inhabitants of Manaw have opposed Sir James Graham's bill, not because they thought that there was no need of the means of secular education, but because that bill was partial, unfair, and unjust; it intended to place the management of the schools, especially the religious instructions, in the hands of the clergy, and to compel the children of Dissenters to attend at the Established Churches on the Sundays."—Id., p. 357.

The evidence of a contrary tendency comes almost exclusively from clergymen of the Established Church; and as the views they ex-
As we have before shown, there is nothing in the Reports themselves to indicate that such press appear to us to account, to a considerable extent, for the excitement and hostility occasioned by the Commissioners’ Reports, although, as we have before shown, there is nothing in the Reports themselves to indicate that such views receive the sanction of the Commissioners, it is highly important that they should be included in this resume of the subject.

"About half the children attending my Sunday-school are the children of Dissenting parents. When I introduced the Church catechism and attendance at Church when I introduced the Church catechism and attendance at Church was not enforced upon those children whose object the same, would go far to satisfy all parties."—Rev. H. Mogridge, Id., p. 107.

"It is impossible to provide efficient schools for each sect; some process of amalgamation seems the only answer. The appointment of masters will be a matter of much delicacy, as each sect, in every locality, will naturally wish for one of their own body."

"A system of mixed education of Church and Dissenting schools is the only resource. The appointment of masters will be a matter of much delicacy, as each sect, in every locality, will naturally wish for one of their own body."

Now, considering the feelings of mutual dislike and distrust which have prevailed in Wales between Churchmen and Dissenters, it is not much to be wondered at, that even in the parishes of Wales, except the towns, would the Dissenters hesitate to send their children to a good school, though the religious instruction there instilled were based on Church of England principles, provided the master was of the Church of England. By so doing it would clearly abstain from all partiality, which could not otherwise be avoided. The choice would be decided by the existing institutions of the country."—Rev. R. L. Venables, Id., p. 111.

"The Dissenters would, of course, prefer a school under the control and management of the Established Church; but I know by experience that they would, with very few exceptions, send their children to a Church of England school."—Rev. D. Evans, Id., p. 124.

"The Church of England has hitherto been allowed to educate the children of Dissenters in many of its schools. After this time it generally loses them. But there is more jealousy on this point now than there used to be."—Id., p. 234.

Considering this state of things, we say, it is not much to be wondered at, that such an object, generally excited rather by the fear of clerical interference and domination than against the principle of mixed education."—Report I, p. 218.

"The Church of England has hitherto been allowed to educate the children of Dissenters in many of its schools. After this time it generally loses them. But there is more jealousy on this point now than there used to be."—Id., p. 234.

We have repeatedly expressed our opinion that, judging merely from the internal evidence furnished by the Reports themselves—for of the facts we are personally strongly ignorant, views were different, and hence it seemed to us to be quite incompatible with such a failing; the same conclusion is favoured by the fact that their Reports appear to give equal offence to Churchmen and Dissenters; who on this point at least seem to sympathize and hence to resent as a personal affront, the plain-spoken exposures of the educational deficiencies of their country, with which the Reports abound.

But though nothing emanating from the Commissioners themselves is chargeable with favouritism towards the Church, many of the Dissenting body, both in Wales and England, are persuaded that the covert object aimed at in all the recent Governmental proceedings relative to education in the Principality, is the increase of the followers of the Church of England by the various Dissenting sects. "The Churchmen of Wales, like their brethren elsewhere, are now invoking State aid to commence a crusade against Dissent under the pretence of educating the people. I say pretence, for they do not promote education, but Church extension."

We believe that this apprehension, whether well or ill founded, is the only cause of the threatened opposition by Dissenters to any general Government scheme of education for Wales; and we maintain that if the Dissenters were convinced that such a secret attack is to be made upon them, they are perfectly justified in taking every legal means to defeat it; nor can we deny that there is much force in what is advanced by the writer above quoted to show that practically the effect of the Minutes of 1847 would be to favour the Church at the expense of Dissent. After stating the principles of the Voluntaries, which condemn every interference of Government with matters of religious belief and worship:—"With those, in reference to the rule that public aid is to be afforded to each sect, in proportion to the sum raised by its own members, he remarks:—"As the gentry belong to the State church, the different denominations of Dissenters are comparatively poor. Lord, put these men in competition with the wealth and worldly influence of the land. This is no equal race: Churchmen know it, and hence they are in extacies at the prospect."

In many instances it is difficult for Dissenters to obtain sites, especially eligible sites for chapels and school-rooms, because the landowners or their agents are Churchmen. . . . "In most of the parishes of Wales, only one school is wanted, the great majority of them having a population quite sufficient to maintain one. In such places the whole establishment of Church-schools is perfectly certain; and with the agencies which the Clergy can wield, Dissenting-schools would be effectually kept at bay."

There is only one method of avoiding all these and similar objections, of showing the groundlessness of sectarian suspicions, and of bespeaking the general blessing of a sound and comprehensive education for every one of its inhabitants who may require it; and that method is the establishment of a system in which the people of the Principality shall be regarded simply as British subjects, but not as members of this or that sect; as having a claim upon the Government for the means of moral and intellectual training altogether irrespective of the peculiar dogmatic views entertained by them; as entitled to the protection of the law for the rest of their countrymen without being required to surrender their cherished convictions and feelings in reference to religion; —in one word, of a purely secular system of education.

Such we believe to be the only effectual means of providing for the instruction of the people in every part of the empire; but there are peculiar circumstances which render it especially and easily applicable to Wales. In the first place, there is a position among the people themselves to prefer such a plan of education; secondly, ample provision, in accordance with their own habits and modes of thought, has already been made for special religious instruction; and although it may be said that the Commissioners' Reports would lead to the conclusion that this provision is far from accomplishing its objects, yet it must be observed that the Commissioners themselves admit that the amount of religious knowledge among the Welsh is beyond all comparison greater than that of secular knowledge; that in most cases the ignorance of religious subjects which they found among children was perhaps more verbal than real, or else of such a kind as is ineradicable; for which knowledge, better than that of a parrot, can children have of such abstruse metaphysical topics as faith, grace, &c., &c., which we find were not unfrequently, but very absurdly, the subjects upon which the Commissioners examined the children. The adoption of such a course, is the evident desire for the present body of the Welsh themselves. Here and there, no doubt, a fiery partisan, whose zeal without knowledge renders him insensible to the clearest facts and most startling phenomena, may loudly protest that he will be no party to such a "Godless system of instruction"; but this is chiefly attributable to the dread of Government interference; and most of the witnesses, whose evidence is contained in the Reports, concur in stating that the richer classes take no interest in the education of the poor, and that it is vain to expect that they will do much for its promotion. As for school-buildings, anything deserving the name hardly exists in more than a score of places throughout Wales. Hence, there is almost a clear field for the foundation, ab initio, of a general system of education, which would soon interfere at all with any existing interests, or diminish the utility of institutions already in operation.

Another and powerful inducement to the adoption of such a course is, the evident desire for the present body of the Welsh themselves. Here and there, no doubt, a fiery partisan, whose zeal without knowledge renders him insensible to the clearest facts and most startling phenomena, may loudly protest that he will be no party to such a "Godless system of instruction"; but this is chiefly attributable to the dread of Government interference; and most of the witnesses, whose evidence is contained in the Reports, concur in stating that the richer classes take no interest in the education of the poor, and that it is vain to expect that they will do much for its promotion. As for school-buildings, anything deserving the name hardly exists in more than a score of places throughout Wales. Hence, there is almost a clear field for the foundation, ab initio, of a general system of education, which would soon interfere at all with any existing interests, or diminish the utility of institutions already in operation.

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HISTORY OF ENGLAND.

1. Give some account of the condition of England during the Heptarchy. How long did that division of the country continue? What is known of the Constitution of the Heptarchy? What was the object of the institution called Frankpledge? Do you recollect Mr. Hallam's views upon that subject? Do you recollect the trial by jury in use among the Anglo-Saxons?

2. Give a brief sketch of the feudal system, and a general explanation of what is meant by the Canon Law. Were there any important statutes passed during the time of the Anglo-Saxon dynasty? What was the office of the Chief Justice? What was the appellate jurisdiction of the King and the Lord Chancellor? Who were the judges of the Court of Common Pleas? When did the principle of agrarian descent begin to be adopted by the Crown? What are the judicial duties of the Lord Chancellor?

3. Give a genealogical table of the Kings of England from William I. to John. Point out those provisions of the Magna Charta which are the most important. What was the Falkirk Parliament? Who were the chief Statesmen at the Court of Elizabeth?

4. In investigating the origin and growth of the English Parliament, what are the grand points of importance to be considered? What were the advantages of the English Parliament as compared with the Continental Parliaments of the same period? What were the objects of the Itinerant Justices established? What was the Royal prerogative?

5. What are the chief Authors upon this Science? Give an account of the Treaty of Utrecht and the other Treaties of the Revolution. What was the character of Sir Robert Walpole? What do you understand by the doctrine of "Nullification"?

6. Mention, in chronological order, the Kings of England from William I. to George III. How were the great statesmen of the Revolution identified with the establishment of the Constitution? Who were the chief Authors of the Constitution of 1701? What is the meaning of the word "legal" here used? What is the adoption of a Constitution? What are the effects of its adoption in this country. When was the Statute of Westminster passed? What is the chief difference between the Statutes of Westminster and the Statutes of Henry VII.?

7. What is the meaning of "Communism." How would you proceed to define the meaning of "nullification." What was the character of Sir Robert Walpole? What is the theory of "nullification." What is the doctrine of "nullification." What was the character of Sir Robert Walpole? What is the theory of "nullification.

8. "Fines" and "Rent." What is the character of the English constitution? What is the effect of the Statute of Westminster? What is the constitution of England?

9. When did the principle of agnatic descent begin to be adopted by the Crown? What are the great points of the Magna Charta? What are the great points of the Constitution of 1701? What is the character of the English Parliament? What is the character of the English Parliament? What was the character of Sir Robert Walpole? What is the theory of "nullification."

10. When did the principle of agnatic descent begin to be adopted by the Crown? What are the great points of the Magna Charta? What are the great points of the Constitution of 1701? What is the character of the English Parliament?

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life to the profession. But women, generally speaking, have no profession; and they have not even the advantage of a kind of training, which, if it be useless, has the advantage of being useless, and an evident advantage in its very directness and definiteness of aim. When they have a profession, whether it be that of mantu-maker, or artist, or governess, the same sort of means can never manifest itself. The needle, or the brush, or the multifarious amusements, which, under the specious name of accomplishments, too often constitutes the governess's stock in trade, in the hands of a girl who could have but a limited and time and means to aim at mental growth, at liberal culture on all sides,—still more to allow the natural silence and reposé in which, alone, the individuality and unique self, both of mind and heart, are formed, and might trace a principle in the unsystematic practice of these duties it is not needful here to speak. In these, as in all others, what is saved from the special, partial, and narrow, transient moments, too often constitutes the governess's stock in chance impress from without, or at most to please, and suffer because we err. We must acknowledge an independent se factor in woman as in man, and a common responsibility, because a common dignity in both. Women were to be made graceful, and delicate, and winning from her very feelings. Independence of character, originality of thought, energy of purpose, logical clearness, and scientific accuracy, a philosophic depth and breadth of knowledge, even strong bodily health,—all were out of keeping. Woman was to live, not for herself, but for some one, and perhaps for him of the other sex who might be captivated into the marriage, the possessive, the peculiar, the moral, the secular, the biological, the physical, the ethical, the political, the social, the economic, the domestic; and if it be remembered that this is the less evil the natures of those who have gone before us. This the ignorance and degradation of the poor may find their solution elsewhere than in the direct action of Providence. Let us not be hasty to charge on nature what may be the result of man's own neglect or folly; still less to make the existence of evil an argument against efforts for its re

But, to descend from theory to fact, take the average of men and women, and let any one who has tried to teach both declare whether there is an inherent or acquired or acquired deficiency in woman which unfit her for the study of any subject of human inquiry, or which renders any study un

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ders to be gaazed at from afar, such cases are of little value; their use is to justify and to herald the ad-
misent of woman into fields of thought, from sex. Why, again, should women not be taught the
value of political, social, and economical science, unfit
wisdom, made on the one hand the well being of
knowledge is vehemently denied. I know not how
he has implicitly, but emphati-
cally, coast ad
alike, faculties which enable us to study and com-
manded all who have ears to hear to study
are, of political, social, and economical science, unfit
this. By almost common consent, women are sup-
knowledge is vehemently denied. I know not how
son, with how little wisdom the world is governed,
Surely, did they but know, as Oxenstiern told his
angry or party disputants; and while I know full
engrossing and all-dividing questions.
that, were women admitted to an intelligent parti-
would be less bitterness and more moderation and
long as woman is admitted to possess a moral and
increase of schools, provided the masters are of their
surely there must be something unsound in that
mechanism and priestcraft. But the reformed clergy
to the Romish Church; but give the people a free
in sound judgment, attention to truth, and rectitude
of sects and creeds.
The most determined enemies of these proposed
measures, when, years ago, he wished to commence
the money-making, which it now has
of schools which would compete for

MINIMUS.

PAPER READ BY MR. WHARTON, AT THE CONVERSATION HELD BY THE COLLEGE OF PRECEPTORS, JUNE 26th, 1848.

It is no trifling matter that the studies of the youth of a nation should have that bent which is made by the form that the Church, which is, in the sound judgment, attention to truth, and rectitude of conduct.
The English nation has always been pre-eminent for these characteristics; and it is imperative, both on parents and the educators of the nation, to be fully convinced of the necessity of adhering to this standard, and not to desert the grand object in pursuit of gaudy butternuts, not to sacrifice the mental powers to non-intellectual occupations, nor to fancy that the reasoning faculties can be developed and strengthened by amusing the mind or by exciting the imagination.
The course of education which alone is valuable for these characteristics; and it is imperative, both on parents and the educators of the nation, to be fully convinced of the necessity of adhering to this standard, and not to desert the grand object in pursuit of gaudy butternuts, not to sacrifice the mental powers to non-intellectual occupations, nor to fancy that the reasoning faculties can be developed and strengthened by amusing the mind or by exciting the imagination.
every nation which has maintained a superior position.

Much has been said about the inability of education to change the natural bias of the mind, but it has never yet been tried in its greatness. It has been thought of as a privilege to be bestowed on children, but its powers have never been fully understood or employed to curb its power. It has not yet been supported by the middle class of the English nation. Many individuals may have given utterance to their sentiments, but, therein the English nation little wanted the seal of practice. Individuals may, in their ignorance of the subject, have attempted to form schools, but they have not attempted to embody the ideas, and, therefore, it is to be feared that this grand object has been overlooked the most important requisite for the school-room. Hence instruction has been of a most unsatisfactory description; the folly of individuals has attempted to transform boys into men by means of mental movements and parrot-like repetitions, and intellects of the most opposite kind have been subjected to the same mode of manipulation. From the undefined state of the science of education, teachers have not been able to take a general view of their important duties, but have often confined the whole attention of their young scholars, without even leaving them the least object, though unnoticed. But without dwelling on minor details, or complaining of past evils, we must look to future results.

The organ of this College has repeatedly said, that the main object of all instruction is the development of thought, or, as some one said, of correct thought. The intellectual and professional character of a man is distinguished by his intellectual and well-ordered man. But this object is far from universally or even generally kept in view. The scholastic profession is not proudly jealous of its achievements and professional character. The business of instruction, the memory and not the mind has been allowed to have the pre-eminence; and to such a degree, that some teachers seem to be scarcely conscious that the reasoning powers, and not the memory, should be the object of cultivation; and this is so well known that the teachers select a number of words from the beautiful languages of Greece and Rome, and employ youth in arranging these words in certain orders, and in changing the words into numbers. Hence, in the pursuit of instruction, the memory and not the mind has been allowed to have the pre-eminence; and to such a degree, that some teachers seem to be scarcely conscious that the reasoning powers, and not the memory, should be the object of cultivation. At too many of our public schools the memory and imagination only are decidedly marked out as the foundation. Yet the teachers attempt to put algebraical deductions into the imagination of the pupil, and to develop into the mind of the pupil a certain discipline which brings with it such distinction and such valuable fruits. Doubt upon this point may, then, be thrown aside; there is considerable dispute, however, respecting the period when a youth should be initiated into the first elements of algebra; but it may be maintained that it ought to be as early as it is possible for a good teacher to teach the principles of multiplication, division, addition, and subtraction of algebraical quantities, and that he ought consecutively to be thoroughly practised in both simple and quadratic equations; that he ought to have a knowledge of algebraical fractions; and if he afterwards proceed with equations, and problems producing equations, without surds, he will be found competent to understand the more difficult branches of the subject.

I advocate, therefore, strict mathematical instruction as a preparatory means to all accurate and extensive knowledge. Without mathematical training a man may become great, but by mathematical training the same man would have become greater. Mathematics, however, have not only been neglected, but even superseded by a spurious offspring, called 'practical mathematics.' Writers on arithmetic may in some measure be excused for such an error, because they may not have found their way to the science of numbers and the various meanings of words. This may be a most scientific method of instruction, though I should prefer the terse language of mathematics. Hence, in the pursuit of instruction, the memory and not the mind has been allowed to have the pre-eminence; and to such a degree, that some teachers seem to be scarcely conscious that the reasoning powers, and not the memory, should be the object of cultivation. At too many of our public schools the memory and imagination only are decidedly marked out as the foundation. Yet the teachers attempt to put algebraical deductions into the imagination of the pupil, and to develop into the mind of the pupil a certain discipline which brings with it such distinction and such valuable fruits. Doubt upon this point may, then, be thrown aside; there is considerable dispute, however, respecting the period when a youth should be initiated into the first elements of algebra; but it may be maintained that it ought to be as early as it is possible for a good teacher to teach the principles of multiplication, division, addition, and subtraction of algebraical quantities, and that he ought consecutively to be thoroughly practised in both simple and quadratic equations; that he ought to have a knowledge of algebraical fractions; and if he afterwards proceed with equations, and problems producing equations, without surds, he will be found competent to understand the more difficult branches of the subject.

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ON THE TEACHING OF FRENCH.

Sir,—My former letter to the charitable manner in which the French language is often given to some persons; but I saw well, pleasure that I was perfectly understood by you, for I have been availing myself of the cause of instruction, not for the advantage of the pupils, but for the good of the cause. I am sure that the cause of instruction is the only public good, and that the cause of instruction is the cause of society.

I certainly must confess that amongst the French teachers, many are totally unqualified to impart that language; and, for not only are there many French teachers who do not understand their language, but there are many who do not understand the language of their own country.

Because many of the French teachers are not able to examine their pupils, and therefore trust to agents; some of whom are not competent to examine the pupils, and therefore trust to agents for the examination of the pupils. All these things are done in the interest of the French language, and not in the interest of the pupils.

Some Englishmen who teach French treat our language as Greek and Latin, and will have the translation in beautiful bombastic English. Let us not trust to agents; some of whom are not competent to examine the pupils, and therefore trust to agents for the examination of the pupils.

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The following letter on the same subject is contained in the volume now before me, but must confine myself to a general caution to English teachers against the baneful effects of all attempts at written pronunciation. It is impossible to overcome the evil consequences of such charlatanism, and of the bad habits engendered by such a system. It was my intention to point out more particularly the hazard of errors contained in the volume now before me, but must confine myself to a general caution.
separate and distinct spheres where the children live; and study, and even date to make economical order; and the children are so wisely managed that they are, on the whole, at the worst as well as the best of their children, and children do not learn to shun the dining and drawing-room, because tired of behaving quietly, and sitting by the fireside, as the yawns arising from the weariness induced by the conversation which is never such as a child can comprehend.

That novelty has not changed my opinion that the most perfect system of education for a female is that which was, and is now more than ever, exhibited, in an Edinburgh education. The combination of public and private education is the only one, and has been for some years, and is now, the only one. It is, in reality, composed of three parts: the school is obtained; holy, affectionate, and domestic feelings are cherished and nourished; if the girl has a good and wise active mother, the daughter can hardly fail. As they are, with the work, are given to learning and accomplishments; but if there be a dinner or an evening to be given, the little as well, as the great, is to be learned and taught, and sometimes learn those habits of self-control, management, and household activity, which so far as to make up the comfort of life. There is little to do on Saturday, and then comes mending in the mere and many a useless, homely lesson, which the after titled and rich rarely regret having learned; and which the majority of the middling ranks require for their children. It is useless to say how many stars, or at least are beggars, simply because they were never taught the common domestic duties belonging to their station. Sensible English mothers have seen that such an improper, vulgar influence was thrown over their children in many English schools; that they had raised not unjustly a public call for schools whose principles should be in accordance with what is required, and not to produce a fashionable-looking, graceful girl, whose real value is little better as a wife and a mother than that of an automaton. I do not mean that domestic management can form women, and not to produce a fashionable-looking, graceful girl, whose real value is little better as a wife and a mother than that of an automaton. This is what English mothers require; and reflecting English mothers will not send their daughters now to school where they were taught those things, but to the school which is a part of the duties of life.

It is not only that the classes of every description in Edinburgh are upon a most efficient system as regards the formation of habits, character, and feelings, that nothing done to weaken the feeling of the happiness of helping mamma at home. The spirits and life kept up in these classes must be witnessed—be mentioned here. As I was preparing to write this, and when I have missed everywhere else. The importance of the observation they contain on the deficiencies of female education in England. Let us not forget that we live in the age of life, to express the pleasure I felt in the conviction of the beneficial influence you must exert upon all those interested in the great work of education, through the medium of your able written periodical.

The first step towards the removal of an evil is the knowledge of its existence, let the insects of that under the impression of a certain force, a certain figure, like a sort, be an imitative of a real one; let her yet feel this, and God will not desert her in her endeavours to form, shape, and lastly, present the minds of the young innocents coming to her charge, other insects are often more imaginary than real; we perceive the spirit of true teaching, shadowed as it is by the mist of bigotry and prejudice, but if encouraged practically to enforce it, many of us, I fear, would be apt to explain—"I have taught by routine, for years, and I now feel myself unequal to this great change!" To all, such would repeat an observation of that great man, "Nothing in the arts and sciences is so certain as that it requires so long to learn them; and it was thought with reason that girls would learn their lessons as they do, but what we do not learn. One or two pupils well-advanced a few years later, such arts fail, they go too far, and though they appear so well in the height of the art, they are really, in fact, wholly uneducated, a mere drudge. One or two pupils well-advanced, but who have not a common ground on which they can proceed, and that is to deplore the deficiencies of her own education; and to regret that she has never given a lesson itself.

It is most likely that the walls of schools will presently be removed, for we have been taught that it is necessary to give this first lesson, when, we bear in mind, that it is to be given to children. It would be tiresome to enumerate what they have been taught. It will be long before any ladies' school can effect all this, for the mothers who complain of their daughters' lack of education, rapid teaching, French in three months, and every thing else in proportion. Those who wish to act conscientiously, and not to change such terms as the "Moral of Female Education" in the last number. Both sexes require, and reflecting English mothers will not have that which attended the perusal of Mr. Reeves's letter, in which he recommends the study of mathematics for ladies. I know not whether he is aware of our public schools. Moreover, it is the lesson that he could only teach little girls.

It was then said she could only teach little girls. I now say not, but that it has now come. What should deter a teacher, at the close of her day's labour, from taking the chisel, and endeavouring to trace the outline of the country upon the board? She may be discouraged at first, but perseverance effects much, and there are excellent skeleton maps to aid her in the trial. Having succeeded, what shall prevent her from making her pupils reproduce it on their lapses? A plan I have tried, which I find improves them still better on their minds, to make them copy a map until they are able to do it perfectly, and then to erase it, from the board and slate, and let them draw it again from memory. The rapidity possessed by the German teacher in delineating the features of a country is, of course, the result of constant practice, and can easily be acquired with a little patience and perseverance.

I have seldom experienced so much real pleasure as when I attended the perusal of Mr. Reeves's letter, in which he recommends the study of mathematics for ladies. I know not whether he is aware that there are several ladies' schools in Paris, in which the pupils solve the problems of Euclid with rapidity that might make some of our high schools students of our public schools. Moreover, it is the lesson they take the greatest interest, and it is to the visit of their mathematical master that they look back with the greatest satisfaction. With all these facts in her mind, I venture to say that it is the duty of all ladies to learn mathematics! But let us ask, what is education? Is it not to teach us how to think, to think rightly and with order. Is it not to teach us how to think, to think rightly and with order. Is it not to teach us how to think, to think rightly and with order. Is it not to teach us how to think, to think rightly and with order.
THE EDUCATIONAL TIMES.

Not so; the mind is essentially a creative power, which is continual and expanding, and which, if by an intuitive principle, implanted there by the Almighty, co-operates with us in this great work. It is true that woman is not inferior to man in mental capacity, or in the difference of her mind is different formed; woman requires those means which education affords us to strengthen the thinking powers. Man, on the contrary, often needs the softening influence of a more expanded heart. It is especially commend to your attention and commendable to you that the ladies' schools, where many of the children are withdrawn at an early age to commence a life of manual labour; the most important part of her education is by an intuitive principle, implanted there by the Almighty, co-operates with us in this great work. It is true that woman is not inferior to man in mental capacity, or in the difference of her mind, which is con-}

It is much to be lamented that this kingdom should be such a one as to make the ladies' schools, wherein the learned preci-}

The members of a religious body are so apt to consider their peculiar catechism in the light of a standard of orthodoxy, that an objection to its use is often made of a teacher who is not ready to know the truths of Christianity, and to teach the true use of a catechism. May not the office of such formularies be thus defined?—To present the minds with the truths already taught, in a succinct and orderly arrangement for future use and reference.

In framing a system of education the nature of the object for which they are intended, upon true principles; but the results of their labours are turned to the best possible account. All systems that happen to be there establishted.

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ON THE DUE CULTIVATION, LEGITIMATE EXERCISE, AND RIGHT DIRECTION OF OUR FACULTIES FOR THE FINE ARTS.

(Read by Mr. G. R. Leechi, at the third conversations of the College of Preceptors.)

In framing a system of education the nature of the human mind is not always sufficiently taken into consideration. It is next to an impossibility to find two minds exactly alike, and yet a whole school is made to bend to the system that happens to be there established.

It is a great disgrace to this country that it possesses so few of these faculties for the Fine Arts. It may here be remedied that England has a Royal Academy for that purpose. But the Royal Academy does not pretend to afford sound instruction in the different departments of the Fine Arts; its educational labours, with the exception of its lectures, extend very little further than the study of the human figure, which approaches the end of an artist's education, instead of the commencement of it. We should have a college established for this express purpose; and a sound training of all the faculties for the Fine Arts should be commenced at an early age, any mind, and in Sunday-schools, where many of the children are withdrawn at an early age to commence a life of manual labour; the most important part of her education is by an intuitive principle, implanted there by the Almighty, co-operates with us in this great work. It is true that woman is not inferior to man in mental capacity, or in the difference of her mind, which is con-
painters, sculptors, and architects raised to the highest point of intellectual originality, freed from which are continually being produced by our uncultivated and wrongly-directed faculties. The nation, then, should found a college, and apply the greatest number of the sciences as its object; that is, duly to cultivate the faculties of those of our youth who possess peculiar aptitude for the Fine Arts, and to teach so much of the sciences as proceeds from the neglected state in which their childhood is left; they conceived the legitimate hope of obtaining, by a more careful and extended education of that part of society which, unfortunately, cannot procure it for itself, a more fruitful development of all kinds of industry and, what is still more important, a sensible acceleration in their progress towards the end of the last century, these sentiments and views excited an almost universal emulation throughout Europe. Some men distinguished for their learning, and others for their talents, seconded these laudable efforts with interest, and voluntary associations were seen to assume this touching good proposed, and devoted to it their fortune and their cares.

If France, who, by her writers, perhaps gave the first hint, who, by the rank she occupies amongst enlightened nations, as much as by her central position, is the only means of rendering them real justice will be to quoting the words of these excellent men of her central position, is the only means of rendering them real justice will be to quoting the words of these excellent men -

* An account of Pilatus will be found in Gibbon’s “Decline and Fall,” chap. lvii. The conclusion of that account is characters of Petracb and Bocce.-Thus, indeed, surely, had the story been true, and, accompanied with a point of the words of these excellent men’s librarians:—“The humane Petracb dropped a tear on his distress; appearances just enough to learn whether some copy of first hints at a substitution of the old school.” -Ed.

** Report of M. the Baron de Gerando, dated June 17, 1815. In this historical article we have scrupulously endeavored to ascertain the motives which influenced the Greeks and Romans in the great work which they undertook, and have brought to a conclusion with such rare and admirable sagacity. It is to be noted that to our minds, on account of the above mentioned facts, the late M. de Laroche-Liancourt and Benjamin Delessert spoke with admiration of these schools, and, at their request, M. Jomard, who had just received a mission to France, wrote to the Abbe Gaultier, then Minister of the Interior, and the Secretary-General of that department, M. Guizot, who, after a short time, became Minister of Public Instruction, with great attention to them.

At the same time, MM. Alexandre Delahorbes, Comte de Chaptal, Baron de Robin, the Abbé Gaultier, and others, being at London, entered into communications with the society formed in that city for theological purposes, and received from it precise information respecting the object of the new method, the details of which, on their return, they made known to their friends and the public.

On the other hand, some members of the same benevolent designs with them, and offering the generous concurrence of their efforts. On the 2nd of February, 1815, Joseph Fox, Secretary to the British School Society, wrote to the Abbé de Montesquieu, begging him to take under his immediate protection a system of education so simple in its method, and so fruitful in happy results. M. Manteau, who was employed to direct the first schools formed in Paris on Lancaster’s method, soon conveyed to France all the instructions which could be expected from the friend of this philanthropic undertaking, and the great success which attended it in England.

At that time several benevolent persons formed themselves into a society at Paris, and conceived the idea of combining their efforts for the purpose of collecting and disseminating the information necessary to procure for the lower class of people that kind of intellectual and moral education most appropriate to their wants.

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Numerous resolutions were adopted by the Minister Carnot, according to the advice of the committee, MM. de Gerando and Al. Delaborde were named secretaries. Subsequently MM. Frederic Cuvier, instruction of twenty children, destined to serve a of which the minister himself was president. The method was adopted. A place was chosen for the interior to carry into effect the articles of this de- among whom we naturally find M. de Gerando, as secretary; we shall merely remark, that in all these reports, made in the society's name, even the council, and encouraged it with his indefati- gas, and his enlightened co-operation. One space will not permit us to follow M. de Gerando in all his labours in the society for elementary instruction, and in the Chaîn-Committee. We shall not recapitulate the reports which he made every year, from 1816 until 1832, during which period he was constantly called upon to discharge the honourable functions of a gene- ral secretary; we shall merely remark, that in all these reports, made in the society's name, even in those he delivered at a time when violent perse- cution of the press was raging, and schools, we find the impress of a moderation which never fails, arising either from the purity of the intentions which animated the members of this association, from the distinction of its illustrious names, or from the fact that they justly disdained to descend to make an apology which was not necessary. Neither shall we recapitulate the proposals which he made to the society of elementary instruction, relating either to the choice and preparation of books, or to the teaching of grammar; nor his views on schools for adults and servants, on ad- mission to be given to pupils on leaving school, on the superintendence which children require in the interval between the classes; we shall merely repeat the following true words of his worthy emulator, M. de Gerando, said he, "exercises among us, with great success, the honourable initiative of all improvements in primary instruction."

The French Academy.—It is asserted, says the National, that the French Academy has felt that the French are possessed of a love for the national which, has no political views, which is entirely philan- thorpic, and which, if well-directed, can have none but good effects. The committee was not formed again, but, fortunately, its members had called to their assistance the Minister Carnot, who had just received the portfolio of the Interior from Napoleon. It was while M. de Gerando occupied the President's chair of this society that we find him, on the 16th of May, 1815, transmitting to the Emperor the measures to be taken either for preparing young teachers, or for initiating the heads of establishments already existing, in the true principles of the institutions which still offer to its numerous pupils the true type of mutual instruction, Improved by twenty-seven years' experience.

If the restoration caused the disappearance of the popular institutions, it had not entirely extinguished the desire of the whole of France for the establishment of the new society. On the 8th of July, 1815, Louis XVIII. entered the Tuileries, and the French Academy has felt that it was its duty to call upon the government all those amongst whom we naturally find M. de Gerando, as author of the proposal and member of the committee, the managers, the subscribers, the members of the society, including its illustrious names, and foreign countries. While the society of elementary instruction and Carnot's committee continued together their labours for realising the design which had called out the subscription of so many illustrious names of France and foreign countries.

THE GRESHAM PROFESSORSHIP OF GEOMETRY.

Sir William, the Common Council have resolved that it is proper to fill the Chair of geometry, on the death of Mr. Birch, the Common Council have resolved that it shall be a condition annexed to the appointment of his successor, that he shall, if required, deliver his lectures in the evening, and in such a manner as may be calculated to render them more popular and useful.
THE EDUCATIONAL TIMES.

REVIUE.

INTRODUCTION TO ZOOLOGY, FOR THE USE OF SCHOOLS. By Robert Patterson, Vice-President of the Natural History and Philosophical Society of Belfast. London: Simms and McIntyre.

INVERTEBRATE AND VERTERATE ANIMALS. (Two figures are necessary, according to the classification adopted in the above work.) London: Simms and McIntyre.

The study of natural history, and particularly of zoology, is one in which the young usually take great pleasure, and it is especially adapted to their mental powers, requiring, at least in the earlier stages of its instruction, the exercise chiefly of those faculties which are least developed, and which are peculiarly active in youth; those, namely, of observation and perception. The objects with which natural history is to do are not intellectual abstractions, such as form the basis of mathematics or language, which cannot be fully comprehended except by the exercise of a degree of mental power that is rarely found in early life: they appeal directly to the senses, exercise the higher powers; and, in fact, afford admirable opportunities for the train-

ing of the mind in habits of accurate generalisation and classification, and of thereby ac-

customering it to minute comparison and careful discrimination.

But, apart altogether from the use of the study of natural history as a mental discipl-

ine, the knowledge which it imparts is of the most delightful kind, and indispensable to-

able us fully to enjoy the charms of nature, and to appreciate the beauties of literature, and art. Though not so extensive as the great work of nature are presented to us, which we wholly

overlook, or are, unable to comprehend, for want of that amount of knowledge which is

required to qualify us to make use of them. The more this is the case, the more desirable it is to arrange in such a way as to exhibit their true affinities to each other, and to

embody, with regard to each group, the most complete system of study that can be formed of the whole. This is gratifying to their thirsty palates. The more just exposition would be, that as crickets revel on the yeast, the cumbles, the milk, the gravy, and all the waste and rich decays, so the pupils of the school, by the exercise of this fascinating art, would be prepared to enter into the study of zoology towards the under-dispositions occur in the writings of the classic authors of ancient and modern times, which

would call up in a duly prepared mind long trains of pleasing and instructive thoughts, but which, in most cases, are only vaguely comprehended by the reader; and, thus, instead of being ornaments and illustrations to the

author's main subject, as he intended them, and are very much adapted to be, they obscure his meaning, and prevent its reaching, in its integrity, the understandings of his readers.

It would be difficult to over-estimate the injury which is our object to strengthen and direct.

The attempt to proceed on any other plan will inevitably involve us in the most

loss of our time and labour, but probably in

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the greatest degree of mental power that is rarely found in early life: they appeal directly to the senses, exercise the higher powers; and, in fact, afford admirable opportunities for the train-


As an instance of the practical lessons with which the book abounds, the following may be cited:—

The supply of food involves a question of much importance to the farmer; namely, whether rocks do him most good or most evil? The opinion of those who have most attentively weighed the evidence on both sides is, that the continual benefit which rocks confer by the destruction of weeds and insects is far more than balanced by the occasional injury they inflict. It is needful at seed-time to guard the newly-sown grain, and the potatoes 'sets' against their own species. It is not that being done, or that they have no molestation. There are numerous insects that, in the caterpillar state, eat away the roots of grain or grass crops. while others in different stages make their homes in the grain, and thus destroy it.

The larvae of the cock-chaffer, of the cock beetles, and of the harry-dongles, are all underground feeders; and sometimes when rocks pull up grass, and draw the tea.

In such a multitude of explanations ('about 2,000') it is not surprising that a few should be objectionable; and this occurs whenever a decided solution has not been found into the certainty of which the scientific world is not agreed, or when the present state of science is inadequate to afford a satisfactory explanation. We shall not introduce the instance in which the explanation given is at variance with the known laws of optical refraction.

The effect of atmospheric refraction differs from that of 'a magnifying glass,' in the fact that the atmosphere consists of concentric strata of different densities that pass through one another. Nevertheless, so that not one of these can have any effect analogous to that of a lens, any more than could be found in a common watch-glass; nor can the magnifying power of the refracting medium at one time than at another contribute to the magnifying effect, which depends (for a given medium) entirely upon the exactness with which it is used. In the case of the refracting medium, which, in magnifying, cause the image of the object to appear under an increased angle; whereas it is well known that the apparent diameters of the sun and moon may actually be less, or subtend a less angle, than when they are nearer to the zenith. It is also well known that the visible
effect of atmospheric refraction is confined to one
vertical plane, by which the vertical apparent dis-
tance of objects, even those as far as 20 or 30 miles
away, is somewhat diminished, while the horizontal
distance remains unchanged by refraction.

We will not enlarge upon these remarks, as they
belong more to the physical than the geographical
sphere of the subject; but it is well to bear in mind
that the correction of refraction is necessary in all
 astronomical calculations, and that it is important
to understand the principles involved in its applica-
tion.

The children of the schoolroom, with their
limited knowledge of the world, are not expected
to understand all the intricacies of this subject,
but it is important that they should be taught the
fundamental principles, which will enable them to
make use of the corrections when they are needed.

THE EDUCATIONAL TIMES.

A FAMILIAR EXPLANATION OF THE HIGHER PARTS
OF ARITHMETIC. By the Rev. Frederick Calder,
B.A., Head Master of the Grammar School, Cher-

We have felt it to be our duty on so many occa-
sions to speak in terms of anything but approval
or disapproval of a book, that we must at least try
to render the subject difficult and repulsive. We
are happy to say that we have been able to recom-
mand this work to the notice of teachers, in the book
referred to at the head of this article, a manual much
superior to those we have referred to. Mr. Hiley's
Progressive Geography contains the following ele-
ments:—introduces the pupil to an acquaintance
with the most used geographical terms, explains the
use of maps, and discusses the map of England and
Wales. The second course, after an explanation on
mathematical geography, treats of the world at
large, and the several continents, with the rivers,
mountains, islands, &c. belonging to each, the coun-
try, and the habitations, and their representatives
in the towns of each state. Much valuable statis-
tical matter is mixed up with these details.

The next division is devoted to a more minute
consideration of Europe, and the separate countries
which compose it, comprising the physical features
of each, their dimensions, population, provinces,
and principal towns, with brief notices of their
capital, climate, civilisation, and political condition.
The last course is taken up with the British Empire.
An outline of Ancient Geography completes the
work.

Such is the plan of Mr. Hiley's work. The sev-
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and directions for repeated examination of the pupils:
one of the best features in these exercises is the perpetual
reference to the map, which gives the pupil a
suitable and valuable knowledge of the chief towns of
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 computers, and nothing more. From all such charges, however, Mr. Hunter is entirely free. As become him, a writer, who, with the exception of his translating grammarians, but he has mastered them all; without allowing any one of them to intrude upon his work. The work will be chiefly useful to young teachers, on those who are pursuing new and original branches of grammar. The preface is much more elaborate than usual, and not merely vindicates the study of grammar, but gives an outline of the various works that have been written on this subject.

As a specimen of Mr. Hunter's style, we will give a short extract, which may be entitled,

"THE USE OF GRAMMAR AS A MENTAL DISCIPLINE."

"It is as a gymnastics of the mind that grammar possesses peculiar advantages for every faculty of our intellectual constitution, and seems to be adapted to give the mental strength, on which mental exercise is designed to build. The exercises performed in grammar are so adapted to the capacity of the pupil, that they may be performed with the least mental effort, and with the utmost effect. Such are the advantages which grammar possesses, as a mental discipline, that it is a most valuable instruction, and that it is highly desirable that every child should be taught grammar, from the earliest period of his life."

"Mr. Hunter, in his "Elementary Grammar," has shown us many elegant, and many excellent works. The "Abridgment," by Mr. Hunter, is a most useful work, and we wish it to be printed in a larger size."

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"PRACTICAL DICTIONARY OF THE ENGLISH AND GERMAN LANGUAGES."

"This is an abridgment of Dr. Flügel's 'Complete Dictionary of the English and German Languages,' which has been divided into two parts, the first containing the English, and the second the German. The dictionary is divided into two sections, one containing the English and the other the German. The English section is divided into two parts, the first containing the English words, and the second the German words. The German section is divided into two parts, the first containing the German words, and the second the English words. The dictionary is divided into two sections, one containing the English words, and the other the German words. The English section is divided into two parts, the first containing the English words, and the second the German words. The German section is divided into two parts, the first containing the German words, and the second the English words. The dictionary is divided into two sections, one containing the English words, and the other the German words. 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moderate price, Which should comprise information foi' the Cniverityt - Sir Charles- doald .Aloe au
on a range of
le4eiiii 2 BOnks for °Michela ; 2nd, to adapt this in. • rile new doctors, after bemg introduced to the Vico-

The principle of gradaticm is reasonable enough; The prize 'teems and essays, Latin and Englien, were 
the address prefixed to the third of the series .---;,

These litt, Honks are very careful ly written, and,
while it perplexed the intelligence of the younger. .ARIT:13IF.TIC FOR YOUNG CHILDREN.

The objects proposed by the publication of this,

The following gentlemen were this
time and submitted them to the

The exercises to which the prizes shall have been adjudged
will be eopeated in the theatre, upon the commemoration-day,

The Rev. John Hunter, M.A., has been elected to the
City fellowship exercised by David James Ansted, M.A.,

Philip Grettin Davies, M.A., has been elected a foundation
fellows of this society. John Fother, B.A., has been 

Vautch, of Trinity College, recited the excelsior which
was carried off the prizes awarded annually to two Bachelor of

The Senate-house, presented an animated appearance
throughout the day. The exercises of the second class
were conducted by the respective authors whose names are given.

July 17.

GRADUATION READINGS, comprising a Circle of

Oxford, July 5.

On July 5, the Rev. Charles George Courtenay, B.A., was elected to a foundation fellowship by the
Master and Fellows of this college.

July 4.

The Rev. Dr. Keble, M.A., (R. 1412), of Christ Church, Broad Street,

The Rev. William Brown, M.A. (B.A. 1843); has been
appointed a fellowship of the Huddersfield College.

The Governors of Harrow School have elected
Henry Dickenson Hutchinson to a scholarship on the
Lyceum foundation,Index. SEPTEMBER,

LONDON.

At the annual distribution of prizes, which commenced on
Monday, May 2, and terminated on Tuesday, July 5, 66
candidates mould of whom 154 were placed in the

The following is the list of the candidates who were

The Rev. William Brown, M.A. (R. 1843), has been
appointed a pupil fellow of the Huddersfield College.

Bagnston, J. E. (Examination), Wesleya College Institution,

Bale, J. G. A. (Examination), Wesleya College Institution,

Brown, W. H., King’s College.

Frigg, H. O. H., Trinity College.

O’Gara, C. (University College), Manchester, England.

Hill, H. W., Queen’s College, Birmingham.

Pearse, W., Malvern College.

Hibbert, J. P., Private Tuition.

Carpenor, A. (June of Irish), St. Thomas’s Hospital.

Clayton, A. (June of Irish), St. Thomas’s Hospital.

Hibbett, J. (Examination), University College.

University College, July 1.

The annual distribution of prizes took place in the lecture
theatre of University College, in the presence of a large
number of students and their friends. Lord Brougham pre-

From the Report read by the Dean of the Faculty, it ap-
ppeared that notwithstanding the words, no diminution in the classes had taken
place. On the contrary, there had been an increase of 25
in the ordinary classes, 3 in the scholarship classes, and
6 in the schoolmasters. The precise return for the present
year shows that the number of Latin scholars is 187 last year, and 43 in the schoolmasters’ classes instead of
37 last year. In the course of the year the College had

Cambridge, July 1.

A congregation was held in the Senate-house, this day,

The last three of the Cambridge examinations were
opened and published.

The Lord President, Lord John Russell, in his speech, gave

We believe we are correct in stating that M. Guizot has
attended the examinations made by the University of

There were thirty-three distinct examinations for the

The following is the list of the candidates who were

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LONDON.
The Rev. Mr. Magie, on the stone being laid, addressed the company. The intended building, the foundations for which are now being commenced, appears from the design, to be in the Gothic style, with crockets and a central gable surmounted by a cross on the west side of Gordon-square, which is 100 feet, the height to the entablature of the doors, and from the entablature to the apex of the crockets 26 feet—making the total height of the building 93 feet. The whole of the building will consist of a grand entrance-hall, council-room, dining-hall, lecture-room, and library, which will be very extensive, the dimensions of the dining-hall, the library, and council-room are the same; viz. 40 feet by 25 feet, and the council-room 25 feet by 24 feet. The building, including the basement, will possess seven stories. The foundation-stone is laid in the hall of the College, and will stand, when the building is completed, a mere trifle above the level of the ground at the back of the building. The estimated cost of the erection is 10,000l.

MEETING OF THE BRITISH ASSOCIATION.—Wednesday, the 9th instant, is fixed for the eighteenth meeting of the "British Association for the Advancement of Science"; and the place of meeting this year is between London and seaport of Swansea, famous for its copper-smelting furnaces and neighbouring oyster beds. A liberal subscription has been entered into by the people of the town and surrounding country, who look forward with considerable expectation to the meeting of savants. Various sections in the Royal Institution, and other buildings, are in course of being fitted up for the occasion, and a number of distinguished foreigners will be present; but as their determination has not been announced, we cannot speak with certainty of the number. Preparations are actively in progress for their reception, and the following among others have announced their intention of being present: Mr. Marquis of Northampton, President of the British Association; Earl of Rosse, Bishop of St. David's, Sir Charles Leman, Sir Thomas Arcald, Sir R. H. Inglis, Sir W. Trevelyan, Sir J. Stephen, Professor Graham, Professor Christie, Professor Miller, Professor Phillips, Professor Forbes, and Professor Grove; Dr. Linfoy, Dr. Buckland, Dr. Carpenter, Dr. Peye Smith, Dr. Smithurst, Mr. Airey, the Astronomer Royal, Colonel Yorke, Dr. Sheepshanks, cum multis aliis. It is expected, also, that the Chevalier Brunnen, M. Guizot, and other distinguished foreigners will be present; but on their determination has not been announced.

At a meeting of the local committee, appointed for making the various arrangements and preparations, Mr. Morgan, the secretary, reported that considerable progress had been made. The amount already subscribed, together with sums put down by gentlemen then in the room, came to 370l., or about one-fifth of 600l., which has been voted by the corporation of Swansea to the mayor, in aid of the objects of the Association. The excursion committee reported that a list had been made of the works which it would be most desirable to inspect, the coal and iron mines to be visited, the caves and limestone rocks to be examined. Indeed, the principal difficulty did not consist in finding places of sufficient interest to engage the attention of the visitors, but in selecting those most easily approached. Professor Phillips remarked, that not only did this country abound with subjects of interest to the excursionists, but that his most sanguine anticipations. The report of the location committee detailed the accommodation provided for visitors, which was ample, and at moderate terms. Mr. Grove explained the probable routes which visitors would take, pointing out the importance of having additional accommodation on the road between Cardiff and Swansea, and the necessity of having numerous carriages from Briton Ferry and Swansea during the first three or four days of the meeting.

INGenuity of Science.—Who would have imagined, when gum-cotton was produced by Mr. Schonbrunn, the first satisfactory construction of a silk-throwing machine by being blown up by this terrible explosive material, that within a few months it should be discovered to be an excellent styptic for dressing cuts and wounds? But so it is. Diverged either, and applied to the severest cut, it forms an adhesive coining of singular closeness and adhesiveness, protecting the wound, and excludes atmospheric air, or blood. The process of healing is carried on speedily and efficiently, and when all is well, the "protectionist," having done its duty, is removed. So also has Dr. Simpson, of Edinburgh, supplied to the world an artificial chloroform and gastric percha! This mixture, in a liquid condition, at about the consistence of fine honey, is kept in a phial or bottle, and when an accident of the kind to which chloroform is applicable occurs, it is simply poured upon the wound; the chloroform instantly evaporates, and the gastric percha remains a perfect, flexible, second skin, over the injured part, preserving the body from the need of dressing, bandages, or any other appliance, till there is no more occasion for this admirable agent. When we call to mind how much human pain will thus be removed, and how, by the use of antiseptics, there have been danger and uncertainty, and how, in the number of surgical operations will be simplified, it may not be considered too much to rank such inventions as valuable that could be discred- and applied for the benefit of mankind.—Literary Gazette.

We should feel the more confidence in the performance of these magnificent promises (these, Mr. Franklin, is the word of prophecy ["fraternity"]), if we were sure that Lamarine is right when he says, "Cinquante années do liberté de penser, on parier, et d'crire, ont produit leur résultat."
naturally look on the dissent of others as a sort of wilful and obstinate contrariety, and almost as an insulting denial of a right of approbation which we consider ourselves, in all cases, justly entitled to claim. The transition from this supposed culpability to the associated ideas of pains and penalties, is a very natural one; and there is, therefore, a fund of reason in more obtrusiveness, though the spirit of it was not, as it usually is, aggravated by degrading notions of the Divine Being, and false impressions of religious duty. Very different are the sentiments which the science of mind produces showing the absurdity of endeavouring to overcome, and cherishing. It makes us tolerant, not merely by showing the absurdity of endeavouring to overcome, by punishment, a belief which does not depend on the mere accidental and temporary difference of power being, if not the greatest, it least the most obvious, circumstance which in all ages has distinguished the persecutor from the persecuted."—Dr. Price.

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