JUNE, 1849.

College of Preceptors—Incorporated by Royal Charter, March 28th, 1849.

The Midsummer Examinations will commence on Monday, June 25th, and will be held at the Rooms of the College, 28 Bloomsbury Square, where all Candidates are requested to present at Ten o'clock, A.M.

MODERATORS.


EXAMINERS IN BIBLE HISTORY, AND IN THE THEORY AND PRACTICE OF EDUCATION.

Rev. R. Wilson, D.D., &c.
S. C. Freeman, Esq.
Joseph Payne, Esq.

EXAMINERS IN CLASSE.

James Eccleston, Esq. B.A., &c.

IN HEBREW.

Rev. R. Wilson, D.D., &c.
James Eccleston, Esq. B.A., &c.

IN ANGLO-SAXON.


IN MATHEMATICS.

George Boole, Esq., &c.

IN THE ELEMENTS OF COMMERCE.

S. C. Freeman, Esq.
Edward Lane, Esq.
W. H. Seggins, Esq.

IN NATURAL THEOLOGY.

Rev. R. Wilson, D.D., &c.

IN GENERAL AND ENGLISH HISTORY, AND THE ELEMENTS OF POLITICAL PHILOSOPHY.

Alfred Wyatt, Esq., Barrister-at-Law.

IN PHYSICAL SCIENCE.

D. B. Reid, Esq. M.D., F.R.S.E., &c.
H. Savage, Esq., M.D., &c.
John Pieto, Esq.

IN THE ELEMENTS OF PAINTING AND DESIGN.

Frank Stone, Esq.

MODERN LANGUAGES.

H. Stein Turrell, Esq., Moderator.

EXAMINERS IN FRENCH.

M. Delille.
M. Gassion.
M. Wattez.
M. Philippe.

IN GERMAN.

Professor Heimann, Ph.D., &c.
Rev. J. G. Tiarks, Ph.D., &c.

IN ITALIAN.

Sig. Ciocci, Sig. Pistrucchi, Sig. Ciciloni.

Full particulars respecting the subjects of Examination and other information, may be obtained from the Dean or Secretary of the College.

RICHARD WILSON, D.D., Dean.
John Parker, Secretary.
28 Bloomsbury Square, May 26th, 1849.
TO SCHOOLS AND PRIVATE FAMILIES.

**Mr. H. Lafargue, M. C. P.**
Teacher of the French and German Languages on the Pestalozzian System, attends his pupils in Manchester every Tuesday; in Wakefield on Wednesday; in Leeds and other places on Thursday and Friday, and on Saturday. Should his attendance be required in any of these places, or in the route between Leeds and Manchester, he would be able to attend on the usual terms.

Mr. L.'s Pupils speak and write French or German with considerable facility, and having gone through the thirty-two Lessons of his Study of Languages, which copies may be had at his residence, 62 Portland Crescent, Leeds.—Numerous references can be given on request.

**John Henry Burlington, Boot Maker,** 5 Vernon-place, Bloomsbury Square, Established 1829.

Begs to inform the Nobility, Gentry, Clergy, and Public generally, that having gained by experience, how essentially necessary a form of the Foot is, whereby to make the Lasts, he has invented a method by which he can, instantly, without inconvenience, take the requisite shape and proportions; and the admixture of a handsome fit, upon one trial, will be fully satisfied of the decided advantage of his system.

J. H. B. forms his own Lasts, keeping them exclusively for whom they are made; and trusts, by strict regard to ease, comfort, and elegance, combined with reasonable prices, to retain the patronage of those who may be induced to favour him with their recommendatory recommendations.

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"The exercises are very good, well graduated, and well designed for the instruction of English instruction, and for the elucidation of the method so strongly recommended by Captain Basil Hall and other eminent writers. The Author should be ordered with the Author's Name to prevent errors, every copy of the Author's Edition is signed by himself."—United Service Gazette.

"It cannot fail to attain a high place in public opinion. We very heartily recommend it."—British Banner.

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THE EDUCATIONAL TIMES.

OXFORD, CAMBRIDGE, AND BATTERSEA.

The Periodicals which have recently issued from the press have been more than usually attentive to the subject of Education; the last Edinburgh Review has a long and vigorous article on "University Reform;" and the Westminster Review presents qualitatively entitled "Political Prospects," in which there are remarks on National Education which will be found to deserve the serious attention of our readers.

It is every way satisfactory to us to find advocates of improved education occupying positions of such great advantage. We known that opinions which are conveyed in the pages of these Reviews find their way to the observation of the Political and Literary Aristocracy of our country; and we encourage the hope, that a succession of articles like those before us will lighten the ignorance of all classes upon the form; and the Westminster Review proclaims of such great advantage. We know that opinions which are conveyed to the serious attention of our readers. Eventually remove the prejudices and enlighten the ignorance of all classes upon the subject of Education.

The Committee of Council have done much towards arousing the public to a sense of the importance of education; but we fear they have also promoted the propagation of a grievous error, by sanctifying the publication of documents and the institution of examinations which are necessarily of a fallacious nature, inasmuch as they lead the public to believe, that in their Normal Schools men can attain to almost universal knowledge, and learn the art of imparting the same within a very brief period of time—a period shorter in duration than that which men at the Universities of Oxford and Cambridge, men who have all the advantages of superior early training, find necessary for the acquisition of one, or at most two, of the subjects which are told off by the score in the programme of the Battersea and Chelsea Establishments, and in the Examination Papers of Her Majesty's Inspectors of Schools. Unfortunately for the interests of education, the maintenance of the delusion, and the operation of the Government plans of education, are identified, and the sincere advocates of the latter are thus made unconscious instruments in the propagation of a very pestilent error, or the infliction of a grievous injustice.

At Oxford, a superior knowledge of the Latin and Greek Classics, combined with a very slight tincture of Mathematics, attained during many years of preparation, and three years of residence, procure the diligent student a degree which identifies him with the upper classes by giving him the title of Esquire, entitles him to Fellowshipships, Tutorships, and Masterships of Colleges, admits him to Ordination, and thus opens to him an access to valuable preferments in the Church, or in the endowed Grammar Schools. At Cambridge, a superior knowledge of the Mathematics, combined with a little Latin and less Greek, obtained under circumstances similar to those connected with the Oxford course, admits the fortunate student to like advantages.

At Battersea, Chelsea, and the other training schools for Teachers and Schoolmasters, the case is very different. There (unless indeed the whole system be a farce, and an imposition on the credulity of the public) the Oxford and Cambridge requirements must be combined; nay, there must be superadded to these a list of attainments sufficient to qualify their possessor to be a Fellow of the Royal Society, a Professor in a University, and a Dragoman at the Sublime Porte; he must besides be protected from the temptations of a rigid exclusion from every drawing-room, and every parlour, except that of the alehouse; and be compelled to herd with the vulgar, the illiterate, and the rude.

The Clergy must be the last to lend themselves to the extension of this unjust system. Scholars themselves, they should sympathise and fraternise with true scholars, whether they be Oxford or Battersea men; if these last really are learned in "the classics, the higher branches of the mathematics, and the usual course of the sciences," besides being the possessors of a vast store of other attainments, they may be said to be out of the hand of social fellowship, to shew their wealthier neighbours, the nobles, the squirearchy, the professionals, and the mill-owners of their respective parishes, that they at least recognize in the schoolmaster's sound religious views, his high moral tone, and his cultivated intellect, the best and most sufficient passport to their social intimacy and their personal friendship. Let them never give a dinner-party to which the schoolmaster is not invited. Let them walk arm in arm with him through the most public thoroughfares. Let their wives visit his wife as an equal; for all these marks of honour and of sympathy are his due, if he be not an impostor; and if he is an impostor, made so by a mendacious clap-trap system invented by ignorant visionaries, and bolstered up for fictitious purposes, then indeed it becomes the duty of the clergy to expose the fallacy, and to crush the bubble.

Whether they will do so or not, the truth must soon be known. Public attention is aroused, and will not rest satisfied until it has ascertained the real condition of things. The Westminster Review says:

"The committee of council for education, whether under a Whig or Tory government—while sometimes struggling to preserve a show of independence—and with a Whig of the Reform Bill. Of the funds now annually voted by parliament nominally for education, five-sixths are handed over to the promoters of 'church schools,' from which they receive every year a large sum of from 251. to 301.; and lest he should claim that he considered the Schoolmasters—meaning very little, if at all, inferior to the Parochial Clergy."

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The direction which popular education is taking under such auspices may easily be imagined; but if the reader would verify his forebodings, he need only turn over the examination papers of "Her Majesty's Inspectors," 1848, and judge for himself of the kind of cramming required of unfortunate candidates to whom the committee of council will be disposed to grant a certificate of merit, by compelling them, not to the emoluments of a bishop, nor even of a dean, but to some modest improvement of the humblest, in regard to remuneration, of all intellectual positions.

"Besides the higher branches of the mathematics, and the usual course of the sciences, they expect to have mastered all the points of the controversy between the English and Roman Churches; they are to know all about Pope Gregory the Great, the Council of Nice, and the Council of Trent; they are to be versed in Scripture history and the doctrine of the Trinity; and that the Holy Ghost is a person, and ought to be worshipped. And as an evidence that no fact mentioned in Scripture's history has been deemed too unimportant to engage their attention, they are to give a list of the children and great-grandchildren of Herod the Great.

But the history of the nineteenth century! Do the men who profess this reverence for the Bible ever themselves read the Bible, or understand a single particle of the contents of it? Whether anything in Christ's teaching of love to God and love to man, although there is no intimation of such a sentiment in the questions of 'Her Majesty's Inspectors,' as belonging to the duties of religious instruction. When Christ said, 'Suffer little children to come
unto me; was it to infuse into their minds the bitterness of polemical dogma? Was it heresy or bigotry that he most emphatically condemned in his parable of the good Samaritan? That Samaritan discerned, who, although he would not go to the church—the church of Jerusalem, where the house of prayer had become converted into a place of merchandise—the great Teacher could yet call good, as a worshipper of the Father in Spirit and in truth.

We do not altogether agree with these strictures, but we do think they require patient and calm investigation; and we are glad to find that we do not stand alone in our condemnation of the puffing system which has been adopted to recommend the first-rate schoolmasters, manufactured by the gross on the premises at Chelsea.

**BEFORE**

The first-rate schoolmasters, manufactured so in the poor schoolmasters’ likewise discredit has too often been justly thrown upon the premises at Chelsea and Battersea. When we see what indigestible lumps of crude theology these unhappy creatures are forced to cram, we are irresistibly reminded of the Strauburg process, and devoutly believe that as in the case of the wretched volatiles, doomed to give richness and flavour to a pâté de foies gras, so in the poor schoolmasters’ likewise the liver and the spleen will become affected far more than the heart.

**THE COLLEGE OF PRECEPTORS—**

**THE REVISION OF THE RULES.**

Before the publication of our next Number, the Members of the College of Preceptors will have been called upon to consider and adopt the Laws by which the future proceedings of the Corporation are to be regulated. Although provision has been made in the Royal Charter for such alterations and emendations as may hereafter prove requisite, it is a matter of serious importance, as regards the immediate welfare of the body, that a stringent code of laws should be at once adopted, one which will preclude the possibility of any of those juggling, underhand proceedings by which discredit has too often been justly thrown on Corporate Institutions. We would have the Council perfectly unfettered in the exercise of all the ordinary and necessary operations of the government of the Society, but we would be careful not to leave it within the power of a small quorum of the Council to adopt measures by which the whole College may be compromised. We refer most particularly to the Rules which, in accordance with the terms of the Charter, place the Election of the President and Vice-Presidents in the hands of the College, instead of leaving it common with the general body of the Members; and those which enable a quorum of the Council to confer, upon any applicant whom they may deem worthy, the highest honors within the gift of the College.

We conceive that, without any infringement of the privileges due to the Council, it might be ruled that the individuals who obtained the greatest numbers of votes at the general election of Members of Council should be those whom the Council should be required to elect (provided they were willing to hold office) President and Vice-Presidents. The act of election would still remain with the Council, and due respect would be shown to the general body.

Another advantage too would be gained by this, in the removal of all necessity for a nomination, perhaps a canvass, and certainly a degree of personal or party feeling.

Admitting the expediency, and the propriety also, of placing a very great amount of confidence in the present Council—a confidence of which they have, in our opinion, proved themselves deserving, by the moderation and consistency of their past acts—we think it will be injudicious to leave to some six or seven members the power of awarding the diploma of Fellow of the College. By the present Council we feel assured this power would not be abused; but we cannot divorce the annual modifications to which the Council will be liable, may so far alter the state of things as to render this distinction, which should be reserved for tried merit, accessible to persons who will reflect no honor on the College itself. We would suggest that a notice of three months should precede an election to a fellowship; that unless fifteen members of the Council were present, no election should take place; and that unless four-fifths of the members were favourable to the Candidate, the Election should be declared null. These precautions, combined with the ballot, (which we consider is to be used in all cases of this kind) will, we imagine, be sufficient to obviate the possibility of abuse in this respect.

It may appear premature to advance any objections to Laws which as yet are only in embryo, but we regard it as a duty to fix the attention of the General Meeting on these topics, and to exhort all the Members of this College to a careful consideration of the rules by which the College of Preceptors is to be governed, and for the acceptance or amendment of which they have been convened for the 23rd of this month.

**PHONETIC SPELLING.—PART III.**

How far does a knowledge of the current mode of spelling facilitate the acquisition of the new?—In our last Number it was stated that this consideration was one of the elements in the calculation of the advantages, or disadvantages, of the reformed method, or (assuming that the change was advantageous) of the prices at which such advantages were to be bought. The bearings of the investigation are evident. A boy (like the pupils at Kilmarnock, noticed in the last article, whose initials were J. H.) has gained a certain amount of familiarity with the old alphabet, and the old orthography; and, with this preliminary, sets to work at the study of the new. Will his previous knowledge be a help or an incumbrance? If the former, to what extent? Perhaps it may be both. In such a case, which preponderates?

At the first view, it seems that all previous study must subtract from the necessity of future labour; in other words, that it must be an unmixed advantage. This view, however, soon disappears. Those who have learned foreign modern languages well know, that one of the minor difficulties that most frequently meets them, is the occurrence of an old letter with a new power. Thus an Englishman studying French has, when he meets with the j, a double process; that of remembering its French, and that of forgetting its English, power. If he proceed to German, this difficulty meets him again. What was at first zh, and afterwards 4h, is now y. So also in respect to certain orthographical expedients. The tendency to leave a final e mute is common with beginners in German and Italian; and still more common if they have learned French previously.

It is admitted that these drawbacks are slight—still they are drawbacks as far as they go, and (as such) must be recognized. Besides which, what is a slight difficulty to an adult student, with the previous mental cultivation implied in the fact of his taking up a foreign language, may be a very serious one in the case of a child learning to read his own mother tongue, i.e. the first language he has ever read at all.

Hence one element of difficulty in the acquisition of the Phonetic Spelling by a person who had begun his lesson under the old system, consists in the number of signs of which he would have to unbend the old powers and to learn the new, the extent of which would be determined by the extent to which the details of the two alphabets differ. To make this difference as little as possible, is the policy of the orthographical reformer.

At present, however, all that requires observation is the fact of there being one point (if not more) where the acquisition of an old orthography is a hindrance rather than a help in the study of a new one. Of course, what applies to a single, letter applies to all conventional combinations, such as the doubling of the following consonant to express the shortness of the preceding vowel (sitt-ed), &c. &c.

Here, however, the disadvantages of having learned a previous orthography begin and end. All beyond is clear gain. Every letter whereas the power remains unchanged is one letter less to learn. This is a small matter, and one which merely facilitates the process of remembering isolated signs. The great advantage is in the previous practice of syllabification, by which the rationale of putting together or combining single signs so as to form the representation of compound sounds has become understood.

Balancing, therefore, the disadvantages against the advantages of a previous acquaintance with a non-phonetic orthography, as considered in its relation to the study of a phonetic system, the latter may be expected to preponderate. This is what we determine a priori, and this is the evidence a posteriori of such experience as has accumulated on the subject. At the same time the method of testing the superiority of the
new system over the old, is not fairly tried, when so important a preliminary as the practice of syllabification has been attained by other means. Such was the case with J. H. of No. 20.

I consider the other question, viz., how far a knowledge of the new spelling facilitates progress in the old, as one of much greater practical importance: since such is the question upon which not only the moderate advocates of Phonetic spelling may meet half-way with its more enthusiastic supporters, but one which may fairly be entertained as an educational question, by a decided opponent to its application to Grammar, Etymology, Legal Documents, and general Literature. A man who would laugh at the idea of Shakespeare phonetically spelled, may still listen to an argument in favour of learning our present complex orthography by graduated lessons—beginning with easy words spelt as they are pronounced, going on with harder words so spelt, then proceeding to the introduction of the simpler orthographical expedients of the present system; and finally, after the rationale of putting letters together had been taught by a child's orthography, and the majority of the letters had been explained by a child's alphabet, winding up with the recognized orthography in all its artificial complexities, and all the difficulties resulting therefrom.

I say that as a simple educational question, this is a view that the staunchest advocate of spelling as it is, rather than of spelling as it ought to be, might entertain. Nay more, I may add, that if it can be proved that the shortest way of learning the present system is to begin with the Phonetic, it is an educational question which should (and probably will) be entertained. R. G. L.

May 24, 1849.

ON THE EDUCATION OF TASTE.

It is not my intention, upon the present occasion, to enter into any elaborate analysis of the nature of taste. That subject, interesting as it is, does not possess sufficient practical utility, either to the teacher or the taught, to justify its discussion at any length in these pages; since I conceive that the object of the Educational Times is especially to record what has been done, to describe what is being done, and to suggest what may in the future be done, in the way of education. My design is rather to make the reader see that it is a very real and pressing educational question, which has not received the attention it deservedly merits. For, it is not the part of genuine taste to deal only with "outward appearances;" but if we say these objects are beautiful, we must not only state, but prove it, that they are so, and it is indispensable. Therefore, while the objects of this faculty may, in a certain signification, be called objects of sense, yet it is of the very nature of taste to look beyond that which addresses itself merely to the eye; and, indeed, its exercise in every species of composition, and in poetry above all, will show that taste, in conjunction with other judgment and observation, is one of the most spiritual efforts of the mind. And further, though I am far from considering morals and religion—in short, any duty—as merely "matter of taste," yet as such an attribute is the efficacy of holiness, so long we must adhere to the adoption of such modes of dress as were in the province. For example, it requires no taste to see that a table is round or square; a dress, green or black; but if we say these objects are beautiful, we must be able to prove it (not only to see) that they are so.

The quality of taste is, in some degree or other, inherent in our nature; and may be frequently observed in children as quite young; by religious parent or teacher; but too often misdirected and induced to the bare recognition of their opposites. The man of taste, but vanity, which works the mischief; and not for the admiration it may create habits of luxury and extravagance. Now, it is the absence, rather than the presence, of taste, that is the most important to general happiness. It is, then, taste in its universality that I would recommend as a healthful and joy-giving sentiment; not taste for the admiration, and only for one particular study, but taste in all directions, and for all subjects. Not that I would forget that taste will ever show itself with greatest intensity in connection with the most important objects of human life; but this concentrated or isolated taste—indispensable as it is to success in any art—is not that which most imperatively demands cultivation, nor which is the most important to general happiness.

But there is, I fear, in the English mind, a deep-rooted horror of any refinement of taste, founded upon the idea of its being an unnecessary luxury; and this idea has been so strongly entertained as to create habits of luxury and extravagant. Now, without denying that the reckless indulgence of this or any other propensity may lead to unwarranted expenditure, I would say, as every one must in some degree have experienced, that it is the absence, rather than the presence, of taste, which causes ostentation and display; for, be it remembered, the province of taste consists not only in the appreciation of what is beautiful, but also...
in the discrimination of what is appropriate. In accordance with this rule, true taste would reject, in the cotter or in the corner of the costly furniture of the mansion; and under its sway we should no longer be grieved or amused at the sight of a small, insignificant dwelling, at the expense approved of and attended by the sacred temple. In truth, the exercise of taste may be a cheaper pleasure; for its enjoyment results from form and arrangement, from material, and the sense of persistence will receive as keen delight from the simple group of roses on his table as from all the splendors of or-molu and bijouterie. In connection with this truth, it is now perceived that the contents of the country, however coarse, their material, may be as elegant in shape as those of the palace; and every day brings forth some new model, combined with that of its time, of which still finer beauties of design have been too long condemned to the salon of the noble, or the studio of the artist; but we are just beginning to think that the same forms which were in common use among the slaves of ancient Greece, might be employed without desecration by the laborers of England; and, better still, we are beginning to feel that it is by such means alone—by making beauty and grace, not the affairs merely of holidays and exhibitions, but a part of the very atmosphere of our daily life—that we can ever hope, as a nation, to rival that wonderful and exalted home, which has been consecrated with the arts they loved. In the words of a recent writer in the Athenaeum, I would say: "We see no reason why the utmost symmetry should not be given to the most valuable mediocrity for any useful purpose. We know not why an ordinary pitcher should be of a rounder form than a porcelain jar. By accentuating the eye to that which is beautiful, the whole is heightened by the pleasing; and thus we advance a step on the way towards that refinement which is indirectly a powerful moral agent. Without advocating the false taste which delights in superficial ornament, we trust that age long we shall see our homes furnished with inexpensive articles for daily use, the forms of which shall be beautiful, though sternly simple." On the necessities, conclusions of moral efficacy of taste, I would willingly here enlarge, but I feel I have already occupied too much space on a subject perhaps not generally interesting.

As to the means of cultivating this faculty, they are too simple and abundant to need description. They are to be found everywhere, and are available everywhere; in all the scenes of ever-varying nature, in the music and poetry; in the disposition of our furniture, or the arrangement of a noney.

In conclusion, I would repeat, that throughout the following remarks, I have strove to recommend the tutor mode of teaching, and the result of success in any particular art, but as an essential component part of fully-developed human character, without which no man can be "thoroughly furnished unto all good works."
over conscientiously; there will be a distinct outline of the proposed subject of study; fillings up too often showy, ingenuous in the main, abundantly in attempts to generalize, but barren in particulars, without which we can but jump to a conclusion. The teacher has furnished its result for such a course with certain brilliances, the chief defect of which will be its brief continuance; the dull will, however, be left nearly where they were, and the plodding have lost something of the habits of hard work. In the other case, the silent lapse of the school year will leave them unfeared and unacquainted. Nor will the difficulty be lessened (if rightly understood) by studying the state of all his pupils, proposes to have been enjoyed—it will be no slight objection to a continental education, that the youth who is made the subject of it, must receive all his instruction through the medium of a language which he is but imperfectly acquainted. Nor will the difficulty be lessened (if rightly understood) by any fair proficiency the pupil may have made in the language. A certain fluency may be attained in speaking and writing, which will answer all the purposes of social intercourse, but yet remain far below that readiness and clearness of apprehension which is necessary to enable an English youth to derive the same benefit from oral instruction in the French tongue that he would obtain from his own. This difficulty should be well considered.

It is an absurd thing to send a youth to a school of learning where lingual difficulties of necessity throw a haze over every topic commended to his attention; when all that is usually difficult of acquisition is rendered more in a fourfold degree, by the vagueness of the channel through which all he acquires must reach him. Nor let it be supposed that two or three years in the country, with the best instruction and compulsory practice, can do much in his restricted circle. Desultory result may be expected in point of habit. In this respect, the teacher's watchfulness and assiduity will be of more importance, the pupil will indeed make great progress in the language; if he has parts, astonishing progress; but no prodigy has yet appeared, who could make two or three years' application to a foreign tongue do for him what the ceaseless lessons, begun in the cradle, have done for him in his own.

Accomplishment in modern languages is the temptation that induces parents to send their sons to the Continent for education, when not actuated by the love of the foreign power. The latter case is a misjudgment. A bad education is dear at any price; and how a strictly continental education can be good for an English youth, is difficult to conceive. In the former case the temptation ought not to be strong. After all, accomplishment in modern languages is not much. It is also attainable to a greater degree in England than is generally supposed: in London particularly, there are many a day of toil yielded no prospect of success, strong in the faith in labour which finds a very good model in village, in all the multitude of human tongues. It is impossible to recall the result of toil to find no failure; yet this is hardly more than the astonishment private teacher's meek, who, studying the state of all his pupils, proposes to himself the improvement of all, and chief and first the improvement of the worst.

These are, I think, the advantages of the Tutorial over the Professorial mode of education in the abstract view of the case. As it bears, however, on the question, "England or the Continent, Abroad or at Home," it must not be forgotten, that the pupil will not, perhaps, think of himself the services of a Professor through the medium of a foreign language.

To those who are really acquainted with the difficulties of thoroughly acquiring a foreign language; we caution; to complete a sense it must be a work of time, experienced, that the pupil will not. The pupil, when he shall feel himself the services of a Professor through the medium of a foreign language.

The subject upon which we are about to enter leads us to remark in the outset, that amidst all the systems of education which have obtained in European nations, there is but one that can be said to be deeply rooted in the esteem and affection of the community, and particularly of the middle class.

This remark is premised, because it is here chiefly, as it appears to us, that the relation is recognized of which we treat—that of parent and teacher. And, as the needful point, the fact, that the subject has very little application to our large public schools, of every class and character, where the decisions of committees form an effective communication between the two; and where the very extent of numbers forbids it.

On the other hand, the teacher of the private school is the responsible agent throughout; his duty first considered; to him are expressed the wishes, hopes, and fears of the parents; he is the constant source of appeal, the recipient of all information that respects his pupil. He is, in fact, the workman, the parent the employer and the employer the workman. He is more liable to err; there are more points in his conduct, and therefore a greater possibility of the existence of some to which exception may be taken; and yet for we must say, that the influence of numbers, parents are many, and strengthen each other; teachers comparatively few, and too often have, if not jealous and hostile, at least remote from each other both in person and sympathy.

Thus the teacher has stood alone, to combat the difficulties and vexations arising from the imperfect conceptions of many persons, in other respects, it may be, kind and valued friends, respecting scholastic training. Some of these difficulties should engage our attention briefly in detail, and to some extent, to a great extent, and as far as the pupil is concerned, to his particular advantage. And yet, standing as he does on grounds of equality of rank and right with the parent, the teacher is more liable to aggression; partly because he is in fact the workman, the parent the employer and the employer the workman. He is more liable to err; there are more points in his conduct, and therefore a greater possibility of the existence of some to which exception may be taken; and yet for we must say, that the influence of numbers, parents are many, and strengthen each other; teachers comparatively few, and too often have, if not jealous and hostile, at least remote from each other both in person and sympathy.

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or from the performance of an unimportant errand. We have often thought that a right-minded person would be greatly stimulated to proceed before cognitive assurance, to do that which he thought obedient and reverent, and not criticism and contempt. Not that we fear much for the manly, wise, and kind teacher; but the parent has herein an important influence.

Secondly, in reference to books. It is frequently complained that the set of books has been changed several times in the course of a few years. Parents have even expressed the belief that the child's being placed in several schools. Where this has been capricious, we leave the onus on the parents; where unavoidable, we sympathize with the complaint; but even during changes, there has been no change in the same--and books is a grievance, and certainly is sometimes made a greater annoyance to the teacher than to the parent. What reasoning may be urged to allay the dissatisfaction? Any one who considers the small amount of knowledge to be conveyed by the entire set of books ordinarily in use at school—and some would not have us go much further than Grammars and Arithmetic—concede that it is a matter of no small importance to teach the right use of books; and next to this is the importance of having right books to use. Not that books are often the means of making the matter is made no better, of course, by the length of time a boy remains at school, if he be progressing; for if a teacher were not tired of trying again what he had too often before, the sensible boy would be so; and as the scholar advances, therefore, the expenses increase; and so, we are compelled to submit, it must be so. We cannot help it; it is in the common course of things; we do not depend upon books for the best of our teaching, but we cannot dispense with them; and, therefore, the question of books is, in fact, that of the teacher or no teaching. On the other hand, it is right to consider that a good education is, and ought to be, expensive; that the books needed through the years constitute a liberal education, a considerable sum of money; that the teacher's trouble is much increased by the business of providing for each new scholar the requisite books, which is often the case in schools which pretend to an equivalent for his time and trouble; that he is besides the more liable to losses—that there is so much the more blemish of expense falling upon the parent, who would perhaps be more willing to pay handily for his son's education; and finally, that the majority of school-books, even if superior, and of permanent value, are, with difficulty preserved from mutilation and destruction.

That adopted by a few private schools to render less troublesome and disagreeable the supplying of all necessary and good books, appears exceedingly desirable. If we are to be trusted to a considerable extent; and the wisest teachers may sometimes capriciously change the books. We propose the query—What good might result from the adoption of the following plan? Let a list of the entire set of books used in the school be made out, and presented to the parent, on the commencement of a youth's studies; and let the book, or books, contain from ten to thirty, less than which it would not be. The teacher not pleading himself to use those only and always, but thus affording to the parent an idea of the probable cost of the book, and allowing the expense to fall upon them as a surprise. Add to this a sentence in the prospectus, to the effect that this list—a private representation. If we mention further, the expectation sometimes entertained that punishment be inflicted at school for home-offences; the giving holidays as a reward by parents; and the inexpedient plan of making school transactions, as well as upon character, in the presence of the child, we shall perhaps have named most of the circumstances in which the conduct of the parents materially affects the right and comfort of a teacher.

An important difficulty may arise also in reference to general discipline and punishment; there a parent is rightly, as we think, watchful and jealous: the parent is rightly, as we think, watchful and jealous; nor can we complain of this, if, when our duty has been done, we meet with justice and thankfulness. The subject of punishment in the school would be achild's first association. Passing by its details here, we are disposed to allow very extensive privilege to parents in the question. Foibles affections and hopes are natural and strong affections to a child to direct and control his care; and the day is scarcely past, when deep injustice has been done by impatience and the want of self-control, on the teacher's part. Here, particularly, injustice may be suffered on either hand, but it appears to us that no position of safety can be chosen by either party, but the proof of wisdom and care.

From these details let us approach a prime view of the relation we are speaking of, which we have reserved for later consideration; because it is that with which all other points should be summed up. We intend to propose a temporary substitute for the parent himself. A teacher is placed, during the time which the children pass with him, in the relation of the parent to them, the authority, the griefs, the joys, the satisfaction, the disappointment of the parent. His duty calls for the exercise of virtues and emotions which no money can buy, no policy of personal effort; not the injured reason, but the injured instruction, but the instructor must educate. There is an unperceived influence exerted continually by the teacher; his changes do not stay. Every expression, every gesture, and even an expression of the countenance will come. It is not the uplifted rod, or the scowl of simple displeasure, unnerved with anxiety or sorrow,—not the loud vociferation of reproach, or angry threatening—but the dignified expression of disapprobation, which carries home to the mind in every word or look the sense of absolute wrong in the act of misconduct. It is the tender and earnest appeal on the ground of well-known reasons for self-application and careful behaviour; it is the fact—the absence of which can alone atone for our wrongs. It is he who supplies the parent who does not care for the child, is anxious for his welfare, feels real sorrow when he strays from right, and rejoices when he does well. The teacher, who knows the boy, who knows his home, who claim it with hope, believing that while teachers themselves are rising, as they will continue to do, to the fullest sense of the important nature of their task, and that in proportion as they too are beginning to appreciate their efforts more fairly and fully. And we conceive that by the progressive improvement in the entire community, the anxiety of parents may be increased as would enable every individual boldly standing forth upon his right and conduct, to protect himself from any encroachment that might be attempted. Hailing therefore with satisfaction the results to be derived from the Institution of the College of Preceptors—we yet look with suspicion and distaste upon efforts which have been made to portray in the light of kind of blanketing the true reality. It appears very desirable, and we are glad of the opportunity for making the proposition that in some items, for example, the plan respecting the education of the blind, or of the deaf and dumb, and even the limits and extent of punishments, the body of teachers should acquiesce in a uniform plan; and a small pamphlet might be respectfully addressed to parents by this Board on behalf of the profession generally, or of ourselves in particular, explaining the reason and nature of our regulations, which should be at pleasure appended by each individual to his particular circular, but we earnestly protest against any movement calling itself Protection, as though parents were hostile to us, or wished to infringe upon our rights. As teachers, we cannot eat, nor drink, nor wear, nor live, or walk without the explanatory and reasoning kind has been said; and for this reason our friends have not thought respecting these things as they otherwise would have done. Let us close, by reminding the reader, that the day has passed when he needed to toil alone; that many brethren now offer the hand of friendship and sympathy; and that he is henceforward set to act not only as a member of a profession, but as his own. The reputation of a profession is suspended in proportionate degree upon him, and this he is required to sustain. Let parents learn also, that the teaching profession is more valuable and honourable than the accumulation of all scholastic honours, and let them hail and aid the attempt. Meantime, while we coalesce for deliberation and the cultivation of mutual good and honourable ends, we are conscious of a point which will greatly aid in obtaining what we seek in reference
to the subject before us. Some of us at least are likely to do our work the better; and thus we shall become, as we may be now to some extent, indispensable members of the community; then, being in such valuable and useful a position, we shall find increased willingness to accord to us the sympathy, justice, kindness, and respect, which we now claim, and labour to be worthy to receive.

EDUCATIONAL MEETINGS.

During the past month a very large number of Meetings of Societies for the promotion of Education were held within the Metropolis. Among the principal were the Sunday School Union, the Yorkshire Society, the Orphan Working School, the Ragged School Union, and the British and Foreign School Society. None of these seem to have excited such intense interest as the Annual Meeting of the British and Foreign School Society, held at the School-rooms attached to the Mansion House, on the 11th May, for the purpose of determining the number of new schools to be opened in the ensuing session. The Report, which was read by Mr. W. Locke, stated that twenty schools had been opened during the year; that they had now 110 paid and 850 voluntary teachers. The receipts of the Union for the year were £1,412, and the expenditure less than that sum by £513.

On the motion of the Duke of Argyll, seconded by the Right Hon. Fox Maule, M.P., the Report was adopted, and a Committee for the ensuing year was appointed.

On the same day the Annual Meeting of the British and Foreign School Society, was held at Exeter Hall. The Earl of Carlisle presided, and addressed the meeting in a very eloquent speech, which was received with expressions of great approbation.

Mr. Dunn, the Secretary, read the Report. It stated that one hundred and three new schools had been opened during the year, providing additional accommodation for upwards of 10,000 children; forty-six schools had been temporarily supplied with teachers, without whose assistance the schools must have been closed; upwards of 50,000 children had now received instruction in the Society's Model Schools. The foreign operations of the Society extended to all the principal parts of the globe, and the expenditure less than that sum by £458.

The Arch Bishop of Canterbury and the Archbishop of York were elected Patrons, and the Bishop of London, President, of the Society. The Bishop of London said that the work of educating the masses of the community is necessary for such an institution; in which, however, no notice was taken of the fact, that one already exists under the patronage of the College of Preceptors, which combines all the merits of the proposed new Society, with the additional one of being open to School-masters and Mistresses of all grades, and without investigation into their religious opinions. The Archbishop of Canterbury and the Archbishop of York were elected Patrons, and the Bishop of London, President, of the Society. The Bishop of London said that the work of educating the masses of the community is necessary for such an institution; in which, however, no notice was taken of the fact, that one already exists under the patronage of the College of Preceptors, which combines all the merits of the proposed new Society, with the additional one of being open to School-masters and Mistresses of all grades, and without investigation into their religious opinions.

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We earnestly commend His Lordship's opinions on this topic to the consideration of the public at large, and especially of the lower orders of the clergy, many of whom are apt to view the Schoolmaster in a very different light.

POETRY.

THE FELON.

(Originally inserted in the Torquay Directory.)

He comes! he comes! the man of guilt—
To die a dreadful death!
And all the gathering multitude
Press on, with quickened breath.
He comes!—a murmur fills the air,
And strained is every eye,
As thousands, thousands, throng around,
To see the felon die!

He comes!—the blood has left his cheek,—
His locks hang matted down:
No heathen he the smile of scorn,
Nor marred by tears or woe:
Calm, on the scaffold board, he stands,
Without a sigh, or groan;
Unmoved by the sudden type
Of guilt engraven in stone!

*Tis past!—*tis done! his work—
Justice hath claimed his right.—
And forth from Day, his soul is gone
To dim mysteries Night.
*Tis past!—but pity moves them now;—
His crime but few shall mark;
While others, hurried, turn aside,
To plan a deed as dark.

The sympathy of ignorance
 Looks, with the eye of hate,
 On those that lead the felon forth,
To meet his fearful Night.
And loath to dwell on thoughts that stir
The darkened soul within,
Returns with weeping, again,
To revell and sin.

The victim of the Law is dead;—
And dead his victim too!—
So one stern fearful deed of blood
Upbreaks a heart rent in twain.
How fell the first? at deep midnight,
In agony, and fear;—
The last,—in private prayer,
Upon the scaffold here!

"Who sheddest blood, shall yield his own."—
So spake the Word from High;
And men, in reverence, decreed
The guilty one should die.

But in the face of thousands round,
The Doom but justly was pronounced.
Go to!—it is a thing that shames
The annals of all time!

We crave not sympathy for crime,
To shield the murder's head;
We hear his victim's name,
We see him cold, and dead;
Deep horror fills the soul to think;—
The coldest heart is moved.
No mortal man may find the words
To paint so foul a deed!

But if the dreary dungeon's gloom,
The Demons of Despair,
That hover round him, be not found
A fitting torture there:—
In silence, lead him forth to death,
With those rude eyes that saw him there.
Twill teach a lesson far more deep,
Than ever this can be.

J. S. HODGE.

Torquay, April 31st, 1849.
avoiding all breach of confidence,—to detail a few particulars of those mental aberrations, which must often occur in all schools ; and which, although, left to the management of some junior usher, who has scarcely ceased himself to be a minor, and expressed a wish to place one of his sons seven years old, had been lively and playful; but soon after he ceased to have his accustomed companion, he became morose and sullen. In fact, it appeared that he would sometimes sit three or four hours at a time speechless and motionless; and if asked, in the mildest tone, why he did not occupy himself with something, or occasionally if asked, in the mildest tone, why he did not

occupy himself with something, or occasionally if asked, in the mildest tone, why he did not

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Finally, R. A. A. winds up his argument by cleverly avoiding the main issue. He asserts, "Therefore a line of finite length, contains an infinite number of points." With all my heart, and more too, if needed to make it up, as would probably please the Bishop. I have made my being tolerably clear on this rather indefinite subject.—I am, Sir, truly yours,

R. A. A. W."
rant of their duties, or intemperate in their de-
portment; but the fault is not precisely with
individuals. I shall not proceed to charge indivi-
duals, especially such as those who are oc-
cupied with what he considers to be his duty; but
the question is, Is the system one which compels him
to spend a thought on that all-important point?
The duties of the Fellows, either as expressed or
implied, are, that they should for certain consi-
derations spend their time and talents in teaching,
guiding, and directing the morals and studies of the
youth of the University. Hence, if they fail in per-
forming this duty? Do they in fact, as a body, pay
any attention to these duties? Do they in any
way whatever trouble themselves about the pur-
poses and objects of the College? Or are they out
of scrapes? Do they, by example and precept,
student to emulate what is great, noble, and
be compared with such moral delinquents? Talk
of gravity? It is the

Republican. Truth is better than

grumbling at the requisitions of the Principal

and flinching from the effort to qualify himself to
perform to our prescribed limits of practicability:

a. A convenient suite of Buildings.
b. A good Professional (and General) Li-

dary.
e. An adequate number of competent Pro-

fessors.

f. School of Practice.

I propose to say a few words on each of these
points in your next Number, and then to treat—

II. Of the Means of founding and supporting
the college.

III. Of the Qualifications of Students at ad-
mission.

IV. Of the Subjects and Mode of Instruction.

V. Of the Mode of Examination for Diplomats.

VI. Of the Advantages of the Institution—
i. To Teachers:—1. Principals; 2. As-

sistants.

ii. To the Public.

Any hints on these points from any of your
Correspondents, and through the medium of your
Paper, will be thankfully received, and carefully
considered. Allow me also to suggest to you
the desirability of making our Society and its
objects known through the local Press. Most
persons might secure the insertion of occasional
short paragraphs. The Society is seldom noticed in
any local paper, a circumstance properly com-
mented on in a letter in your April Number, taken
from a Liverpool Journal; nor, with the excep-
tion of your columns, have I yet seen mention
anywhere made even of the "great Instr" of
have obtained A. CHARTER.

OXONIENSIS.

May 17, 1849.

REFORMED GRAMMAR.

Ser. As Philologius appeared in your last Num-
ber. I beg leave to inform you, that the circum-
stance of appearing in
your next as Defendant. Philologius preferred
the following charges against me.

I. He avers that I never alluded to the fact,
that the words now is generally substituted for
substantive.
2. That during my lecture, I quoted only from one grammar, which appeared to him the worst in existence.

3. That during the whole evening there was not one of the more modern names or definitions given.

4. That though the word case (casus, a fall) did mean in Latin a change of termination generally, (not always, e.g. the nominative, accusative, and vocative are sometimes used in an adjectivalizing, viz. 'The relation which a noun or pronoun bears to the other words of the sentence.'

5. That on a philosophical plan he would give up the neuter gender, but in a convenient one he would retain it.

6. That my definition of an adjective was beyond his comprehension.

7. That the word case, in the phrase, 'My purse contains fifteen shillings,' does not express an action, the whole language is at fault.

For (he asks) can we not say, he was in the act of holding a plate, where there is nothing but a passive action expressed?

8. He demands what child has ever asked for a definition of a pronoun, and what made him gain by my definition?

9. He says, Mr. Murray rejects present time, because he asserts that there is none. He might as well as well assert that there is no theory, for they are both a mere theory of the mind, for divide and subdivide as long as you please, there will still be something left, which the mind only appreciates, and I say, that present time is a parallel case.

Sir, the following numbers are used thus:—

1. As no English Grammar has ever been so extensively circulated, and so generally used as Lindley Murray's, I quoted from it, 'A substantia or joined to the future part, consequently there is no time between them as they join. Where are we to find Philologicus's present time?—Believe me, Sir, your very humble servant,

Gerald Murray.

TO THE EDITOR OF THE EDUCATIONAL TIMES.

Sir,—Immediately on the formation of the 'Preceptors' and General Mutual Assurance Society for the benefit of nearly every one, I demurred to the necessity of the word noun.

1. I believe every person who was present at the lecture, except Philologicus, remembers that I took a book off the table and read the names, number, and definitions of the Moods, given by Harris, Lownth, Lindley Murray, Crombie and Grant. Now an injustice five make but one.

Philologicus feels us that case or full did mean in Latin a change of termination, &c., see charge 4. I tell him that it means the same now, and consequently he is wrong bad English, by using it instead of a substantia or joined to the future part, consequently there is no time between them as they join.

Sir,—I have no little confidence in the ability of men, that even the learned authority Whately cannot dissuade me from the necessity of exactness of expression. Let us test Whately's logical definition, namely, 'Case is the relation which a noun or pronoun bears to the other words of the sentence. As the other words in the sentence must be a verb, and may have an adjective, an adverb, a preposition, or an interjection amongst them; consequently the noun or pronoun must have a relation to an adverb, to a preposition, or a conjunction, and to an interjection.'

Let Philologicus explain the convenience of retaining error?

6. The definition above his comprehension, is,

'As the noun descriptive is a word that describes the thing in some respect; as a large cake, a round table, four spires'

7. I have known for many years that active verbs are divided into transitive, passive, and intransitive, but I have met with no grammar that classes verbs into transitive, passive, and intransitive, nor do I believe that Philologicus has. Such a classification, if it exists, is more absurd than the one to which I have alluded.

8. If in the sentence, 'My purse contains fifteen shillings,' contains is a verb active, it must express an action; but every action must be performed by some agent. If the purse is not the agent, what is? As we cannot say, the man is the agent of the whole language is at fault. Here, by a oserdennia, Philologicus transforms the purse into a man, and asks, cannot we say, the man was in the act of holding a plate? Did not the man perform an action? I have not, but I do assert that the purse is.

If Philologicus will be so kind as to give me a better definition of time than my own, I shall most cheerfully acknowledge the obligation, and insert it in my next edition of the Reformed Grammar.

TO THE EDITOR OF THE EDUCATIONAL TIMES.

Sir,—Immediately on the formation of the 'Preceptors' and General Mutual Assurance Society for the benefit of nearly every one, I demurred to the necessity of the word noun. I trust that my brethren already insured ask themselves whether it is not their duty 'to make assurance doubly sure.'—Believe me, Sir, your very humble servant.

Gerald Murray.

UPTON THE EXCELLENCY OF THE NATURE OF MAN. (Continued.)

May 28th, 1849.

It was the movement which the human mind is ever making towards perfection that caused the Crusades; various were the forms which the desire for perfection assumed; here various were the objects the seven hundred had in view; the Crusades were not perfection. Those were the crusades of the Holy Sepulchre, which, though they proved in the end an impracticable scheme, and was of itself a vain effort, nevertheless carried after it benefits and advantages which have lasted to this day, the Crusades were not perfection. They were a crusade for something beyond what was, at the time, attainable, productive of great good. In the case of the ancients we have mentioned, they yielded advantages; though they did not attain, in their pursuit of the arts of eloquence, to the top of their desires, to the perfection they pant after, they, by aiming at the unattainable, rendered the barons dependent on those who should die in the service of the cross. The Crusades of the rich and powerful, who had no rest but in performing deeds of arms, looked on crusading as a splendid field where they could make a name for themselves, that they might receive the rich rewards of that Paradise reserved for those who should die in the service of the cross. The Crusades of the rich and powerful were goodness, not a mere theory of the fortunes for such an undertaking; so greatly did human nature wrestle for perfection. To provide for the costs of such an expedition, princes alienated their properties for such an undertaking, and did produce such noble and elegant works which have been the admiration of all succeeding ages. The enthusiasm which led individuals to leave their native land, and to trace their way on foot, often without money and in unknown and inaccessible countries, to Palestine, relying on chance hospitality; and that same enthusiasm which afterwards led princes and nobles, and all ranks of men, to collect together in companies, to raise armies, and fit out fleets; to incur enormous expenses, in some cases voluntarily selling all their estates, and everything that procured them that honour and these advantages, reducing themselves to poverty and to the humblest condition; and, in all instances, running the risk of losing all they possessed, and involving themselves in the midst of the Holy Crusades. The Crusades of the Crusaders, who, though it proved in the end an impracticable scheme, and was of itself a vain effort, nevertheless carried after it benefits and advantages which have lasted to this day. It knocked off the chains of the feudal system; rendered the barons dependent on those lower
classes they had oppressed; it increased the power of the sovereign, by which that of the baron was still further circumscribed. To depry the expences of the expedition, many powerful barons sold their lands and castles to their sovereigns for sums much under their intrinsic value, and thus conspired against their own power, and as here was the source of despotism, when they returned home they were neither friends to the king, nor feared or dreaded by the infidels, who envied them this wealth, and tyrannical to the poor. Many nobles, who had not been driven to sell their estates, yet did not in many instances live to return home; and these wars incontinence of spirit, which caused him to lose his reason, and as their duty here, why not in other matters also? Finally, there is nothing against the notion that that struggle for perfection in all these several things may be the means ordained by which we shall ultimately attain that perfection in truth; generation after generation may fail in the attempt, and each successive one may ridicule the folly and mad enthusiasm, as they may call it, of the last; but in the end a generation may come, which shall reach the thing which all had before struggled for in vain. It is therefore impossible for the improvement of our nature in all its parts, and in all particular things, where perfection is aimed at, to set up some perfect model for imitation, and to have it always in view; but at the arrest this beholding line, the sublime performance of some great master to copy from, though he never thinks to reach the perfection of it, and perhaps, do what he will, he never can; yet zeal in the cause of knowledge makes him become master of many lower excellencies. Let the desires be set at a high standing; soar after what is now unattainable; believe all things possible; and you shall not be afraid of being called a visionary or an enthusiast, for they alone who think you so who look only on the things that are seen, and not on those that are not seen. It is impossible that you who could never have lived without knowledge, and that you would never have thought yourself capable of attaining.

(To be continued.)

MATHEMATICAL QUESTIONS AND SOLUTIONS.

Second solution to question proposed by Mr. Morley, in the Educational Times, April 2nd.

Sin.,—I beg the insertion of a second solution of the problem proposed by Mr. Morley, in the Educational Times, April, and of which a solution appears in your Number for May. My wish arises from the solution above mentioned appearing to be a particular case of a more general solution, and I shall propose it to be done thus :-

Let $x - y$, $x$, and $x + y$ be the sides of the Δ.

Then the area $= \frac{1}{2} \sqrt{3} (x^2 - 4y^2)$, which is to be an integral number; $\sqrt{3} (x^2 - 4y^2)$ is a square, and if $x^2 - 4y^2 = a$, $x^2 = a + 4y^2$.

Let $x = my$, $y = \frac{a - 4m^2}{4}$, or $x = \frac{3m^2 - a}{12}$ is a square, and if $x = \frac{3m^2 - a}{12}$, then $y = \frac{4m^2 - a}{4}$ satisfies one condition. If $R$ is radius of circumscribed, and of inscribed circle, then $2R = 2r = 2y = 2 \times \frac{4m^2 - a}{4} = 4y$, and $2R + 2r = 5y = 7y = 7a$.

Let $g = 49.37$, $y = 343.37 = 217$, and $y = 49.61 = 63y$, the sides are $9999$, $999$, $6015$, and the area is $49.27 \times 3.12 \times 49.27 = 19^2 \times 27 = 16701074$, and other solutions which

* Christ came to be not only a sacrifice for sin, but also an example of Godly life.
Solutions to the Algebraical Equations in the May Number of the Educational Times.

Srin.—Subjoined are the solutions to the algebraical equations in the May Number of your publication.

Given $(x^2 + y^2) = x - 1 + 3y^2$

Assume $x = y^2$ for the sake of simplicity.

Then we get $(y^2 + y^2) = y^2 - 1 + 3y^2$

By evolution, $y^2 + y + 1 = 7y^2 - 1 + 3y^2 - y^2 - 3y^2$

Transposition, &c. $6y^2 - 7y^2 - 7 - 3 = 1$

Add to each side $3y^2 - 3$.

Then $6y^2 + 10y^2 - 2y = 3y^2 + 5 - 1$

Then $2y = 5y^2 - 1$.

The other values are found from the Equation $6y^2 + 10y^2 = 2y$.

Given $(x + y) (3x^2 + y^2) = 76$

To find $x$ and $y$

Assume $x = v + 1 + y$, and $y = v - z$

Hence our equations assume the form

$2v (3v^2 + 6v^2) = 76$

$8v^2 = 128$

By reduction, $v^2 + 3v^2 = 10$

Hence, by substitution, $v^2 = 10 = 16$

$I also beg to forward you the following for solution, and remain your obedient servant,

GEORGE DUNWORTH.

Given $2x + 1 + x^2 = a (1 + x^2)$ to find $x$

(1) and $x^2 + y^2 = a$

(2) $y^2 + z + b = b$ to find $x$ and $y$

by quadratics only.

London May 5, 1849.

[Several authors suggest solutions are recommended to look at Warton's Algebra, pp. 221—242, where somewhat different solutions of the previous equations are given.—Ed.]

Proposed by Geometricians.

Given the base, one of the angles at the base, and the sum of the line bisecting the base, and the difference of the segments of the base made by a perpendicular on it from the opposite angle, to construct the triangle.

Saddlesworth, May 1849.

ANSWERS TO CORRESPONDENTS.

Received.—Cantab.; T. K.; L. L.

Several letters on the subject of "Divisibility ad infinitum" have reached us; we have inserted that which seemed to us to be most comprehensive.

J. R.—Too late for insertion this month.

H. S., J. R.—We have to request all our correspondents to address letters intended for the Educational Times, to the Editor. We cannot undertake to enter into any private correspondence, nor to return rejected communications.

Fair Play.—We do not base your letter, because its statements are contained in the communication from the Lecturer himself, (Mr. G. Murray), to which we have given insertion.

A Teacher, Penzance.—The Calendar of the College of Preceptors, is published by Longman's, price 2s. 6d.

A Preceptor, Leamington.—The demands on our space will not allow us to insert your letter, but we fully agree with you in objecting to the abuse of the Bible as a Task-book; indeed, we think (episodios) in general, as they are justly called, an evidence of a want of skill, or of a want of temper, on the part of the Teacher, rather than a proof of his anxiety for the improvement of his pupils. We never knew an instance of a well-managed school in which they were frequently given. But whenever the Bible is described, for the purpose of the Teacher, is, in our estimation, utterly ignorant of the first principles of his calling.

A Subscriber.—Let $z$ = what the person spends, then $z = what he saves, \frac{z}{2} = his income$

secondly, $z = what he spends, \frac{z}{2} = what he saves,

and $\frac{z}{2} = his income, the dissipation = \frac{z}{8}$

We do not usually give answers to such questions as these. We should recommend a Subscriber to go through a course of Problems.

REVIEWS.


It has seldom happened to us to meet with works which came to the Schoolmaster's hand more opportunely than the valuable and the elegant volumes which are now before us. At the moment when the Universities of Oxford and Cambridge were at length recognising the importance and its long-resisted claims of Natural Science to a place in the curriculum of study, it was needful for the Schoolmaster to look around his bookshelves, and to hunt up some of the works which had hitherto been used only for his own private solace, or regarded as being without the pale of scholastic routine.

On surveying our own stock, we found many works in which the outlines of Natural Philosophy were extensively and accurately laid down; others in which the study of Physical Science was advocated on this, that, or the other ground. We found, however; Theses in which it was argued to demonstration, that a course of education, in which this science was neglected, could be at best only a speculative and probably unprofitable process, whereas the substitution of crudest hexameters, and of retorts for Greek primitives, would convert the pedant into a practical philosopher and man of the world.

We by no means think it will become either necessary or desirable to diminish the amount of Classical attainments demanded in either, because we recognise all their value, and regard them also as absolutely indispensable; but we look to improved methods of teaching, an improved system of teachers, and to works like these as the means for supplying all the deficiencies of Knowledge which the exigencies of the age demand, in addition to that which we think our forefathers were wont to be content. Our own experience has convinced us that an insight into the poetry and the facts of Science is no mean adjunct when it becomes desirable to study the poets of antiquity; and on the other hand, that our Lucrises, our Virgils, or our Plaeco sheds rays of fascinating beauty over some of the least attractive points of the details of Physical Science.

Baron Von Humboldt's Cosmos has been truly described by the learned Bunsen as "the great work of our age"—a more stupendous monument of intellectual power and scientific research into the causes of the phenomena of physical nature does not, we imagine, exist; and we feel grateful to the spirited publisher by whom it has been brought, in its English form, within the reach even of the least wealthy of the enquirers into the regions of physical science. It has been sufficiently before the public to render any further detail of its contents needless; at the same time we strenuously advise those who may yet be unprovided with the work, to obtain and place a copy in their school-library without delay.

A Student's introduction to the very idea of the scope of Mr. Hunt's work, and we feel that we cannot recommend it more highly.
than by quoting an extract from them here, with the additional remark that in the amplification of his subject he fills from view to view, and in an appendix furnishes the authorities for these facts." Mr. Hunt says,—

'The true is the beautiful. Whenever this becomes evident to our senses, its influences are of a soul-elevating beauty, which is not perceived in the external forms of matter, associated in the harmonies of light and colour, appreciated in the modulations of sweet sounds, or mingled with those influences the inner sense of perception, appealing to the soul through the vestures which cover all things, is the natural theme of the Poet, and the chaste language he employs to that end must be asked, where is the relation between the sterner labors of science, and the ethereal system which constitutes the anatomy of the universe; its alkalies and acids, the mechanical appliances of the Observatory, its specula, and its lenses, do not appear fitted to the poet, the painter, the chemist, or the minister of chemistry to the soul; but, from the labors of the Chemist to his cell,—from the multitudinous observations of the Astronomer on his tower,—spring truths which the Philosopher employs to interpret nature's mysteries, and which give to the soul of the Poet those realities to which he aspires in his high imaginings. Science solicits from the human mind, by the permission of inductive search, a development of its elementary principles, and of the laws which these obey. Philosophy strives to interpenetrate the Earth, giving to all things life, and its alkalies and acids, the mechanical appliances of the field, giving to all things life, and the same force which makes the universe a system of indissoluble combinations, makes man a soul-elevating character. The beautiful, whether it is in the objects of sense, or in the phenomena of mind. Poetry seizes the facts of the one, and the theories of the other; unites them by a pleasing thought, which appeals for truth to the most unthinking soul, and leads the reflective intellect to higher and higher exercises; it connects common phenomena and objects, applying itself to the holiest powers, it invests the human mind with the sovereign strength of the true. Truth is the soul of the poet's power: the poet applies his Philosopher's toll; and their works, bearing this official stamp, live among men through all time. Science at present relieves in her mind the realm of man, advancing civilization, and is content to receive the reward given to applications which increase the comforts of life, or add to its luxuries. Every improvement in the arts or manufactures has a tendency to elevate the race who are benefitted thereby. But because science is used to extend the useful and to improve the world, to advance the arts and sciences of man, and thus enter into communion as closely as is allowed to finite beings, with those influences which involve and interpenetrate the Earth, giving to all things life, beauty, and immortality, it is gifted with powers for studying the entire circle of those influences which involve and interpenetrate the Earth, giving to all things life, beauty, and immortality, it is gifted with powers for studying the entire circle of the universe; the best instrument for the study of them is the Philosopher; and consequently we find that Mr. Reid, in following the natural order, has arrived at the conclusions which the chemist, dressed in the garb of the laboratory, and the poet, dressed in the garments of the muse, have arrived at, and consequently, not in the least enlightenied as to the actual situation of these places. Errors like this will be entirely obviated by the use of books constructed on the plan of the one before us.

PUBLICATIONS RECEIVED.

Governess Life. John W. Parker.
Robertson's Defects in the Practice of Life Assurance, &c. W. S. Orr and Co.
Chapman's First Book of Geography.
Lane's Arithmetic. Relfe and Fletcher.
Relfe and Fletcher.
Mathematics. Relfe and Fletcher.
Relfe and Fletcher.
Relfe and Fletcher.
Reid, in following the natural order, has arrived at the conclusions which the chemist, dressed in the garb of the laboratory, and the poet, dressed in the garments of the muse, have arrived at, and consequently, not in the least enlightenied as to the actual situation of these places. Errors like this will be entirely obviated by the use of books constructed on the plan of the one before us.

A Word to Parents, Nurses, and Teachers, on the Rearing and Management of Children. By Esther Copley, Groomebridge and Son.

CONTAINING Chapters on the Physical Management and the Moral and Intellectual Training of Children. There is a plain, straightforward, unpretending, and easily understood manual which especially recommends it to our favour. There is no mystifying, no cloud-covering, all is clear and level to an ordinary understanding. And yet some of the topics discussed demand much attention; the difficulties to write on Education and Government. The author's aim has manifestly been to produce a useful guide for the inexperienced mother, the nursery-mistress, the nurse, and to each of these her little work will furnish much valuable instruction and assistance.

The First Book of Geography. By Hugo Reid.

This is one of the most sensible little books on the subject of Geography that we have met with. As the author says in his preface, he may, at first sight, appear to have pursued a rambling method, though it is meant to be truly systematic as regards the slender and passive capacity of a very young pupil. A system which compels a child to fill his memory with the dry-bones of a subject before allowing him to catch a glimpse of its real form and beauty, seems to us erroneous, and consequently we regard this discursive method as the consequence of a just appreciation of the capacities of those for whom the book is intended. We think that it is an error to attempt to accommodate the same text-book of geography to the beginner, and to the pupil who has mastered the elements and the general outline of the subject; and that it is desirable, in preparing a book for children under twelve years of age, not only to confine the matter to first principles and salient outlines, but also to connect these together, in a manner which is not only more interesting, but also more instructive.

UNIVERSITY INTELLIGENCE.

OXFORD, May 18.

Yesterday Mr. Charles Edward Adams, commanor of Worcester College, and Mr. Godfrey Pigot Cor- deaux, Lushy scholar of Magdalen Hall, were elected scholars of Worcester College, on Dr. Clarke's foundation.

On Tuesday Mr. Thomas Richardson, B.A. scholar of New College, was elected fellow of that society, as the South Wales foundation.

In a congregation held this morning the following degrees were conferred, viz.:

Masters of Arts.
William H. P. Goro Langton, Christ Church, grand compundor; Napoleon Hughes D'Aeth, Wycliffe College; Rev. George Alfard, Queen's College; Rev. Robert Wynne Edwards, Brasenose College; Rev. Ryce W.
Lloyd Jones, Jesus College; Rev. W. R. S. Williams, Jesus College; W. Tyley, Pembroke College.

**BACHELOR OF ARTS.**


Three exhibitions; and James Churchill Cook and Charles Palmer Hurst, William E. Belson, Oriel College; A. W. Buckley, servitor; Edmund Burton, student; William Robert Haverfield, exhibitor, Corpus Christi College; James Murray, R. Souls College; William Robert Haverfield, exhibitor, Corpus Christi College; James Murray, R. Souls College; William Robert Haverfield, exhibitor, Corpus Christi College; James Murray, R. Souls College; William Robert Haverfield, exhibitor, Corpus Christi College.

The examination will be holden on Tuesday, June the 12th.

The degree of Bachelor in that faculty, that the next examination, which, being capable, in his opinion, of great utility, is ordered, amongst other things, that in case it shall be found necessary to fill up Mr. Townsend’s scholarship in the manner provided by his will, the said scholarship shall be open, in the first instance, to all persons of the kindred of Wellington, visitor of Pembroke College, wherein it has been made, in the first instance, to persons of the kindred of Wellington, visitor of Pembroke College. This scholarship shall be open, in the first instance, to all persons of the kindred of Wellington, visitor of Pembroke College. In the election of one of these postmasterships, a preference will be given to attainments in mathematics.

In the election of one of these postmasterships, a preference will be given to attainments in mathematics.

In a congregation holden this day, the following degrees were conferred, viz.:

**BACHELOR OF DIVINITY.**

Rev. Geoffrey Gray, University College, grand companion; Rev. C. Henry Lowry, Queen’s College.

A degree has been sanctioned by his Grace the Duke of Wellington, visitor of Pembroke College, wherein it is ordered, amongst other things, that in case it shall be found necessary to fill up Mr. Townsend’s scholarship in the manner provided by his will, the said scholarship shall be open, in the first instance, to all persons of the kindred of Wellington, visitor of Pembroke College, wherein it has been made, in the first instance, to persons of the kindred of Wellington, visitor of Pembroke College. This scholarship shall be open, in the first instance, to all persons of the kindred of Wellington, visitor of Pembroke College. In the election of one of these postmasterships, a preference will be given to attainments in mathematics.

**QUEEN’S COLLEGE.**

The annual elections on the foundation of Queen’s College will take place on Thursday, the 14th day of June, and a certain quantity of natural philosophy; for the purpose of filling up two vacancies on the foundation of Mr. Townsend, will be holden on Tuesday, June next. Candidates being natives of Cumberland or Westmoreland, between the ages of sixteen and twenty one, are required to present to the Provost certificates of baptism, and testimonials of good conduct, or on before Saturday, the 9th of June.

**BREMBOKE COLLEGE.**

In addition to the two vacant scholarships which we noticed in our University Intelligence on Thursday last, a Cutler Boucher Exhibition is likewise vacant. It is known that Mr. Boucher is the late Edward Boucher, Esq., or his wife, uncle-in-law, Michael Walls. Such candidates are requested to communicate with the Master of the college.

Mr. Frederick Thomas Colby of this College has been elected a scholar on the foundation. The election to the three other vacant scholarships is deferred.

**CAMBRIDGE, MAY 4.**

**THE NORRISSIAN MEDAL.**—This medal, a gold one, given under the will of Mr. Norris, founder of the Professorship of Divinity which bears his name, for the best prose essay upon a sacred subject, was yesterday adjudged to Richard Whittingham, B.A., of Trinity College.

**QUEEN’S COLLEGE.**

The annual elections on the foundation of Queen’s College will take place on Thursday, the 14th day of June...

**THE EDUCATIONAL TIMES.**

The Board of Mathematical Studies beg leave to lay before the Vice-Chancellor the following report:

"With the view of carrying out the intention of the University in appointing a Board of Mathematical Studies, the present members commenced their duties by making regulations for holding meetings and conducting the discussion of the questions that might arise from time to time by graces of the Senate, and a basis has been made for keeping minutes of their proceedings to serve as an authentic record for future reference. The existing state of the mathematica..."
problems; and on Tuesday, the second and third were
examined together, and the first and fourth sepa-
which had previously been given out
fourth together, in questions from books and in pro-
and profound mathematics to the neglect of more
of the calculus. On Monday, the first and second
taken two together, and the only questions proposed
remaining half of the solution to the
The successful candidates in that year amounted to 105.
for the convenience of the examiners, began on
the Wednesday of the same week, without alteration in
other respects. In January, 1880, there were
death of examination, beginning on the Monday preced-
the first Monday in the Lent Term, and the total number
hours of examination was thirty-three, of which
eight and a half were given to the answering of
first day of examination was altered in 1841 to the
Wednesday week preceding the first Monday in the
The number on the list of honours in 1840 was 146.
Of the alterations relating to the classification of
the examination, the mode of proposing the ques-
tions, the following, owing to the chief importance
Previous to January, 1838, the candidates were divided
eight classes, determined by the exercises in the
subjects. The higher parts of the questions
proposed to different classes, generally
taken two together, and the only questions proposed
to all in common were the evening problems. In the
year above named, important regulations, confirmed
by grace of the Senate, Nov. 13, 1837, came into operation,
are required in order to make it possible
as before by the exercises in the schools. On the
first two days all the candidates had the same
courses of examination, with two exceptions
problems; and the examination from books on
days excluded the higher and more difficult parts
of mathematics, with the view of securing an object
which, in the opinion of the Syndicate on which
recommence these regulations were adopted, was
highly desirable, viz.: That the candidates for
honours may have the opportunity of mastering
and profound mathematics to the neglect of more
elementary knowledge." Accordingly, on the first day
(Friday), the examinations were made up of the parts
of pure mathematics and natural philosophy as
do not require the differential calculus, and on the
Saturday of examination, were given in somewhat
more advanced, and the simpler applications
of the calculus. On Monday, the first and second
classes were continued, and the third and fourth
forgotten, in questions from books. The questions
which had previously been given out were printed,
in order to make generally known the ques-
tions proposed in each year, and, by thus directing
the reading of the students, to produce more fixity and
definiteness in the mathematical studies of the
University. The examinations were so arranged,
the necessity of ascertaining by inspection that the examination
embraced in due proportion all the ordinary
subjects of mathematics, and that the same
manner; the elementary parts of hydrostatics, without
the differential calculus; the simpler propositions of
the subject are given in the examination. The
additional methods, and the last five to the higher parts
of the subjects being
continued, and the same questions were proposed.
eight and a half hours and a half, inclusive of three hours
in the examination which came into operation in
1828, containing the lunar theory, the figure of the
earth, procession and rotation, and the calculus of
all the subjects being placed under the examination.
The Board has had the opportunity of
and after the examination the moderators and examiners, taking into account the
manner in which the questions are to be answered. The
character of the candidates in that year was very
improved, and the examination for the higher honours
agreed in the great majority of cases with the principles
of the previous scheme, but had in practice been discontinued
for some years. A principal feature in the new
scheme has been the introduction of a more simple
manner, and in all questions and assertions directly out of
the propositions are introduced into the papers in addition
as the propositions themselves. Easy problems in all
the subjects are also presented in a separate paper. The
order of the examination in the remaining five days
differs in no important respect from that of the last five
days under the former arrangement. The
examination of the candidates was
in 1848. As these are of an important character, and the
Board may be expected to give some account of their
operation in the last two examinations, it will be
necessary to state the regulations in some detail. The
examinations commence on the first Thursday after
which the examination of the candidates consists of
proposed to the candidates on eight days, instead of six
as formerly, the first three days being assigned to the
lower parts of the subjects of examination, the
was regulated nearly as before; questions selected
exclusively from the higher parts of the subjects being
proposed only on the sixth day of the examinations.
"The most recent alterations came into operation in
January, 1839, the division into classes was dis-
continued, and the same questions were proposed to all the
moderators and examiners, when the questions,
judged, from the public exercises in the schools, to be
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and examiners, no regulations having been provided by the University to which they could refer for authority or guidance; and there is reason to say that the uncertainty as to the problems which would be embraced, and the want of due notice of any extension being given to them, have been felt as a serious inconvenience by the candidates. This uncertainty, however, the introduction of each new subject was preceded by the publication of a treatise on the subject by a Cambridge mathematician, in which the propositions were enunciated and proved in a manner suitable for the convenience by the higher class of students. Generally, however, the introduction of each new subject was accompanied by descriptions of the experimental arrangements for the examination; and there is reason to say that the superior attention to the duties of the Observatories, and the extra-ordinary care which was shown in the preparation of the students for the examinations.

The lectures on the last four subjects have been continued by the present Plummer Professor since 1837, at which time the Lowdham Professor left the University. Since 1838 the Plummer Professor has added new branches to his lectures, and the present year he has added to them a course of experimental and illustrative lectures. The lectures of the Plummer Professor have had the disadvantage of being given at a time when increasing activity in astronomical research was urging the students to extra-ordinary attention to the duties of the Observatories. They have, however, been attended by a class varying from twenty to thirty, consisting chiefly of the more advanced students. Since 1838 the Plummer Professor has given annually a course of lectures on mechanism, and in the present year he has added to them a series of experimental and illustrative lectures on mechanisms, more immediately bearing on the reading of the students who are preparing for honours.

It is true, however, that in order to give increased efficiency to the lectures of the mathematical professors, it is desirable that the lectures should be more adequately distributed among the different professors. These lectures cannot, however, be expected, under any arrangement, to supersede each other in importance. Any harm which may be done by having the professors lecture on pure mathematics is ever likely to form an effective part of the general system. The great importance of natural philosophy, the importance of experimental and illustrative lectures on which, as supplementary to the other modes of instruction, cannot be too much insisted on, is, on account of the greater distinctness of conception which is acquired by visible representation of what is read in books, but because such lectures, if properly arranged, can be so varied and illustrated as to interest the student, and can be made to draw out the student's interest in what he reads, and to add to his stock of information, and because they offer the advantage of looking at the same thing from different angles, and of securing the attention of the students of his study. The circumstance of our being able to collect in this University an audience consisting of students who, having been subjected to rigorous training, are qualified to understand and appreciate experimental lectures on mathematical subjects, is an advantage by no means to be lost sight of. With respect to any direct means of securing a correspondence between the lectures of the professors and the mathematical examinations, it is considered that the publication of an outline of the lectures, accompanied by descriptions of the experimental arrangements, and by mathematical proofs of propositions involved in the different problems required, may materially conduce to this end.

III. To the foregoing review of the past and existing state of the mathematical education of the University, the Board beg leave to add the following recommendations:

(1) To put into consideration the great number of subjects which now occupy the attention of the candidates, and the doubt which exists as to the range of subjects from which examinations may be selected. The Board recommend that the mathematical theories of the several branches of pure mathematics and natural science be not admitted as part of the examination in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies, previous to the examination of candidates for the examinations in the Mathematical Studies.

(2) That the change from statements in the former part of this report, that while the total number of hours of examination has gradually increased, the time for the examination of the whole number of questions has not been altered in the same proportion. As this arrange-
ITALIAN.

Examiners: Signor Ciocci, Signor Cecloni.

WEDNESDAY, JUNE 27.

Morning, before the committe of English and Modern History in General. Examiners: P. Kingsford, Esq. B.A., A. Wyatt, Esq.—All Candidates will be examined in History.

Afternoon.—Optional Test—Chemistry, Natural Philosophy, Political Philosophy.


The Examinations.—At a meeting of the Council on the 12th ult., the following resolution was entered on the minutes, "That the principle of the Division of Candidates into three classes be adopted."

This principle was recognized at the suggestion of some members of the Examining Board, and will be brought forward at the next examination, at which it is intended to arrange the candidates into three classes, instead of, as formerly, arranging them in two classes, the Lower or Primary, and the Higher; it having been found that some gentle- men, although scarcely up to the standard of the highest, were yet too well qualified to be fairly classed with the lowest. In Classics and Mathematics, the second class will thus be an honourable distinction.

It was also resolved, that the General Meeting for the election of the first Council under the Royal Charter, should be held at the Royal Literary Square, on Saturday the 5th inst., at one o'clock; precisely; and that in the evening of the same day, a public dinner of the members and friends of the College shall take place, to commemorate the grant of the Charter.

Wednesday the 20th inst., is the Anniver- sary of the origin of the Society, which was instituted in the way of a meeting connected with the Surrey Institution, on the 20th June, 1846.

A Lecture on the subject of Electro-Magnetism, as applied to the construction of Telegraph, was delivered by Professor Partridge on Wednesday, May 9; it formed the concluding lecture of the Spring Session, and was attended by a numerous and distinguished audience.

The subject of the lecture having been announced by Mr. Parker, the Secretary, Professor Partridge proceeded to state, that in illustrating the subjects of the evening, he would first give a sketch of the general principles on which the operations of the Electric Telegraph, and the various ways by which it was made to serve the intercourse of soul with soul, and waft a thought from Indus to the Pole.

The galvanic battery, employed to produce the electro-magnetic effects, consisted of platinum silver, and was very powerful in its operation. The extraordinary discoveries which have of late years been made in the properties and powers of that wonderful element, electricity, and the important improvements which have been carried out in its application to practical purposes, may be said to have kept pace with the development of the railway system. Indeed, without a means of instantaneous communication from station to station, the railway would want some of its most important features of protection from accident. Thus we find that in the event of stoppage from any accidental circumstance, information is conveyed with the greatest rapidity by the telegraph apparatus into action, and showed the way in which the alphabetic communication was carried on in the real telegraphic instrument. Amongst the catalogues of the various apparatus on which the Lecturer produced a powerful magnet, in a few seconds, by a vibratory motion of a ferruginous body; a bell was next rung by electricity; and a needle was made to act as the useful prime mover. The Lecturer concluded by pointing out the great value of the recent discoveries in science as illustrative of the truths of Holy Writ; and it was shown that the passage in Genesis, in which it is stated that the Creator commanded light to be and it was, to the existence of sun or moon or stars, is in reality in strict accordance with the most learned philosophers of modern times.

FOREIGN AND PROVINCIAL.

BRISTOL MEETING ON BEHALF OF THE CHEL- TENHAM TRAINING SCHOOLS.—A most extraordinary scene took place at a meeting in the Victo-
The Educational Times.

Suicide of an Undergraduate at Cambridge.—On the 9th May, a jury was empanelled in the Combination Room of Clare Hall College, Cambridge. At the same time the body of Edward Hayman, a Sizar of Corpus Christi College, was discovered. The deceased, who had been residing in the Combination Room of Clare Hall College, was last seen alive on the evening of the 6th May, as he was reported to have left his room at that time. The body was found on the morning of the 7th May, when it was observed that the deceased was lying on the ground, apparently dead. The body was subsequently removed to the dissecting room of the college, where it was examined by the medical officers of the university. The cause of death was ascertained to be suicide by hanging. The deceased was about 21 years of age, and of great intellectual ability.

The New Planet Neptune.—If the period of Neptune's revolution round the Sun is about 21 years, and of great intellectual ability.

Notice of the Present Month, June 1843. Mr. Birch will reside with the Royal Hall, Chester, met together, under the deep interest in the object of the meeting, and the evidence of the occasion, which is intended to be a feeder of the national. In a generative literature than the education of children.—Fiftieth Journal.

The University College, London.—At a recent session of the council the following legacies were announced:—For the college, 100l. duty on the remainder of the period of the college. The University of London, in a description of the college, has been known to be an excellent teacher, and in the education of children, generally. —Fiftieth Journal.

The Infant Schools.—The national schools of our manufacturing districts, we have observed, are conducted more rationally than the education of children.
Passage of Hydrogen Through Solid Bodies. — M. Loutey has stated to the Paris Academy of Sciences, that if a current of hydrogen gas is passed through a capillary orifice, and directed against a sheet of paper held a few millimetres from the orifice, so that the current be perpendicular to it, the paper is traversed by the hydrogen, and gives rise to a colour. This effect has been observed, even while the paper is wet. It is, however, much more apparent when the paper is dry. When the paper is placed against the orifice, or, at least, a very slight distance from it. The pressure under which the phenomenon is produced does not exceed from ten to twelve centimetres of water. To my great surprise, M. Loutey adds, that I have established that hydrogen gas traverses with equal facility gold leaf and beaten silver. Thus, surround spongy platinum with several folds of gold or silver leaf, and direct against it a current of hydrogen, the platinum will remain as if it were a sheet of glass, and gold or silver will adhere to its surface. Behind leaf tin, also, spongy platinum is, in like manner, strongly heated. Through a thin membrane of gutta percha, as if it were a sheet of glass, and gutta percha adds a slight layer of it from a solution in chloroform, hydrogen likewise passes; but hydrogen gas does not sensibly pass through pellicles of blown glass, however thin they may be.

Gutta Percha as a Conductor of Sound. — We lately noticed what may be called a legal admission, and on the very highest authority, of the sponginess of gutta percha as a medium for the transmission of sounds. The material used whenever the great seal of Ireland was affixed to a document, that is, however, it did not supersede another agent, wax; but there are many uses to which gutta percha, and gutta percha per se, is fully applicable. The covering of electric wires, even those used or to be used in submarine telegraphs, so as to secure them from any possible injury by the elements, is one of those applications.

To the many manufacturers of the substance into inkstands, bread-baskets, and such like household things, we need only allude, as manufacturers and workmen are for their elegance and durability.

Another valuable quality has been found to exist in gutta percha, its power in conducting sound. At the works of the Gutta Percha Company in Wharfside, St. Pancras, a tube (which, we believe, is a registered invention) with such powers of conducting sound, that a man may apply one end to his mouth, and the other (for it is of very great length, say 100 feet) to a subdued whisper, or any sound, into one orifice of the tube, the ear receives it from the other—instantaneously receives it, or with hardly a detectable interval. The tube was 100 feet long, and has been traversed. In all places where ready communication is desirable, this invention must be of very great value. In mines, for instance, where a man is shut up, and needs to communicate his wants to another in one part of the interior to another, cannot be forwarded without great delay and trouble, such an apparatus, which may be twisted and fitted and allied any way at small cost, would be an economy of time, toll, and sometimes of life itself, for a timely warning would have saved many a life. The transmission of a whistling sound, ingeniously provided for, would at once draw the attention of those whose business it was to attend to the matter, to any communication to be gutta-perchaed.

The Poet-Schoolmaster. (From the Brighton Guardian.) People are very fond of quoting Thomson’s mandline lines about the “delightful task” of “teaching the young idea how to shoot;” and they have persisted in this so long that they have almost persuaded themselves to believe that the schoolmaster is an enviable occupation for the sensitive, an ambitious, or a poetical mind. Such, however, is not the case. The instruction of youth is the most thankless office in the world. No other occupation, to say nothing of the necessity of always preparing for the next term, is attended with more difficulties. How often, says Robert Lloyd, speaking of the office from bitter experience, said, “I was at once encompassed to show myself to be an imbecile.” To procure a competent tutor, to procure a competent schoolmaster, is a task that requires much skill and judgement. The schoolmaster is a tyrant and a slave; yet his tyranny brings no triumph, his slavery no hope. A century ago, experience, said, “I am a tyrant, and a slave; yet his tyranny brings no triumph, his slavery no hope.”

Newspapers. All the London Morning, Evening, and Weekly Newspapers, and PATENT PEARL-Glass Warehouse and SHOW ROOMS, 596, New Oxford Street, and 3, Hart Street, Bloomsbury, under the patronage, and by special appointment to her most gracious Majesty the Queen, are printed by the firm of Schott and Company. All their binding, and the Border Press, in great variety. Works, Great Hampton Street, Birmingham. — A large assortment of CHAISE TABLES.

Stays Superseded.—The attention of Ladies and Parents is requested to a newly-invented Corset which is intended to supply the place of Stays which have so long assisted to increase deformity and consumption. MARTIN'S PATENT STEEL STAYS are indispensable, and take the place of Stays which have so long assisted to increase deformity and consumption. MARTIN’S PATENT STEEL STAYS are indispensable, and take the place of Stays which have so long assisted to increase deformity and consumption.

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WHOLESALE PUDDING.

With Borwick's German Baking POWDER, PUDDINGS are made so light and wholesome that the most delicate children may partake of them. It saves at least one-half in eggs and butter—in fact, they may be entirely dispensed with. If dripping or lard be used instead of butter in pastry, it removes all unpleasant taste, and deprives it of all its indigestible properties. Yeast Dumplings may be made with it in a few minutes, as it need not stand to rise.

May be had from G. BORWICK and Co., 24, London-wall, London; and all Wholesale Dealers in the United Kingdom; Retail of most Chemists, Grocers, and Druggists.

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The New Patent Albert LIGHT NIGHT LIGHTS are the best, cheapest, most simple and safe, efficient, and economical. In Boxes at 6d., containing 8, 10, or 12 Lights, to burn 7s., 5, or 7 hours each. To be used in the Albert Lamps, at 6d., 4d., or 3d. each. Sold retail by Grocers, Oilmen, Lamp Dealers, and Chemists everywhere.

MADAME COOKE'S fee for removing Grey Hairs is 5s. per hour; Dyeing the Hair, 11s. 6d. Each of the above Preparations sent free to any part of the kingdom for 6s., by money order or postage stamps, to Robinson and Co., 75 High Holborn, London. A large assortment of the above at Masters and Co., 254 Regent-street, near oppositely the Polytechnic; and 7 Mansion House-street, City.

FAULTESS NIGHT LIGHTS.

The Prettiest and most Appropriate PRESENT to a Newly-Married Couple, is one of SWAY'S registered TIME-PIECES, which, from their cheapness, in conjunction with their assured accuracy of performance, will not give universal satisfaction; and, from their extreme cheapness, will come within the limits of the most economical post-office order for 20s., or HENRY SHAW, Time-Piece Manufacturer, 9 South-place, Finsbury, London, will ensure one the following day. Country Agents wanted, to whom a liberal discount will be given.

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Madame Cooke respectfully announces that, from a long experience in the treatment of the Hair, she is enabled in every case to prevent its fall, to increase its beauty and quality, and to prevent its fall, to increase its beauty and quality, and to

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A WEEK'S WASH IN ONE HOUR AND A HALF, WITHOUT LABOUR, BY USING Twelvetrees' GENUINE CONCENTRATED WASHING PREPARATION. A week's wash in one hour and a half, at a cost of 6d., and the Linen rendered of a whiteness. The Preparation is not a Chemical or Potash Liquid, and is warranted not to injure the finest Fabric. Sold by Chemists and Grocers at 6d., 4d., and 3d. each.

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All the leading Journals in the kingdom have spoken favourably of this invaluable process, which is now adopted in most of the Inns, Houses, Public Institutions, Schools, and Families throughout the length and breadth of the United Kingdom; Manufactured only by TWELVETREES, Brothers, Millman-street, Bedford-row, London. Wholesale by Barclay and Sons, Farrington-street; Hanway; Sutton and Co.

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CHEAP WASHING.

Asiatic Specific NAPTHALINE (which J. G. Guthrie, Esq., President of the Royal College of Surgeons, has sent for to Persia in vain,) for the Prevention and Cure of Grey and White Hairs, has been brought to this country by the Physician of eminence from Eastern climes, may be obtained of WM. JERNINGHAM, M.D., Saville House, St. Martin-le-Grand-street, at 25s., 5s., and 5s. each; or will be transmitted free to all parts of the kingdom, with full directions for the application of a money order or postage stamps to the amount.

THE EDUCATIONAL TIMES, 6215, May 29, 1849.
Ainsworth's First Latin-English English-Latin Dictionary abridged, By E. H. Barker. 12mo. bound, 4s. 6d.

Addenda to Howard's, Turner's, and other Latin Exercises; printed for the use of the City of London, sewed, 1s.

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An Abridgment of Ancient Geography, in Short Lessons. By Abbé du Fresnoy. 16mo. cloth, 2s. 6d.

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Per le fanciulle, o Conversazioni Familiari in Italiano from the best French Classics 8vo. 5s. coloured.

Easy Lessons in Morals, History, Biography, &c., Livre de Versions; ou, Guide a la Traduction de

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B. P. WILME'S original analysis of

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fied. A Series of easy and progressive Exercises in Greek Versification. 12mo. cloth, 3s.

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modalization of the Voice, and delineation of the Passions, &c. 12mo. bound, 3s. 6d.

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bound, 2s. Improved Edition, without the Answers.

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Phillips' (Geo.) Brief Treatise on the Use and Construction of a Case of Mathematical Instruments.

Platt's (Rev. J.) Dictionary of English

Synonymes. New Edition. 12mo., 3s. 6d.

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