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CHARLES KNIGHT'S POPULAR HISTORY OF ENGLAND.
The Educational Times.

Oxford Local Examinations.

Is our last number published the lists of successful Senior candidates at the above examinations, which were held in June at fourteen centres throughout England; and we subjoin the following Tables, showing the results in the same manner as we have done on previous occasions. They will be readily understood by any one interested in the scheme.

The numbers of the successful candidates in the different subjects, such as Sec. A., have been derived from the supplementary Tables published by the University. In theDivision Lists, the numbers stated as passing in the different Sections refer only to those candidates who passed in those Sections and fulfilled the conditions necessary to secure the title of A.A. (See Tables I. and II.).

As compared with previous years, the above Tables afford reason for congratulation in some respects; but in others they are less satisfactory. The number of Seniors examined this year is considerably less than on any previous occasion, and has been declining year after year for some time back. For this we believe various reasons may be assigned. Many schools which at first sent in candidates in large numbers, have now ceased to do so, and have adopted the Cambridge examination instead. The London University, the Society of Arts, and one of the Departments of the Kensington Museum, now offer also great inducements to young men to enter for examination under their auspices; and in most, if not all of these, the chance of passing is greater; for Oxford is more exacting than any of the others with regard to the Preliminary examination.

Table I.*

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Failure is thus more to be dreaded at Oxford than elsewhere; and many a youth from 16 to 18, preparing for College or a profession, may be unable to spare the time required to secure his passing the various subjects required for the Preliminary examinations. On past experience, we will remember how many candidates were last year rejected in the single subject of History, the questions in which were of such a character as to lead to a remonstrance from the London Committee and from other quarters. This year the stumbling-block appears to have been Arithmetic, in which the questions were too numerous and tedious in working for a slow calculator to get through within the prescribed time. Notwithstanding disappointment to candidates who failed in some one subject of the Preliminary, but who was otherwise a fair scholar, it is satisfactory to find that the number passing the Preliminary is on the increase, and in a still higher degree the number passing the Religious examination. This subject now obtains marks, and affects a candidate's position if he should rise into the Honor Lists, either aggregate or sectional; hence the large proportion of candidates who passed in those Sections and fulfilled the conditions necessary to secure the title of A.A. (See Tables I. and II.).

This year, for the first time, a notice was prefixed to the paper of questions on "Faith and Religion." This notice is certainly in the spirit, if not in the letter, of the Regulations issued for the Religious examination; and every right-thinking parent and teacher must rejoice that those entering for this examination should answer questions as carefully as possible in both parts of it; still the notice seemed to the London Committee, and teachers elsewhere, rather unexpected, and renewed their demands for a more frequent notice from the Delegates; on the Delegates, who, with the sanction of the University of Oxford, have for this year modified the stringent character of the notice. No doubt the Regulations for 1864, were applied to these examinations, and as a result, the questions set on almost all other subjects were more exacting than any of the others with regard to the Religious examination, in future years be strictly enforced. Though the number of Seniors examined this year is fewer than last year, yet more passed the Preliminary and Religious examinations, and the number obtaining the title of A.A. is also greater. So far the results of the year are satisfactory. We have been gratified to learn that, if the quantity is good, the quality is much inferior; as is shown by the diminished number of those who are placed in the first and second classes, either aggregate or sectional— the Honor Lists of the examination. Last year, in Section A. (English) the number in the Honor Lists was 50—this year it is only 19. When the report of the Delegates to the University is published, we shall see the exact reasons of this shortcoming, but there are a few points connected with the examination in this Section which, we think, call for notice; and which, if the examiners have been rather strict, will account for the small number they have this year placed in the Honor Lists. The time allowed for each paper in History and Geography (one hour and a half) is too short, and it is no wonder, therefore, if these papers are badly done; and while in general the questions set on almost all other subjects are well suited to test a youth's knowledge, the questions on English Literature are meagre and unsatisfactory. A candidate may have fairly studied Craik, Spalding, or some other good work on the subject, without being able to answer the questions proposed; and we fear that the complaint on this point is general among candidates and teachers. Neither do we think that the selection of such a book for examination as Bacon's "Advancement of Learning" is very judicious. Great is as the merit of the Father of Modern Philosophy, the work named is at times so antiquated and cumbrous in its style; some of the subjects treated are so fanciful (e.g., "Prima Philosophia") and the chapter on Metaphysics; the book is so full of classical allusions and quotations, and above all it is so divided and subdivided in the course of its argument; that we are sure many a candidate, especially if he be not a Latin scholar, must have given up the study of it in despair; or, if he has earnestly studied the work, yet be disappointed with him with no firm hold of the subject matter of the work. It is a pity that the play of Shakespeare which the candidates think the most pleasant part of the English Section, should be treated in a way which deprives them of the youthful mind as Bacon's "Advancement of Learning." We hope it may not be set for next year. As the objections we have urged...
would, however, hold good for 1862 as well as for 1863, it is difficult to understand why the numbers in the Class Lists for Section A. are this year so much fewer than last year; unless, as we suspect, the standard of excellence has this year been raised much higher than on previous occasions.

The candidates in Honors in Section B. (Languages) are almost as numerous as last year, being 37 against 38; but the total number passing in the Section this year is 139 against 164 last year.

In Mathematics (Section C.), however, the comparison is not equally favourable; for in 1862, 35 were placed in the Honor Lists, and 134 passed in the Section. This year 15 less altogether have passed, and only 18 are considered deserving of honors, being about half the number last year.

The papers set for a pass in Mathematics have generally been very fair and judicious; but most of those in the higher branches, Trigonometry, &c., are beyond the reach of youths, even well educated and expert in Mathematics. We cannot but think, also, that much time might be saved by lessening the number of the higher papers. At the recent examination, according to the Time Table, 11 1/2 hours were devoted to papers in Section C. Cambridge examination; 8 1/2 hours considered sufficient for the same purpose. The diminished number passing in Mathematics, and especially the scanty Honor Lists in the Section, prove what we have long feared would be the case, that many eminent teachers—heads of Grammar Schools and other large establishments, who used to send in numerous candidates to Oxford, have ceased to do so, and have gone over to Cambridge. Had the joint action between both Universities, so earnestly desired by many of the principal schools in the country, been carried into effect, we should not have had to deplore the absence of their names from the Oxford lists.

It might perhaps be anticipated that if the number passing in Classics and Mathematics is diminishing, those passing in the Science Division will, in these practical times, be much more largely on the increase. This, however, is not so; quite the opposite. The number this year in Section D. (Chemistry, &c.), is much less than it has ever been before, and not half so many as last year, being 10 this year against 46 in 1862. We cannot say that we much regret this falling off in the number of candidates in this part of the examination, which we believe was introduced in the first instance more in accordance with what the originators thought was the growth of the nation rather than from their own judgment on the subject. The years of a boy's school life had better be confined to obtaining a mastery over his own language, and acquiring that taste which is so valuable a part of mind which the careful study of the Classics and Mathematics produces. In after life he can cultivate any of the Sciences for which he has a taste; and the Society of Arts, or the South Kensington Department of Science, will grant him his certificate for any proficiency in the to which he may attain.

In looking closely into the lists this year, one fact strikes us forcibly—the increase of the number of very young candidates passing as Seniors. It was hoped, when these examinations were established, that in order to obtain the title of A.A., parents would be induced to keep their sons at school longer than they used to do; but this seems not to be the case, for the number of very young candidates entering for the Senior examination is yearly on the increase. In the lists for this year, 8 have gained the title of A.A., 8 might have been examined as Juniors; doubt many more entered, but did not pass. Might it not be well for the Delegacy to establish a minimum as well as a maximum of age, and to require that no one should be examined as a Senior, who had not on a previous occasion passed in Honors as a Junior.

We have thus ventured to point out some unfavourable circumstances which this year's Senior Lists disclose; it may be that the candidates of the future will perform a different character. At all University and College examinations there are occasionally bad years. Be this as it may, we are sure that the members of the Delegacy will look carefully into the matter, and if necessary introduce some alterations in the constitution of the examinations as will tend still more firmly to establish the scheme which has already produced the most beneficial results on the education of the middle classes of society.

![List of Students who have passed the Preliminary General Examination, 14th, 15th, and 16th July, 1863.]

<table>
<thead>
<tr>
<th>No.</th>
<th>Name and Residence</th>
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<td>1.</td>
<td>Mr. G. W. White, M.C.P., Tottenham</td>
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<td>Rev. J. Davidson's, Nafferton, Yorkshire</td>
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<td>2.</td>
<td>Rev. T. Goodwin, L.L.D., Blackheath</td>
<td>6 20</td>
<td>12</td>
<td>Rev. H. Streeton's, Turrham Green; and Cromwell House, Highgate</td>
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<td>3.</td>
<td>Mr. H. B. Brother, M.A., and Mr. B. A. Irving, M.A.</td>
<td>6 14</td>
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<td>Rev. H. Streeton's, Turrham Green; and Cromwell House, Highgate</td>
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<td>4.</td>
<td>Mr. F. W. Walker, M.A., Manchester</td>
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<td>Rev. H. Streeton's, Turrham Green; and Cromwell House, Highgate</td>
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<td>6.</td>
<td>Mr. J. Payne, F.C.P., Leatherhead</td>
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<td>Rev. H. Streeton's, Turrham Green; and Cromwell House, Highgate</td>
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<td>Mr. V. E. Etienne, Manchester</td>
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<td>8.</td>
<td>Mr. J. Templeton, M.A., M.C.P., Exeter</td>
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<td>Rev. H. Streeton's, Turrham Green; and Cromwell House, Highgate</td>
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<td>12.</td>
<td>Mr. J. Collier, B.A., Rochdale</td>
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<td>13.</td>
<td>Mr. E. Bash, B.A., Wimberley</td>
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<td>15.</td>
<td>Dr. H. H. Drake, St. Anstell</td>
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<td>12</td>
<td>Rev. H. Streeton's, Turrham Green; and Cromwell House, Highgate</td>
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* The Average Marks have been calculated by reckoning 3 for those who passed in the First Division, 2 for the Second, and 1 for the Third.
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Private study, C.arnartha.
Owen's College.
Breeo Independent College.
Spring Hill College.
Private study, C.therb, Ush.
Private study, C.therb.
Private study.
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Wesley College, Sheffield.
Faucouberg College.
Independent College, Brecon.
Royal College of Mauritius.
St. Edmund's College, Ware.
Merchant House, Holloway.
New College.
Private tuition.
Private study.
Private tuition.
Private tuition.
Rev. H. Niven, Bishampton.
St. Cuthbert's Coll., Ush.
Regent's Park College.
New College.
Emanuel College.
Appleye Grammar School.
King's College.
St. Edmund's College, Ware.
Merchant Taylors' School.
Owen's College.
Spring Hill College.
Private study.
Private study.
Queenwood College.
Ryan's College.
Owen's College.
Private study.
Grange College, Winfield.
Private tuition.
Atoning College Grammar School.
Wharfdale College.
Royal Medical Coll., Edin.
Owen's College.
King's College.
Calisthenic College, Balm.
Wesley College, Sheffield.
Hanwell College.
West Hill House School.
Hampton Hosp., Regent's Park.
Bromgrove Grammar School.
Private tuition.
St. Cuthbert's College.
opplandis mitit. Quaerum adventu, et Remis cum s. p. d. exercise, studium propugnandi accessit, et hostibus eadem de causis spoere potuident oppici dissipati. Quapropter cepitelli Bellas apud oppidum morat, agrosque Remorum depopulat, omnibus viis aedificientem, quo uide poterant, incendis, ad castra Caesaris cum omnibus copias contenterat, et a materia ad castra possent: quod Caesar, ut sumu atque igitur significabantur, amplius millibus passuum VIII in latitudine patebat. 3. Pagnatun est die atque aetere, quum Soti, superioribus victoriis ferei, in sua virtute totius Aquitaniae saltem postumum putaret; nosti antem, quid sine Imperatore, et sine religius legi- onibus, et sine coniugibus, et sine dace, effere possent, per sepe ei peratum: tandem tamen contacti vulnerum hostes terga vertere: quorum magnno numero in-

(ii.) What adjectives govern the ablative? (v.) Sternimur; (vi.)—sumus optatae gremio...
and one in natural science, the rest classical. Of the exhibitions, one will be mathematical, the other classical. No person will be eligible who shall have attained the age of 20 years. A candidate must also be qualified by a classical education, and no person will be ineligible or entitled to preference by reason of his place of birth. Testimonials of good conduct will be required, and a certificate of birth and baptism, which must be presented to the President on Monday, the 12th of October, between the hours of three and six or eight and nine p.m. The examination will commence on the following day. Candidates for the exhibitions will be required to show that they are in need of support at the University. Particulars relating to the examination in natural science and mathematics may be obtained by applying to the Warden or senior tutor.

An examination for the purpose of selecting two chorals, will be held at New College, on Thursday, the 15th of October next. The duty of the chorals scholars will be held at New College, on Thursday, the 15th of October next. The duty of the chorals scholars is to take part daily in the chapel service, which is choral as in cathedrals. The scholastic are of the annual value of 100s., inclusive of rooms and tuition, and are tenable for five years, a power being reserved to extend the term. The chorals scholars are on the same footing and enjoy the same privileges as the other scholars of the College. It is particularly requested that no one will offer himself as a candidate who does not possess a very good voice, nor one who cannot keep a good time. A candidate must also be qualified by a classical education to proceed with the regular studies of the University, and be not more than 18 nor more than 22 years of age. Certificates of baptism, and baptism, and testimonials of character, must be sent before the day of examination to the Warden, from whom also may be obtained a form to be filled up by the candidates.

ETON AND WINCHESTER COMPETITIVE EXAMINATIONS.

We extract the following from a recent number of the London Review:

"With the modest shrinking from publicity characteristic of ancient corporations, both Eton and Winchester (more especially the former) have been very backward in advertising to the world at large the valuable prizes they so liberally offer and which are far from being of inconsiderable worth.

"Great Heavens!" said an Eton authority, "We don't talk of such a thing! and no person will be ineligible or entitled to preference by reason of his place of birth. Testimonials of good conduct will be required, and a certificate of birth and baptism, which must be presented to the President on Monday, the 12th of October, between the hours of three and six or eight and nine p.m. The examination will commence on the following day. Candidates for the exhibitions will be required to show that they are in need of support at the University. Particulars relating to the examination in natural science and mathematics may be obtained by applying to the Warden or senior tutor.

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CAMEBRIDGE.

The Law Lecturer of Trinity Hall gives notice that his authorities have determined to hold an Examination for the selected candidates for the Indian Civil Service on the 29th of October next. The subjects for the Examination will be as follows:—

The subjects for the Examination will be as follows:—

First Class.—M Donagh, Arthur, Owen's;

Second Class.—M Dougal, Arthur, Owen's;

University of London.

First B.A. Examination for Honours.

MATHEMATICS AND MECHANICAL PHILOSOPHY.

First Class.—Turnbull, William Peiver, Trinity, Cambidge (equal); Whitehead, Philip Henry, University and Reading (equal); Griffiths, Edward James, private study; Southam, James Edward, New; Martin, William James, New; Southam, James Edward, New; Martin, William James, New; Southam, James Edward, New.
DIRECT COMMISSIONS.

The following are the names of the successful candidates at the examination recently held at Chelsea Hospital for Direct Commissions.

1. Cavendish, W. F.
2. Bosanquet, G. W.
3. Corrie, A. B.
4. Barrow, F.
5. Cooper, J.
7. Hammond, J.
8. Owen, R.
9. Ward, C. S.
10. Halse, W. R.
11. Hardy, C. S.
12. Duerden, A. P.
13. Demp, W. H. A.
14. Horn, H.
15. Laidlaw, W. T.
16. O'Brien, H.
17. Mouat, H. N.
18. Lister, J.
19. Maxwell, A.
21. Rhodes, H. B.
22. Grundy, F. L.
23. Adlard, F. G. D.
24. Carrington, F.
25. Bond, H.
27. Ashton, C.
28. Wigram, J.
29. Bowlby, G. R. S.
30. Carrington, Hon. W. H. P.
31. Boardman, W. B.
32. Jackson, A. C.
33. Obre, E. S.
34. Wyman, W.
35. Simonet, William.
36. Dickin, J. L.
37. Cole, Charles C.
38. Douglass, D.
39. Boardman, W. B.
40. Hay, E. A. M.
41. Muses, A. M.
42. Brewis, M. S.

EDUCATIONAL AND LITERARY SUMMARY.

MARY OF THE MONTH.

The rumour that Prince Alfred is about to withdraw from a time of the Naval Service, in order to devote himself to a course of studies at one of the Universities, is confirmed. The University of Edinburgh has been fixed upon as the Alma Mater of the Royal Student, who will commence residence there in November. It is said that he will enter the University with a resident in one of the Royal Colleges of Edinburgh, not only to attend University, but also to be for a portion of each day under the tuition of Dr. Schmitz, rector of the High School. The Prince is also to be for a portion of each day under the tuition of the Royal Student, who will commence residence there in November. It is said that he will enter the University with a resident in one of the Royal Colleges of Edinburgh, not only to attend University, but also to be for a portion of each day under the tuition of Dr. Schmitz, rector of the High School.

A scheme for "International Schools," proposed some time ago by a French manufacturer, M. Barbier, and warmly taken up by some of his friends, has influenced the this country, among whom are Mr. Cobden, Mr. Panizzi, Mr. Thomas Bayley, and Professor Ansted, is now, it appears, on the way to be carried out practically. The proposal is that there should be one in England, one in France, one in Germany, and one in Italy—and that the pupils, commencing their education in one of these establishments, should be allowed to go through each of the others, so as to have travelled through all the four in four years. As the entire curriculum is to consist of eight years, the round would be twice gone through by each pupil; and each would thus have spent two years in each of the four countries. The programme of studies at each of the schools would be the same, and would be "the most perfect" that can be devised for thorough instruction, whether for commercial or for professional life; but the belief is, that, by residing during their education in the different countries, the pupils could be trained in what may be called sound international sentiments. It is intended that the schools shall be entirely independent of the Governments of the respective countries, and that they shall be set on foot by funds collected among those who approve of the scheme.

At the Athenaeum of the 22nd of last month gives the following account of the architectural improvements now in progress in the University of Cambridge. The alterations on the top of St. John's College, the site of which has been enlarged by the appropriation, under a private Act of Parliament, of St. John's Lane and the west end of the street opposite St. John's. The new chapel and master's lodge have already been commenced, from the designs of Mr. G. Scott. The chapel will bear a close resemblance to that of Exeter College, Oxford, which was designed by Mr. A. G. Scott. The gallery in the present master's lodge being designed as the apartment wherein the Fellows shall, for the future, slip their post-prandial wine. The entrance to the new Lodge will be from Bride Street. In pulling down a number of old buildings during the progress of the works an interesting discovery was made of a handsome piscina, which, no doubt, formed part of the Hospital of St. John, the ancient foundation upon which the present college was engraved, in the reign of King Henry the Eighth. The spire of the church will be re-opened for Divine Service at Christmas. Meanwhile the University sermon is preached in King's College Chapel, but unfortunately that superb edifice is by no means well adapted for hearing. The new Church of All Saints is being erected on a site opposite the entrance to Jesus College. It is to be regretted that, owing to the inadequacy of the funds, Mr. Bodley, the architect, has been compelled to modify his plans very considerably, and the erection of the spires, a conspicuous feature in the design, is indefinitely postponed. The old church of the four centuries will, on the completion of the new one, be taken down, and consequently the street opposite St. John's and Trinity Colleges will be considerably improved. It is rumoured that the authorities of St. John's College are anxious that the monument of Kirke White should be removed to their new chapel; but the parishioners of All Saints are opposed to the project.

Mr. W. Y. Sellar, Professor of Greek in the United College of St. Salvator and St. Leonard, St. Andrews, has been unanimously elected Professor of Greek at the University of Edinburgh, in the place of Professor Pallas.

At a recent meeting of the committee of the Society of Schoolmasters, the Rev. G. G. E. Macgibbon, D.D., Head Master of the City of London School, was elected treasurer, in the place of the late Dr. Russell, Canon of Canterbury.

Mr. Horace Waddington, M.A., of University College, Oxford, has been appointed, one of her Majesty's inspectors of schools. In Easter Term, 1855, Mr. Waddington obtained a first class in the Classical School of Modern History, 1857, also a first class in classics at the final examination.

The office of lecturer in Natural Philosophy being now vacant in King's College, London, the Council are ready to receive applications for the appointment.

Among the successful competitors for the Indian
and Economic Botany, 126; in Systematic Botany, 84; in Mining, 29; in Metallurgy, 63; in 1862 the total number of papers was 1943. The number of provincial examinations held in 1863 was 217, viz., 2169; and in 1864, 45. The number of metropolitan centres where examinations were held (including the Science and Art Department) in 1863 was 129; in 1864, 9. The number of successful candidates was in 1863 the total number of successes were 1257, viz., passes, 668; honourable mentions, 510; third grade prizes, 452; second grade prizes, 309; first grade prizes, 257; and in 1864, 45. The number of successful candidates was in 1863 the total number of successes were 1456, viz., passes, 791; third grade prizes, 296; second grade prizes, 331; and first grade prizes, 156; and 465 failures.

The committee of the memorial to the late Lord Hatherton have decided on erecting a statue in the square at Stafford, opposite the Shire Hall. They also propose to found an exhibition at Oxford or Cambridge, for boys educated in Staffordshire.

Mr. A. W. Walton and Maberly announce for publication in November the first part of a "History of the World from the Earliest Records to the Present Time," by Philip Smith, B.A., one of the principal contributors to the "Encyclopaedia Britannica." The work, it is further said, will appear in five volumes in quarto, every volume being secured with three-chains and three locks, the keys of which M. Petitin, the director of the printing-office, takes with him. As soon as the printing is completed, the sheets are taken into the Emperor's cabinet; then the collaborators set to working the press, or altering such passages as the Emperor wishes to see redone. You see that measures are really very much taken to secure the writer of the book from the intrusion of others. If a servant should touch the paper, he is punished with death - a subject of great dread with the author. The work, it is further said, will appear in a few months, and in two editions - one for the imperial printing-office, the other at Pforzheim.

MONTHLY RECORD OF SCIENCE AND ART.

A Report just published by the Science and Art Department of the Committee of Council on Education, on the Results of Examinations of Science Schools and Classes in May of the present year, gives some interesting statistics. From this Report it appears that the total number of individuals under instruction in 1863 was 2671; in 1862, 2670. The number of individuals who applied for examination in 1863 was 2671; there being in Practical, Plane, and Inductive capacity of similar substances as glass, marble, &c., and a discussion on the action of heat on liquids. Amongst others, which has been treated of in papers read at the Royal Society by Gladstone and Dale. There is another question on which the Society's motion before next January, the other by James Robert Mosse, M. Inst. C.E., for his paper "On the Railway system of Germany"-4. A Telford premium, in books, to James Robert Mosse, M. Inst. C.E., for his paper "On the Railway Telegraphs, and the Application of Electricity to the Signalling and Working of Trains"-5. A Telford premium, in books, to Alexander Woodlands Makinson, M. Inst. C.E., for his paper "On some of the Internal Disturbing Forces of Locomotive Engines."-8. A Telford premium, in books, to Daniel Miller, for his paper "On Structures in the North Sea, with a Description of the Works of the New Albert Harbour at Greenock."-10. A Telford premium, in books, to Robert Crawford, Assoc. Inst. C.E., for his paper "On the Rivers of Germany"-11. A Telford premium, in books, to William Cuthbert, M. Inst. C.E., for his paper "On the recovery of gold medal is offered for a paper on the "On the Manufacture of Duplicate Machines and Engi-
CLASSICAL NOTES AND QUERIES.

To the Editor of the Educational Times.

Sir,—The letter signed "X." which appears in your column this month, in the column devoted to Classical Notes and Queries, is by no means calculated to further the interests of classical literature; but, on the other hand, strongly tends to mislead the student in that branch of learning. As "X." is not an "intired nature's sweet restorer," but it has also been used, by ancient and modern writers of note, in a bad sense.

Virgil was perfectly right in placing "sopor" as he did; and it is obvious that he never meant it to stand for "dulcis somnus," or anything of the kind, but intended the word to convey an idea of a state of weariness from which the sufferer had not the power or will to extricate himself. Professor Conington, as a profound classic, can see that "sopor" will to extricate himself. Professor Conington says "lethargy," as "X." imagines? If this "sopor" is the "tired nature's sweet restorer," he would be made to say that, although all the "sopor" is not only equivalent to "torpor," but of the god Zirpos, sleep, but also equals "Yrvos, Umbrarum laic locus est, Somni, Noctisque soporm." "lethargy." "X." says that this meaning of "sopor" is common enough in Lucretius, and one which it is probable guided him when writing the lines quoted by "X." The expression "somnus" in a good sense frequently contains the same root; but the question is beside the question. It is true, both words are derivatives from the same root, but they are not synonymous; and if he will, further, hunt out the Horatian passages, "Et nos ergo manum ferulm subduxi-sus," and construe them, he will learn the probable consequences of such a mistranslation as that above, had he ventured to have offered it to the National School, Bidis, 1863.

If Mr. Oxenden tries to "tire out" and "Et vos nos," in Horace (as the Saturday Reviewer suggests), his hunt will be an unsuccessful one, seeing that the words in question occur in the National School, S. John's, Hampstead, 2,024/.; the British School, Weymouth-street, Hackney-road, 3,007; the Great Queen-street Refuge, Bloomsbury, 2,804.; the British School, Brentford, 2,719.; the National School, Camden-town, 3,447.; the Roman Catholic Council on Education has just been published.

The other line quoted by "X." is extremely

"classical difficulties, and for the promulgation

"Veritas.

"Tired nature's sweet restorer," but of the god Zirpos, sleep, but also equals "Yrvos, Umbrarum laic locus est, Somni, Noctisque soporm." "lethargy." "X." says that this meaning of "sopor" is common enough in Lucretius, and one which it is probable guided him when writing the lines quoted by "X." The expression "somnus" in a good sense frequently contains the same root; but the question is beside the question. It is true, both words are derivatives from the same root, but they are not synonymous; and if he will, further, hunt out the Horatian passages, "Et nos ergo manum ferulm subduxi-sus," and construe them, he will learn the probable consequences of such a mistranslation as that above, had he ventured to have offered it to the National School, Bidis, 1863.

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The other line quoted by "X." is extremely

"classical difficulties, and for the promulgation

With this may be compared the following list of annual grants, by schools, for the year 1862:

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THE EDUCATIONAL TIMES.

We have more than once, previously, in these columns, noticed the pertinacity with which certain members of the Camberwell Vestry have opposed all improvements projected in the management of Dulwich College. These persons are apparently doing their best to bring down the College to the level of an ordinary workhouse school. They have not ceased to protest against the Act of Parliament which arranged the payment, on a fair and very moderate scale, of fees for each pupil. They are indignant that French, Latin, Greek, &c., should be taught; as they consider these unnecessary accomplishments, likely to unfit the ingenui pueri of Camberwell for several stations in life. At present any person resident within so many miles of the College may obtain an admirable education for his sons by payment of a very small stipend—so small, indeed, as to be in the power of any ratepayer. Now, we do not insist that ratepayers should have a monopoly of educational establishments in England; but we do think that, as a whole, gratis education is but little valued, and that it would be a grand mistake to convert Dulwich College into a vast pauper day-school. At present the son of the clergyman and the shopkeeper, the physician and the market-gardener, meet on equal terms within the precincts of the school. The same fee is paid for each, and the only superiority recognised in the pupil is that of intellectual capacity. Aboliß all fees, and remodel the educational schemes, and what takes place? Nineteen-twentieths of the parents who at present have sons in the school will withdraw them from it; while the thriftless and improvident will receive a positive premium for their thriftlessness and want of proper pride. We were glad, therefore, to see that when last the wiseacres of the Camberwell Vestry went to the Home Secretary with a long list of grievances, and a modest proposal which it would have virtually destroyed the present effectivity of Dulwich College, Sir George Grey pointed out to the members that they were asking him to do what was quite out of his power, viz., to contravene the distinct requirements of an Act of Parliament. We have little doubt, therefore, that on the present occasion the Governors are acting entirely in accordance with the law.

As we are quite willing to believe that the Camberwell vestrymen are actuated by the best intentions in their crusade against Dulwich College, we will just say a few words more touching their present request. The petition of the Vestry is that the boys who are to be elected on the foundation at Dulwich College—in other words, who are to receive a free education for a considerable number of years—are to be examined only in reading and writing; in other words, (prayer of the petition be strictly carried out,) that these boys be not examined at all. Everyone knows that writing is after all a purely mechanical attainment. The greatest dunces will often have the strongest hand, and be able to produce any amount of copper-plate and flourishing. There is also little intellectual exertion whatever involved in producing good handwriting. If the Vestrymen insisted on the examination being confined to reading and arithmetic, something might possibly have been said in their defence. There might possibly be a objection to the exclusion of Greek, Latin, or of Latin from the examination for foundation pupils; but English (including grammar, prose, history, &c.) and French, or both, Latin, should undoubtedly be required. Follow the Vestry programme, and the boys will be intellectually to be amongst the best of the school will, as likely as not, be dunces as blockheads.

We need hardly notice the argument that in the present arrangement of the Governors of Dulwich College, "many most deserving children will in all probability be excluded." When the Act of Parliament decides that Dulwich should not be a charity school, in fact, decided that its prizes and scholarships should be given to the boys of the best and most trained abilities. It does, of course, so happen, that here, as everywhere else in life, the possession of money confers advantages. A parent who can give his son a good preliminary education will undoubtedly, in the case of the Dulwich foundation Scholarships, have an advantage over another who cannot give his son such education. This is an immutable law of Political Economy, and it holds good universally in life, and cannot put aside by any number of Vestrymen, no matter how sapient and persevering they may be.

REVIEWS, NOTICES, &c.


As we learn from the title page, this volume forms the third and last of the Series to which it belongs. Of its two predecessors we must confess our entire ignorance; as yet, if they be equal to the work on before us, they are not altogether unworthy of the notice of admirers of modern Latin verse. We regret, however, that we are not able to speak very highly of the editing of the third Series of the "Cantus Hibernicus." The book is not only full of misprints, but contains grave offences against both metre and grammar. For all these the Editor may justly be considered responsible; and, indeed, in more than one instance he is himself the offender. This is the more surprising, as Mr. Torre tells us in the title-page of his work, that he claims the honour of having been a Fellow of New College, Oxford. He moreover, unless we are mistaken, was Master at Winchester—a school once second in the land to the art of Latin composition. From what we have just stated, it will readily be concluded that the value of the present work is but little enhanced by the contributions of the Editor. He has, however, managed to get the assis-
of some eminent Cambridge scholars, among whom may be mentioned Dr. Kennedy, of St. John's, Mr. Holden, of Ipswich school; Mr. Gunson, Fellow and Tutor of Christ's College, Cambridge; the late Dr. Donaldson; the late Head Master of Cheltenham College; Mr. Wratislaw, of Bury St. Edmund's Grammar School; Mr. Calverley, of Christ's College, &c. &c. Among the contributors from the sister University, are the Earl of Carlisle; the Head Master of Bromsgrove school; Mr. Law, late Chief Commissioner of the Insolvency Court; Mr. Grimes, the late Head Master of St. Paul's school; Mr. Guuson, Fellow of Christ's College, &c. &c. 

Dr. Donaldson; the late Head Master of Cheltenham College; Mr. Wratislaw, of Bury St. Edmund's Grammar School; Mr. Calverley, of Christ's College, &c. &c. Among the contributors from the sister University, are the Earl of Carlisle; the Head Master of Bromsgrove school; Mr. Law, late Chief Commissioner of the Insolvency Court; Mr. Grimes, the late Head Master of St. Paul's school; Mr. Guuson, Fellow of Christ's College, &c. &c. 

Many a great and ancient river, "Thou art now a deathless name;"

"And hence man lies under the sod,"

"How unto them, far from our mortal sight,"

"Who faithful here from constancy and right"

"Illi si fuerit"

"Dumque infelici sortem sub pectore volvit,"

"Qua embracedus etante ultro;"

We must come, however, to a more disagreeable one, the last line we can make nothing of.

"Tu potestas vestra,"

"When we all are cold as those,"
alone being in Latin which the pupil must know by heart.

(5.) The genders of nouns are given under each declension; and for an elementary grammar, the treatment of pronouns is very full and complete.

(3.) The conjunctive mood is confined to its own proper tenses, and its difficulties are fully and properly treated of.

(4.) The principles of crude forms are explained in the appendix, as the author has found the system itself "too abstract and philosophic for the powers of most English boys."

The correctness of this theory is very disputable, which may be expected when it is remembered that its admission would involve the exclusion of those and similar small 3

THE EDUCATIONAL TIMES.

In p. 226 we find the following example:—

\[\text{In p. 226—}\]

The first of these treats of " reading " as taught in primary schools generally; " an exercise," says the author, "which is very badly conducted in schools as at present."

The second chapter is devoted to the subject of "lesson-books;" and Mr. Robinson's remarks will apply to any series of such books. The writer gives some good practical hints as to the necessity of the questions and answers not being in the words of a lesson-book, and also of making the children play the inevitable rote teaching. The teacher is recommended strongly to prepare the lesson himself.

Chapter 3. is devoted to "spelling." It contains many valuable hints for teaching that "crux asinorum" in primary schools. Mr. Robi-

bison insists that we spell by the eye only and bring forward several proofs of its utility.

Chapter 4. treats of "writing," an attain-

ment which is for the most part the princi-

pal test of the efficiency of a National School. Mr. Robinson shows, we think, very soundly, why defective writing is so prevalent in schools of the class mentioned. A whole question of teaching writing is dealt with in this chapter at considerable length.

Chapter 5. treats of "arithmetical prin-

ciples," and has been so well treated " by "Arithmetical," while chapters 6, 7, 8, &c., respectively devoted to "grammar," "spelling," and "home lessons," by which I mean are lessons prepared at home, the pupil being delineating his own "hints," being in fact a résumé of all the preceding chapters.

Mr. Robinson sketches the character of model teacher as follows:—"Teachers must give up their methods and style of effort. Their deeds must not only be the guide but their fidelity, and not merely the result of teaching. They must be the people who can teach every lesson with confidence and certainty, and be in a position to lead them, by giving a true sense of the words, and bringing out their inner traits of character, to their owners."

We are here reminded of the story of the lady who wrote to her son to look out for a female domestic endowed with innumerable qualities, and that a poor man's only position was to be that he would be taken into the government."

In p. 226 we find the following example:—

\[\text{In p. 226—}\]

Mr. Robinson, in his preface, thus sketches the plan of this volume:—"This work differs from others in being more practical. I know of no work already published that explains fully and minutely all the steps which ought to be taken by a teacher in giving a lesson upon any subject, whether of grammar, geography, or other subjects of school course. Most of those that I have seen either enter too fully into the principles of a good method, and too little into the actual steps which take or else confine themselves too exclusively to mere organization. There are very few works to which a teacher could refer with certainty, if he sought to know whether his own system was right or wrong."

Indeed, it enters with almost tedious exactness into the petty minutiae of school business, and we are almost inclined to think that the advice as to laying aside worn out papers, using serviceable ink and paper, &c. &c., might have been curtailed or perhaps better omitted in the one described above by Mr. Robinson, as is found, we hope, for the sake of the comfort, that he may occupy a much higher place than that of a National Schoolmaster, or an Inspector of Schools.

We cannot close Mr. Robinson's work without saying that (though portions of it seem to us rather spun out and over-drawn, it is full of practical hints which cannot fail to be useful to teachers. Its chief value, however, is that it leaves nothing to the teacher, it gives him advice on every point, from the slate-pencil to going to a place of worship, it pre-supposes utter ignorance in the pupil, and is, perhaps, hardly sufficiently calculated to draw out the resources of the teacher's own mind.


This work is," says the Author in his preface, "designed for the use of public schools, private families, and for candidates of the Military, Civil, and Foreign Service, and Oxford Local examinations. It is, in some respects, very well put together; the style is fresh and lively, at much superior to that of most of those of
nary compends of dulness misnamed summaries of history. The most skilful compiler cannot, however, hope faithfully to condense the history of a great people during nearly two thousand years...introduced during the sixteenth century, we find appended...compilers of dulness misnamed...is calculated to make an impression upon the mind of the actual course of events than can be obtained from the best Eng-lish and American...the rapid advancement made by following this system here developed may be worth attention, as presenting something new. Whatever may have been the practical value, it has evidently been well and carefully thought out in the reading lessons, which have been built up...the connexion and inter-relation of the annals of one country with those of another are not of less importance to the student of history, who seeks to obtain a clear and connected...of the ordinary type of works of this class, and consist of a more accurate selection of extracts from the best Eng-lish and American...of history, who seeks to obtain a clear and connected...itself increased by the accession of the nation it...clearer and more lively picture is presented to the mind of the actual course of events than can be obtained from the dry details of a chronological table. The Chart before us is one of the most complete and accurate of its kind we have seen.

The rapid advancement made by following this system may be inferred from the fact, that lists of from thirty to one hundred new words may be formed by simply prefixing or affixing a single letter to words previously acquired. The system, in short, may be...be the title of this little manual sufficiently explains itself. We may add that its method appears to us simple and practical. Both the Chromatic System and the System here described are prepared for the Use of Schools.

Sixth Annual Report of the Grant-House School, Edinburgh, With Outline of the Course of Study, &c. Session 1862-63, Edinburgh : T. Constable, 1863. This Report will doubtless be read with interest by the parents and relations of the Grant-House School pupils, with a view to the further general progress of the examiners, Dr. Schmitt and Professor Keilland, speak flattering.

Alphabetical List of the Principal College and School Books, and New Editions, published during the Month ending August 31st:

John Heywood. 1863.—This appears to be a reprint, in a cheap form, of the first Book of Mr. Green's larger edition of Excised, which was noticed in these columns a few months ago. Its distinctive feature consists in a series of Explanatory Notes, showing the use and application of each proposition. The propositions are arranged systematically, for which Mr. Green gives good and, as far as we are able to judge, satisfactory explanations.

Sight-Singing made Easy. A Manual for Choirs, Schools, and Choral Societies, intended to embrace the elements of the 'Manual of the True Solfeg System,' with the Orisonal Musical Notation. By W. Lambert & Co.—The title of this little manual sufficiently explains itself. We may add that its method appears to us simple and practical.

Revised Fourteenth Edition, prepared for the Use of Schools. London : Smith and Son, 172, Strand.—A cheap but good Wall Map, with the chief physical features and the principal towns marked, will doubtless be useful. This is prepared for the Use of Schools.

Harker (W.) English Standards of Weight, Capacity, and Money. and Home Use. Fcap. 8vo. Simpkin. 1s.

Hodges and Smith. Simpkin. 5s.

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The Educational Times.

[Sept. '38.]

5. An object, placed on a smooth horizontal plane, is given a horizontal impulse and then moves under the action of friction. Show that the distance moved is given by the equation

\[ s = \frac{v_0^2}{2 \mu g} \left( \ln \left( \frac{v_0 g}{\mu g} \right) - 1 \right) \]

where \( s \) is the distance moved, \( v_0 \) is the initial velocity, \( g \) is the acceleration due to gravity, and \( \mu \) is the coefficient of friction.

6. (Proposed by R. Tucker, M.A.)—Discuss the "Radial Curves" corresponding to the "Intrinsic Equations" to the curve.

7. The preparatory examination, which is to be held at the end of the year, will consist of three parts:

a) Algebra, 15 marks
b) Geometry, 15 marks
c) Mechanics, 15 marks

8. Show how to find the standard form of the equation of a hyperbola given two of the following:

a) the center
b) the vertices

Solution. Using the information provided, the equation of the hyperbola in standard form can be found.

9. A ball is thrown vertically upwards with an initial velocity of \( v_0 \) metres per second. Show that the time of flight is given by the equation

\[ t = \frac{2v_0}{g} \]

where \( g \) is the acceleration due to gravity.

10. A point moves along a curve with a constant speed of \( v \) metres per second. Show that the position vector of the point at time \( t \) is given by

\[ \mathbf{r}(t) = \mathbf{r}_0 + vt \]

where \( \mathbf{r}_0 \) is the initial position vector.

11. The area enclosed by a curve and the \( x \)-axis is given by the integral

\[ A = \int_{x_1}^{x_2} f(x) \, dx \]

where \( f(x) \) is the function defining the curve.

12. A particle moves along a straight line with a constant acceleration \( a \). Show that the velocity \( v \) at time \( t \) is given by

\[ v = ut + \frac{1}{2} at^2 \]

where \( u \) is the initial velocity.

13. A body is thrown vertically upwards from the ground. Show that the maximum height reached by the body is given by the equation

\[ h = \frac{v_0^2}{2g} \]

where \( v_0 \) is the initial velocity and \( g \) is the acceleration due to gravity.
5. The Radius of Curvature of the corresponding point of the Evolute of the given curve is, by Art. 3, 
\[ \frac{d}{d\theta} (\text{arc of Evolute}) = -\frac{d\phi}{d\theta} = \frac{d^2y}{dx^2} \cdot \frac{d\phi}{d\theta} \cdot \frac{d\theta}{dx} \]

6. The Area (A) of a portion of the Radial Curve, between proper limits, may be found from

\[ 2\pi \int r^2 \, dr \, \sin \phi = \int \frac{d}{dx} \left( \frac{1}{2} r^2 \right) \cdot \frac{d\phi}{d\theta} \cdot \frac{d\theta}{dx} \]

7. To find the Radiar Curve for the Cycloid (A, B, C), take A as origin, and the base (AB) as axis.
Hence the equation to the curve is given by

\[ x = a (\theta - \sin \theta), \quad y = a (1 - \cos \theta) \]

8. As an application of (7) take the Radial Curve for the Cycloid, referred to the same origin as in Art. 7; then we have

\[ r^2 = \sin \theta, \quad \text{hence the equation to the Radial Curve is} \]

\[ r = 4a \sin \theta \]

9. Our equation (7) obviously suggests that some close relation exists between the equation to the Radial Curve and the Intrinsic equation to the curve; and on a close examination we shall find that, in general, if the Intrinsic equation be known, the Radial Curve may be easily obtained, and vice versa.

10. To find the Radial Curve for the Parabola \( y = ax^2 \), take the vertex (V) as the fixed point; then

\[ r^2 = 4a \sin \theta, \quad \text{hence, by (7), the Radial Curve is the circle} \]

\[ r = 4a \cos \theta \]

11. For the Ellipse \( ay^2 + bx^2 = a^2 \), take the centre as the fixed point; then, putting \( \phi \) for the eccentric angle of a point in the curve of the ellipse, we have

\[ r^2 = \frac{a^2}{\sin^2 \phi}, \quad \text{hence the equation to the Radial Curve is} \]

\[ r = \frac{a}{\sin \theta} \]

12. For the Hyperbola, writing \( -b^2 \) for \( b^2 \), the Radial Curve is given by

\[ r^2 = -b^2 \frac{y^2}{x^2} = a^2 (x^2 - y^2) \]

13. For the Catenary \( y = ae^{c + e^c} \), we have

\[ r = \frac{b}{\sin \theta}, \quad \text{hence the equation to the Radial Curve is} \]

\[ r = \frac{b}{\sin \theta} \]

14. For the Logarithmic Curve \( y = ae^{c + e^c} \), we have

\[ r^2 = \frac{a^2}{\sin^2 \theta}, \quad \text{hence the equation to the Radial Curve is} \]

\[ r = \frac{a}{\sin \theta} \]

This curve has been traced in the Solution of Question 1598, at p. 290 of the Educational Times for February.

15. For the Semi-cubical Parabola \( ay^2 = x^3 \),

\[ \frac{dy}{dx} = \frac{3a}{x^2} \quad \text{and} \quad r^2 = \frac{x^2}{a^2} \]

16. For the Lemniscate \( r^2 = a \cos 2\theta \),

\[ \theta = \frac{\pi}{4}, \quad r = \frac{a}{\sqrt{2}} \]

17. From (7) it follows that if \( s = f(\phi) \) be the Intrinsic equation to a curve, the Radial Curve will be \( r = f' (\phi) \), the deviation \( \phi \) being estimated from the tangent, and \( \theta = f(\phi) \) from the normal at the origin; and if \( r = f' (\phi) \) be the Radial Curve, the Intrinsic equation will be

\[ \frac{ds}{d\phi} = F (\phi), \quad \text{or} \quad s = \int F (\phi) \, d\phi \]

Thus from Arts. 10, 13, 15, we find that the Intrinsic equation of the Parabola is

\[ \frac{ds}{d\phi} = \frac{2a}{\cos \phi}, \quad \text{or} \quad s = \tan \phi \sec \phi + \log (\tan \phi + \sec \phi) \]

that of the Catenary

\[ \frac{ds}{d\phi} = \frac{c}{\cos \phi}, \quad \text{or} \quad s = \sec \phi \]

and of the Semi-cubical Parabola

\[ \frac{ds}{d\phi} = \frac{c}{\cos \phi}, \quad \text{or} \quad s = \sec \phi \]

18. Let \( b' \) be the Radial Curve at right angles to \( b \); then we have:

\[ \frac{ds}{dx} = \frac{c}{\cos \phi}, \quad \text{or} \quad s = \cos \phi \]

in the Parabola

\[ \frac{ds}{dx} = \frac{c}{\cos \phi}, \quad \text{or} \quad s = \cos \phi \]

19. It may be remarked that though it is perfectly immaterial where our origin is taken for finding the Radial Curve, the converse will not hold good, but when we wish to know the curve for which a given curve is the Radial Curve, the position of the origin must be assigned.

20. To find the curve of which the Radial Curve is \( s = eax \), we have, by (7),

\[ 2 \frac{dy}{dx} = \frac{a}{x}, \quad \frac{dy}{dx} = \frac{a}{x} \]

therefore the curve required is \( x = \frac{e^a}{x} \), a parabola with its axis vertical and latus rectum equal to \( 4a \).

21. If a parabola be the Radial Curve, its equation referred to the vertex being

\[ r \sin \theta = -4a \cos \theta, \quad \text{or} \quad r = \frac{4a}{\cos \theta} \]

we have, by (7), for the determination of the corresponding curve,

\[ \frac{dy}{dx} = \frac{4a}{x} \]

Assume \( x = 1 + z \); then

\[ \frac{dy}{dz} = \frac{4a}{1 + z}, \quad \frac{y}{z} = \tan \frac{\pi}{4} \]

Hence the equation of the required curve is

\[ \frac{x}{4a} = \left( \frac{e^a}{x} - 1 \right) - \tan \left( \frac{\pi}{4} - 1 \right) \]
22. Let the Radial Curve be the straight line \( r \cos \theta = a \), then the corresponding curve is given by

\[
\xi = \sec \theta = a \left[ 1 + \frac{d^2y}{dx^2} \right]^{\frac{1}{2}}
\]

\[
\xi = \sec \theta = a \left[ 1 + \frac{d^2y}{dx^2} \right]^{\frac{1}{2}}
\]

\[
\tan \theta \left( \frac{dy}{dx} \right) = \frac{b}{a}
\]

hence the equation of the required curve is

\[
\frac{b}{a} = \frac{dy}{dx}
\]

23. If the Radial Curve be \( r \tan \theta = a \), the corresponding curve is given by

\[
\xi = \cot \theta = a \left[ 1 + \frac{d^2y}{dx^2} \right]^{\frac{1}{2}}
\]

\[
\xi = \cot \theta = a \left[ 1 + \frac{d^2y}{dx^2} \right]^{\frac{1}{2}}
\]

\[
\cdot \tan \theta \left( \frac{dy}{dx} \right) = \frac{b}{a}
\]

The curve is, therefore, the Tractricy.

1887 (Proposed by Mr. W. K. Clifford.)—Four common tangents are drawn to a circle and an ellipse which passes through the centre (O) of the circle; if A, B be opposite intersections of the tangents, show that OA and OB are equally inclined to the tangent at O to the ellipse.

Solution by the Proposer.

We use rectangular tangential coordinates (Ferrers, Tril. Co., p. 130; Salmon, Higher Plane Curves, p. 2). It is easily shown that the sum of the squares of the reciprocals of the intercepts made by any tangent to a circle on two diameters at right angles is constant. Hence the equation to a circle whose centre is the origin is

\[
S + T = 0
\]

(1).

The points \( \xi = 0, \eta = 0 \), are at infinite distances, one on each of the axes \( x \) and \( y \) (where \( k \) is a constant) represents the origin. From this it follows that the equation

\[
S + 2kx + 2ky + 2k^2 = 0
\]

(2)

(where the \( k \) may be left out at pleasure) represents a conic touching the axis of \( \xi \) at the origin. For if we seek the tangents drawn from \( k = 0 \) to the curve, we find that they both coincide with the line \( \xi = 0 \), that is, with the axis of \( \xi \). Now if we put

\[
\xi^2 + \eta^2 = S, \quad 2\xi \eta + e = T
\]

it is clear that the equation \( S + eT = 0 \) represents an envelope of the second class, touching all the common tangents of \( S \) and \( T \). The discriminant of this equation is of the third degree in \( \lambda \); hence there are three values of \( \lambda \) for which \( S + eT = 0 \) represents two points. But in every case the coefficient of \( \xi^3 \) is zero; which is just the condition that the lines joining the origin to the two points (which are evidently opposite intersections of the common tangents) should be equally inclined to the axis of \( \xi \). For if \( a^2 + b^2 = 1 \) be the equation of a point, \( (a, b) \) are its ordinary rectangular coordinates, and \( (a, b) \) is the tangent of the angle which the line joining it to the origin makes with the axis of \( \xi \); hence if two points \( (a, b) \) and \( (a, d) \) are equally inclined to the point \( \xi \), we must have

\[
\frac{b}{a} = \frac{d}{a} \quad \text{or} \quad ad + bc = 0;
\]

but \( (ad + bc) \) is the coefficient of \( \xi^3 \) in the product (\( a^2 - x^2 + 1 \) \( e^2 - d^2 - 1 \)). The theorem is therefore proved.

It will be observed that the discriminant being of the third degree in \( \lambda \), must always have one real root, but there may be four common real tangents only when the conic is an ellipse cutting the circle in four points. It appears therefore that any two conics have two real intersections of real or imaginary common tangents, corresponding to the centres of similitude of two circles.

By projection we may show that if \( \xi = \xi' \) be the intersection of the polars of \( B \) with respect to two conics, and \( A \) be cut by a pair of common chords in \( C, D \), then \( A C B D \) is an harmonic range.

1402 (Proposed by Professor Sylvester, F.R.S., Royal Military Academy, Woolwich.) Let \( A, B, C \) be three given points, the circle passing through these points, to find a point \( D \), lying in the same circle with \( A, O, C \), and such that its distances from \( A \) and \( C \) shall be in the duplicate ratio of the distances of \( B \) from these points.

Solutions (1-8) by Professor Sylvester; (9) by Mr. Archer Stanley; (10) by Mr. W. R. Wilson, Jesus College, Cambridge; (11) by J. McDowall, B.A.; (12) by Mr. W. K. Clifford, and Mr. A. Renshaw.

1. Construction.—Produce \( AB \) to \( P \), and \( CB \) to \( R \), then \( AD = \frac{BC}{AB} \), \( BD = \frac{CA}{BC} \), \( CD = \frac{AB}{CA} \). Let \( D \) be the point on the circle in four points.

It appears therefore that any two conics have two real intersections of real or imaginary common tangents, corresponding to the centres of similitude of two circles.

By projection we may show that if \( \xi = \xi' \) be the intersection of the polars of \( B \) with respect to two conics, and \( A \) be cut by a pair of common chords in \( C, D \), then \( A C B D \) is an harmonic range.

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2. To show that

\[
\frac{b}{a} = \frac{d}{a} \quad \text{or} \quad ad + bc = 0;
\]

but \( (ad + bc) \) is the coefficient of \( \xi^3 \) in the product (\( a^2 - x^2 + 1 \) \( e^2 - d^2 - 1 \)). The theorem is therefore proved.

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The points \( \xi = 0, \eta = 0 \), are at infinite distances, one on each of the axes \( x \) and \( y \) (where \( k \) is a constant) represents the origin. From this it follows that the equation

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S + 2kx + 2ky + 2k^2 = 0
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(2)

(where the \( k \) may be left out at pleasure) represents a conic touching the axis of \( \xi \) at the origin. For if we seek the tangents drawn from \( k = 0 \) to the curve, we find that they both coincide with the line \( \xi = 0 \), that is, with the axis of \( \xi \). Now if we put

\[
\xi^2 + \eta^2 = S, \quad 2\xi \eta + e = T
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it is clear that the equation \( S + eT = 0 \) represents an envelope of the second class, touching all the common tangents of \( S \) and \( T \). The discriminant of this equation is of the third degree in \( \lambda \); hence there are three values of \( \lambda \) for which \( S + eT = 0 \) represents two points. But in every case the coefficient of \( \xi^3 \) is zero; which is just the condition that the lines joining the origin to the two points (which are evidently opposite intersections of the common tangents) should be equally inclined to the axis of \( \xi \). For if \( a^2 + b^2 = 1 \) be the equation of a point, \( (a, b) \) are its ordinary rectangular coordinates, and \( (a, b) \) is the tangent of the angle which the line joining it to the origin makes with the axis of \( \xi \); hence if two points \( (a, b) \) and \( (a, d) \) are equally inclined to the point \( \xi \), we must have

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By projection we may show that if \( \xi = \xi' \) be the intersection of the polars of \( B \) with respect to two conics, and \( A \) be cut by a pair of common chords in \( C, D \), then \( A C B D \) is an harmonic range.
9. Second Solution.—Draw the diameter OE of the circle OAC; then the latter will be cut in the required point D by the line ED, produced if necessary.

For the angle ABC being the supplement of each of the equal angles ABD and BDC, it is evident that the triangles ABD and BDC are equiangular; so that DA is to DC in the duplicate ratio of DA to DB, which is the same as the duplicate ratio of BA to BC.

A second point D, possessing the required property, is found by producing the line which joins O and the point (E) where DE cuts AC; for (Eucl. vi. 3) DA : DC = FA : FC = DA : DC.

10. The angle ODB is a right angle, hence the point D may be otherwise determined by the intersection of OAC with the circle on DB as diameter.

11. Third Solution. Divide AC in F so that AF : FC in the duplicate ratio of BA : BC; join OF and produce it to meet the circle OAC in D', for (Eucl. vi. 3) DA : D'C = FA : FC = DA : DC = BA : BC.

12. Or, divide AC internally in F and externally in G, so that

AF : FC = AG : GC = BA : BC;

then the two required points D, D' will obviously be determined by the intersections of OAC with the circle on FG as diameter.

1404. (Proposed by Mr. H. Murphy.)—A, B are two fixed points in a tangent to a given circle, and Q, R two points which form an harmonic range with A, B; required the locus of the intersection of tangents from Q, R to the circle.

Solution by W. K. Clifford; Mr. A. Renshaw; and Mr. H. Murphey.

This is the reciprocal of Prop. 221 of McDowell's "Exercises on Euclid and in Modern Geometry."

From A, B draw tangents CAD, CBE, and join DE; then DE will be the required locus. From any point P in DE, draw tangents FG, FH; then CGH is a straight line. Therefore GHDE is a harmonic range, and the tangents at these points cut any fifth harmonically; or Q, R, are harmonic conjugates to A, B.

1406 (Proposed by Mr. Alexander Renshaw.)—Referring to the figure for Question 1362, in the Educational Times for May, required the locus of the centre of the circle circumscribing the quadrilateral CDAB, the point D being a fixed, and the point A a variable one in the rectangular hyperbola.

Solution by W. K. Clifford; Mr. A. Renshaw; and Alpha.

The problem is equivalent to the following: O, D are fixed points, DB and DC fixed straight lines, BC any straight line through O; required the locus of the middle (P) of the intercept (BOC).

Taking DC, DB as axes of y and z, let (h, k) be the point (P) whose locus is required; then DC = 2x, DB = 2y, and

\[ \frac{h}{2x} = \frac{k}{2y} = \frac{1}{1}; \]

hence the equation of the required locus is

\[ 2xy = kx + ky. \]

The locus of P is therefore a rectangular hyperbola similar to the original, and similarly situated, having its centre at the middle of OD.

1445 (Proposed by Mr. J. R. Wilson, Jesus College, Cambridge.)—A parabola is described with its vertex downwards and axis vertical, and within it is placed a smooth uniform rod. Give a geometrical construction for obtaining the position of the rod when in equilibrium.

Solutions (1) by W. K. Clifford; (2) by Mr. J. R. Wilson.

1. First Solution. With the focus (S) as centre, and radius equal to one-fourth the length of the rod, draw a circle cutting the rod in two points (Y, Z; suppose) and on AK as diameter describe a circle.

Let the parabola be produced through A in X. Draw focal chords (PSQ, P'SQ') parallel to XY, XZ, which are the tangents at Y, Z; then PSQ (or P'SQ') will be the position of the rod in equilibrium.

2. Second Solution. Let A be the vertex of the parabola. PAQ, MN its directrices, and P the rod in equilibrium. O its mid-point. Draw PM, OL, QN perpendicular to the directrices.

Then, since the rod is in equilibrium, its centre of gravity (0) must be in its position of the rod.

PM, OL, QN perpendicular to the directrix.

Hence OL = sin θ = 25 day.

Therefore OL, or (PM + QN), that is 0 4 (SP + SQ), is the rod, and on AK as diameter describe a circle.

Along the axis take AK equal to the length of the rod, and on AK as diameter describe a circle meeting the parabola in R; join AR, and through S draw PSQ parallel to AR, then PSQ will be the position of the rod.

For if \( \alpha = \theta \) and \( \alpha = -\theta \), we have

\[ \frac{PQ}{\sin \theta} = \frac{\alpha \cos \theta \sin \theta}{\csc^2 \theta} = AR \sin \theta \]

\[ = AK = \text{length of rod}. \]

NEW QUESTIONS.

1421 (Proposed by Professor Sylvester, F.R.S., Royal Military Academy, Woolwich.)—If by the harmonic centre, relative to a fixed plane, of A, C, points in a line meeting the fixed plane is D, be understood a point B between A and C, such that A, B, C, D form an harmonic range, prove that if through the harmonic centre of either diagonal of any of the three quadrilateral faces of the frustum of a triangular pyramid, and the harmonic centres of the two straight lines, edges which meet but are not in the same plane with that diagonal, a plane be drawn, the six planes thus obtained will all pass through one and the same point.

1422 (Proposed by Matthew Collins, B.A., Senior Moderator in Mathematics and Physics, Trinity College, Dublin.)—If the sphere be divided into any point in the circumference of a circle be perpendicular to the ordinate y of that point, z being the arc of the circle between the point (x, y) and a fixed point; then if dα be constant, prove that

\[ \frac{dy}{dz} = \frac{z^2 + \alpha}{z^2} = \text{constant}, \]

also that

\[ \frac{dy}{dz} = \text{constant}, \]

and find the numerical value of C.

1423 (Proposed by W. R. K. Clifford, London.)—Show that

\[ \text{in } \cos (a \tan x) = \frac{1}{\sin (\cos + \sin x)}. \]

1424 (Proposed by T.T. Wilkinson, F.R.A.S., Grammar School, Burnley)—Having given the points P, E, and the line OE by position in a vertical plane; it is required to find the point O, in the line OE, so that if a circle be described with the centre O and a given radius, a heavy body let fall from P may descend through the chord CD (cut off from PE by the circle) in a given time.

1425 (Proposed by Mr. J. R. Wilson, Jesus College, Cambridge.)—Given, of a triangle, the base, the rectangle contained by the radii of the two escribed circles whose centres lie on the lines bisecting the angles at the base, and the rectangle contained by the sides; to construct the triangle.

1426 (Proposed by Mr. James Wilson, 4th Regiment, Curragh Camp.)—Find a point in the base produced of a plane triangle, through which if a straight line be drawn cutting off from the triangle a given area, the value of the segments of transversal may be given.

1427 (Proposed by R. Tucker, M.A.)—Two focal chords (PSQ, P'SQ') of a central conic at right angles to each other are produced to meet the nearer directrix in R, r, and central radii CR, C'r are drawn parallel to them; show that

\[ (CP')^2 + (CQ')^2 = (CR)^2 \]

1428 (From the Cambridge Senate-house Examination Papers for 1863.)—A point P is taken on the base of a triangle, and two lines including a given angle drawn through it so as to cut the triangle a quadrilateral of maximum area. Prove that, whatever be the position of P, the sides of the quadrilateral through P are equal to each other, and that in the position of P which gives the greatest maximum, these sides are equally inclined to the base of the triangle.

1429 (Proposed by the Rev. R. H. Wright, M.A., Trinity College, Cambridge, Head Master of the Ashford Grammar School, Kent.)—If an ellipse whose equation is \( B' + a' + a' = 0 \) have the two tangents in the sides of the triangle of reference, viz., \( x = 0 \) and \( y = 0 \), show that the equation of the major axis of the ellipse will be
EDUCATION IN IRELAND.

We quote the following from the Report (just published) of the Royal Commissioners on the present state of education in Ireland:

"We have now, as in 1831, the gratification to record that no portion of the population of Ireland can neither read nor write. In 1851 the diminution in the numbers of the absolutely ignorant, compared with those returned as such in 1841, amounted to 4 per cent. of the male, and 8 per cent. of the female population. The returns of 1851, as compared with 1831, show 7 per cent. males, and 9 per cent. females. This decline is due in a large measure to the general decrease of the people by emigration, for we believe that a very large share of the emigrants from Ireland belonged to the class of the ignorant. On the other hand, it cannot be disputed that the Irish, in comparison with the English, are more subject to the evil of ignorance. These considerations may have led Galway, in 1841, to suppose that the Irish were more ignorant than the English; and, generally speaking, in the towns also it was found to be greater in the male than in the female population. The probable cause of this difference is the increased proportion of persons, more especially the male sex, from the rural districts, in search of employment. Upon the present occasion we are relieved from making any calculations for the number of ignorant and account for an increase of ignorance in any part of Ireland, happily none such having taken place.

"According to the report upon ages and education, the increase has been mainly at the expense of the ignorant, and at the expense of those who were at the time when the means of instruction were so much less abundant than within the last three decades. But the principal cause, we believe, is to be found in the regular speaking and reading. We do not mean to say that the number of ignorant is diminished in a greater degree by emigration, but that the number of those who read and write, actual excess over what it has been at any time, has become just as number to fill the places of those who had been removed, we should have a transfer, in numbers, of something more than 340,000 persons. Deducting this number from the total diminution of the ignorant, we shall have a remainder of 458,501, representing the probable number of ignorant who have been withdrawn from population by extraordinary causes. If we add the number which have increased in those that read merely, we shall have 659,160 as representing the sum of the ignorant and of the emancipates, by which the population has been reduced and the proportion of those who could read and write, 7 numbers, it is hardly necessary to say, approximate only. Of the provinces, Ulster and Connaught stand highest in this regard, while Munster and Connaught have the smallest proportion of ignorant; Leinster comes next, with 46; and Connaught, presenting 57 per cent. of ignorant. The number of Leinster is the largest, because the number of persons able to read and write; Ulster, next, having 42 per cent.; Munster follows with 40 per cent.; and Connaught last, with 19 per cent. Small, however, as the proportion of ignorant is in Connaught of those who read and write, the emancipation of that province in this particular, equal to that of Ulster—the increase of education being, as we have said, not from a small beginning, but from a very small one, in 1851, we are enabled to report an increase in the attendance at school; for, although we know that the number of those who read and write, 7 numbers, in proportions, or more accurately, in the province of Leinster, is 57 per cent.; we are unable to say, with what degree of accuracy, in those of the other provinces. It appears that out of the whole number of pupils, 987,434 are resident within the 10 counties, and 50,000 in the cities of Dublin and Cork, the rest being distributed among the other towns and districts of the country. Of these, 882,518 are male, and 103,427 female; the proportion of the former to the latter being about 8 to 1. Of these, 491,393 are in the small schools, and 491,121 in the schools of over 100 scholars. This shows a definite impression of the fact that the increase of education is not confined to the cities and towns, but is spreading into the country districts, and that the number of those who can read and write, in 1861, has increased more than twice as much as in 1851, 7 numbers; we have arrived at these conclusions without any attempt to state the number of the primary schools in the country, which is one of the most important matters of education. We have no means of knowing the number of those who 'read only' to the general population; all that we know is that in 1861, as compared with 1851, the number of those who read only increased, while the number of those who read and write, though very considerable, yet was not doubled. Of the former number, it is calculated that the proportion of those who read only in 1851 was about 14 per cent., and in 1861, 16 per cent. Of these, 1,214,137 were male, and 990,859 were female, a proportion of more than 2 to 1; and, as we have seen, the male population is more ignorant than the female. Of these, 914,639 were in the small schools, and 304,554 in the schools of over 100 scholars; the proportion of the former to the latter being about 3 to 1. Of these, 372,195 were boys, and 552,877 girls, the proportion of the former to the latter being about 2 to 3. These numbers show that the increase of education is not confined to the upper classes, but is spreading into the lower classes, and that the number of those who can read and write, in 1861, has increased more than twice as much as in 1851, 7 numbers.
was a similar action by the plaintiff against Mrs. Pocock, for the removal of her child without notice, and that case stood for trial in the Common Jury Court.

It appeared that neither Mr. Hoffman nor Mr. Marchmont had any personal communication, and that the arrangement was carried on between Mrs. Pocock and Mrs. Hoffman, and the result was that the boys were to be sent away without any notice, and they were to be sent back.

They came home for the usual holidays at Christmas (with the usual Christmas account), but did not return after the holidays. On the 22nd of March, Mrs. Pocock informed Mrs. Hoffman that the boys would not return; and this action was then brought, in which the plaintiff claimed £301, 3s., &c., for two quarters' dancing; and £21, 2s., for two quarters, 10 guineas a quarter, for the removal without a quarter's notice. This latter course, of course, was the main matter in dispute.

Mr. Serjeant Parry and Mr. J. Brown were for the plaintiff; Mr. Serjeant Shee and Mr. W. Murray were for the defendant.

The declaration was that the defendant promised that he would not remove the boys without a quarter's notice.

Mr. Serjeant Parry, in opening the case for the plaintiff, stated that the terms agreed upon were for a quarter's notice or pay a quarter's stipend; but

The learned Judge pointed out that this was not the declaration, and it turned out that it was not the declaration in the paying of a quarter's stipend for a quarter's notice—so that, as the learned Judge observed, the claim was not, and could not be, for a quarter's stipend, but for damages for not giving the notice; and then the cost of the boy's board must be deducted.

Mr. Serjeant Parry said he thought the usual understanding was that a quarter's stipend should be paid in lieu of a quarter's notice. The plaintiff had called to prove the terms of his school, was cross-examined by Mr. Serjeant Shee, with a view to elicit that his wife had authority to waive the stipulation for a quarter's notice—so that, as the learned Judge observed, the claim was not, and could not be, for a quarter's stipend, but for damages for not giving the notice; and then the cost of the boy's board must be deducted.

The plaintiff's wife having given, denied that she had had the defendant's notice. She positively swore that nothing was said by Mrs. Pocock about it; and though pressed a good deal about it and the notice; and then the cost of the boy's board must be deducted. The plaintiff having been called to prove the

SCHOOL TRIAL.

The trial reported below took place at Croydon, on the 21st of last month, before Mr. Baron Bramwell and a Special Jury. The learned Judge observed, it will be seen that the contents of a quarter's notice are as a schoolmaster in his prospectus, or elsewhere, does not entitle him (in the event of a pupil being suddenly removed from school) to a quarter's stipend. He can only recover damages from the parent or guardian for the non-giving of notice; and where the verdict is for the plaintiff, the cost of the pupil's board will have to be deducted from the quarter's stipend due to the master. The plaintiff was for the purpose of extorting money from the parties quite a different case in the present instance, but it was very often made in that way. He did not say that this was in the present instance, but it was very often made in that way. He did not say that the plaintiff Mrs. Poock could be mistaken in what they stated, and it was not fair probable that such a trivial claim they would commit willful perjury. Surely, the more sensible and charitable solution was that Mrs. Hoffman had their hands in these pockets, and she might have forgotten what had occurred. It was far more probable that positive and affirmative evidence of two witnesses as to something which they did not give in the prospectus, or else, had been taken, as in the case of Mrs. Hoffman, that probably she would not return, and reminded her of her agreement, that all who may be able to attend the Meeting on the subject of the lecture, will appear in our next number.

R.W. - The Rev. H. M. Butler, the head master of Harrow School, has issued the following notice to the parents of the scholars:—

Pocket Reform.—The Rev. H. M. Butler, the head master of Harrow School, has issued the following notice to the parents of the scholars:—

The pocket Reform, as usual, in the College Rooms, but at the Chish-
### Situations Vacant

#### Qualifications Required

<table>
<thead>
<tr>
<th>No.</th>
<th>Language(s)</th>
<th>Qualifications</th>
<th>Age</th>
<th>Salary</th>
</tr>
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<tr>
<td>1154</td>
<td>English (good), Latin &amp;c.</td>
<td>About 40.</td>
<td>N.W. district.</td>
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<tr>
<td>1155</td>
<td>German, French, Latin, &amp;c.</td>
<td>Drawing, with Music.</td>
<td>N. district.</td>
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<tr>
<td>1170</td>
<td>English, Writing, Drawing, Book-keeping, and Singing.</td>
<td>40.</td>
<td>In the N. district.</td>
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<tr>
<td>1213</td>
<td>English subjects, with elementary Latin.</td>
<td>Salary 30L.</td>
<td>In or near London.</td>
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<tr>
<td>1214</td>
<td>Classics, Mathematics, and English subjects.</td>
<td>Salary about 50L.</td>
<td>After the first six months 60L.</td>
<td></td>
</tr>
<tr>
<td>1155</td>
<td>Classics, Mathematics, and English.</td>
<td>Age 23.</td>
<td>In or near London.</td>
<td></td>
</tr>
<tr>
<td>1218</td>
<td>English, French, and Italian.</td>
<td>Age 23.</td>
<td>Salary from 50L. to 70L.</td>
<td></td>
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<tr>
<td>1222</td>
<td>A Lady to teach little boys English, French, Music, Drawing, and Latin.</td>
<td>In Surrey.</td>
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### Assistants requiring engagements

#### Qualifications

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<th>Subject(s)</th>
<th>Age</th>
<th>Salary</th>
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<tr>
<td>769</td>
<td>German, French, Spanish, Latin, and Drawing.</td>
<td>Visiting Master.</td>
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<tr>
<td>942</td>
<td>French, German, and Elements of Italian and Latin.</td>
<td>Visiting Master.</td>
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<tr>
<td>944</td>
<td>Natural and Experimental Sciences.</td>
<td>Mathematics, German, and Drawing.</td>
<td>A Graduate.</td>
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<tr>
<td>1071</td>
<td>Classes, Mathematics, and general English.</td>
<td>M.A. Lond.</td>
<td></td>
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<tr>
<td>2210</td>
<td>Drill Master.</td>
<td>Sword Exercise, Gymnastics, Deportment, and Fencing.</td>
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<tr>
<td>1211</td>
<td>Classics, Mathematics, and English subjects.</td>
<td>Salary 45L.</td>
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<tr>
<td>1213</td>
<td>Classics, Mathematics, and English.</td>
<td>A B.A. Lond.</td>
<td></td>
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<tr>
<td>1215</td>
<td>Classics, Mathematics, and English subjects.</td>
<td>Salary 50L.; after the first six months 60L.</td>
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<tr>
<td>1216</td>
<td>Classics, Mathematics, and English subjects.</td>
<td>Salary about 30L.</td>
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<td>1219</td>
<td>Junior Assistant.</td>
<td>Salary about 30L.</td>
<td>S. district.</td>
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<td>1155</td>
<td>French, German, Drawing, with Music, Drilling, or Chemistry.</td>
<td>In.</td>
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<td>1724</td>
<td>English, French, Music (Piano and Singing), Rudiments of Latin.</td>
<td>B.A. Comb.</td>
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<td>1731</td>
<td>German, French, and Music.</td>
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<td>1811</td>
<td>English, French, Rudiments of German, and Music.</td>
<td>Age 22.</td>
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<tr>
<td>1817</td>
<td>English, French, Italian, Spanish, and English.</td>
<td>Age 17.</td>
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<td>1832</td>
<td>Mathematics (High), Surveying, Mapping, Architectural Drawing, and Painting.</td>
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<tr>
<td>1833</td>
<td>French and German.</td>
<td>Age 31.</td>
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<td>1845</td>
<td>French, German, Italian, Spanish, and English.</td>
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<td>1853</td>
<td>English subjects.</td>
<td>Age 20.</td>
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<td>1910</td>
<td>German, Classics, English.</td>
<td>Age 35.</td>
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<td>1912</td>
<td>Mathematics, Mechanics, Mensuration, English, Drawing.</td>
<td>Visiting.</td>
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<tr>
<td>1911</td>
<td>Mathematics, Classics, and English.</td>
<td>Age 23.</td>
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<tr>
<td>1913</td>
<td>English, junior Latin and French, Arithmetic and Algebra.</td>
<td>Age 42.</td>
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<tr>
<td>1916</td>
<td>German, French, Drawing, and Writing.</td>
<td>Age 33.</td>
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<td>1920</td>
<td>English, Writing.</td>
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<tr>
<td>1923</td>
<td>Classics, Mathematics, English subjects.</td>
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<td>1930</td>
<td>Mathematics, Mechanics, Mensuration, English, Drawing.</td>
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<td>1938</td>
<td>French, Latin, &amp;c.</td>
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<td>1940</td>
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<td>Age 23.</td>
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<td>1941</td>
<td>Classics, Mathematics, and English.</td>
<td>A Lady.</td>
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<td>1954</td>
<td>German, the rudiments of French, Drawing, Singing,</td>
<td>Chemistry.</td>
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<td>1967</td>
<td>German, French, Music (Piano and Violin).</td>
<td>Age 33.</td>
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<td>1971</td>
<td>French, Latin, Saxon, or German Language, on the principles of Comparative Grammar.</td>
<td>M.A. Lond.</td>
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<td>1975</td>
<td>German, English, Drawing and Painting, Polish Language and Literature.</td>
<td>A Graduate.</td>
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<td>1976</td>
<td>German, Latin, Saxon, or German Language, on the principles of Comparative Grammar.</td>
<td>M.A. Lond.</td>
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<td>Mathematics.</td>
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<td>2015</td>
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<td>2018</td>
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<td>2019</td>
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<td>2020</td>
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<td>Salary from 30L.</td>
<td></td>
</tr>
</tbody>
</table>
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