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The teaching of Modern Languages which are appropriate for study in schools, are those which are spoken in the current intercourse of men; viz. English, French, German, and Italian. The teaching of these languages should always keep in view the two aims of the study of Modern Languages, viz., their practical and their disciplinary usefulness.

The following observations will be confined to the teaching of the young, and with special reference to schools. The subject is so vast, that the time at my disposal permits only general outlines.

The subject of this paper being regular and methodical school-teaching, I shall not here describe and criticise the various other ways of teaching and learning foreign languages. There are cases in which a master may give a different kind of instruction from that to be followed in some others, where the intelligent adult or an ignorant man may have a certain special object in view. There are, also, people who wish to give to their children a certain polish by the assistance of foreign languages, and to the present from discussing such courses of teaching.

I will only remark, that, along with foreign languages, foreign cultivation of the mind also should be acquired; and, therefore, the teacher of even the youngest should be a thoroughly educated person. Many people appear to think that, provided their children speak French, for instance, no matter of what kind, they are doing what is valuable to them—forgetting that there are various ways of speaking every language, the language of the class which they represent.

Before sketching the plan of teaching Modern Languages most generally followed in our days, I will briefly review those methods of teaching languages which may be considered as the leading methods.

When Modern Languages were first treated there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion. Against a method which was followed by what might be termed the Pestalozzian school, and later by the originalism, there were certain to provoke a revulsion.

The chief Modern Languages which are appropriate for study in schools, are those which are spoken in the current intercourse of men; viz. English, French, German, and Italian. The teaching of these languages should always keep in view the two aims of the study of Modern Languages, viz., their practical and their disciplinary usefulness.

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méthode pour apprendre la langue latine, 1773," by Dumarsais, had numerous followers; and since Hamilton and Jacotot their number has become legion.  

Interlinear Method, also, there are several kinds. The Hamiltonian makes the pupil learn a book by heart; another by Salomé, of Frankfort, called the natural method, makes him learn by heart detached parts of the sentences and phrases, as, e.g.: "Avec du pain ; pour toi ; avec le canif ; ici," &c. Jacotot, like Hamilton, makes the student learn a book by heart, and with this connects exercises, which Hamilton does not. Just as the logical and deductive principle is good, so the Grammarians not only give too few illustrations of grammar to the pupil, who is expected to learn it. No regard is paid to the nature of the intellect; the head of the pupil is treated as a blank page, as an empty vase, into which the contents of the grammar are poured.

The Interlinearist proceeds rather more prudently. He first pours the language into the empty vase, and then proceeds to obtain a grammatical crystallization. But he teaches the language as positively as the language and the grammar. The Grammarian only formulates, initials, and outlines. Both teach various matters, but in the same manner. Both stand on one side; the Pestalozzian, whose watchword is formal education, stand on the other.

Pestalozzi discovered, as it were, elementary instruction, and based it neither on memory nor on the faculty of thinking alone, but on the intellectual principle in its totality; and his chief aim was the development of the powers of the single person. In principle, Pestalozzi has been followed by the German teachers of modern languages. In practice, however, he and his orthodox followers committed some of the errors with which the grammatical and interlinear methods are reproached.

After Pestalozzi, various methods appeared, some of which possess excellent features. The principle of modern methods is the combination of Analysis and of Synthesis, which they endeavour to accomplish in various ways. In some methods, analysis is more prominent; in others, synthesis.

Among those methods, that of Dr. Ruthardt takes a high place, and has been adopted by many German colleges for the study of ancient languages. Among the methods for learning modern languages, those of Robertson, Ollendorff, and Ahn are very popular.

Robertson's and Ollendorff's methods are modifications and improvements of Hamilton's method, and it cannot be denied that both secure good results equally from a practical point of view. But the objection made to them is, that they teach the language unsystematically, and that their pupils are devoid of a clear and complete knowledge of grammar. The method of Robertson, however, although his work has not been deemed fit by some critics as an elementary class-book for the young, is, in many respects, excellent, and particularly useful for those who have already mastered a foreign language. It teaches the pupil scientifically, and is suited to the study of etymology and to conversation; the latter in a shorter period than can be effected by any other method. Robertson's method has been greatly improved and rendered more systematic, in a German-French Correspondence, M. Prof. C. F. E. Lindner of the College Louis-le-Grand in Paris, and now Examiner for the Council for Military Education in England, whose work has been approved of by the University of France. Ahn's elementary books are an adaptation of the method of Seidenstücker, Head Master of the Gymnasium at Soest, in Germany, who published a series of elementary works on the Hebrew, Latin, Greek, and French languages. The chief aim of Seidenstücker is to instil the foreign language into the pupil's mind as the mother teaches her tongue to her child; and he renders, therefore, his lessons very easy. He endeavours to avoid all sesquipedalian sentences, which follow each other, however, not in an organic, but in a rather arbitrary succession; —at the same time scarcely any serious translation is offered, and the selection of matter is a very uninteresting one. Instead of making the best possible use of a moderate number of vocabula, each vocabulum is only once represented in the matter. Too great facility, and want of organic development, are the chief objections made to this method.

The method of Lindner, of Leipzig, applied first, and very successfully, to several branches of instruction a method termed the Genetic Method, the chief characteristics of which had been previously noticed. Lindner describes it as follows:—"We call the genetic method that mode of teaching, by which the objects of instruction are treated in their natural order, and in such a manner that the student proceeds from the simple to the compound, from cause to effect, from the smaller to the greater; not by means of a classification, but by means of a synthesis, carefully connecting at the same time the single definite facts (momenta)." In learning a language after this method, the student himself has to construct his grammar while speaking and writing, guided by the teacher. The pupil, consequently, follows a path similar to that which nations mostly pursue when gradually building up their own languages.

About thirty years ago, K. F. Becker associated with his new system of grammar, pronunciation and exercise, the word "Synthesis," —a word which indicates the synthetic method in its totality; and based it neither on memory nor on the faculty of thinking alone, but on the intellectual principle in its totality; and his chief aim was the development of the powers of the single person. In principle, Pestalozzi has been followed by the German teachers of modern languages. In practice, however, he and his orthodox followers committed some of the errors with which the grammatical and interlinear methods are reproached.

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manage, without sparing them any reasonable exertions. Many teachers do at first too much, later too little. They render the beginning too easy, and the subsequent progress too difficult. A pupil is often obliged to find his way in the dark, without having the least notion of either, and without receiving any instruction how to use such books; whereas the teacher should work and search with him until he can find his way alone.

In teaching the young, whose reasoning powers are so feeble, we must first implant the idea of teaching the science of language. The methods of instructing the young should be the analytical or the synthetical; or better, both united.

In the general instruction of youth, two degrees are to be distinguished, which might be called the elementary, or propositional; and the scientific, or dogmatical: the former is adapted for youth from about 6 to 12; the latter from 13 till 18 years. Instruction in grammatical considerations should observe those degrees as much as possible.

Elementary instruction should have science as its guide, without itself being science. The regular study of a modern language in school should be continued for a period of not less than six years, two of which are employed for two elementary courses or classes, two for two intermediate classes, and two for two higher courses.

As for the weekly number of lessons, this depends upon the number of classes and the duration of each lesson. Usually the number of lessons is far too small; whilst in classical classes, where the elements are studied for five years, two of which are employed for two intermediate classes, two for two higher classes, the pupil does not have less than five lessons a week in the first year, four in the second, three in the third and fourth, and two subsequently.

In teaching a language in a language school, a pupil should have the time to learn the lesson, to read and write it, and to work for two or three hours, at least, on it. Instruction in modern languages should observe those degrees as much as possible.

Instruction in a language may be considered from four points of view: (i.) The grammatical, which treats of the form of the language; (ii.) the exomological, which relates to the matter, the individual words of the language; (iii.) technical, which comprehends writing and speaking; and (iv.) the literary, or the reading of authors. These four departments, which form the digestion of a science, must not be separated, we separate here for the sake of an easier survey.

I. I first consider grammatical instruction. This, in the two elementary classes, should be systematic, and preparatory to grammatical instruction in higher classes. Before the pupil begins grammar he must be prepared for it by elementary instruction; before he can learn with profit the forms and inflections of words in a systematic manner, he must have passed in a systematic manner through the whole circle of the language. The basis of this first instruction should be a considerable collection of sentences, which are translated from the foreign into the native language, and (agreeing with) and in these the pupil should be exercised until he (knows and) by heart. These sentences should contain appropriate positive matter, and should impart a rich stock of words and phrases, as well as, by slow degrees, conversation, the principles of grammar, &c. Lastly, they must be arranged in such a manner that they may be taught in an easy manner and without they can always perfectly understand them. For instance, in the sixth lesson no sentence should occur containing the form of a word or sentence which is only to be explained in the seventh or eighth lesson. In every exercise some new and definite fact (a momentum) should be illustrated, for the sake of which the exercise is to be written. In every succeeding exercise a similar plan is to be observed; but, at the same time, the previously communicated facts must be continually recalled to the pupil's mind. This is one of the great principles of Pestalozzi. The most simple sentences should, therefore, be given at first, consisting only of subject and predicate, the verb in its different tenses, then the predicative objects and substantives being introduced into them. To this should be added the complements of the simple sentence: the attribute (adjective, genitive, apposition); the object in its various cases (substantive, pronoun, infinitive); and the adverbial (locale, temporal, comparative, modal); and lastly, adverb, cases, substantives, with prepositions. Then should follow complex sentences by means of conjunctions of co-ordination. Each grammatical lesson of this course should consist of three parts: (i.) Translation of a series of sentences, as exercises on a certain rule, from the foreign language; (ii.) Finding and learning of the rule; (iii.) Practice on the rule by translation of similar sentences into the foreign language.

In teaching the forms and inflections, a kind of drilling, carried on for some time, without the use of a book, will be found very useful. For this kind of exercise the system of Pestalozzi will be found profitable: by means of it, the various inflections cease in the eyes of children to be insignificant and purely arbitrary modifications, and are more deeply impressed upon the memory. The following are examples of his declension and conjugation, which he designates "en actio.

DECLENSION. (Singular.)

Nom.-Aquila est ferox = l'aigle est féroce.
Gen.-Aquilae vis est magna = la force de l'aigle est grande.
Dat.-Aquilae insidias tendere = tendre un piège à l'aigle.
Acc. Aquilam capere = prendre l'aigle.

CONJUGATION. (Present-Indicative.)

Singular a quo matrem genere = j'aime ma mere.
ae sororem teum = tu aimes ta soeur.
us sororem teum = il aimes ta soeur.

By declining and conjugating in this manner, children are able to understand what they learn.

This is the work for one course, that might extend over a year.

In the second course might be taught the combination and the contraction of sentences. The dependent moods, relative tenses, inflections, participles, gerunds, are now introduced in the three kinds of accessory sentences and in the contracted sentences. This is work for the second year.

Thus the pupil is gradually made acquainted with a large vocabulary, and with all the forms of words and of sentences.

In these two years grammatical instruction consists, as I said, of studying and analyzing progressive series of sentences, in each set of which some definite linguistic fact is prominent.

Only at the beginning of the third course (third year) should grammar be taught dogmatically. But now the pupil is able to understand it.

The matter of grammar might now be divided into four courses, each of which should take a year. In the first, the syntax of the simple sentence and the entire science of inflexions,—that is, the science of quality, is to be taught most exactly. In the second, the syntax of the combination and contraction of sentences, but with the exclusion of "periodology." Then etymology, and the science of quantity and accent. In the third and fourth, there remain yet to be taught periodology, metres, the science of Eurhythmia of prose, the logic of language, anything that is still to be taught. The instruction of grammar may be taught occasionally in reading and composition.

II. Onomatological instruction is a splendid education of the mind. In teaching the forms of language, a strict order should be observed, and the sentences for exercises should be arranged not only for the advantage of the pupil, but also to give the advantage of some onomatological considerations. Before the pupil learns, for instance, the Latin ratio, he should know view, vis, before violatia; the French eure sooner than courage. Simple words should always be taught before those derived from them. When the pupil knows that ear means the strong one, and eis strength, the words virtus, violare, violentus, vigore, are more easily understood and retained by him. It should be considered a rule to allow no derived word to appear before the pupil has been taught to present no word whatever in a metaphorical signification before its original meaning has been taught.

Words in different languages very seldom correspond exactly; they may designate the same idea, but they do not always signify the same. Thus the German language says, Schlange, (Eng. serpent); it thereby conveys the idea of a Schlüngende, i.e. winding (slipping) movement; as by Floh, (Eng. flea), the flying movement is expressively. Whereas, to the Roman, the German "slipping animal" is the creeping animal, serpens. To the Dane the flæa is a runner, loppe (lobe = to run; related to the English to leap; German, laufen). The Greek calls it still better, φακς, springer or jumper. Sound instruction should, therefore, even in elementary courses, not only teach what foreign words designate, but also what they originally signify. Thus the pupil avoids barbarisms, to the perpetuation of which he is often exposed, by means of the 23,000 words of Anglo-Saxon origin. A German elementary work for English students should not only comprehend in its first course sentences for exercises with as many Teutonic words as possible, but the reading-lessons also should include the manner in which they are only as use chiefly Teutonic words. The same rule should be observed for German students of English. Whereas, in an English elementary work for French children, the French
Latin elements of the English should be prominent. The following examples will show that the advantages of such a method are manifold. Besides facilitating the acquisition of the language, it renders such the advantages of such a method are very easy. In learning French, an English pupil should observe that—

1. Nearly all the English words ending in *aen* and *ais,* answer to the French *aen* and *ais,* in adjectives; thus scandalous, pious, are in French *scandal* and *pieux.*

2. The French terminations *ous,* *ieux,* answer to the French terminations *eau,* *eux,* in adjectives; thus scandalous, pious, are in French *causal* and *cheval.*

3. The English terminations *ty,* *ity,* answer to the French terminations *ité,* thus: beauty, security, are *beauté* and *sécurité.*

4. The English termination *er* answers to the French termination *ier,* as to fortify.

5. French words ending in *eon,* drop in English the final *e,* as in *fate.*

6. The Latin words adopted in French and English have often undergone some or less important modifications, which by analogy will always be recognised, as *decease,* *deceased,* *desolate,* considered in the formation of prefixes and suffixes similar or like in English and in French words.

In a German elementary work for English pupils even the first lessons should comprehend words like *kennen,* to know; *tragen,* to carry; *fallen,* to fall; *senden,* to send; *singen,* to sing; *bören,* to bore; *schwimmen,* to swim; *sinken,* to sink; *trinken,* to drink; *halten,* to hold; *kommen,* to come. Such words the pupil would understand at once. In order that the pupil may not only learn the derivation of a word when it is explained, but may also possess the key of analogy, he should be taught the law of the interchange of letters, by means of the illustrations afforded by all the suitable words that occur in the lessons, while it is confirmed and rendered clear by a series of similar words, which the pupil himself is to seek.

The interchange of letters between the English and German languages is very conspicuous. In many cases a German *e* is an English *f*; German *f,* English *v*; German *g,* English *k*; German *l,* English *n*; German *p,* English *m*; German *r,* English *r*; German *s,* English *z*; German *t,* English *th,* &c., would soon be familiar to the pupil, if the sentences were selected in a series of a higher character. Thus the pupil would understand at once. In order that the pupil may not only learn the derivation of a word when it is explained, but may also possess the key of analogy, he should be taught the law of the interchange of letters, by means of the illustrations afforded by all the suitable words that occur in the lessons, while it is confirmed and rendered clear by a series of similar words, which the pupil himself is to seek.

The following examples will show what help the English student can obtain from analogy and etymology in studying the French language, and especially with regard to orthography.

Certain French words end in *eau,* *eux,* as *un caveau,* *des caveaux,* whilst others end in *au,* *aux,* as *un état,* *des chevaux.* Now, it is difficult to remember whether such words are spelled *eau* or *au,* but this difficulty disappears before analogy by means of the following observations:—

1. *Eau* terminates all those words that take an *e* in their derived words, or in their roots.

Thus, *bateau,* *carreau,* *caveau,* &c., take *eau* on account of the *e* founded in *batelier,* *carrel,* *cave.*

But we write *les caux,* *les chevaux,* *les sigaux,* which have no *e* in *caux,* *cheval,* *signal.*

2. As the final consonant of a French word is often not pronounced, it is difficult to know it. Analogy helps here again if we observe that this consonant is pronounced in derived words.

Thus, we may observe that *plomb* terminates in a *b,* *lord* in a *s,* *shy* in a *g,* *chant* in a *t,* through our remembering the derived *plombier,* *border,* *sangionnaire,* *chanteur.*

These observations may be applied to an infinite number of French words, and similar ones can be made with regard to other languages.

A want usually greatly felt in schools or classes is the want of words. This want has occupied ancient and modern scholars. Pestalozzi, wishing to aid the memory, by the classification of words, conceived the plan of grouping them around principal and accessory ideas connected with them. He gave the name of "spheres" to the various assemblages that result from this disposition.

The following example is to illustrate these "spheres":—

**Sphere of man.**

Nominative: Homo, dives, pauper, stultus, sanus; doctus, indoctus; miser, felix, &c. &c.

Genitive: Hominis corpus, animus, virus, pecus, moris, &c. &c.

Accusative: Hominem amare, laudare, virtuare, &c.

If the plan which we have recommended for teaching grammar and etymology is faithfully carried out, and all the lessons learnt by heart, the pupil will soon be supplied with a rich stock of words. To learn words of a language one by one, as is often done, is a hard task. Words should at first be learnt by heart in sentences only.

In a language certain words occur frequently; others, rarely. The latter are consequently often forgotten. There is for the more advanced pupil one means only of learning these words, viz., to read, write, and repeat them over and over again.

Students should, therefore, underline in their authors, and write in a copy-book, the words they do not know well, in order to learn and repeat them particularly. They should also read daily a page or two of nomenclature in a dictionary where the words have been classified in order of matter, and mark those that are unknown to them, and repeat them.

III. *Techic,* we call the art of speaking and writing a language. It begins with the most simple exercises, and finishes with prose and poetical compositions. The pupil should, therefore, be regarded as a most essential part of the art of speaking and writing. Every exercise may, therefore, be divided into the two parts of speaking and writing, and should commence in the first lesson.

I will speak first of the art of speaking a language. This instruction begins with pronunciation exercises. As the best books contain certain niceties of pronunciation, a master well acquainted with the language is necessary. Faulty habits in pronouncing a foreign language are very prejudicial, and difficult to be got rid of. Therefore great attention must be paid to good pronunciation; bad pronunciation being often less pardoned than many a grammatical blunder.

Before the pupil begins reading, the teacher should for some time pronounce and transliterate some of the words, and then the pupil pronounces and translates after him. Thus, not only the foreign sounds, but also the words, single and connected, penetrate the ear and reach the memory connected with the ideas which they express. The pupil then learns by heart in more deeply engraved on the mind than what has been merely read.

For this kind of exercises the teacher should select words and phrases designating the nearest or most common objects and ideas, especially those which are frequent and necessary in the language.

After some time, keeping equal pace with grammatical instruction, the master may proceed to short periods, little narratives, easy verses and poems, which are, without any grammatical observations, first learnt and then learnt by heart.

At first, not too many rules should be given on pronunciation. Those which are wanted most frequently, and in which the native language is most different from the foreign language, should be first treated of. After a series of such exercises on pronunciation, regular exercises in reading aloud may begin, performed both by teacher and pupil. The words and sentences used for such exercises may be selected from good elementary works. These exercises alone imperceptibly prepare the pupil for translation, and enable him to observe his progress.

As in the elementary course of instruction, so also in the higher courses, exercises in speaking should be connected with the other exercises. The pupil will presumably have, by the time of the lessons at least, be connected with what has been read, by going through it, and putting questions. The pupil has the words before him, to which he has only to give another form and connection.

Also, in more advanced courses, the teacher should prepare the pupil with translation at sight, but also at hearing, the pupil being required to translate what is read to him by the teacher. This will be found an excellent preparation for conversation.

Only regard the art of writing a language, I have already said that it should begin in the first lesson, with the most simple exercises. It is essential for thorough instruction in a foreign language, that the pupil should write. "Reading," says Bacon, "maketh a full man; conference a ready man; and writing an exact man." He acquires thereby an exact knowledge of the language, of its peculiar genius, riches, differences, and similarities, relatively to his own tongue; he exercises his powers of judgment and judgment; he labors to bring the general rules to single cases; he perfects the most appropriate expressions; his memory, by remembering what he has read. Composition should, therefore, be regarded as a most essential part of the art of speaking and writing. Every exercise may, therefore, be divided into the two parts of speaking and writing, and should commence in the first lesson. In speaking first of the art of speaking a language. This instruction begins with pronunciation exercises. As the best books contain certain niceties of pronunciation, a master well acquainted with the language is necessary. Faulty habits in pronouncing a foreign language are very prejudicial, and difficult to be got rid of. Therefore great attention must be paid to good pronunciation; bad
It is to be re-translated into the foreign language. By these exercises the ideas represented with the pupil. He first names the idea in the pupil's language; the pupil now expresses it in the foreign language. The versions of pupil translates first aloud; this is written language. The teacher should frequently work along ever so little, should be done daily. For he foreign language, acquires facility and skill in doing so, and begins to find a pleasure in such a study, when he sees that he succeeds.

In translation, the comparison is usually restricted to the foreign language and of the lesser. But translation from the foreign language into another is also of great advantage. An Englishman should translate from German into French, and vice versa, or from one classical language into a foreign modern language. By these exercises the ideas represented in the words, can be comprehended, and all the varieties are distinctly apprehended with all their varieties. The teacher should frequently work along with the pupil. He first names the idea in the pupil's language; the pupil now expresses it in the foreign language. The versions of different pupils are then compared. Or one pupil translates first aloud; this is written down and criticised by others, corrected, etc. Such exercises offer to the teacher the most various opportunities for making the student acquainted with the genius and laws of the language.

Compositions, if they are to give skill in writing, should be numerous. One exercise per week is far too little. Something, be it ever so little, should be done daily. For he only who endeavours to write a great deal, independently of the intention of learning one language, becomes acquainted with the various languages.

The correcting of the exercises written by the pupils should be exact, and performed with care, accompanied with reasons. If words or words are to be said with regard to the literary part of instruction in a foreign language. Choice reading, and all that belongs to it, can, of course, be considered only in more advanced courses or classes. In lower classes, reading has exclusively grammatical objects in view. As a general rule, the teacher, either in lower or in higher courses, should never be satisfied with a superficial understanding or guessing, and should keep the pupil strictly to faithful and literal translation, later only united with a free and tasteful one. In modern languages, the pupil should read,—not hastily indeed, but quickly, and a great deal, if the language is to be soon comprehended and, what is important, liked.

With regard to the more advanced classes, it may be asked whether selections from authors, or whole works, should be read. Distinguished scholars have advocated both plans, and such "Readers" are numerous. Some have been compiled to the age and the degree of proficiency of the pupil; others arrange their materials according to literary classes, and the poetical extracts according to the metre; others give, in checkerboard lines, fragments arranged chronologically. Some give, in the Poetical Reader, no poems, but whole pieces of some few authors. Of another class are those which give a literature in its various epochs. For the intermediate classes or courses, either no "Reader," or only one that contains whole pieces, should be used; but for the higher courses, another point of view exists. For the latter, a literary-historical view may be appropriate, which at an early period would be out of place. In style, the metre of the various kinds of prose and poetical composition, is to be successful, works of the epic, lyric, dramatic, didactical, historical, and oratorical species must have been read.

The principle to be followed in intermediate classes in reading selections from authors, is, first to refer to the grammatical principles involved in what is read and then to discuss the idea of the author. Some instruction on style and taste should also be given, in order to preserve the young from a mania, so common at this stage, of reading and liking always what is worst. But a deeper analysis of what is read, should be reserved for the higher courses.

In the higher courses an Anthology may be read, which in a history of literature, a gallery of poets, historians, orators, didacticians, historiographically arranged. Such an anthology should, as much as possible, give entire pieces; of the authors of the first rank, large works but of authors of lower ranks smaller pieces.

[Want of time obliged the Lecturer to omit the latter part of his lecture, which will be published in the next number of the Educational Times.]

COLLEGE OF PRECEPTORS.

PUPILS' EXAMINATION, MIDSUMMER, 1863.

(A.) List of the Candidates who were first and second in each subject of Examination.

I. CANDIDATES EXAMINED IN LONDON.

English.
1. Jackson, G. Dr. Pinches, Clarendon House, Kensington.

Scripture History.
1. Macmillan, T. Mr. Stow, Harrow House, Kentish Town.
2. Burford, Miss A. H. Miss Sanderson, Argyll Coll. S., Kensington.

English History.
1. Bradbury, J. F. Mr. Long, Clapham Park Sc.
2. Bradbury, E. A. Mr. Long, Clapham Park Sc. Andrew, W. Mr. Palliser, Canonbury Ho. S.

Geography.
1. Barnes, W. J. Mr. Fuller, Canonbury Ho. S. Bradbury, E. A. Mr. Long, Clapham Park Sc. Andrew, W. Mr. Palliser, Canonbury Ho. S.
2. Donald, H. Mr. White, Chiswick Coll. Sc.

Arithmetic.
1. Davis, C. E. Mr. Lake, Oxford House, West Brompton.

Mathematical Prize.
2. Watson, W. H. Mr. Lakes, Grove House, Woodford.

Latin.
1. Davis, C. E. Dr. Pinches, Clarendon House, Kensington.
2. Greenwood, W. H. Mr. Thompson, Nunhead Gr. School.
3. Watson, W. H. Mr. Lomas, Grove House, Woodford.
4. Jackson, G. Dr. Pinches, Clarendon House, Kensington.

Trigonometry.
1. Davis, C. E. Mr. Lake, Oxford House, C.

Surveying.
2. Stattham, A. S. Mr. Thompson, Nunhead Gr. School.

French.
3. German.
2. Weil, S. Mr. Oppler, New College, Arnulf Square, Islington.

Latin.
1. Bradbury, J. F. Mr. Long, Clapham Park Sc.
2. Bradbury, E. A. Mr. Long, Clapham Park Sc.

Natural Philosophy.
2. Walker, A. E. Mr. Pinches, Clarendon House.
3. Wilson, J. H. Mr. Foy, Stony Stratford Sc.

Chemistry.

Natural History.
1. Bradbury, A. Mr. Long, Clapham Park Sc. (Prize for Natural Sciences.)
2. Davies, T. Mr. Long, Clapham Park Sc.

Political Economy.
1. Davies, T. Rev. W. C. Cave, Artillery House Schools, City Road.

Dramatic.
2. Wray, J. Mr. White, Chiswick Coll. Sc.

Music.
1. Moore, T. Mr. Weightman, Holloway School.

Total of Marks.
2. Bradbury, E. A. Mr. Long, Clapham Park Sc.

II. CANDIDATES EXAMINED AT THEIR OWN SCHOOLS.

English.
1. Bonden, A. W. Mr. Boulton, Dane Hill House, Nunhead.
2. Collins, F. C. Mr. Boulton, Dane Hill House, Nunhead.
3. Evans, E. Mr. Lake, Oxford House, West Brompton.
5. Western, E. Mr. Reed, Fullands' School, Islington.

Scripture History.
1. Smith, E. Mr. Crickshank, Avenue Place Sc., Southampton.
2. Brown, Miss L. Miss Smith, Ladies' Coll. S., School, Southampton.
3. Dunbar, J. M. Mr. E. Forbush, H. F. P., Mr. Boulton, Dane Hill Ho.

English History.
1. Besent, T. Mr. Wynn, The College, Brixton Hill.
2. Cozens, F. W. Mr. Wynn, The College, Brixton Hill.
3. Mainprize, W. T. Mr. Wynn, The College, B.H.

Arithmetic.
1. Sopp, Christchurch Sc.
2. Wilson, A. Mr. Daniels, Christchurch Sc.

Book-keeping.
1. Davis, C. E. Mr. Foy, Clarendon House.

Geometry.
1. Davis, C. E. Mr. Lake, Oxford House, Woodford.
2. Pinches, C. E. Mr. Pinches, Clarendon House.

The Prize for Modern Languages has been gained by Miss Burford, who is third both in French and in German.
CANDIDATES EXAMINED IN LONDON.

Gotch, H. G. Seymour House. (Arithmetic and Algebra, French, and Drawing.)

Davis, C. E. Oxford House, Chelsea. (Arithmetic and Algebra, and Book-keeping.)

Jackson, G. Clarendon H., Kennington. (Arithmetic and Algebra, and Book-keeping.)

Roberts, A. E. Clarendon H., Kennington. (Arithmetic and Algebra, and Book-keeping.)

Walker, A. E. Clarendon H., Kennington. (Arithmetic and Algebra, and Book-keeping.)

Williams, W. Seymour House. (Arithmetic and Algebra, and Book-keeping.)

Wiswall, H. Clarendon H., Kennington. (Arithmetic and Algebra, and Book-keeping.)

Burford, Miss A. H. Argyll Coll. S., Kensington. (French and German.)

§ Special.

Andrew, W. Canongate Ho., Newington. (Arithmetic and Algebra, French, and Drawing.)

Atwood, F. Seymour H., West Brompton. (Arithmetic and Algebra, French.)

Barnes, W. J. New College, Arundel Square. (Arithmetic and Algebra, German.)

Barnes, W. J. New College, Arundel Square. (Arithmetic and Algebra, French.)

Foster, E. Ve Neve) & Clarendon H., Kennington.

Gotch, D. F. Seymour House. (Arithmetic and Algebra, French, and Drawing.)

Davies, T. Clapham College School, City of London. (Arithmetic and Algebra.)

Desgroutet, F. Clapham College School, City of London. (Arithmetic and Algebra.)


Ester, I. Neve) & Clarendon H., Kennington.

Gotch, D. F. Seymour House. (Arithmetic and Algebra, French, and Drawing.)

Harris, M. Clarendon H., Kennington. (Arithmetic and Algebra, French, and Drawing.)

Arts, W. Clapham College School, City of London. (Arithmetic and Algebra.)

Hove, W. Clapham College School, City of London. (Arithmetic and Algebra.)

Levy, M. Clarendon H., Kennington. (Arithmetic and Algebra, French, and Drawing.)

Mackwood, C. Clapham College School, City of London. (Arithmetic and Algebra, French, and Drawing.)

Mayven, M. Clapham College School, City of London. (Arithmetic and Algebra, French, and Drawing.)

Roffey, W. J. Seymour House. (Arithmetic and Algebra, French, and Drawing.)

Vining, F. Harrow H., Stoke Newington. (Arithmetic and Algebra.)

Watson, W. Clapham College School, City of London. (Arithmetic and Algebra.)

Williams, W. Seymour House. (Arithmetic and Algebra, French, and Drawing.)

Wilson, F. E. Harrow H., Stoke Newington. (Arithmetic and Algebra.)

Burford, Miss A. H. Argyll Coll. S., Kensington. (French and German.)

§ Special.


Harris, M. Clapham College School, City of London. (Arithmetic and Algebra.)

Hove, W. Clapham College School, City of London. (Arithmetic and Algebra.)

Levy, M. Clarendon H., Kennington. (Arithmetic and Algebra, French, and Drawing.)

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Williams, W. Seymour House. (Arithmetic and Algebra, French, and Drawing.)

Wilson, F. E. Harrow H., Stoke Newington. (Arithmetic and Algebra.)

Burford, Miss A. H. Argyll Coll. S., Kensington. (French and German.)
H. C. H. (French.) Clarendon H., Kennington.

Waller, S. (French.) Christchurch School.

Molineux, H. (French.) Christchurch School.

Bennett, W. (French.) Christchurch School.

3. SECOND CLASS.


Fulkins' School, Thanet.


Christchurch School.

Bennett, W. (French.) Christchurch School.

Waters, W. (French.) Christchurch School.

Barnes, J. (French.) Thanet Coll. School.

Christchurch School.

Payne, E. (French.) Castle Hill H., Shaftesbury.


Dunmow. (French.) Thanet Coll. School.

Little, B. (French.) Thanet Coll. School.

Bennett, W. (French.) Christchurch School.


Christchurch School.


Barnes, J. (French.) Thanet Coll. School.

Christchurch School.

Chalres, B. (French.) Thanet Coll. School.

Barnes, J. (French.) Thanet Coll. School.

Christchurch School.


Bennett, W. (French.) Christchurch School.


Bennett, W. (French.) Christchurch School.


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Bennett, W. (French.) Christchurch School.
UNIVERSITY INTELLIGENCE.

OXFORD, JUNE 1.

Mr. Reginald Bosworth Smith, B.A., scholar of Corpus Christi College, was this day elected Fellow of Trinity College. Mr. Smith obtained a first-class in Classics at his first public examination in M A I N T E N A, 1869, and a first-class in the final classical examination in Easter Term, 1869.

The Denyer Theological Prize on the subject of "Sin after Baptism" has been awarded to the Rev. J. R. B. Knowles, M.A., Magdalen College, for £100, tenable for five years. No candidate will be selected unless the candidate has obtained a first-class in the first general examination in his college in Michaelmas Term next; one of the annual scholarships for theology will be filled up at St. John's College, and one at Christ Church. The list of candidates for the Denyer Prize is as follows:—

English Essay, Mr. J. A. Symonds, B.A., University; Newdigate, Mr. Llewelyn Papillon, Balliol College; German, W. A. Brown, Balliol; for Italian, E. Willert, Balliol; for French with German, Mr. G. O'Halon, Balliol; for Hebrew, W. B., New College; and for Modern Greek, A. W. Ll. Brown, Balliol; for Arabic, W. A. Brierley, Wadham College. The examination will commence on Tuesday, the 9th of June, at 2 o'clock.

The Chancellor's prizes have been awarded as follows:—

For English, Messrs. T. K. H. Young, University, and W. A. Brown, Balliol; for Mathematics, Mr. G. O'Halon, Balliol; for Natural History, Mr. T. W. Mellor, Balliol; for Philology, J. A. Jackson, Jesus College; and for Tropical Science, W. A. Brierley, Wadham College. The examination will commence on Tuesday, the 9th of June, at 2 o'clock.

The following Class List has been issued at Examinations in the Final Mathematical School:


The appointment of the Rev. Professor Gandell, M.A., Fellow of Pembroke College, as Examiners for the Keble (Hebrew) Scholarship was confirmed.

The following gentlemen are the selected Examiners of Jesus College:—the Rev. T. Lloyd Phillips, Gentlemen Commissaries of Magdalen Hall; Messrs. Thomas E. Lawrence, Thomas H. Nichol, and Prothero, Commissaries of Jesus College; and Messrs. Price and Meredith.

The Examiners in the Law and Modern History School issued late on Tuesday evening the subjoined Class List:

**CLASS LIST.**

I. Leaing, R., Wadham.
II. Brierley, J. H., Wadham.
III. Pearson, A. N., New.

The Junior Proctor has this day issued the list of candidates for Resonances. The number of the names is 141. Two open scholarships will be filled up at St. John's College in Michaelmas Term next; one of the annual value (tuition included) of £100, tenable for five years; the other of the value (rooms and tuition included) of £50, tenable for four years. No candidate will be eligible who has not obtained a first-class in his college in Michaelmas Term last. Candidates are required to call upon the President of the College the day before the examination, bringing certificates of agreed examination, and if Members of the University, a recommendation from the head of their college or hall.

The examination will commence on Tuesday, the 20th of October. The Classical Moderators have this day issued the subjoined:

**CLASS LIST.**

Adliss, W., Balliol.
Boscastle, H. C. B., Brasenose.
Bransford, J. R., Balliol.
Browne, J. T., New.
Browne, J. C., Ch. Church.
Henderson, P. A., Balliol.
Leamer, J. D., Exeter.
Michell, E., Magdalen.
Moore, W., New.
D'Uffin, H. F., Brasenose.
Pearson, C. J., C.C.C.
Brasenose, W. A., Merton.
Prichard, A. O., New.
Taylor, T., C.C.C.
Trails, H. D., St. John's.
Wood, H. G., C.C.
Wordsworth, J., New.

Auchmuty, A. C., Lincoln.
Chariton, H. N., Univ.
Coombe, C. D., Univ.
Dobell, W., New.
Dodd, E. C., St. John's.
Gardiner, R. B., Wadham.
Hall, S. P., Pembroke.
Hedge, R. C., Magdalen.
Homer, O. M., C.C.C.
Hornett, J. F., Balliol.
Ker, D., Wadham.
Kirk, H., Balliol.
Kippax Hall, Leeds.
Kippax Hall, Leeds.
Kippax Hall, Leeds.
Kippax Hall, Leeds.
Kippax Hall, Leeds.

Bathe, S. H., Balliol.
Bosanquet, R. H. M., Balliol.
Braithwaite, E., Ch. Ch.
Boswell, W. I., D.
Bolding, J. H., W., J. W.
Borlase, A. H., Brasenose.
Bourassa, F. A., University.
Treasure, W. C., Brasenose.

Bolivar, A., Exeter.
Morgan, J. H., Univ.
Burtt, T., H., Ch.
Morton, E., Pembroke.
Burton, T., E., Lincoln.
Nothling, P. B., Balliol.
Burton, T., E., Lincoln.
Sharpe, L. L., St. John's.

Bunting, J., New.
Crawley, H., University.
Dobell, J., Ch. Church.

B——, Balliol.
C——, Balliol.
D——, Balliol.
E——, Balliol.
F——, Balliol.
G——, Balliol.
H——, Balliol.
I——, Balliol.
J——, Balliol.
K——, Balliol.
L——, Balliol.
M——, Balliol.
N——, Balliol.
O——, Balliol.
P——, Balliol.
Q——, Balliol.
R——, Balliol.
S——, Balliol.
T——, Balliol.
U——, Balliol.
V——, Balliol.
W——, Balliol.
X——, Balliol.
Y——, Balliol.
Z——, Balliol.

**THE EDUCATIONAL TIMES.** [July, '63]

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The examination will be in Act term. Candidates must have passed all examinations for the degree of B.A., and not have exceeded the 24th term from matriculation.

Vinerian Scholarship.
The examination takes place in Michaelmas term. Candidates must have completed 2 years, and not have exceeded six years from matriculation.

JUNE 15.
The Mathematical Modifiers have this day issued the subjoined class list:

K. R. Young, M.A., Magd. 1. Miles, W., Oriel.
J. H. McKennel, H., Christ Ch. 3. D. A. McNamee, M.A., Trinity.
The following gentlemen have been elected scholars of Trinity College:

Cambridge, June 1.
Sir William Browne’s medals have been this day adjudged as follows:

For the Greek Poem—H. W. Moss, Scholar of St. John’s College.
For the Latin Ode—H. C. G. Moule, Scholar of Trinity College.

Broughton—Dec. 1863.
The viva voce examination for candidates for honours in law will be held on Monday, the 26th of June, at 10 a.m., in the Law Schools. Each candidate has to write an English essay and to discuss a question of law. For the essay the subject is this:—What are the Limits of Equity looks upon that as done which ought to be done? See Story’s Equity Jurisprudence, sections 55-61.

Conflict of Laws.—The law of a place where a contract is made ought to prevail. Foreign laws must be proved as facts to the court. Crimes are local, and by common law are exclusively punishable where committed.—See Story’s Conflict of Laws, second edition, sections 241 and 629-633.
The debate which ensued on Mr. Bouvier's declaration of withdrawal was not a very lively one. Indeed, it was chiefly remarkable for serving as an opportunity for the maiden speech of Mr. Goseheen, the newly-elected member for the City of London, a young gentleman whose double-first-class gained at Oxford is generally supposed to have had a good deal to do in bringing about the acquisition of his City honours. He spoke, if not with much eloquence, sensibly and to the point, and regretted that the Bill had been withdrawn before its provisions had been thoroughly debated. Mr. Hadfield, the Dissenting member for Sheffield, made the curious declaration, that ever since the accession of the House of Hanover the University of Oxford had been a hotbed of sedition and heresy. He further added that he regretted the fate of the Bill more for the sake of the Church of England itself than for the sake of the Dissenters, whose educational and religious losses had been made good long ago. If this be so, or even if this be the general opinion of English Dissenters, it would perhaps be better to "let well alone." The Church of England wants nothing, in the educational way, of Dissenters; and if the Dissenters suffer no loss by their exclusion from the English Universities, why should not the Uniformity Act remain intact? The University of London has doubtless been of considerable service; but we cannot help saying that, in our opinion, an admission to its privileges is a very meagre compensation for exclusion from the Universities of Oxford and Cambridge; an opinion which, we believe, is shared by most educated Dissenters themselves.

On the other hand, it was curious to note that Mr. Monsell, an Irish Roman Catholic member of high position, expressed, in contradiction to Mr. Hadfield, his extreme unwillingness to see the standard of teaching at the Universities dissociated from religion; and on this ground declared his dissent from Mr. Bouvier's proposed Bill. The matter must now rest until next session, when we trust Mr. Bouvier will carry out his intention of again bringing the whole subject before Parliament.

We copy the subjoined extract from a late number of the "Athenaeum," as we learn that it has already caused considerable alarm among some of those interested, either for themselves or others, in the Oxford Middle-Class Examinations. So far as we understand the remarks of our contemporary, they seem to hint that the Oxford Delegates are trying to steal a march upon the parents of Dissenting students, by insisting that if notice has not been given before the examination that a parent has conscientious scruples as to his son's being examined in the rudiments of religious knowledge, the Candidate must either then and there take up the subject, or be rejected. Moreover, their contemporary seems to hint that this notice was only given for the first time upon the papers set at the examination, when it would be difficult, if not impossible, for the parents to make their objections in time. If this be what the Athenaeum means, and if the accusation be true, the conduct of the Delegates would deserve a stronger epithet than that which the Athenaeum has applied to it, viz., "extreme severity." The truth is, we suppose, that there is no "severity" at all in the matter. Parents are simply reminded, or rather the student is thus warned to remind his parents, that if no objection is made on the ground of conscientious scruples, he will be expected to pass an examination in the "Rudiments of Faith and Religion." As to the charge, that, by assigning marks for this portion of the examination, the Oxford Delegates "give members of the Church of England an advantage over others who are not brought up in the use of the Church Catechism and Prayer Book," something can be said on the other side. The Delegates found that when they offered to examine students in the rudiments of religious knowledge, without assigning marks for excellence in that knowledge, the candidates, not perhaps ungenerously, became fewer and fewer at each examination. There can be little doubt that in a short time there would not have been any candidates at all for this portion of the examination. Either therefore the Delegates must have continued to set a premium upon secular knowledge in contradistinction to religious, or give some advantage in the examination to those who had devoted time and labour in getting up two distinct sets of subjects over those who had brought up only one. The Delegates deliberately, and after much consideration, determined upon choosing the less (as they doubtless considered it) of the two evils—and hence the "intolerance" which has so highly offended the Athenaeum.

It is with regret we hear that the Delegacy ap-
pointed to conduct the Oxford Local Examinations are becoming intolerable with regard to what they term 'the Rudiments of Faith and Religion.' At first they allowed candidates to please themselves entirely on their own books, but it was found that this led to great variations in the level of instruction. Therefore, they have since declared that certain topics, especially those concerning the Sunday School, will be covered by examination. The papers have not been brought up to date in the use of the Church Catechism and Prayer Book. In the case of the examination which has just closed they went still further, and on some papers gave notice, that is, those whose parents have not objected to conscientious grounds to his being examined in the Prayer Book as well as the Bible 'can obtain a certificate, without studying any knowledge of each of the parts, whatever may be the value of his work in other subjects.' What makes the matter worse is, that no previous notice was given of this extreme severity. In the programme this subject was not classed with those required of all in order to pass. It was indeed stated that 'no one can be held to have satisfied the Examiners in the section without both portions, i.e., the part relating to the Prayer Book as well as the Scripture; but since candidates have been for several years sufferehd to pass without satisfying the Examiners in this section, it was naturally supposed the same thing would be allowed again; and it was not till they saw the notice prefixed to the paper of questions, that many found they were to be deprived of the fruit of their labour. We have no doubt that there have been some who have put off the execution of their stern decree till the last moment; and again we are pleased to point to the conduct of the Oxford Local Examinations which has just closed. We cannot help regretting that many found themselves without any knowledge of the section, and were therefore deprived of the opportunity of showing some knowledge of each of the two parts required of all in order to pass. As it is, there is no possibility of their knowing anything about answering questions in this section, assuring them that, in either case, their position in the diocesan examination which has just closed they went still lower than they might have done.

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balanced by such editorial nonentities as Parry’s Tennyson, Whiston’s Demosthenes, Macaulay’s Horace and Juvenal, and even Blaydes’s Sophocles, a very painstaking and laborious model of dull hair-splitting minuteness. Mr. Blakesley’s Herodotus, too, is by no means a remarkable work, though on points of geography it may often be consulted with advantage by the student.

On the other hand, the Grammar School Classics are, perhaps, a whole, better than their more ambitious competitors. Mr. Long’s Edition of Sallust and Cæsar are useful works, as are also Paley’s “Fasti of Ovid,” and Macmichael’s Anabasis of Xenophon. On the other hand, Mr. Graham’s Cyropædia of Xenophon is chiefly remarkable for the number of blunders perpetrated by the Editor.

Our attention has been chiefly called to the present volume by a letter from a Correspondent, which appeared in the last Number of this Journal, in which he showed that the Editor had admitted a very odd false concord in construing Juvenal, Sat. III. 1.61:—

—“quam via qua potior facies Achei.”

As if “Achei” agreed with the feminine substantive “facies.”

A very cursory examination of Mr. Prior’s book has satisfied us that the Editor is too meticulous in his minute analysis of the Roman law, and whenever he does so, Mr. Prior almost invariably has a good Note, and aptly illustrates his Author by modern law, &c. From this circumstance we draw the conclusion that he himself is a lawyer, or at least that he has studied law with diligence and intelligence.

We open the book almost at haphazard, and light upon the following (Juv. Sat. XVI. 10):—

“Da testem; judex quum dixerit,” &c.

Mr. Prior annotates thus:—“Da testem; even great you have . . .”

“Judge, then,” is the common meaning (as elsewhere in Juvenal), “when the Judge calls on him to produce his witness.” (Vid. Sat. III. 1.37.)

Sat. XIV. 9, “mergere fecundas” is translated “to gulp down.” Is there any authority for using this phrase in a sense?

In Sat. XIV. 215, for the usual reading—

—“nudum implevere medullas.”

Mature mala nequitim,”—

Mr. Prior reads “matura natura” for “matura mala nequitim.”

Ad scelus atque nefas,

“for the number of blunders perpetrated by the Editor.

We may add, that many of the readings adopted by Mr. Prior are new to us, and we have not been able to discover on what MSS. they rest.

On the whole, the book (if a few corrections were made) would not be inferior to the best of the Series to which it belongs.


Considering that this little volume has reached a fifth edition, we must confess that we have been somewhat disappointed with its content. So far as we have been able to examine it, we have not detected any blunders of great consequence; but its literalness can hardly be said to be combined with strict accuracy, and it is certainly deficient in grace and ease. Mr. Buckle, we remember, in his History of Civilization, asserts that English women can write their own language much more forcibly and correctly than their husbands and brothers, simply because they have not had un-English idioms drawn from the dead languages dinned into their ears from infancy. Judging from the little work before us, it would almost appear that there is some truth in the charge.

We select quite at haphazard the following (Juv. Sat. XVI. 19):—

“Vacandus est veni nunc ad voluptates agricola que cibus ego incredibiliter delector, gum nee ulla impediuntur senectute et mihi ad sa-”

We may add, that many of the readings presented to the present time, for the use of Schools, with Questions suited for Classes. By Townsend Young, L.L.D. Dublin: McGlashan and Gill. 1863.—We fear that few persons, save very ardent Irish Patriots, will venture to maintain that the History of Ireland is a great work, that is, a work of authority for schoolboys, or indeed for anybody else. Its annals are so full of details of battle, murder, and sudden death; of petty conflicts between petty chieftains, wherein victory and vanquished in turn vied with each other in barbarity; and of the religious wars for the religion’s sake, and in futile wrangling against a conquering race; that little profit and less pleasure are likely to result from a careful perusal of Milner’s History. Moore’s work, though patriotically unfaithful and loaded with gross errors, is a ‘summary as in these pages. Mr. Young holds that the “History of Ireland, though not so slowy, is incomparably more interesting than that of any modern nation in Europe.” He admits, however, that “her external appearance has not been very attractive.” As a specimen of the volume we give the following, in which O’Connell, Brougham, and Demosthenes are compared.

The History of Ireland from the earliest record to the present time, for the use of Schools, with Questions suited for Classes. By Townsend Young, L.L.D. Dublin: McGlashan and Gill. 1863.—We fear that few persons, save very ardent Irish Patriots, will venture to maintain that the History of Ireland is a great work, that is, a work of authority for schoolboys, or indeed for anybody else.
share, but from different sources, and displaying a different character. In this arrangement, Demosthenes, the first of the mechanical arrangements, and the second is devoted to a review of the Methods of Teaching.

The review of the necessary mechanical arrangements for a school descends to the minute particulars, such as its size, shape, the position of the fire-place, the construction of desks, &c. &c.

An interesting chapter is devoted to the question of "Monitors," their number, and how they should be chosen; their extra instruction, &c. &c.

"Discipline, order, and cleanliness" supply the materials for another chapter, where, as before, the writer descends to the most minute particulars of school routine.

As the majority of Masters, fortunately for themselves, find their school-buildings provided for them; the second part of the volume, which treats of methods of teaching, will be the most interesting to us.

It commences with laying down rules for teaching "reading and writing" to large classes in the simplest way possible. It then proceeds to treat of arithmetic, whether "mental" or "written." An interesting chapter is devoted to the question of "Monitors," their number, and how they should be chosen; their extra instruction, &c. &c.

"Discipline, order, and cleanliness" supply the materials for another chapter, where, as before, the writer descends to the most minute particulars of school routine.

The first is never gay or embellished; the second, with a nosegay, whether fresh or faded."

After some pages of matter like this, the author apparently awards the palm to the speeches of Demosthenes—the only test by

The Physical, Moral, and Intellectual Constitution of the Deaf and Dumb; with some practical and general Remarks concerning their Education. By James Hawkins. London : Longman & Co. 1863.—The author states that his motive in publishing the present work was the wish "to convey to those who feel any degree of interest in the deaf and dumb" some specific knowledge in relation to their physical, moral and intellectual constitution, and some idea of the various contrivances which have been designed to develop and strengthen their faculties. The work is not intended for those professionally associated with the subject, but to supply a want which has long been experienced by the parents and friends of deaf and dumb children, and those who may be connected with them. For this purpose, Dr. Hawkins's little work, which contains a large amount of valuable information, arranged in a convenient form for practical use, will be found well adapted.
The great majority of the old backhanded pieces which have done duty in so many scores of compilations. In the prose, as well as the verse of these authors (vol. 6, p. 190) that character is vigorous; and their contents are in many ways a vast improvement upon those of more ambitious volumes. As the editor professes to give the name of the author in each case where it is known, we would suggest to him that "A Wet Sheet and a Flying Sea" (vol. 6, p. 215) was written by Allan Cunningham; and that the authors of "Black-Eyed Susan" (vol. 6, p. 199) are anonymous. The chronological and genealogical tables illustrating English History, by John Charles Curtis, B.A.; London: Simpkin, Marshall, & Co. 1863. - An abridgment of events is given, and its contents are in many ways a useful adjunct to the ordinary text books of English history. The events are grouped under the head of wars, treaties, and genealogical tables of sovereigns, and the book is prepared for the study of events being preceded by a short historical introduction.

The Charms for Book I. - The Charms from the German by C. C. Winckworth, the editor of William Sterndale Bennett and Otto Goldschmidt. London: Longman and Co. 1863. - This is an abridgment of the larger work by the same authors. It contains the charms with their melodies, and has been brought out in this form for the use of congregations who may not require the full harmonies of the larger edition. The Charms for Book II. - A Manual for the Use of Winchester College. Compiled by G. H. Puckle, M.A. Second Edition, Revised and Enlarged. Cambridge and London: Macmillan & Co. 1863. - This is a compact manual of Latin Syntax, at the moderate cost of one shilling. We hardly know a book which seems so well adapted for the needs of young beginners.

Alphabetical List of the Principal College and School Books, and New Editions, published during the Year 1863.


Cassell's Popular Educator. Volume III. New Edition, 6s. 6d. Cassell's Illustrated Bunyan. The Pilgrim's Progress. London: Cassell, Petter, & Galpin. 1863.-Messrs. Cassell and Co. have just issued the first number of a new serial publication which promises to be one of the most popular of the many popular works which have proceeded from their prolific press. The Illustrated Bunyan, of which we are fortunate enough to be permitted to give here a review, was prepared by the Rev. Robert Maguire, aided by well-known artists. Of the work itself we need say nothing. It is, no doubt, a most striking example of the same kind. The knot which we shall not attempt to decide. We are, however, not even convinced that "metaphysics, distinct from physics, are moonshine," to use a popular expression of the language of the writer of these pages.

Cassell's Illustrated Bunyan. The Pilgrim's Progress. London: Cassell, Petter, & Galpin. 1863.-Messrs. Cassell and Co. have just issued the first number of a new serial publication which promises to be one of the most popular of the many popular works which have proceeded from their prolific press. The Illustrated Bunyan, of which we are fortunate enough to be permitted to give here a review, was prepared by the Rev. Robert Maguire, aided by well-known artists. Of the work itself we need say nothing. It is, no doubt, a most striking example of the same kind. The knot which we shall not attempt to decide. We are, however, not even convinced that "metaphysics, distinct from physics, are moonshine," to use a popular expression of the language of the writer of these pages.

The General Principles of Language; or, the Philosophy of Grammar. (pp. 209.) By Thomas Jefferson Robertson, Esq. M.A., Head Master of the Glasgow Academy. Rev. 2nd Edition. Montreal: J. Lovell. Toronto: R. and H. Miller. - The writer of this Manual has sought in these pages to study the grammar of a manuscript text so as to make it accessible to schoolmasters generally. The book is intended to supersede explanation on the part of the teacher; who will find in these pages all that he will require in the way of suggestion and guidance.

Outlines of Chronology: for the Use of Schools. Edited by Gordon. (pp. 80.) Montreal John Lovell. - These are useful; the editor of them is aware that a brief manual, the introduction, though in parts somewhat diffuse, gives a comprehensible and clear account of the various calendars which have time to time been used by the ancients, and contains, Chronological and Genealogical Tables illustrating English History, by John Charles Curtis, B.A.; London: Simpkin, Marshall, & Co. 1863. - This is an abridgment of events is given, and its contents are in many ways a useful adjunct to the ordinary text books of English history. The events are grouped under the head of wars, treaties, and genealogical tables of sovereigns, and the book is prepared for the study of events being preceded by a short historical introduction.

Cassell's Illustrated Bunyan. The Pilgrim's Progress. London: Cassell, Petter, & Galpin. 1863.-The author of this little volume, in coming to the conclusion that all writers on Metaphysics, English, German, etc., are wrong, insists that this can be readily discovered by all those persons who would take the trouble to read Mr. H. B. Smart's "Outline of Samatology," as well as other works (not a few in number) published by that gentleman. A cynic might possibly, therefore, come to the conclusion that Mr. Smart and the author of the Nihilism of Mr. Smart are both of the same calibre. The knotty point we shall not attempt to decide. We are, however, not even convinced that "metaphysics, distinct from physics, are moonshine," to use a popular expression of the language of the writer of these pages.
man's home upon the service of his daughters, particularly as the nurses of younger children, from a very early age. There were 20,000 students, comprising 40 separate training colleges, occupied by 2972 students in preparation for the office of schoolmaster or schoolmistress. In December last these establishments were visited, and 2705 other candidates were examined for the office before they are placed in the printer's hands. Mr. Dillwyn has withdrawn till next session his Endowed Schools Bill, for giving Dissenters power for the book department there had been an increase of 1000L., which had arisen from the necessity of improving the books in the National Schools, and adapting them more to the present state of scientific knowledge. The annual inspection of the Home and Colonial School Society was held on Thursday, June 11th, at the premises of the Institution, in Gray's Inn Road, Lord Chichester in the chair. The Report of the Committee states that the examinations were well managed, and that 214 are now on the establishment.

In the examining and practising model schools 650 students are efficiently educated, and a middle class school of 150 children has been organized, owing to the alterations consequent on the Revised Code. After the examination of the children, the meeting was addressed by the Earl of Chichester, Lord Wriothesley Russell, the Bishop of Gloucester, and others prominently concerned in the welfare of the Institution.

The French paper "La Nation" has the following paragraph concerning the forthcoming visit of the Emperor of the French: "Le "Vie de Cesar" is now going through the press at the Imperial printing-office. There will be three volumes. The first was published last month, while the second is in hand; both will appear together. The third volume will be issued by itself at somewhat later period.

At the recent examination at the Paris Sorbonne, a deaf and dumb student passed for the degree of B.A. He is the second son of the Countess Chastellux.

We are informed that a subscription has been started to raise a pension of £100 per annum has been awarded to the widow of the late Mr. Edward Hughes, late Head Master of the Lower School, Greenwich Hospital.

MONTHLY RECORD OF SCIENCE AND ART.

One of the most interesting events of the month has been the arrival of Captains Grant and Speke in England, and their reception by the Royal Geographical Society. It appears that the great discovery which they made at the equator has been a result, not of one, but of two expeditions, the first of which, ending in the exploration of Lake Victoria Nyanza, was undertaken by Captain Grant's captain, while the second, undertaken by two travellers joined in circumnavigating the vast expanse of water, and were recompensed in the end by finding a river issuing from it to the north, which river they followed until they reached the old Nile, and arrived in Egypt. The Travellers are both officers in our Indian army, in which capacity they greatly distinguished themselves during the late rebellion. Captain Grant was badly wounded at the siege of Lucknow.

The annual inspection of the Royal Observatory by the visitors officially appointed for that purpose, is a place of great importance. The Board of Visitors is composed of gentlemen of Astronomical and Scientific reputation, whose duty it is thus to inspect the Observatory; and it is usual for Professor Airy to present to them, at their meeting, a report on the state of the establishment by which he is the Director. In his report he speaks with satisfaction of the good order of the instruments in proper case, and reviews and the labours of the past year, which relate principally to subjects of a technical character. Of subjects of more general interest, an appreciable amount has been attempted by Professor Airy has commenced a series of observations on star-spectra—a branch of physical inquiry which of late has attracted great general interest, and which has yielded many important results. He states that from observa-

The last part of the transactions of the Zoological Society contains the long-promised memoir by Professor Owen on the Aye-Aye (Cheiromys corpsescens)—detailing the anatomy of the male spleen which was dissected by the learned Professor two years ago, from an individual preserved in spirits sent by Dr. Sandwith. Arboreal and nocturnal habits are inferred from the structure of the hind-limbs among the vespertilion family. The analogy of the form of the epiphysis front teeth to those of the Hottentots, or of the marupal womans, is referred to the Professor Owen on teleologi-

tical grounds. The subject of the shape, from structure to function, is also applied, though in a still lesser degree, to the determination of the food of the Aye-Aye, which is shown to be insectivorous. Professor Owen enters in the same paper, at great length into the conclusions at which he has arrived respecting our knowledge of the laws operating in the production of species. As we understand him, he dissentroom the conclusions of Lamark and Darwin, at the same time admitting the strong probability of the future discovery of some cre-
The Duke of Newcastle is to succeed as successful, and as encouraging the Society.

On the whole, the year's experiments are announced as numerous and successful, and as encouraging the Society.

The death of Edward Vogel, the African traveller, has caused an outburst of grief and regret among the members of the Society.

Messrs. Negretti and Zambra have succeeded in making O = 30°, OB = 20°, OC = 20°; also let a', b', c' be bisectors of B'C', C'A', A'B', respectively. It is required to determine some of the leading properties of this system of conjugate triangles.


MATHMATICAL QUESTIONS AND SOLUTIONS.

1928 (Proposed by M. Prouhet, Paris).—Let ABC be any triangle, a, b, c the sides of the sides BC, CA, AB, and O the centre of the circumscribed circle. Draw Oa, Ob, Oc and produce them to A', B', C', making OA = 30°, OB = 20°, OC = 20°; also let a', b', c' be bisectors of B'C', C'A', A'B', respectively. It is required to determine some of the leading properties of this system of conjugate triangles.


Consider a circle centre O and radius OA, and in relation thereto a point M either outside or inside the circle, and suppose that (OM)² = (OA)², or the "squared outer potency" of M is denoted by D M; and (OA)² – (OM)², or the "squared inner potency" of M is denoted by D M.

So that for an outside point, D M = – D M; for an inside point, D M = D M; and for an equatorial point, D M = 2 D M.

Now suppose that M is a given point; the proposed question is in effect to find the locus of a point P such that

± D M + D M = M² (MP)²,

but we have thus in reality four different questions according as the signs are assumed to be ++, + –, – +, or – –; the case ++, or when D M + D M = M² (MP)², is perhaps the most interesting.

Taking the radius as unity, (a, b) as the coordinates of M, and (x, y) as the coordinates of P, we have here

(a² + y² – 1) + (x² + b² – 1) = (x – a)² + (y – b)².

1373 (Proposed by T. T. Wilkinson, F.R.A.S., Burnley.)—Given a circle (C) and any point A, either inside or outside the circle; then draw BAD cutting the circle in B, D. Then it is required to find another point E, such that if LEM be drawn cutting the circle in L, M, we may always have AE ≡ LE, EM ≡ BA, AD.

Solution by A. Caley, F.R.S., F.S.A., Sadlerian Professor of Pure Mathematics in the University of Cambridge.

Consider a circle centre O and radius OA, and in relation thereto a point M either outside or inside the circle, and suppose that (OM)² = (OA)², or the "squared outer potency" of M is denoted by D M; and (OA)² – (OM)², or the "squared inner potency" of M is denoted by D M.

So that for an outside point, D M = – D M; for an inside point, D M = D M; and for an equatorial point, D M = 2 D M.

Now suppose that M is a given point; the proposed question is in effect to find the locus of a point P such that

± D M + D M = M² (MP)²,

but we have thus in reality four different questions according as the signs are assumed to be ++, + –, – +, or – –; the case ++, or when D M + D M = M² (MP)², is perhaps the most interesting.

Taking the radius as unity, (a, b) as the coordinates of M, and (x, y) as the coordinates of P, we have here

(a² + y² – 1) + (x² + b² – 1) = (x – a)² + (y – b)².

What is the same thing,

ax + by – 1 = 0;

that is, the locus of P is a right line the pole of M in regard to the circle.

It may be remarked, that when M is an inside point, then throughout the locus P is an outside point; and replacing the negative quantity O M by its value, = – D M, we have

± D M + D M = M² (MP)².

If however M is an outside point, then in part of the locus P is an outside point, and we have

± D M + D M = M² (MP)².

For the case + +, the locus of P is a right line,
of the circle about aBy.

the points

the portions of the perpendiculars comprised between

the sides of any triangle, the middles (a',

feet (p, q, r) of the perpendiculars, are nine points

four triangles ABC, AO'B, BO'C, CO'A. The

follows

second

ABC; and not only so, but also the whole of

found its way into several elementary works; the

myself as the Prize Question (1883) in the

the perpendiculars with the centre of the circum-

system.

s'appelle

similitude. Exemple: deux circonterences. La

11. Since Ma' = i0A, M7' = i0C,

when

is not a factor of it," can be

and though ingenious, it is much less simple

Problem of the Reduction of the general equation

of the fifth degree to a trinomial form, from

which it appears that the first part of the question

is solved.

Mr. Bills calls attention to a Paper recently

published by the Proposer, in the Quarterly Journal of Mathematics, (No. 21),

entitled "A Contribution to the History of the

Problem of the Reduction of the general equation

of the fifth degree to a trinomial form," from

which it appears that the first part of the question

was effectuated as early as the year 1786, by a

Swedish mathematician named Erland S. Bring.

Mr. Bills adds:—"Bring's expressions for the

coefficients A, B, C are the same as those given in

my investigation, except that the terms of the forms

\(4q^2 + 5q - \frac{3}{2}r^2\) and \(q^2 + 2q - \frac{3}{2}r^2\) I am

ignorant of the method by which he obtained them.

His method of effecting their evanescece differs from

mine, and though ingenious, it is much less simple

and direct.
THE EDUCATIONAL TIMES.

1185. (Proposed by Mr. E. B. McCormick.)

The middle point C of a straight line AB being the centre of a semi-circle of any radius, if any third tangent A'B' to the semi-circle cut the tangents to it from A and B at the points A' and B' prove that AA', BB' remain constant and equal to AC.

Solution by Mr. H. MUMFORD; Mr. F. SINCLAIR; Mr. W. HOPPS; Mr. W. K. CLIFFORD; Mr. A. RENSHAW; R. TUCKER, M.A.; and T. T. WILKINSON, F.R.A.S.

Let D, E, F be the points of contact of AA', BB', C C' then (1) becomes

\[ (\alpha + \beta - \gamma) = 0 \],

which expresses the property required.

The asymptotes are parallel to \( \beta \gamma \), and are three points of inflexion, all at an infinite distance.

The proof holds if the cubic touch the sides of any triangle in three points, such that the joining them to the opposite vertices meet in a point.

NEW QUESTIONS.

1401 (Proposed by the Editor.)

Eliminate \( x \) between the two equations

\[ x^2 + px^2 + px + q = 0 \]

\[ a^2 + \beta^2 + \gamma^2 + ax + by + cz = 0 \]

and exhibit the result in the form

\[ y^2 + \lambda x + \mu = 0 \].

1402 (Proposed by Professor Speer, F.R.S., Royal Military Academy, Woolwich.) Let A, B, C be three given points, O the centre of the circle passing through them, find a D lying in the same straight line AC such that its distances from A and C shall be the reciprocal of the distances from B for same.

1403 (Proposed by Lota.)—One focus of an ellipse meets the tangents at the extremities of another in A, B; if straight lines ACA'B' be drawn perpendicular to AB, meeting the circles in C, D, E, F then (a) CE and DF meet AB on the directrix, (b) CF and DE and BA, AE and BC on the poler of P, (c) the intercepts CD, EF, DF, AE are equal on the directrix, (d) of the 4 intersections of tangents through A, B, two will lie on the poler and two on the directrix.

1404 (Proposed by Mr. H. Murphy.)—There are two fixed points in a plane having properties like those of A, B, C, D, E, and F. R two variable points which form a harmonic range with A, B; required the intersection of tangents from Q, R, C, and D.

1405 (Proposed by Mr. J. K. Wilson, Trinity College, Cambridge.)—A parabolic is fixed in its vertex downwards and axis vertical, and it is placed a smooth uniform rod. Given to it and to the rod the order when in equilibrium.

1406 (Proposed by Mr. Alexander Beall, Math. Professor, the Educational Times for May; required locus of the centre of the circle circling the quadrilateral CDAB, the point D being free and the point A a variable one in the rectangle.

1407 (Proposed by R. Tucker, M.A.)—The equations to the Evolutes of the Lemniscate and Cassinoid, and trace them.

1408 (Proposed by Matthew Collins, Senior Moderator in Mathematics and Physics, Trinity College, Dublin.)—Five points P, F are taken at random on a plane, through any two of the other four points ABCD circles can be described, which will form the circular triangles ABC, ABD, BCD, BCA, CDA, P which is in none of the corners; on each of these four circles take, in any way a pair of the others, and on the line of the two of these four circles which is the harmonic conjugate of P (if the extremes of this side (thus F, F) lying on B and H is the harmonic conjugate of F lying on A and B) then prove that the points passing through the three points P (if linear conjugates of P lying on the sides of each
four circular triangles above mentioned will inter- 
sect in one point.

1409 (Proposed by Mr. W. K. Clifford).—
For every point A on a conic section there exists a 
straight line BC, not meeting the curve, such 
that, if through any other point on the conic there 
be drawn any two straight lines meeting BC in C, 
B, and the curve in D, E, the angles BAC, BAE 
dare either equal or supplementary.

1410 (Proposed by W. J. Miller, B.A., 
Mathematical Master, Huddersfield College).—
To deduce the remaining plane theorems contained in the Solution of Ques-
tion 1389.

THE FIRST CHIEF-JUSTICE OF 
QUEENSLAND.

Australian papers just received announce the 
arrival in Queensland of Mr. James Cockle, who 
last Christmas was appointed Chief-Justice of 
the colony. The following is a brief sketch of the 
gentleman's past career:—He was born at Great Oakley, 
Essex, on the 14th January, 1819. His father 
was a man of great skill, and a man much 
attached to science and to the manu-
facture. He took a great interest in those pursuits, 
discovering a new method of making Latin verses. He was after-
wards placed under a private tutor, the Rev. C. 
Lency (now D.D.), of St. John's College, Cam-
bridge, where he was the first to discover his 
mathematical genius. Subsequently he travelled in 
America and elsewhere, and at Cuba he acquired 
a knowledge of the Spanish language. On his 
return to England he went to Cambridge and 
entered Trinity College, where he kept his first 
term, October, 1837. He was a wrangler in 1841, 
and proceeded to the degree of B.A. in May of the 
same year. Soon after matriculating at Cam-
bridge he entered at the Middle Temple, and 
was called to the Bar in November, 1846, having 
previously practised for about two years as a Special 
Practitioner. He joined the Midland Circuit at the 
Nottingham bridge, and at the same time he gave his 
help and assistance to several principals of ladies' schools, anxious to 
develop the profession. He was afterwards 
called to the Bar, and has held a high position 
as a counsel, and at the same time he gave his 
help and assistance to several principals of ladies' schools, anxious to 
develop the profession.

SANDHURST COLLEGE.

The following are the names of the Gentle-
men Cadets of the Royal Military College, Sandhurst, who were successful 
competitors for commissions without purchase, in the Ex-
aminations held on June 7, 1862.

FIRST DIVISION.—CADETS UNDER THE REGU-
LATIONS OF 1861.

<table>
<thead>
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<th>Order.</th>
<th>Name.</th>
<th>Index No.</th>
<th>Marks.</th>
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<td>1.</td>
<td>Stringer, F.</td>
<td>6</td>
<td>6,923</td>
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<tr>
<td>2.</td>
<td>Mallock, T. J. B.</td>
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<tr>
<td>3.</td>
<td>Brereton, W. P. B.</td>
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<td>Waring, T.</td>
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<td>Hutton, F. W.</td>
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<td>6.</td>
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<td>Calland, C. F.</td>
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<td>Holmes, R. J.</td>
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<td>9.</td>
<td>Brereton, C.</td>
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<td>14.</td>
<td>Peckitt, R.</td>
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SECOND DIVISION.—CADETS UNDER THE REGU-
LATIONS OF 1862.

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<td>1.</td>
<td>McKenzie, C. W. B.</td>
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<td>De Montmorency, R. O.</td>
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<td>Hutchinson, J. B.</td>
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<td>Dandies, H. L.</td>
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<td>Redding, E.</td>
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<td>Paterson, A. J.</td>
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<td>Dixon, C. M.</td>
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<td>15.</td>
<td>Hornby, L.</td>
<td>119</td>
<td>5,653</td>
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June 22.

SCHOOL TRIALS.

Lord Mayor's Court. June 25.

De chastelain v. Bashford.

This was an action brought by the plaintiff, a 
schoolmaster, against the defendant to recover the sum of £7 10s. 
The question was of some importance to the scholastic profession, as 
the question in dispute was whether a school- 
master was entitled by custom or by special agree-
ment to receive a quarter's notice before a pupil 
was removed by the school; but the witness 
did not satisfactorily establish that fact.

On the part of the defence, Mrs. Bashford and 
her solicitor, Mr. Inderwick, were called, and 
showed that any prospectus had been given by the plaintiff, 
or that anything was said about a quarter's notice 
being necessary; and that, in fact, when the boy 
was taken to the school the plaintiff was not at home.

The Recorder, in summing up, said that although 
the condition of requiring a quarter's notice was a 
reasonable one, yet as the plaintiff had failed to prove that such a custom existed, 
the question for the jury was whether or not a pro-
spectus was given to the defendant's wife at the 
time the boy was left with her.

The Jury returned a verdict for the defendant.

Westminster County Court.

(Carr, B. Adamson.)

This was an action brought by Plaintiff, 
criminal and scholastic agent, Henry-street, Covent Gar-
ten, to recover from Mrs. Elizabeth Adamson, 
proprietress of a ladies' boarding school, Grove 
Road, St. John's Wood, the sum of £3 3s., for an 
advertisement in a "School Register," published 
by plaintiff. The case was heard on the 17th of June 
ult., when the court was thronged with witnesses, 
and the parties then 

The plaintiff's evidence was that the defendant's 
wife brought her son to his school in July, 1862, 
and at the same time she gave him a copy of his pro-
spectus, in which it was stated that a quarter's notice before a pupil 
was removed by the school; but the wit-
nesses did not satisfactorily establish that fact.

On the part of the defence, Mrs. Bashford and 
her solicitor, Mr. Inderwick, were called, and 
showed that any prospectus had been given by the plaintiff, 
or that anything was said about a quarter's notice 
being necessary; and that, in fact, when the boy 
was taken to the school the plaintiff was not at home.

The Recorder, in summing up, said that although 
the condition of requiring a quarter's notice was a 
reasonable one, yet as the plaintiff had failed to prove that such a custom existed, 
the question for the jury was whether or not a pro-
spectus was given to the defendant's wife at the 
time the boy was left with her.

The Jury returned a verdict for the defendant.

Westminster County Court.
A MEETING of the Council was held on the 6th of June ; present, Mr. A. Hill in the chair, Mr. Ishibe, the Rev. Dr. Jacob, Mr. Kimber, Mr. Knightley, Mr. Long, Dr. Palmer, Mr. R. Palmer, Dr. S. B. Schabale, Dr. White, and Dr. E. T. Wilson.

The Secretary reported that 503 pupils had been examined at the recent examination,—218 at the Whittington Club, and 285 at their own schools; and that the names of 23 teachers had been entered for the Midsummer examination for the College diploma.

The thanks of the College were given to Mons. Barrere, Mr. Malles, L.C.P., and the Rev. J. Hunter, for their donations of books to the College Library.

The Finance Committee presented the draft of the half-yearly balance sheet, which was adopted by the Council.

The Rev. W. T. Jones, M.A., was re-elected a member of the Council.

The following gentlemen were elected members of the College :

Rev. J. D. Addison, M.A., Rodwell, Weymouth.
Mr. J. E. Davidson, Gainford Acad., Darlington.
Mr. R. H. Fuller, Canonbury House School, Islington.
Mr. J. L. Pingelon, Dean Street, Oxford Street.
Mr. W. Rollett, Cainscross Academy, Stroud.
Mr. F. H. Ingram, Crediton Grammar School.
Mr. J. G. J. Scott, St. Heliers, Jersey.
Mr. A. E. Smith, Armoury Square, Bristol.
Mr. J. C. Stenson, M.A., Elvin House, Andover.
Mr. W. Tiplady, Park Hill, Wetherby.

It was resolved, " That the Council recommend to the next General Meeting the adoption of the following addition to Clause 11, Section III, of the by-laws (iv), "Who may be resident in the colonies or in foreign countries, and may have passed an examination satisfactory to the Council.""

A Meeting of the Council was held on the 27th of June; present, The Rev. B. H. Kennedy, D.D., in the Chair; Dr. Adams, Mr. Andrews, Mr. Clennell, Mr. Hill, Mr. Ishibe, Rev. Dr. Jacob, Mr. Knightley, Mr. McLeod, Mr. R. Palmer, Dr. Fitches, Dr. Schabale, and Dr. E. T. Wilson.

The gracious reply of his Royal Highness the Prince of Wales to the address lately presented to him by the College, was laid before the Council.

A letter from Mr. Christie, the Secretary of the Scottish Central Association of Schoolmasters, was read, in which that association had appointed its President, John Macturk, Esq., the Secretary, and N. Heath, Esq., Recteur of the Academy, Alloa, to represent it at any meeting that might be held for the purpose of promoting the movement in favour of a Scholastic Registration Act.

The Diploma of Llicentiate was conferred upon Mr. J. Boulton, A.C.E., of Dane Hill House, Margate.

The following gentlemen were elected Members of the College:

Mr. S. B. Bumford, Rippondale College, near Halifax.
Mr. S. Birkby, Britannia Schools, Banbury.
Mr. W. F. Caldwell, Western Coll. School, Exeter.
Mr. J. Redfern, Abercornville Villa S., Hampstead.
Mr. G. T. Sadler, Dale Hall, Manningtree.

THE PROGRESS OF CRICKET.—In 1774 cricket made a great start. Sir Horace Mann, who had promoted cricket in Kent, and the Duke of Dorset and Lord Tankerville, who seem to have been the leaders of the Surrey and Hants Eleven, frequently held meetings with other noblemen and gentlemen, formed a committee under the presidency of Sir William Draper. They met at the Star and Garter in Pall-mall, and laid down the first rules of the game. In the following year, 1775, a middle stump was added, and although the height and width of the wickets were increased subsequently, until they attained their present size, still in all essential points—even allowing for the difference of cricket grounds, the comparatively rough materials for the game, and the changes in style—a cricket match in 1775 must have much resembled a cricket match in 1863. The next great step in cricket was the change of the ball in the year 1799; and among its members, in addition to the before-named patrons of the game, we find the Prince of Wales to the address lately presented to his Royal Highness the Prince of Wales, was laid before the Council.

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<td>English thoroughly, Latin (Virgil, Cicero); junior French desirable. Salary 40l. 6d. to 50l. In the S.W. district.</td>
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<td>1132.</td>
<td>(i.) Classics, Mathematics, and Chemistry. Salary 60l. (ii.) Drawing, Gymnastics, Arithmetic, with general subjects. Salary 30l. to 40l. In Warwickshire.</td>
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<tr>
<td>1133.</td>
<td>Junior Master. In the S. District.</td>
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<td>1134.</td>
<td>French. Salary 30l. to 40l. In Kent.</td>
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<td>(i) French and English. Salary from 30l. to 35l. (ii) English Master, 6 books of Euclid. Salary from 30l. to 35l. In Somerset.</td>
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<td>1141.</td>
<td>Junior English Master. Salary from 20l. to 25l. In the S.W. district.</td>
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<td>English, junior Latin, and French, Mathematics (elementary), and Drawing. Salary 40l. to 50l. In the S.E. district.</td>
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<td>1148.</td>
<td>Latin and general subjects. Salary 30l. In Sheffield.</td>
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<td>1150.</td>
<td>Drawing, Writing, Arithmetic, and English subjects. Salary from 25l. to 30l. In Kent.</td>
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<td>1151.</td>
<td>Classics, Mathematics, and English. Salary from 60l. to 70l.</td>
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<td>1153.</td>
<td>Mathematics, fair Classics, for four or six hours a day.</td>
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<td>1154.</td>
<td>English (good), Latin, &amp;c. Salary about 40l. In the N.W. district.</td>
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<td>1155.</td>
<td>(i) Latin, English subjects, and Arithmetic. (ii) French, German, Drawing (if possible), with Music, Drilling, or Chemistry. In the N. district.</td>
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<tr>
<td>1158.</td>
<td>French and Painting, with German or French. A Private Tutor for 7 or 8 weeks from the 25th July.</td>
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<td>1159.</td>
<td>French, or French and German. Salary according to circumstances. Near Leeds.</td>
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<td>1161.</td>
<td>Classics and Mathematics. Salary 60l. to 70l. In Town.</td>
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<td>1163.</td>
<td>(i) classics. Salary 50l. to 60l. (ii) French and Drawing. In the W. district.</td>
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<td>1164.</td>
<td>French and German. Salary 40l. to 60l. In Jersey.</td>
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<tr>
<td>1166.</td>
<td>Mathematics, Mechanics, Land-surveying, Book-keeping, the elements of Latin and Greek. Salary 50l. In Somerset.</td>
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<td>1168.</td>
<td>English, elementary French, Arithmetic, &amp;c. Salary 25l. to 30l. In the S.E. district.</td>
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College of Preceptors' Agency Department—Continued.

No. in Register. Qualifications.


1892. French, German, Italian, Spanish, Classics. Visiting or private pupils.


1900. English generally, &c. in a family or on the Continent. Age 20. Salary 401.


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