TO SCHOOL ASSISTANTS.

Wanted, in a respectable Establishment for young Gentlemen, situated by the sea-side, a GERMAN or SWISS ASSISTANT, competent to teach the German Language and Drawing, and having satisfactory testimonials, may hear of Situations without charge to either party, by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

TO SCHOOLS AND PRIVATE FAMILIES.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to acquaint the Heads of Schools, that his REGISTER of NAMES is now open. Assistants and Teachers, having satisfactory testimonials, may hear of Situations (without charge to either party), by forwarding particulars of Education and Address, post-paid, to 131 Fleet Street.

LONDON SCHOOL LIBRARY.

Mr. Law begs to call the attention of all persons engaged in Tuition to his NEW SCHOOL CATALOGUE OF APPROVED EDUCATIONAL WORKS, which will be shortly sent on delivery—apply and apply or forward your School Circular to 131 Fleet Street.

LONDON SCHOOL LIBRARY.
NEW and Cheaper Edition, with Portraits of the Sovereigns. Foolscap 8vo. 5s. cloth.

Mrs. Trimmer's History of England, revised and brought down to the present time. By Mrs. MILNER. With Questions for Examination.

"The editing has been very judiciously done. The work has, indeed, established reputation for the clearness of its genealogical and chronological tables, and for the pervading tone of Christianity."—Church and State Gazette.

Grant and Griffiths, St. Paul's Church Yard; Whitaker and Co.; Simpkin, Marshall, and Co.

INTERESTING CLASS BOOKS.

The British Modern Plutarch; or Lives of Men distinguished in the recent History of Europe. Volume I. By Hugo Reid, Principal of the People's College, Nottingham, 18mo, price 5s. cloth.

One of the most sensible books on the subject of the judgment, and confirm moral and religious principles. —Edinburgh Witness.

渴望和Co. ; Simpkin, Marshall, and Co.

FOR SCHOOLS AND FAMILIES.

The First Book of Geography; specially adapted to the Text-Book for Beginners, and as a Guide to the Younger Reader. By H. Grant and C. H. WEALE, 59 High Holborn.

The PICTORIAL FRENCH GRAMMAR for the use of Children. By M. de la Voye, with 80 Illustrations. Royal 16mo. 2s. cloth.

Also, WILME'S MANUAL OF WRITING and PRINTING CHARACTERS, 26 large Plates, 37 Woodcuts; and B. P. WILME'S original analysis of circulares, with numerous Exercises on each separate country.

Grant and Griffiths, Corner of St. Paul's Church Yard.

This day is published, price 2s., or free by post, 2s. 6d.

THE SCIENCE OF LIFE; or, How to Live, and What to Live For; with ample rules for diet, regimen, and self-management; together with its instructions for securing perfect health, longevity, and that sterling state of comfort and enjoyment, which can only be attained by the judicious observance of a well-regulated course. By a Physician.

KENT and RICHARDS, 52 Paternoster Row; and BELLENGER'S FRENCH WORD AND PHRASE BOOK. New Edition, 1s. 6d. cloth.

ROWBOTHAM'S NEW and EASY METHOD of LEARNING the FRENCH GENDERS. 1s. Grant and Griffiths, Corner of St. Paul's Church Yard.


Lately published, price 7s. 6d.

A NEW SCHOOL ATLAS of MODERN GEOGRAPHY, consisting of Twenty-one Maps, coloured Outlines, from the latest and best authorities.

Also, by the same Author, THE FIRST BOOK for CHILDREN. New Edition, price 2s.

The SECOND BOOK for CHILDREN. New Edition, price 4d. or First and Second Books bound together, 6d.

The THIRD BOOK for CHILDREN. Twenty-first Edition, price 1s.

The FOURTH BOOK for CHILDREN; with numerous Exercises. Twenty-first Edition, price 1s. 6d.

An ABSTRACT of GENERAL GEOGRAPHY, Eighty-eighth edition, price 1s.—The same Work, with Four Maps, 3s. 6d.

A SYSTEM of MODERN GEOGRAPHY, with the Outlines of Astronomy, and the Use of the Globes; with numerous Exercises on each separate country. Ninth Edition, price 2s. 6d.—The same Work, with Four Maps, 3s. 6d.

A NEW MAP of Palestine, price 1s. 6d. Sold by Simpkin, Marshall, and Co.; London: Deighton and Laughton, Liverpool, and all other Booksellers.

Cholera! Cholera!! Cholera!!! —Safety! Safety!!! Safety!!!—This Celebrated Asiatic Specific NAPHTHALINE (which J. G. Guthrie, Esq. President of the Royal College of Surgeons, has sent to the Poor in various Charitable Institutions, and Charities of Cholera, having just been brought to England by a Physician of eminence from Eastern Clinics, may be obtained of W. M. GRANT, M.D., Saville House, Leicester-square, London, at the rate of 3s. 6d., and for families 10s. each, or will be transmitted free to all parts of the kingdom, with full direction for use; receipt of a money order or postage stamps to the amount.

BY HER MAJESTY'S ROYAL LETTERS PATENT.

Masters and Co.'s Improved ROTARY BUFF KNIFE CLEANING MACHINE, by which a dozen Knives may be cleaned and polished in a single minute, even by a child, without the inconvenience of using the same time keeping the knives in good order. They are not liable to get out of order, and will last many years. A trial afforded if required. Prices 2s. 3d., 4s., and 5 guineas each.

Masters' PATENT FREEZING MACHINES, for making Dessert Ices and Rock Ice from Spring Water, and for cooling Wines, Water, &c. at a trifling expense.

Masters' PATENT COOLING DECANTERS, for preserving Refrigerators, which can be used at the same time, and even at lower temperatures than at the same time, keeping the knives in good order. They are not liable to get out of order, and will last many years. A trial afforded if required. Prices 3s. 6d., 6s., and upwards.

A large assortment of the above at Masters and Co.'s extensive Show Rooms, 287 Regent-street, near the Polytechnic, and 7 Mansion House-street, City.

The Process of making Ice, &c., shown daily.

Patent Liquid Glue Depot, 75, HIGH HOLBORN, Opposite the George and Blue Boar, London.

The great success—from the known excellence—of ROBINSON'S PATENT LIQUID GLUE, has given rise to a considerable number of imitations. It is peculiarly adapted as a Text-Book for Beginners. By J. WHARTON, M.A., M.C.P.

One of the most sensible books on the subject of the judgment, and confirm moral and religious principles. —Edinburgh Witness.

With the Patent Liquid Glue you may unite per-
The Educational Times.

PUBLIC PLAY-GROUNDS.

From the statement recently published by the Committee of the National Society for Promoting the Education of the Poor, it appears that within the last five years no less a sum than £76,800 has been expended in building schools and teachers’ residences. The Society has also trained and sent out not less than 1042 Teachers; and for the future will supply upwards of 200 trained teachers annually. In addition to the Training schools immediately under the control of the Committee of the National Society, there have been founded, through the assistance derived from them, Diocesan Training Institutions at Chester, York, Durham, Carmarthen, Warrington, Winchester, Salisbury, Lichfield, Chichester, and elsewhere. Others also are about to be set on foot in different parts of the country, to which the Society has promised assistance. From the same document we learn, that the Church has in her schools nearly a million and a half of children; that the amount in the whole to 23,415; that there are also 4411 paid monitors, and 53,509 gratuitous teachers; that the salaries of the teachers amount to £631,362; and the whole expense of the schools to £874,947. It is also shown that the proportion of the school-going to the entire population has increased considerably within the last ten years. Yet, notwithstanding all this expensive and extensive machinery of education, it is not found that a corresponding amelioration of the moral condition of the people has resulted. We find it, on the contrary, the subject of distinct notice from those whose position and attainments enable them to form opinions which all must respect, that crime is actually on the increase in this country. In the county of Dorset in particular, it appears, from the declaration recently made by the Chairman of the Grand Jury, the Rev. H. F. Yeatman, at the intermediate Sessions, that within the last three years, there has been an increase of 56 per cent. in the number of criminals convicted. That gentleman at the same time observed, that an increase of crime was by no means peculiar to Dorset, and urged upon the Grand Jury “to give their best attention to this serious subject, that the moral pestilence might be stayed, which was now inciting with disease the public health of the country.” An eminent writer, after passing from school to school, National, British and Foreign, Dissenting Schools, Private Schools, and Dame Schools, doubts whether any considerable portion of the children who attended them were “at all benefited by so doing.” Surely engines so mighty as the National Society and the British School Society must be proceeding on an erroneous system, if, notwithstanding the expenditure by one of them of sums so enormous, and the continued operations of a body of teachers amounting to upwards of 80,000, we find the country at large positively more demoralized than before. We entertain sincere feelings of respect for the National Society; we deem its avowed objects every way important; and we are therefore the more concerned at the failure or ill-success of its plans for the religious and moral improvement of the people: but we fear there is something wrong in the principle of its operations.

It has always appeared to us that in the education of the lowest order, whether on the National, British, or any other of the systems adopted broadly in this country, too much attention has been given to the means and form of instruction, too little to its end. Charity children are taught, sometimes successfully, to read, to write, and to cipher: but little instruction, or rather none, is given them as to the objects on which these talents are to be exercised when acquired, and as a necessary consequence of the absence of all training of the taste and of the intellectual appetite, it battens chiefly on the really boisthousome and profligates off a cheap literature, which is made to suit their coarse and uncultivated tastes by appealing to those emotions which are most gratifying to a grossly sensual condition. We are of opinion that a sound system of education for even the lowest orders, would direct attention chiefly to the formation and development of the moral and intellectual faculties, and would place the acquisitions, even the most elementary, such as reading and writing, in a subordinate position. We conceive that such a plan would not only be more efficacious in its results, but that it would actually prove the easiest of application. We would, therefore, commend the extensive use of lessons on objects, and even of experimental lectures, as preliminary to the primer, the reading lesson, and the everlasting slate-work. The result would be, that on emerging from the schools, children would be prepared to enter with intelligence and interest on subjects which at present are sealed to them; and as the demand for any commodity promptly causes a supply, the cheap literature would quickly assume a more healthy tone; and, instead of demoralizing the youthful population, as it now does, it would become a powerful agent in the moral regeneration of that portion of society. We should therefore gladly witness the combination of an industrial feature with those theological and literary elements which now constitute “national education.”

But another and a still more efficient means of moral culture, would be the institution of something like the Palestra, or Gymnasia of the Ancients. As educational means, Play-grounds are quite as important to this serious subject, that the moral pestilence might be stayed, which was now inciting with disease the public health of the country.” An eminent writer, after passing from school to school, National, British and Foreign, Dissenting Schools, Private Schools, and Dame Schools, doubts whether any considerable portion of the children who attended them were “at all benefited by so doing.” Surely engines so mighty as the National Society and the British School Society must be proceeding on an erroneous system, if, notwithstanding the expenditure by one of them of sums so enormous, and the continued operations of a body of teachers amounting to upwards of 80,000, we find the country at large positively more demoralized than before. We entertain sincere feelings of respect for the National Society; we deem its avowed objects every way important; and we are therefore the more concerned at the failure or ill-success of its plans for the religious and moral improvement of the people: but we fear there is something wrong in the principle of its operations.

It has always appeared to us that in the education of the lowest order, whether on the National, British, or any other of the systems adopted broadly in this country, too much attention has been given to the means and form of instruction, too little to its end. Charity children are taught, sometimes successfully, to read, to write, and to cipher: but little instruction, or rather none, is given them as to the objects on which these talents are to be exercised when acquired, and as a necessary consequence of the absence of all training of the taste and of the intellectual appetite, it battens chiefly on the really boisthousome and profligates off a cheap literature, which is made to suit their coarse and uncultivated tastes by appealing to those emotions which are most gratifying to a grossly sensual condition. We are of opinion that a sound system of education for even the lowest orders, would direct attention chiefly to the formation and development of the moral and intellectual faculties, and would place the requirements, even the most elementary, such as reading and writing, in a subordinate position. We conceive that such a plan would not only be more efficacious in its results, but that it would actually prove the easiest of application. We would, therefore, commend the extensive use of lessons on objects, and even of experimental lectures, as preliminary to the primer, the reading lesson, and the everlasting slate-work. The result would be, that on emerging from the schools, children would be prepared to enter with intelligence and interest on subjects which at present are sealed to them; and as the demand for any commodity promptly causes a supply, the cheap literature would quickly assume a more healthy tone; and, instead of demon-
Mr. REYES moved that the Report be received and adopted.

Mr. D'OFFANGE, on seconding the Resolution, congratulated the Meeting on the fact that the object for which the Council had so strenuously laboured, namely, the securing of a Charter of Incorporation for the College, had been obtained. The Institution now rested on an enduring basis, and the attention of the meeting, viz., that in granting various grades of Associates, Licentiates, and Fellows, and especially the latter, the highest distinction the College can confer, it is essential that the fatal error should never be committed of bestowing such distinctions without due consideration; but he had no doubt the public would extend its support and co-operation to an institution which had for its object the improvement of that important class in society who were entrusted with the education of children.

The Report was then received and adopted.

The "Bye-laws" drawn up by the Special Committee, having been considered satisfactory, were approved and confirmed.

BYE-LAWS OF THE COLLEGE OF PRECEPTORS.

The College of Preceptors shall consist of persons favourable to the advancement of Education, whether Principals of Schools, Professor, Grammar, Collegiate, and Proprietary Schools; also of Teachers of Ancient and Modern Languages and Literature, of Mathematics, Science, and Philosophy, all of whom shall have been admitted prior to the date of the Charter, viz., March 28, 1849, and of Assistant Teachers who have passed the Examinations; of Professors of Music and of the Fine Arts.

Principals of Schools established subsequently to the date of the Charter, Assistant Masters, and Masters of Schools supported either by private subscription or public grant, shall be admitted only on passing the Examination.

Ladies engaged in tuition shall be admitted members of the College under the same regulations as specified.

2. Principles of Schools and Teachers established prior to the date of the Charter, desirous of admission into the College, shall be recommended to the Council by a written certificate, signed by two or more members, or other person or persons, according to the size, respectability, which certificate shall specify the Christian and Surname of the candidate, the date at which he established his School or became a Teacher, and his place of residence, according to the following form:

"We, whose names are underwritten, recommend to the Council of the College of Preceptors, if a Principal specify the class of School, if a Teacher the subject taught, and if [name of College] was established in the year [date] at [place]."

Stirling. We would enquire of these gentlemen, who the Established schoolmasters of England are, if they be not the class represented by the College of Preceptors? and we further beg to inform them, that the College of Preceptors is not only recognised, but it is the only body of English schoolmasters recognised by the Government; and that a very slight enquiry into the status of the individuals who compose it, would have sufficed to convince these gentlemen, that the Educational Institute of Scotland could not possibly suffer depreciation by admission into the College of Preceptors.
SECTION IV.—Of General and Special Meetings.

1. The General Meetings of the College shall be half-yearly, viz., on or about the 24th June, and on or about the 24th December, and at such other times as the Council may direct.

2. At the meeting in June the Members shall fill up the vacancies in the College, by occasions for which they shall be called together, either at the annual meeting of the Council, or at any other time, at the instance of two Members.

3. Auditors and persons proposed for the Council shall be nominated by two Members of the College, or, according to the following form, which shall be forwarded to the Secretary thirty days before the date of election:

   "I hereby agree, on being elected, to conform to the laws and regulations of the College of Preceptors, as long as I continue to be a member thereof.

   "A. B."

4. The Secretary shall prepare and send to each Member, fifteen days before the time of election, a list of persons nominated for the Council, and also for Auditors, in alphabetical order; and should these candidates not be elected, their names shall be placed on the list such other names as shall appear most eligible, from amongst the principals of schools who have not had less than ten years' experience in their respective professions.

5. The vacancies in the Council occasioned by the Members annually retiring by rotation, shall be filled up by balloting papers at the Annual General Meeting, thus:—The Secretary having supplied all the Members with balloting papers, they shall erase the names of those gentlemen whom they desire to elect, and return the papers to the office, wise, sealed, signed, and under cover, four days at least before the General Meeting. The President or Chairman having appointed the scrutineers, shall deliver to them these lists, which they shall examine, and return their result in writing.

6. The twelve gentlemen whose names are first drawn shall be declared duly elected Members of the Council.

7. The Secretary shall be empowered to call a Special General Meeting in London, on a requisition signed by ten Members of the College, giving him fifteen days' notice of their desire, specifying the objects of such meeting, of which he shall give ten days' notice to every Member of the Council.

8. Every proposition for an altering or annuling the present or future laws, or making new ones, shall be in writing, signed by at least six members of the Members present, and sent to the Secretary thirty days previous to a General Meeting.

9. A copy of the proposition shall be printed and circulated for the consideration of the Members.

10. Every proposition for altering or annuling laws, or making new ones, shall be determined at the next General Meeting; and if the same shall be carried at that meeting by at least three-fourths of the Members present, the new laws become immediately law.

11. Any business brought before a General Meeting may be adjourned; but no new business shall be entered upon at an Adjourned Meeting.

12. Questions at a General Meeting shall be decided by a show of hands, unless a ballot be demanded by six of the Members present.

13. When the numbers, including the vote of the President, are equal, the question, the President (or Chairman) shall have a second or casting vote.

14. Voting by proxy (except in the case of ladies who are Members of the College) shall be allowed to Members to present more than six proxies at any one time.

15. Members whose subscriptions are in arrear, and those paying less than one guinea per annum, shall have no vote at General and Special Meetings.

16. All officers receiving salaries or emoluments
shall be appointed by the Council; they shall hold their offices respectively, until others shall have been appointed in their stead by a majority of three-fourths of the Members present, at a Special Meeting convened for that purpose; or until the said officers shall resign, or cease to be Members of the College.

17. Ladies, members of the College, shall elect a Committee from their own body, of twelve at least; and who, assisted by the Dean and Secretary, shall arrange their examinations and transmit all business connected with the College at the first of each month; and, with a list of their Officers, to the Secretary of the College, for the approval of the Council; they shall also periodically furnish reports of their proceedings, which shall be laid before the General Meeting of the College, for the purpose of giving and receiving information upon points affecting the respective localities of each Board.

SECTION VII.—Of the Treasurer, Auditors, and Secretary.

1. All moneys received on account of the College shall be paid into the hands of the Treasurer, on the first day of each month; and no accounts or claims against the said College above the amount of $100 (excepted) shall be paid otherwise than by a resolution of the Council, recorded in the Minutes, and by cheque signed by three Members of Council, countersigned by the Secretary.

2. The Treasurer and Secretary shall each find such securities as the Council may think fit, and shall each keep a regular account of receipts and payments which shall be produced at every Meeting of the Council.

3. The Auditors shall examine the Treasurer's and Secretary's accounts every three months; they shall examine every year required, furnish a statement of the monetary affairs of the College, and they shall also prepare a balance sheet to be laid before the General Meeting in January, which shall be the Opening of the College for the inspection of the Members, seven days previous to such General Meeting. The same having been received by the Secretary, and signed by the President, shall be evidence of its approval, and conclusively against all Members of the Corporation.

4. The duties of the Secretary shall be to attend all Meetings of the Colleges and the Council, to take minutes of their proceedings, to convey all letters and communications to the Members, to attend at the Examinations, to receive all donations and subscriptions to have especial care of the Library, to examine nomination papers and certificates, to carry on the business of the College generally, to superintend and execute all orders and resolutions of the Council.

SECTION VIII.—Of the Trustees.

1. The property of the College shall be vested in three Bodies, namely, the College itself, the Council, and the Trustees; and their Officers, in conjunction with the Secretary, shall keep an inventory of all furniture, books, &c. belonging to the College, which inventory shall be presented at the General Meeting on January 7.

SECTION IX.—Of the General Fund.

1. All Donations, Life Members' Subscriptions, and such surplus funds as are not requisite for carrying on the affairs of the College, shall be permanently invested, the interest alone to be applicable to the general purposes of the College. The Council shall regulate the manner after such investments, or occasions may require.

2. All investments shall be made in the names of the Trustees, in Government or real securities; they shall not be made in such securities but by an order of Council, signed by the President, the Treasurer, six Members in Council assembled, and countersigned by the Secretary.

SECTION X.—Of the Benevolent Fund.

1. This Fund, shall be kept distinct from the General Fund, and consist of donations and subscriptions for the benefit of Members of the College, or others, who shall be deemed worthy of assistance, aided by such portions of the General Fund as shall be recommended by the Council and approved by the Members at the General Meeting. These donations, subscriptions, &c., shall be invested in Government or real securities by the Trustees; but no distribution of money shall take place until the interest of the fund invested shall amount to $200 per annum, and in no case shall any part of the principal be distributed to the objects of the fund.

2. All Members of the College who may become totally disabled, as well as Alumni of the College, or deceased members, shall be considered objects of relief; but no member, widow or orphan, shall be eligible unless the member shall have contributed to the College, at least, the amount of five years' subscriptions, except in extraordinary cases to be determined by the Council.

3. Members, their widows, or orphans, requiring assistance, shall apply to the Secretary for the Benevolent Fund, and the same shall be recommended to the Council on the report of the Sub-Committee appointed by the Council, subject to the sanction and revision of the Council.

SECTION XI.—Of the Examinations.

4. There shall be two Examinations in every year, viz., in Commercial, Classical, or Mathematical subjects, and in Literature, Music, and the Fine Arts. These Examinations shall be divided into three classes, and Candidates shall be arranged in three classes, and the results of examination and diploma shall be published.

5. The Board of Examiners shall be composed of the President, the Dean, the Treasurer, and three Members of Council, to be appointed by the Council, with the approval of the Council, signed by the President, the Treasurer, six Members in Council assembled, and countersigned by the Secretary.

6. The subjects of Examination shall be divided into Commercial, Classical, and Mathematical, and the Examinations may be arranged in three classes: the Modern Languages, Science, Literature, Music, and the Fine Arts may have two classes. The subjects shall be partaken of, or examined at least four months before each Examination.

SECTION XII.—Of the Certificates and Diplomas.

1. The Certificates and Diplomas shall specify the particular subjects in which the Candidates may have been examined; and they shall express the grade obtained by the recipient, and shall be signed by the President, or his lesemen, the Examiners and the Dean, with two or more Members of Council, and counter-signed by the Secretary. The Certificates shall be delivered to the Candidates at the Examinations. The Certificates, and the Diplomas, shall forthwith be forwarded to the Dean their qualifications, and at the same time transmit satisfactory testimonials of character and discrimination. No Candidates residing within the district of a Local Board, must have their testimonials countersigned by the President and Secretary of that Board.

2. The several grades of the College of Preceptors shall be those of Associate, Licentiate, and Fellow.

3. Members who do not pass a satisfactory Examination in the theory of the Candidates previously examined, whatever attainments they may possess, and those also who pass in the third class of the Classical or Mathematical subjects, shall be entitled only to a certificate of proficiency.

4. Members who pass in the second class of the Commercial, Classical, or Mathematical subjects, or second class of Modern Languages, Science, Literature, Music, and the Fine Arts, shall be entitled to the Diploma of Associate.

5. Principals of Schools, Teachers and Professors established previous to the date of the charter; Members who pass the first class of the Commercial, Classical, or Mathematical subjects, or first class of Modern Languages, Science, Literature, Music, and the Fine Arts, shall be entitled to the Diploma of Fellow.

6. Those who possess the following qualifications shall be eligible as Fellows:—viz., Unexceptionable skill in the theory and practice of education, together with great distinction in Science, Literature, or the Fine Arts.

Every Fellow of the College on being admitted shall furnish an essay or a lecture, on an Educational topic proposed to him by the Council, which shall be at the disposal of the Council for publication or otherwise. The Council shall have power to refuse the Diploma of Fellow to such persons as are distinguished by distinguished Colleges, and also to those who have conducted schools of acknowledged respectability during a period of twenty-five years, and can produce satisfactory testimonials of their good behavior.

SECTION XIII.—Of the Lectures, Conversations, Model Classes, and Normal or Training Schools.

The above shall be under the direction of the Council, to be instituted, continued, or otherwise as may be considered most advantageous to the Members and Funds of the College.

SECTION XIV.—Of Donations and Bequests.

1. Every person who shall contribute by donation or otherwise to the Library of the College, or to the Benevolent Fund, shall be recorded as a Benefactor; his name shall be read at the next General Meeting, and inserted in this Book.

Thereby, the law of bequests of money charged on lands, (or to be laid out in lands or tenements) to or for the benefit of the College, shall be void by the Statutes of Mortmain.
The scrutiny of the voting lists having been disposed of, the Chairman gave " The Royal Charter, and all that pertains to the Schools, is the foundation and endowment of the Institution; and the object of the Council of the College is to provide for the education of the young, and the instruction of the old, and to promote all that may conduce to the improvement of the human mind and spirit."

The toast having been drunk with enthusiasm; Mr. D. HILL, Q.C., returned thanks, and in a most powerful and eloquent address, advocated the establishment of a system of education, based on a religious and moral foundation, and pointed out the advantages possessed by the Institution as a centre round which persons engaged in educational duties are gathered, and carry out many beneficial objects, which, while remaining isolated from each other, they could not hope to effect. The learned gentleman's speech was received by the company with the most enthusiastic marks of approbation.

In proposing the health of the Chairman, (Mr. WILDE, M.P.), the President of the College, Mr. TURELL, said, "Sir, I am sure it will be gratifying to you to know, that the Council of the College has been duly honoured, he next proposed " The College of Preceptors," and eloquently advocated the advantages possessed by the Institution as a centre round which persons engaged in educational duties are gathered, and carry out many beneficial objects, which, while remaining isolated from each other, they could not hope to effect. The learned gentleman's speech was received by the company with the most enthusiastic marks of approbation.

The healths of "The President of the College," "The Council and Officers," "The Local Boards," "The Law Officers of the Institution," "The Board of Examiners and the Candidates for Examinations" having also been given and appropriately responded to, the company separated.

PRIZE ESSAY ON PLAY-GROUND DUTY.

Play-ground Duty has been grievously misunderstood both by employers and assistants. I have known young men sent into the play-ground with one of the following directions as a summary of all required to do :- See that they don't get over the wall and stroll into the village; that they don't throw stones, tear their clothes, go without hats or jackets, deface the walls, or rob the orchard.

No wonder that the young men mounting guard have shown an animosity born of dislike to the duties which you have rendered to that Institution.

Duty is what a man ought to do in a given circumstance. The play-ground is the scene of boyish recreation; the place where, for the greater number of the leisure hours of his school days are spent; there the peculiarities of youth may be supposed to have their freest development, for there restraint ought to be light, and the stimulus to enjoyment strong.

I refer this from the terms used to designate this department of the school-assistant's labours. In the first place; Duty is what a man ought to do in a given circumstance.

In the second; The play-ground is the scene of boyish recreation; the place where, for the greater number of the leisure hours of his school days are spent; there the peculiarities of youth may be supposed to have their freest development, for there restraint ought to be light, and the stimulus to enjoyment strong.

Duty is what a man ought to do in a given circumstance.
post by disappointment and revenge; and his employer is vulgar and mercenary; let him enter on his professional course in the circumstances of a Squeers and under the auspices of a Squeers, this view of what is usually held to be the most irksome part of his functions may well reconcile him to the charge. However, that his profession with the honesty and zeal of one who feels it his vocation; that he has in his employer one like-minded, ready to encourage all his aspirations to benefit, his charge, and I am confident if play-ground duty will not hold a high place in his affections, and be associated with all that is most noble, most interesting, most self-renewing in the work of instruction. Enthusiasm does not, however, always enable us to lose the sight of excusing our motives it may divert our attention from that which is strictly practical. As play-ground duty must, after all, be a plain and honest task, devolving, in the generality of cases, not on the man of accomplishments, but on the sort of labour who toils to live and scarcely aspires to more—it will be well, in the first place, to take the restricted view of the work which the practice of ordinary schools would suggest; and afterwards to show how the duty is capable of a development corresponding with the highest standards and wishes of a cultivated, refined, and Christian teacher.

This restricted view, it must be confessed, presents at first a cheerless aspect. To keep boys in their places, to play, to foresee and prevent the mischief of unguarded impropriety, to restrain the outburst of all humours; and justly punish the offender; and do all this, without displaying a spirit hostile to the scene and hour, might appear a wise and staggar a benevolent man. Yet the accomplishment of this duty is an exploit, and the execution of it to be a work of patient drudgery, it is an essential branch of discipline, and must be performed. The commission in this case does not rise higher than a charge to protect the persons of the pupils from injury arising from their schoolfellows or exposure to the weather, and property from wanton destruction. Supposing this to be the extent of the charge a mercenary school-master entrusts to his assistant when he introduces him into his circle, how is it to be met? A conscientious man, glancing at the two or three score of lads sporting around him, will rejoin, With unwearied watching and activity, steady judgment and firmness; and the joyous spirit of the man who will turn an indispensable supplement, sustained, impartial, and endearing kindness. The carrying out of such an answer will, however, make him a very different person in the play-ground from the man who struts from end to end of the best sheltered or sunniest side, with the stiffness of a sentinel, and makes the end to end of the best sheltered or sunniest side, the heartiness of look and voice in his intercourse will be, whose invention can devise employment for these intervals, which shall still be recreative, and bear directly on physical development. For such a purpose I think the culture of the senses, a subject inexhaustible and of endless variety, might be well attended to. Sight, hearing, touch, &c. are physical powers seldom cultivated with the warmest aspirings of a cultivated man, the freer postures of fence, do not yield the self-control of a gentleman from injury—I prolong the play-ground to exert the animal life. There, also, he is at every turn, wholesome provocation to exercise every sinew of his youthful and unfledged body. Without encroaching on the province of the nurse, or even coming into collision with the lawful authority of his employer, how much in this respect falls within the functions of the school assistant, whose duties call him daily to the play-ground. In the simplest points that concern the care of the health of small boys and girls, he will find ample opportunities for the exercise of kindliness and care. Above all, the value of the every-day blessing, and the slight tenour on which it is often held, he may restrain the hardy and thoughtless youth who would risk a limb for a leap, or hazard his constitution by a hazardous adventure; and by timely encouragement induce the weak and timorous boy to join in those sports and exercises which frame the system and develop the frame. For poor, weak, shrinking boys, whose recumbent nursery-training, or defective in constitutional vigour, the kindly drawing-out of the usher, and even at times his seeming sternness and raiment, may be of inestimable benefit, when no other hand is near to rescue them from the fearful abyss of sedentary, morbid habits. In the very infancy of an influential teacher will go far. A sound judgment and a kind heart will ingeniously discover what games are best calculated to promote physical improvement, and are least liable to be turned to the opposite purpose. The young man or boy in the play-ground may justly regard his position as an honest pride, if conscious that he possesses an influence which in its daily and silent application gives nerve and sinew, courage and self-possession, to a score of spirited youths, by the simple and humane direction of their daily sports. While anxious for the strength and activity of his charge, he may with equal propriety attend to gracefulness. The forced attitudes of the dancing-master, the freer postures of fence, do not yield the spirit of denial weeding, or complaint unworthy of notice, incident trifling. With the dignity of a man—of a true man—in circumstances of no ordinary trial, he must overwork the spirit of denial, watch vigilantly, endure patiently; catch the vein, screen the helpless, exercise with firmness unwearied kindness to all. The spirit of sacrifice must extend to thought. He must guard against the temper as against ill-temper. With nothing in him calculated to lessen the pure and exuberant mirth.

Not let this constant control and effort be judged superfluous in the discharge of play-ground duty in the restricted sense. It is a mistaken notion to conceive that the eye and voice of a policeman can constable can secure from injury the persons of pupils, or protect property from damage; the self-control of a high-minded man can alone diffuse effectual influence round the play-ground. From this restricted view—the mere protection of persons and property from injury—I proceed to consider how the development of play-ground duty may be rendered commensurate with the warmest aspirations of a cultivated mind in its efforts to do good.

Let the physical welfare of the boys be noticed first. Nothing in the whole routine of school life contributes more to the beauty to promote the pupil's health, and the development of intellectual energies, than the hours spent in the play-ground. There, at least, he is sure of that salutary exposure to light, air, and heat, which the hygeists of the very pronouncement of paramount importance to the healthiness of animal life. Here, also, he is free from the injurious restrains which check the growth or debilitate the frame; and encounters,
chief. Ennui—the bane of adults—has its childhood, which it passes in our play-grounds. The ill-consequences of combining to every one who has thought on mental discipline and recreation as a duty springing from one of the natural delight in expansion, he will feel assured that no proper recreation can or ought to suspend the exercise of his calling, as to overlook the mental improvement of his pupil in the hours of recreation, and to consider it no part of play-ground duty. On the contrary, regarding mental improvement as a duty springing from the highest and most prominent objects of the mind, persuaded of its unwavering activity and natural delight in expansion, he will feel assured that no proper recreation can or ought to suspend the great work of growing wiser; and recreation, when conducted, will develop this marvellous property, inasmuch as it is in itself the true source of enjoyment; persuaded of these principles, he will expect his play-ground duties to further the highest aims of his profession; and he will, moreover, take care that they do so. Stiffness and pedantry must, however, be excluded as carefully as books or slates. The teaching there must be sought after rather than obtruded; be indirect, yet attractive; earnest, but cheerful; like the sunshine, it must be bright, but not dazzling; dispelling everywhere without violence, and, free for all, intrude on none. But while no school studies should find their way into the play-ground, all branches of study should have their application there. While the gay sports around him are the most enjoyable, he will not off "all saws of books," the thoughtful assistant, a lover of his duty, may revolve the dull and monotonous lessons, the drone of which yet reverberates on his ear, and invest the words that are familiar almost to sickness, with a charm, by ingeniously contriving how he may sportively brine about a practical demonstration of him, the assistant loses sight of his vocation, if he generally aspires to. he must take all steps for its suppression, and from study to recreation, in pleasant and fascinating alternations. Here, again, there may be sought from the school-room in books to bear upon the observation of objects in the play-ground; and the intelligence being enganged, the boy will be freed from recreation, which, he is strongly urged to protracted and laborious exercise. In this way information may be sought from the school-room in books to bear upon the observation of objects in the play-ground; and the intelligence being engaged, the boy will be freed from recreation, which, he is strongly urged to protracted and laborious exercise. In this way information may be sought from the school-room in books to bear upon the observation of objects in the play-ground; and the intelligence being engaged, the boy will be freed from recreation, which, he is strongly urged to protracted and laborious exercise.

The principle of evil with which we enter the world often receives the peculiar bias of its development before school-days usually begin; and still more frequently receives that bias from after they have been set.

The latent evil waits to receive an outlet, a direction; this takes place at the first step in social life; so fatally do we act upon one another as tempters and seducers. The bias once taken, it becomes more conspicuous in our unguarded hours. In advanced life, these moments of weakness, or, more properly speaking, these departures from habitual hypocrisy, occur but rarely. In childhood these are the play-hours. Hence the moral aspect of the play-ground.

I confine the duty to one more serious; there is a labor to be checked; the work is so delicate, the responsibility so great. It is, indeed, a parent's, a preceptor's work. There can be no question about that. Custom throws it on the assistant. Let not the assistant bear the responsibility as he ought; he will have his reward.

In the little world around him he will find falsehood, sensuality, vindictiveness. The vices at work will yield all their bitter and inevitable results. The boy will be a prey of soil and trouble to himself; and the more so if he disdains the easy method of putting down such annoyances by coercion, on the conscientious grounds that in such cases coercion only produces the false peace of hypocrisy.

On other points, I have recommended an indirect course as best suited to the freedom of the play-ground; whenever, however, the grave duty of restraining vice and promoting virtue comes under consideration, it would be seen that the conscientious assistant, perhaps, in matters of general discipline, is closely restricted, if not null, on all moral questions? to those principles whenever opportunity presents. Nor must it be forgotten that, in doing this, there are two signal advantages in his case which combine to lighten this view of his duty. Restricted, as there is every probability he will be, in the formal and direct teaching of morals (as in most instances) does not rest with him; and his authority, sufficiently extensive in matters of general discipline, is closely restricted, if not null, on all moral questions! Simply, by embodying in his own practice the most obvious examples of reality, and referring his boys to the visible and illuminated teachings of those principles whenever opportunity presents. Nor must it be forgotten that, in doing this, there are two signal advantages in his case which combine to lighten this view of his duty.

The negative in morals is, I fear, considered sufficient in the school assistant; amply sufficient for play-ground duty. It would not, however, be difficult to show, that high moral qualifications, the highest to be conceived, would find in the play-ground a wide field for exercise. The moralist may find there the most docile, if not the most apathetic, school; there his difficulties will be lightest, his encouragement greatest, his prospect of results most sure. No place presents a better opportunity for observation, for no where is there so little disguise, so much sincerity and simplicity; scarcely any place presents better chances for experience, for there will be found hearts open to receive moral lessons, and time and the process, with sufficient temptation to make the process real, and sufficient shelter to secure it from violent obstruction. All this I apply to morality, not as distinct from religion, but as the result of religious principle, yet considered apart from it for the purpose of preserving a distinction, the reason for which will hereafter appear.

As certainly as the school assistant will have opportunities of observing every grade of mental capacity in the course of play-ground duty, so certainly, and perhaps with still freer manifestations, will he observe the varieties of character which morality recognizes as vices and virtues.

The latent evil waits to receive an outlet, a direction; this takes place at the first step in social life; so fatally do we act upon one another as tempters and seducers. The bias once taken, it becomes more conspicuous in our unguarded hours. In advanced life, these moments of weakness, or, more properly speaking, these departures from habitual hypocrisy, occur but rarely. In childhood these are the play-hours. Hence the moral aspect of the play-ground.

I confine the duty to one more serious; there is a labor to be checked; the work is so delicate, the responsibility so great. It is, indeed, a parent's, a preceptor's work. There can be no question about that. Custom throws it on the assistant. Let not the assistant bear the responsibility as he ought; he will have his reward.

In the little world around him he will find falsehood, sensuality, vindictiveness. The vices at work will yield all their bitter and inevitable results. The boy will be a prey of soil and trouble to himself; and the more so if he disdains the easy method of putting down such annoyances by coercion, on the conscientious grounds that in such cases coercion only produces the false peace of hypocrisy.

On other points, I have recommended an indirect course as best suited to the freedom of the play-ground; whenever, however, the grave duty of restraining vice and promoting virtue comes under consideration, it would be seen that the conscientious assistant, perhaps, in matters of general discipline, is closely restricted, if not null, on all moral questions? to those principles whenever opportunity presents. Nor must it be forgotten that, in doing this, there are two signal advantages in his case which combine to lighten this view of his duty. Restricted, as there is every probability he will be, in the formal and direct teaching of morals (as in most instances) does not rest with him; and his authority, sufficiently extensive in matters of general discipline, is closely restricted, if not null, on all moral questions! Simply, by embodying in his own practice the most obvious examples of reality, and referring his boys to the visible and illuminated teachings of those principles whenever opportunity presents. Nor must it be forgotten that, in doing this, there are two signal advantages in his case which combine to lighten this view of his duty.

The negative in morals is, I fear, considered sufficient in the school assistant; amply sufficient for play-ground duty. It would not, however, be difficult to show, that high moral qualifications, the highest to be conceived, would find in the play-ground a wide field for exercise. The moralist may find there the most docile, if not the most apathetic, school; there his difficulties will be lightest, his encouragement greatest, his prospect of results most sure. No place presents a better opportunity for observation, for no where is there so little disguise, so much sincerity and simplicity; scarcely any place presents better chances for experience, for there will be found hearts open to receive moral lessons, and time and the process, with sufficient temptation to make the process real, and sufficient shelter to secure it from violent obstruction. All this I apply to morality, not as distinct from religion, but as the result of religious principle, yet considered apart from it for the purpose of preserving a distinction, the reason for which will hereafter appear.

As certainly as the school assistant will have opportunities of observing every grade of mental capacity in the course of play-ground duty, so certainly, and perhaps with still freer manifestations, will he observe the varieties of character which morality recognizes as vices and virtues.

The principle of evil with which we enter the world often receives the peculiar bias of its development before school-days usually begin; and still more frequently receives that bias from after they have been set.

The latent evil waits to receive an outlet, a direction; this takes place at the first step in social life; so fatally do we act upon one another as tempters and seducers. The bias once taken, it becomes more conspicuous in our unguarded hours. In advanced life, these moments of weakness, or, more properly speaking, these departures from habitual hypocrisy, occur but rarely. In childhood these are the play-hours. Hence the moral aspect of the play-ground.

I confine the duty to one more serious; there is a labor to be checked; the work is so delicate, the responsibility so great. It is, indeed, a parent's, a preceptor's work. There can be no question about that. Custom throws it on the assistant. Let not the assistant bear the responsibility as he ought; he will have his reward.

In the little world around him he will find falsehood, sensuality, vindictiveness. The vices at work will yield all their bitter and inevitable results. The boy will be a prey of soil and trouble to himself; and the more so if he disdains the easy method of putting down such annoyances by coercion, on the conscientious grounds that in such cases coercion only produces the false peace of hypocrisy.

On other points, I have recommended an indirect course as best suited to the freedom of the play-ground; whenever, however, the grave duty of restraining vice and promoting virtue comes under consideration, it would be seen that the conscientious assistant, perhaps, in matters of general discipline, is closely restricted, if not null, on all moral questions? to those principles whenever opportunity presents. Nor must it be forgotten that, in doing this, there are two signal advantages in his case which combine to lighten this view of his duty. Restricted, as there is every probability he will be, in the formal and direct teaching of morals (as in most instances) does not rest with him; and his authority, sufficiently extensive in matters of general discipline, is closely restricted, if not null, on all moral questions! Simply, by embodying in his own practice the most obvious examples of reality, and referring his boys to the visible and illuminated teachings of those principles whenever opportunity presents. Nor must it be forgotten that, in doing this, there are two signal advantages in his case which combine to lighten this view of his duty.
of great magnitude, in which both responsibility and delicacy combine to increase the arduous nature of the work. A still higher view of play-ground duty will also compel me soon to recur to this part of the subject.

The social character of the play-ground must be kept in view.

The assistant cannot view his work under a more pleasing light. He has a community around him; a community most certainly containing the germ of all that is great or noble, little or base, in larger societies of olden times. These scenes are in a state of efflorescence, already thrown out the upward and the downward shoot, and it falls to his lot to contribute to the settling of the root, and the training of the sprouts of each young and delicate plant. As in a thickly-sown soil much depends upon the nature and culture each particular germ receives, so in the hurry and competition of school life, the hand that clears the way and keeps obstructions off, till the principles are in some degree fixed, and the character takes a right direction, without vigorous growth, discards a duty that can hardly be too highly rated; for it bears some analogy to the holy functions of the spirits who minister to the heirs of salvation in their contest with the invisible foes in the battle of life. And what hand shall be stretched forth in defense of the school-boy novice, appalled and crushed by the social thong that elbows and opposes and strikes over him in all the scenes of school life, and chiefly in the play-ground? With the assistant on the task, almost exclusively, of protecting the weak in this social struggle. The principal cannot be familiar with the details of the young society gathered beneath his roof; the assistant is bound to engage heartily in the struggle, and will do the humane task of raising the drooping head, and stirring the desponding mind, leading the youngest and weakest into the struggle, giving him a position in the mêlée, backing and supporting him there, coming to his rescue when borne down by opponents, commending him when he takes the ground manfully, and right all things, without partiality, with an influence more indirect than manifest, helping him forward in this his first competition with his fellows in the pursuits of life. Who shall tell the evil avoided by such guardianship and faithful culture carried out? What gentle spirits, full of bloom of being, of being and of promise, may not be saved from all the miseries of morbid dejection, by having a hand stretched out to give them confidence by securing success in the first struggle? and in opposite cases how many rash and unstable spirits may have received efficient restraint from such a moderating hand, applied at the only time perhaps in life when such spirits obey the curb and submit to guidance. We hear much of female influence, chiefly the mother’s, in the formation of character; I readily give it the first and highest place; but in the scene that follows next to the nursery—in its spurring on and taming— I think it is in the school assistant’s power to claim the second rank in the scale of influences that form the social character of the whole man, and self-respect. Such spirits obey the curb and submit to guidance. We hear much of female influence, chiefly the mother’s, in the formation of character; I readily give it the first and highest place; but in the scene that follows next to the nursery—in its spurring on and taming—I think it is in the school assistant’s power to claim the second rank in the scale of influences that form the social character of the whole man, and self-respect.

THE EDUCATIONAL TIMES.

most powerful stimulus, most genial fostering, most just direction, most judicious check, if not from the almost only author of it, is so competent a witness of all its daily promptings, aspirations, and endeavours? In self-respect there is this anomaly; while its natural tendency seems independent, while it holds in general the opinion of the opinion, it has the proneness to find in some individual an ideal of excellence, who, thus invested, becomes an authority which it venerates, and to which it all but bows. To hold this influence over one heart and mind, and to have it as high prepossessing; and as by an eternal law of our constitution, the earliest ties the longest last, let the school assistant see to it, that in the unguarded hours of play-time, when self-respect is most wanted, that it comes to his rescue when borne down by opprobrium. Let him see to it; for the means are as manifold as the occasions. A service done, a favour given, an insult offered, a dispute, a wrong, a jest, a snare, a task, a sport, in the opinion of the opinion, it has the proneness to find in some individual an ideal of excellence, who, thus invested, becomes an authority which it venerates, and to which it all but bows. To hold this influence over one heart and mind, and to have it as high prepossessing; and as by an eternal law of our constitution, the earliest ties the longest last, let the school assistant see to it, that in the unguarded hours of play-time, when self-respect is most wanted, that it comes to his rescue when borne down by opprobrium. Let him see to it; for the means are as manifold as the occasions. A service done, a favour given, an insult offered, a dispute, a wrong, a jest, a sneer, a task, a sport, in that in the unguarded hours of play-time, when self-respect is most wanted, that it comes to his rescue when borne down by opprobrium. Let him see to it; for the means are as manifold as the occasions. A service done, a favour given, an insult offered, a dispute, a wrong, a jest, a sneer, a task, a sport, in its spurring on and taming—I think it is in the school assistant’s power to claim the second rank in the scale of influences that form the social character of the whole man, and self-respect.

Another point strikes me as depriving your correspondent of any standing in the conventional sense, he may get rid of them in this sense altogether, and adhering to the simple idea of self-respect, form thereon, as from a principle, a system of manners, which for absence of affectation; simple grace, and truthful sincerity, shall establish the foundation of all good manners, and all true men, and place the student in an honor of tastes, dispositions, and pursuits? Let the basis of this,—that all is right between the subject of it and his fellow-men; nay more, that all is right between him and the Great Being to whom he is accountable to this part of the subject.

The social character of the play-ground must be kept in view.

It is a quality that originates in all the actions, and as by an eternal law of our constitution, the earliest ties the longest last, let the school assistant see to it, that in the unguarded hours of play-time, when self-respect is most wanted, that it comes to his rescue when borne down by opprobrium. Let him see to it; for the means are as manifold as the occasions. A service done, a favour given, an insult offered, a dispute, a wrong, a jest, a sneer, a task, a sport, in its spurring on and taming—I think it is in the school assistant’s power to claim the second rank in the scale of influences that form the social character of the whole man, and self-respect.

We beg to warn our readers that we by no means consider the College of Preceptors or ourselves in any degree identified with the views and opinions of our Correspondents. It is our wish to afford opportunities for the free discussion of Educational questions, in order that truth may be elicited from the comparison of opinions and facts; therefore we shall, space permitting, generalize the statements of our Correspondents, without regard to our own private sentiments on the topics of which they may treat.

TO THE EDITOR OF THE EDUCATIONAL TIMES.

Dear Sir,—That I may not risk the providential consequence of silence in respect to A College of Preceptors, I will offer you only a very few remarks in return. Your correspondent will not sign his name, and neither will I undertake to answer him in his string of charges, both long and rambling. He must expect me to reply that I think he mistakes the use of the word "abstract." In criticisms of the kind which he has undertaken, we want to know the value of the authority upon which statements and judgments are delivered: we want to know his means and capacity of judging the system which he assails. I have often regretted that periodicals of all kinds everywhere have adopted the way of anonymous communicam. I am well aware that the "Collegian" is not a journal of the—American Biblical Repository is an example worthy of imitation, and its character and value of course stand the higher for this bold and independent manner. I have sat down under this condemnation he has pronounced against others—of "fearing to have their names appear in print,"—in the view of consequences. Another point strikes me as depriving your correspondent of title to regard; he writes of the state of things long past. What is that to the present generation, except as suggesting reason for thankfulness that the present state is not more degraded? What really concerns the nation is, what is the present condition of the great Universities? What now are their failings, wants, and required improvements? What were their advantages and excellences? Your correspondent wishes "the machinery to be perfect and pure." Every one, I suppose, has the same wish; and doubtless the true way is to strive after perfection, though we may be quite sure that perfection in the machinery of the Universities, any more than in any other matter, will never be attained. If your correspondent will tell us what he means by "the University and College systems," he will do good service to the bodies and to their members, and to the country at large. But it is of no use, and very unfair, to make heavy charges in vague and general terms; founded upon one, or two, or three ex-
the Institution could not admit, that if funds cannot be raised to carry out the College includes all denominations, we must have an opinion that they alone would be sufficient, and exist as to the necessity for I have enumerated. Of the necessity for Lecture rooms, have, I believe, no residences attached. And I am willing to proved that we can get no more. A Library-room will be necessary, if, as I shall hereafter propose, too, if the full benefits of residence are to be obtained. In the prime of youthful energy, were vigilantly carried into execution, can any concentration of youth have a better man to the day of their members with the Medical and Law students, and with Clerks in Government and other Public Offices. The one sin with-stained; and this must operate as a check even on walls where they can be observed, but against their being collected together at all. It is admitted, that there is always danger of mutual contamination in gathering men into masses, and that this is aggravated when those so procured are in the hasty-day of their blood and passions. Is there any good in combination? And what advantage is there without its attendant danger? And does not, in this case, the probable benefit vastly exceed the danger of evil? If not, the principle of co-operation must be abandoned altogether; but if it does, and if men must be brought together for any purpose, it is better that they should be lodged in a building, where they can be under surveillance and observation, than scattered at random over a populous and corrupt city? And it is evident, that all students may be, would they not be worse, if there were no Proctors, no College Tuors? and are those who in the town more pure than those in Colleges? Do not the advantages of a collegiate life exist without the constant expectation of discovery, and its attendant consequences, rustication and expulsion; and this must operate as a check even on those who have passed through the course, and must withhold many from straying from the paths of virtue. I do not deny that there is much corruption at Oxford; but where can fifteen hun- dred young men, in the prime of youthful energy, and the exasperation of animal spirits, be collected with so little? and, supposing the College theory were vigilantly carried into execution, can any sin be greater? Is there any loss or fear for his soul? I think not: and therefore I believe that, in spite of all objections, we must provide for Collegiate residence, if we would found an effective Training Institution.

Secondly, If the evils of the Collegiate System are not inherent in the system itself, but are rather attributable to the laxity and remissness of those entrusted with its working, the advantage may be taken thereto point out the benefits arising to students from residence; and if they shall seem sufficiently great to convince of the advantage of having buildings to accommodate the commodious residence which I have mentioned, will be but necessary appendages to them. The first advantage derivable from residence would be the superior opportunities afforded by it for a vigilant moral control over the students. This at once implies the residence of the Professors, as well as of the students. It would be a part of this duty to watch over, and protect the morals of the students. This point would be facilitated by the fact that the residence of the students would be conducted without them. But some may be of opinion that they alone would be sufficient, and that the Professors and Students might live in private houses and lodgings. And I am willing to prove that we can get no more. A Library-room will be necessary, if, as I shall hereafter propose, too, if the full benefits of residence are to be obtained. In the prime of youthful energy, were vigilantly carried into execution, can any concentration of youth have a better man to the day of their members with the Medical and Law students, and with Clerks in Government and other Public Offices. The one sin with-stained; and this must operate as a check even on walls where they can be observed, but against their being collected together at all. It is admitted, that there is always danger of mutual contamination in gathering men into masses, and that this is aggravated when those so procured are in the hasty-day of their blood and passions. Is there any good in combination? And what advantage is there without its attendant danger? And does not, in this case, the probable benefit vastly exceed the danger of evil? If not, the principle of co-operation must be abandoned altogether; but if it does, and if men must be brought together for any purpose, it is better that they should be lodged in a building, where they can be under surveillance and observation, than scattered at random over a populous and corrupt city? And it is evident, that all students may be, would they not be worse, if there were no Proctors, no College Tuors? and are those who in the town more pure than those in Colleges? Do not the advantages of a collegiate life exist without the constant expectation of discovery, and its attendant consequences, rustication and expulsion; and this must operate as a check even on those who have passed through the course, and must withhold many from straying from the paths of virtue. I do not deny that there is much corruption at Oxford; but where can fifteen hun- dred young men, in the prime of youthful energy, and the exasperation of animal spirits, be collected with so little? and, supposing the College theory were vigilantly carried into execution, can any sin be greater? Is there any loss or fear for his soul? I think not: and therefore I believe that, in spite of all objections, we must provide for Collegiate residence, if we would found an effective Training Institution.

Secondly, If the evils of the Collegiate System are not inherent in the system itself, but are rather attributable to the laxity and remissness of those entrusted with its working, the advantage may be taken thereto point out the benefits arising to students from residence; and if they shall seem sufficiently great to convince of the advantage of having buildings to accommodate the commodious residence which I have mentioned, will be but necessary appendages to them. The first advantage derivable from residence would be the superior opportunities afforded by it for a vigilant moral control over the students. This at once implies the residence of the Professors, as well as of the students. It would be a part of this duty to watch over, and protect the morals of the students. This point would be facilitated by the fact that the residence of the students would be conducted without them. But some may be of opinion that they alone would be sufficient, and that the Professors and Students might live in private houses and lodgings. And I am willing to prove that we can get no more. A Library-room will be necessary, if, as I shall hereafter propose, too, if the full benefits of residence are to be obtained. In the prime of youthful energy, were vigilantly carried into execution, can any concentration of youth have a better man to the day of their members with the Medical and Law students, and with Clerks in Government and other Public Offices. The one sin with-stained; and this must operate as a check even on walls where they can be observed, but against their being collected together at all. It is admitted, that there is always danger of mutual contamination in gathering men into masses, and that this is aggravated when those so procured are in the hasty-day of their blood and passions. Is there any good in combination? And what advantage is there without its attendant danger? And does not, in this case, the probable benefit vastly exceed the danger of evil? If not, the principle of co-operation must be abandoned altogether; but if it does, and if men must be brought together for any purpose, it is better that they should be lodged in a building, where they can be under surveillance and observation, than scattered at random over a populous and corrupt city? And it is evident, that all students may be, would they not be worse, if there were no Proctors, no College Tuors? and are those who in the town more pure than those in Colleges? Do not the advantages of a collegiate life exist without the constant expectation of discovery, and its attendant consequences, rustication and expulsion; and this must operate as a check even on those who have passed through the course, and must withhold many from straying from the paths of virtue. I do not deny that there is much corruption at Oxford; but where can fifteen hun-
taper casting its separate rays with more or less of clearness and brilliancy over its own narrow circles. If we had Collegiate Buildings and Institutions, they would still become the magic sunbeam dispense light and heat within his brief limit of space, yet that light and heat would be felt to proceed from the common centre of innumerable parallel rays, which must intersect, if need be, into one common focus of immense intensity and power.

OXONIENSIS.

June 19th, 1849.

P. S. This letter is too long to admit of my entering on the other topics sketched out for this month’s letter.

DIVISIBILITY AD INFINITUM.

Sir,—I was quite aware that the appearance in your distinguished journal of the note I forwarded to you on the subject of “Divisibility ad Infinitum,” would bring down upon me a shower of inane banter and sarcasm from some one of your mathematical correspondents. I care not to avow that I had, in this instance, been guilty of an act little short of impiety, in having given a somewhat uncivilized dandling to a pet paradox, which had lain for ages, slumbering and undisturbed, in the arms of the form geometry. But your very able correspondent Mr. Long does not seem to have felt much injustice in thinking I had, or have, a wish to enter the lists as a combatant, especially since the dispute is about an idea which perhaps, you will remember, when I was writing a short time ago, that your object in forwarding it was rather to obtain from yourself, in your Notice to Correspondents, a short answer as to where the fallacy in the argument lay, than that it should be published. But this is a matter of no consequence.

Mr. Long says, I keep my ideas snugly within the bounds of reason. Of course, my bounds were two parallel lines: and I did not struggle for unreasonableness beyond them. I am found fault with for having applied a proof of the divisibility of lineal magnitude to that of a particle of matter.

I have followed Mr. Long’s suggestion, and tried to have a length; but so far from halving ad infinitum, I found it impracticable at halve. No man nor even woman of common sense would attempt such a thing with any hope of success.

I have followed, Mr. Long’s suggestion, and tried to have a length; but so far from halving ad infinitum, I found it impracticable at halve. No man nor even woman of common sense would attempt such a thing with any hope of success. Mr. Long cannot perform the exploit; nor could even the author of the geometer’s bible.

Mr. Long says, I imagine a line stretching away into space as far as his fancy can reach; the very point, or that of a thing further than which his imagination cannot go, is the precise limit of his line; but where that point lies, your correspondent must ascertain for himself.

But I am told, “we cannot suppose a limit; and if there be no limit, the line may be supposed unlimited, which is all the postulate.” The postulate then, divested of technical slang, is this—there may be no limit. But Mr. Long cannot suppose this. Now, this seems to me to be any thing but the language of that “strict geometrical reasoning which,” as Mr. Long says, “is found on further reflection.” I am unwilling to consider that I have disputed the reasonableness of so bare-faced a postulate; nor less wonder that a science, an exact science, should demand it.

The sixth letter seems to be not an illustration but a sophism; leading to something like a negative truth. And, in his reasoning, he commits the very fault which he himself says he commits with some reserve than accuracy, laid to my charge. He attempts an approximation to some idea which he calls true, by means of some unspecified unit of length.

Mr. Long says, in reference to the diagram, “if the diminishing angle became nothing, the line whose first position is A F would coincide with A B, and would cut off a part from E F equal to its length.” Here is a definition, but not an exact one. For, as geometry is no more than the science of magnitude, we must have lineal magnitudes used for the measure of portions of matter; and with propriety.

It is quite true; that lineal magnitude is a mere concept; a term defined. Surely, geometry is not based on nothing, because the definition is darker than the idea. A line is a point produced. And yet he himself talks of a particle of matter; it strikes me, that something must have it limited sphere, yet that light and heat would be consis of many a geometer, and the spleen of many a common sense; and many a Scholastic pamphlet and sarcasm from some one of your mathematical correspondents. I care not to avow that I had, in this instance, been guilty of an act little short of impiety, in having given a somewhat uncivilized dandling to a pet paradox, which had lain for ages, slumbering and undisturbed, in the arms of the form geometry. But your very able correspondent Mr. Long does not seem to have felt much injustice in thinking I had, or have, a wish to enter the lists as a combatant, especially since the dispute is about an idea which perhaps, you will remember, when I was writing a short time ago, that your object in forwarding it was rather to obtain from yourself, in your Notice to Correspondents, a short answer as to where the fallacy in the argument lay, than that it should be published. But this is a matter of no consequence.

Mr. Long says, I keep my ideas snugly within the bounds of reason. Of course, my bounds were two parallel lines: and I did not struggle for unreasonableness beyond them. I am found fault with for having applied a proof of the divisibility of lineal magnitude to that of a particle of matter.

I have followed Mr. Long’s suggestion, and tried to have a length; but so far from halving ad infinitum, I found it impracticable at halve. No man nor even woman of common sense would attempt such a thing with any hope of success. Mr. Long cannot perform the exploit; nor could even the author of the geometer’s bible.

Mr. Long says, I imagine a line stretching away into space as far as his fancy can reach; the very point, or that of a thing further than which his imagination cannot go, is the precise limit of his line; but where that point lies, your correspondent must ascertain for himself.

But I am told, “we cannot suppose a limit; and if there be no limit, the line may be supposed unlimited, which is all the postulate.” The postulate then, divested of technical slang, is this—there may be no limit. But Mr. Long cannot suppose this. Now, this seems to me to be any thing but the language of that “strict geometrical reasoning which,” as Mr. Long says, “is found on further reflection.” I am unwilling to consider that I have disputed the reasonableness of so bare-faced a postulate; nor less wonder that a science, an exact science, should demand it.

The sixth letter seems to be not an illustration but a sophism; leading to something like a negative truth. And, in his reasoning, he commits the very fault which he himself says he commits with some reserve than accuracy, laid to my charge. He attempts an approximation to some idea which he calls true, by means of some unspecified unit of length.

Mr. Long says, in reference to the diagram, “if the diminishing angle became nothing, the line whose first position is A F would coincide with A B, and would cut off a part from E F equal to its length.” Here is a definition, but not an exact one. For, as geometry is no more than the science of magnitude, we must have lineal magnitudes used for the measure of portions of matter; and with propriety.

It is quite true; that lineal magnitude is a mere concept; a term defined. Surely, geometry is not based on nothing, because the definition is darker than the idea. A line is a point produced. And yet he himself talks of a particle of matter; it strikes me, that something must have it limited sphere, yet that light and heat would be consis of many a geometer, and the spleen of many a common sense; and many a Scholastic pamphlet.

Of underrated teachers none seem to me to have more just grounds of complaint than the French teachers of the French language. Owing to a variety of causes, they are among the worst-paid and the least-honoured of Scholastic drudges. Even from those who do generally desire to give honour where honour is due, they fail to obtain it. Yet, these are the men to be deservd; and I attribute this to the fact that most people look upon the French language as a smattering, superficial, shallow, trifling idiom, unworthy of the profound investigation and long continued study exacted by and conceded to the Latin and Greek tongues; their estimation of the accomplishments becoming in many cases transferred to its professors. During some years it was my bitter fate to experience the mortifications belonging to the French-master’s condition, and I can say with some propriety, that I have exericated me; and now that I can offer impartial testimony, I deem it a duty to my less favoured brethren to send you a few words in defence of the Genius of the French language, which has, me judice, been shamefully viliified by English writers in general—the British Reviewers being especially severe.

I hope to be able to prove that French, as a language, is positively as fine a vehicle for thought and feeling, as any idiom, ancient or modern; and in that sense, and consequently, that teachers of the French language are actually engaged in imparting a kind of knowledge as humanising to British youth as Latin or Greek, and therefore that it is unjust to postpone them, as is so frequently done, to all other teachers on the Scholastic staff.

I imagine the finest language to be that which is, at the same time, the most copious, the most harmonious, the most felicirous in its turns of expression, and the most regular in its construction; that which has the greatest number of words, by which ideas rushing thick and fast into the mind may find expression; that which, by its prosody, most fully reveals the calmer and the more impetuous emotions of the soul. The Greek language has all these merits; the French may be said to possess the same.

The most copious languages necessarily belong to those nations by whom the arts and social intercourse have been cultivated to the highest degree.

The most cultured France belongs to this class, cannot for a moment be questioned. Mr. Hume, in his Essay on Civil Liberty, has the following passage:—

"The most eminent instance of the flourishing of learning in absolute government is that of France, which scarcely ever enjoyed any established liberty, and yet has carried the arts and sciences as near perfection as any other nation. The English are perhaps greater philosophers, the Italians better painters and musicians; but the French are the only people, except the Greeks, who have been at once philosophers, poets, orators, historians, architects, and statesmen. With regard to style, they have excelled even the Greeks, who excelled the English.

Now, however mortifying to our own national pride these strong assertions may be; however we may be disposed to deny one or the other of them, we are bound to regard them with suspicion, emanating as they do from one whose opinions are in some respects so fatally replete with error; yet it must be..."
Of these I have attempted an imitation: Half a dozen short lines on Hope, by Cerutti, are, seem to me to possess a high degree of elegance. I think, inimitable:—

Thou gift of heaven, solace of our woe,
With purest pleasures brightest hours combine.

Le temps ajoute un lustre a to beaute ;
Venge-toi du public ; fais-le jouer encore.

Car enfin qu’est-ce que l’homme dans la nature ?
Un nant à l’égard de l’infâme, un tout à l’égard du moindrement.

To the qualities of copiousness and harmony I now add those of elegance. In the examples I have already given, sufficient opportunity has been afforded of observing the great regularity of the construction of the language, and the absence of those inversions which distinguish the Greek and Latin, which have retained them the title of transitive languages, which render them sufficiently complex, vehicles of thought to require much attention from those who would understand sentences expressed in them, and which therefore render them especially suitable for exercising the inestimable faculties of the youthful mind. The very absence of these inversions constitutes one of the peculiarities of the French language. The fables of La Fontaine afford innumerable examples of the natural order in which the French language, even in poetry, follows the order of ideas as they arise in the mind.

When we enquire into the faculties afforded by the French language for the expression of deep and lasting emotion, the energy of despair, the vehemence of mind and body of revenge; we perceive at once a deficiency arising from the absence of those compound words which abound in the Greek, German, and even in the English languages, and which serve to convey so much localization in a single phrase. In the awful, therefore, the French language is, as compared with our own; and those who, with Mr. Burke, consider the awful and the sublime identical, will scarcely admit its claims to the power of expressing the latter. There is, however, a Sublime, quite distinct from that which is awful; and, in this (which I conceive to be the superior kind), the French language appears to me to excel.

The last feature of a perfect language, according to the definition with which I started, was its power to express, by its prosody, the calmness and the more intense emotions of the mind. Now I cannot refuse to admit that it attains to the last. But even with those standards of verbal beauty, which more than counterbalance the absence of syllabic accent, which characterises the French language, does it maintain this power? but my admission goes no farther, as I maintain at the same time, claim it for a special charm, its verbal münning, which I have somewhere seen estimated at upwards of 400, and which more than counterbalance the absence of syllabic accent.

In proof of this assertion, I need only refer to the celebrated passage in Phædrus of Racine, which bears the title of "La Mort d’Hippolyte," beginning at the line, Cependant sur le des de la plaine liqûide, &c.

In the preceding observations, I have endeavoured to establish for the French language, a claim to copiousness, harmony, precision, and elegance, in a high degree, I have added to it a decided superiority over our own and the majority of modern tongues, for the production of epigram, satire, works of sentiment, and poetry of the lighter kind; I have also declared that it possesses sufficient power to express to be capable of attaining to that condition of speech which is technically denominated the sublime. I purpose now to enter upon the proof of this last assertion in the consideration of itsadaptation for Polite Oratory, and for Epic and Tragic Poetry.

But first, lest it should be imagined that in defending the French language on this last point, I am battling with a phantom of my own creation over which I may expect an easy and a certain triumph, I will take permanent upon any one of the following specimen of precision in language that I know, in the first Pensée, in the fourth article of Pascal.

To the eyes of the Deity, due charm of the human, O divinite Amfié, vous pénérerez nos âmes.

The following lines on Friendship, by Gentil-Bernard, seem to me to possess a high degree of elegance.

Puisque des Dieux, doux charme des humains,
Et que chaque âge m'a rendu le besoin,
Quand on a vu le bel âge ;
evident. However, there is a higher authority than this arrayed against me; for the great Dryden has said the French language and French genius are inexorable of Heroic Poetry.

In proceeding with my enquiry into the fitness of the French language, for the loftier styles of expression, I find the necessity for laying down a preliminary definition of the Sublime, on which they wholly depend; as, otherwise, all my positions might be conceded, without my argument in defence of the French language being eventually established.

The infallible and exclusive characteristic of the sublime, appears to me, to be that, it produces upon persons of every age, disposition, inclination, and pursuit, an immediate impression of majesty, deep and durable in its effects. The unanimous opinion of mankind is, that a sublime idea is a certain proof that a chord has been struck which naturally excites their admiration, and irresistibly appeals to the heart. But to reduce this somewhat vague definition to a more regular form, I will subjoin, such a form as I think the characteristics of the sublime of which Boileau is the author. The views of Burke appear to me incorrect, as he makes terror, in all cases, the basis of the sublime; and those of Longinus are too vague for my purpose.

"The sublime," says Boileau, "is a certain power in language to elevate and delight the soul, and which proceeds either from grandeur in ideas, or magnificence of expression. The latter is the most visible characteristic of the sublime of which we have an unexampled turn of expression; either taken separately or conjointly, which latter condition constitutes the perfect sublime."

Permit me now to adduce a few specimens of French, which seem to me to fulfill these conditions. In the first, the whole sublimity lies in the ideas, and Longinus furnishes an example in an anecdote of Alexander, to whom Darius had offered him his empire and the half of his empire. On this occasion Parmenio said to Alexander; "If I were Alexander, I would accept these offers;" "And so would I," replied the prince, "if I were Parmenio."

Nothing can be more simple, more natural, or more sublime, than the reply which does not make a long speech on the occasion; he does not rant to exhibit his greatness of soul; but in these few words it is completely displayed.

Corneille offers an example of a similar kind in the tragedy of Les Horaces, when the aged father of the Horatii, transported with the love of his country, hears that his only surviving son has fled before the Curiatii, in reply to the question "Perdez l'aveugle erreur dont vous etes seduite, Contra taut d'ennemis que vous reste-t-il?" (Perdiz the blind error of which you are seduced, against all your enemies what remain to you?) Medea replies—

"Moi! dis-je—et c'est assez." (Moi! I say—and it is enough.) In this celebrated "Moi," we have the "Mediterranee" of Seneca; and who will venture to say, that the language of the Roman tragedian is in this instance more sublime than that of the Frenchman? Next to the sublime in idea, is the sublime of expression; and of this I may also take a specimen from the admirable poem of Voltaire; I speak of the Deutches Ernien. In describing the death of Pompey, he says:

"Et son dernier soupir, est un soupir illustre."

Here we have the segue probat morior of Lucan; nor do I imagine this idea could be more happily or more concisely rendered. But perhaps nothing can be found to surpass the last line of this tragedy, in which Corneila says to Caesar:

"Ciel que de vertus vous me faites lair!"

Sublimity of expression is that which especially strikes the mind; it is an electrical spark which fires a chain of ideas, and causes them to penetrate into the most remote recesses of our intellect. It depends essentially on the choice and arrangement of words, on their mutual support and embellishment. The truly sublime possesses also this characteristic, that it raises us in our own estimation as we meet with and appreciate it, as though we ourselves were in some way or other connected with the noble deeds we hear recounted.

There now remains for me only to adduce an instance of the union of sublimity of idea with sublimity of expression. I have selected a passage in which M. Racine, at the scene, of which Alber, one of the chief officers at the Court of Judah, represents to Joad, the high-priest, what he is to fear from the resentment of the impious Queen. He addresses him in these words:

"Croyez moi, plus j'y pense, et moins je puis douter, Que sur vous son courroux ne soit prat d'éclater, Et que de Jezebel la fille sanguinaire Ne vienne attaquer Dieu jusqu'en son sanctuaire."

To which Joad replies—

"Celui qui met un frein à la furie des fureurs, Sait aussi desconcerter les plus promptes, Soumis avec respect à sa volonté sainte, Je crains Dieu, Cher Alber, et n'ai point d'autre crainte."

In the four last lines we have the perfection of the sublime, grandeur of thought, purity of feeling, magnificence of language, and harmony of expression; and the advocate of the French language may truly challenge the literature of any country, or of any period, to adduce a passage more graceful to a judicious taste.

If that which I have already submitted to you has gained your assent, there can be no further necessity for the language of Seneca, or for any other language, to represent the ideas with which my views will be received; previ-

ous or, however, to their being condemned, I would observe, that it is not common for men to possess so intimate an acquaintance with any foreign language as is needed to appreciate fully the merits of a literary composition, so much of the peculiar character of the language is lost to him, which is wanting in the peculiar fitness of the expressions selected to represent ideas. In the French language terms nearly synonymous abound, and many of their distinctions are not sufficiently obvious to be conceived without a minute critical knowledge of the language, one which very few persons, even among those who speak it, have taste or leisure to acquire. We must, besides, call to mind, ere we pronounce judgment on the literary compositions of the French, or any other foreign-country, that a nation has in itself the genius for the national literary tastes; and to use a vulgar but expressive metaphor, "We must not measure other people's corn by our own bushel."

The varieties of associations, of customs, of manners, and of climate, produce an infinity of characters of sublimity. And as every nation has its pecu-

nary tastes, it is only by the works of the best authors that we can form a just estimate of the national literary taste. Italy, Germany, and France having each its peculiar national taste, the works of their genius, to be appreciated by us, must be perused with the feeling, the ideal, and the spirit, of the Englishman, the German, or the Frenchman; and to each and every one of these much of that which we are accustomed to regard as sublime in the masterpieces of our most admired authors, appears to us in a different light. We must, therefore, unless we would be but the scribblers of the world, consider ourselves as those of the ancients are to us. Whatever the language, that work which genius supports can never fail into oblivion.

I am fully aware that this is the unpopular side of the argument, and that we are almost universally inclined to regard the French as an easy talker-talker kind of language. I am not, therefore, without apprehension as to the feeling with which the majority will receive this paper; preti-

ously, however, to their being condemned, I would observe, that it is not common for men to possess so intimate an acquaintance with any foreign language as is needed to appreciate fully the merits of a literary composition, so much of the peculiar character of the language is lost to him, which is wanting in the peculiar fitness of the expressions selected to represent ideas. In the French language terms nearly synonymous abound, and many of their distinctions are not sufficiently obvious to be conceived without a minute critical knowledge of the language, one which very few persons, even among those who speak it, have taste or leisure to acquire. We must, besides, call to mind, ere we pronounce judgment on the literary compositions of the French, or any other foreign-country, that a nation has in itself the genius for the national literary tastes; and to use a vulgar but expressive metaphor, "We must not measure other people's corn by our own bushel."

The varieties of associations, of customs, of manners, and of climate, produce an infinity of characters of sublimity. And as every nation has its peculiar national taste, the works of their genius, to be appreciated by us, must be perused with the feeling, the ideal, and the spirit, of the best authors that we can form a just estimate of the national literary taste. Italy, Germany, and France having each its peculiar national taste, the works of their genius, to be appreciated by us, must be perused with the feeling, the ideal, and the spirit, of the Englishman, the German, or the Frenchman; and to each and every one of these much of that which we are accustomed to regard as sublime in the masterpieces of our most admired authors, appears to us in a different light. We must, therefore, unless we would be but the scribblers of the world, consider ourselves as those of the ancients are to us. Whatever the language, that work which genius supports can never fail into oblivion.
turgid and absurd, because they cannot view it through the same medium as ourselves. As proof of what I am now advancing, I need only refer you to Voltaire's double translations of the celebrated sonnet:—"To be or not to be." In the one he has rendered the language of Shakespeare into perfectly grammatical French, and the result is a barbarous affair indeed; into the other he has infused the ideas and spirit of a poet, and has couched them in splendid parallelology; but Shakespeare has lost, his sentiment indeed are there, but they no longer find an echo in the hearts of Englishmen. Ducis found it necessary to change, not the language only, but the whole plot of Hamlet, to make it even tolerable on the Parisian stage. Racine, Voltaire, and Chateaubriand have all very easily essayed to translate Milton's magnificent apostrophe of Satan to the Sun; and their attempts have only proved the difficulty of the task.

"Toi qui contrains la nuit à retirer ses voiles,
Toi dont le front brillant fait pâlir les étoiles,
Ta splendeur, ô soleil rappelle à ma memoire
Quel éclat eut le mien dans le temps de ma gloire;
Devant qui leur éclat disparaît et s'enfuit,
Image du Tres-Haut qui regla ta carrière,
Toi qui semble le dieu des cieux qui t'environnent,
Toi qui couronne d'une gloire incomparable,
Sur la voute des cieux élevé plus que toi,
Image du Tres-Haut qui regla ta carrière,
Helas j'eusse autre fois eclipse ta lumière,
Mais je ne suis qu'un miroir des immortels,
Et qu'appelle le ciel aujourd'hui une étoile?
Toi qui contrains la nuit à retirer ses voiles,
Toi qui contrains la nuit à retirer ses voiles,
Toi qui contrains la nuit à retirer ses voiles.
"  

Racine's version is—

"Toi dont la frontière brillante fait pâlir les étoiles,
Toi qui contrains la nuit à retirer ses voiles,
Triste lueur à mes yeux qui dors et qui prévoit,
Que ta clarté m'afflige, et que mon cœur te sent;
Ta splendeur, ô soleil! rappelle à mon esprit
Quel éclat eut le mien dans le temps de ma gloire;
Élevé dans le sommet des cieux,
Je me voyais comblé des bénéfices que sa main
Sans jamais se lasser versait en abondance;"

Voltaire's translation is more spirited.—

"O Thou that with surpassing glory crownest,
Look'st from thy sole dominion like the God
Of this new world, at whose sight all the stars
Hide their diminished heads—To thee I call,
But with no friendly voice, and add thy name,
O Sun—to tell thee love I hate thee because,
That bring to my remembrance from what state
I fell, how glorious once above thy sphere."

Chateaubriand's is in prose, and absolutely literal.

"O Toi qui couronne d'une gloire incomparable,
regardes du haut de ton empire solaire comme le
Dieu de ce monde nouveau! Toi à la vue duquel
toutes les étoiles enhébrent leurs ténèbres,
crie vers toi, mais non avec une voix amie; je ne pro-
nonce ton nom, ô soleil, que pour te dire combien je
hais tes rayons, &c."

The failure of such men as these should, I think, induce us to pause ere we translate the works of French writers, and condemn them on our own translation; and we may be sure, that by far the greater number of critics do mentally convert the language of the Foreigner into their own, and judge him by this unconscious transla-
tion. They get the meaning, but the brilliancy, the vividness, the elegance of the expression vanishes in the transfer. The flower is not to be extracted from the crucible in any other shape than ashes; its component parts may be there, but the spirit has gone off in the distillation.

MATHEMATICAL QUESTIONS AND SOLUTIONS.

Solution to Equation in June Number.

\[2x (1 - x^2) = (1 + x^2)\]
\[\Delta = 4x^2 - 4x^2 = (1 + 2x + x^2)\]
\[\Delta = 4x^2 + 4x^2 = 2x^2 - 4x^2 + 1 = 0\]

Dividing by \(x^2\),

\[x^2 - 1 + x^2 = 1 + 2x + 1 = 4\]
\[or (x + 1)^2 + 3 \frac{1}{2} (x + 1)^2 = 4\]

This Equation is in both Warton's and Land's Algebra.

J. W.

Chester, 15th June, 1849.

Answer to Question proposed by Geometricus in June Number.

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 the perpendicular, to construct the triangle.

Con. Take AB equal to the given base; and draw AG making BAG equal to the given angle; bisect AB in E, and erect the perpendicular in E\textsuperscript{E} meeting AG in F; and take GF a fourth proportional to 2AE, EF, and the given sum; join FG, and upon GF draw a line apply at E\textsuperscript{E} equal to a fourth proportional to FA, 2AE, and GS; then draw EC parallel to bs, meeting BG in C, join BC, and ABC is the triangle required.

Dem. Demit CD perpendicular to AD in D; by construction, and similar triangles, \(2AE, 2AE\); \(EC, CE\); and by parallel lines \(AF, AF\); \(EF, EF\); \(CE, CE\); \(CE - CD = \text{the given sum}\); \(AB, AB\), and angle BAC, are equal to those given. Q.E.D.

ANSWERS TO CORRESPONDENTS.

In consequence of the space occupied by the Report of the Meetings of the College of Preceptors, we are compelled to reserve several communications for our next Number.

The next Number of the Educational Times will contain the Address delivered to the Candidates for Diplomas, by the Rev. John Hild, M.A., Senior Moderator, &c. &c. &c. It will also contain the report on the results of the Examinations, by the Rev. R. Wilson, D.D., Dean of the College.

REVIEW.


The writer of this Essay sets out with proposing three separate enquires. First, how far the critical study of Grammar as a science is calculated to aid in the work of mental development; secondly, what peculiar advantages for this purpose are possessed by the grammars of the Greek and Latin languages; and, thirdly, how far these reasonings and enquiries apply to British schoolmasters. The first two divisions of his subject are of a somewhat hackneyed character, and we are not of opinion that he has added any new light to that which the late Bishop of Glasgow, Dr. Mark Russell, Professor Pillans, and scores of other eminent writers and lecturers on the subject, and previously caused to shine thereon. In his introductory remarks, however, we meet with some observations of a practical character, which incline us to believe him to be an attentive observer of the characters and dispositions of boys. Among these we distinguish, as being apt and desirable, by many teachers, his assertion that "a foolishness for light, imaginative literature will sometimes acquire a sort of sovereignty over a boy's mind, and indispose him for the severe discipline of study, and for the still more invincible active life." This is often disregarded by teachers, who conclude, that although they are bound to prevent their pupils from indulging in reading of a decidedly immoral tendency, their duty does not extend to interfering with them in their enjoyment of the dissipating effects of the current literature of the railway book-stall. It is the third point of the writer's enquiry to which we looked most interest, as being one of the earliest published declarations on the subject of Classical instruction, emanating from one of the Teachers of the lower orders, and published at the request of an Association of Teachers of the same class. We hoped to meet with some explanation of their peculiar condition, and of the special operation of this study on them. In this, however, we were disappointed. The circumstances would have given the author's opinions an additional value to that which we feel inclined to assign to them as their intrinsic worth. He states his reasons for recommending the study of the Greek and Roman Classics to British teachers to be two-fold—the first, because nothing concerning the general abstract principles of education can be alien or uninteresting to them; and the second, because it is the duty of every teacher continually to enlarge the sphere of his knowledge. In the same way, it is recommended to every teacher in every sphere of action, as well as to the teacher in the British schools.


2. The Model School. By W. S. Unwin, M.A.

Two inaugural discourses delivered at the opening of the schools founded in Jewin Street, by the Congregational Board of Education, and furnishing an exposition of the principles upon which they are established, and the plans on which they are to be conducted.

It is hardly necessary to tell our readers that the distinctive feature of the Congregational Board of Education, is the entire rejection of Govern-
ment aid or interference for the support or direction of their schools; they affirm Government money or power employed in popular education to be of necessity not only dangerous to liberty, but injurious also to the object it professes to promote. To our own minds it is evident, that we can even imagine a condition of things in which the State should render efficient aid in the education of the people, without the slightest infringement of the rights of conscience, or the least interference with civil liberty; and we conceive that we view with much jealousy and suspicion the course which the Government is now pursuing, a course which we must, we conceive, terminate ere long in the extinction of all schools, except those which may be under the exclusive control of the Church or of the State; and under these circumstances, we are glad to find the friends of civil and religious liberty actively endeavouring to remedy the evils of popular ignorance in their own way.

Mr. Wells directs his attention chiefly to the principles of education put forth by the Purely Voluntary System, and to the condition of the Congregationalists as an Educational body. He states the latter to be "few in number, deficient in resources, unimportant even with many friends of education, and convinced that an arduous work among many established and powerful institutions already in possession of wide portions of the field to be cultivated." Still he is full of hope, and draws a brighter picture of the prospect than this declaration would indicate.

In one opinion forcibly expressed by Mr. Wells we do most heartily coincide, in its application to schools for the lower orders; we fear its concluding sentence will not be found to apply to the upper classes. He says:

"That which pretends to be more than it really is—all that is weak and low—whatever is lifeless and formal—is positively injurious. To extend it widely is to effect the more injury and mischief. Wretched teaching not worthy of the name of education—schools that are but assemblies of outgrown children—serve a sham and a delusion. And what condition comes into fair and open play, this truth is discovered and applied. The hollow and defective is beaten by the sound and substantial, whatever is noble and well cultivated." And that sweet smile of perfect peace

Gently her heavenly Father's hand
Hath led her to that glorious land;
And even her slightest wish attend;
But the still voice of heavenly love
Hath called her to her home above.

Christian Education. By Philoternus, Member of the Incorporated College of Preceptors. Nisbet.


Social Distinctions, or Hearts and Homes. By Mrs. Ellis. Simpkin and Marshall.


A Protestant Catechism for the use of Schools. By the Rev. B. Richings. Seeleys.

UNIVERSITY INTELLIGENCE.

OXFORD, June 7.

The delegates of the University Press, having represented to the Board of Heads of Houses, the pressing necessity between the press and the surrounding district of Jericho, the fund of the press may reasonably be charged with a contribution in aid of the general plan of drainage adopted for that neighbourhood; it was, therefore, proposed in convocation this morning that the sum of £200 from that fund be appropriated for the above mentioned purpose, which received the unanimous approbation of the house.

In congregation Holden immediately afterwards, the following degrees were conferred, viz.:—

M alors of Arts.

Sir F. A. Gore Oaseley, Bart., Christ Church, senior commoner; John Wycliffe King, Oriel College, grand compounder; William Scottce, Fell exhibitor, Christ Church; Rev. J. Webster Parker, Brasenose College; Rev. R. Wilson, Lincoln College; H. M. Nevil Storey-Maskelyne, Wadham College; Rev. Henry Stedman Polechurch, fellow of Pembroke College; James William McDonal, scholar of Pembroke College.

Bachelors of Arts.

Henry Charles Lopez, James John Hornby, William Presland, Warbleton College; John Montcliff Furness, Merton College; James Leytes, Balfour, Queen's College; John Walker, Burton; Dr. Magee, Magdalen College; Frederick Burges, George Lloyd Nash, student, Christ Church; Charles Cornish, Pembroke College; William Tatell Allen, St. Mary Hall.

The Colonial Law Scholarship, of the value of £200 per annum, tenable for three years, has been awarded to Mr. John Conington, fellow of University College, and formerly fellow of Merton College. Mr. Conington's name appears in the first class in "Literis Humanisimus" in Michelinam Term, 1846. In 1844 he successfully competed for the Ireland Scholarship and for thetm Ch. Church, commoner of Pembroke Coll. Koe, F. Pemberton, exhibitioner of Pembroke Coll.

Questions and Answers, on useful and interesting subjects, in a style suited to the capacities of very young children. By SUSANNA MARY PAUL.

London: Reelf and Fletcher. 3rd edition.

A little book well calculated for the purpose it has in view,—that of imparting to young children, in a very easy and familiar manner, some of the general knowledge commonly deemed necessary to be possessed by a correct idea of the use of Schools, or even of private pupils; but we are of opinion, that, as a toy, it would prove a far more valuable present to a child than most of the aimless story-books, and unfledged novels, with which the rising generation are too liberally supplied.

Historical Recreations. By Miss BROWN Longman and Co.

A well-imagined idea, skilfully executed, furnishing not only an easy, but almost painless means of imparting children an acquaintance with the leading events, facts, and anecdotes of History. We are very far from approving of a substitution of any such play-book for properly constructed abridgments of History for the use of Schools, or even of private pupils; but we are of opinion, that, as a toy, it would prove a far more valuable present to a child than most of the aimless story-books, and unfledged novels, with which the rising generation are too liberally supplied.

Sketches of Character, and other Pieces, in Verse. By ANNA H. POTTS.

This little volume is a collection of poetical effusions on subjects of universal interest. Many of them are remarkable for their graceful simplicity and the absence of pretension, while some exhibit no inconsiderable degree of humour. The fair authoress passes "from grave to gay, from lively to severe," with a refreshing ease, and in many passages displays much feeling on subjects of domestic interest. We subjoin one of the shorter poems as a fair specimen of the contents of the volume.

DEATH OF THE YOUNG.

He gave his beloved sleep.
Who on that youthful form could gaze
Next the same fond, smiling baby days?
Yet who lingering watched the face,
Might there the spirit's calmness trace;
And that sweet smile of perfect peace
Hade pity a fainter manner wear.

Gently her heavenly Father's hand
Hath led her to that glorious land;
And even her slightest wish attend;
But the still voice of heavenly love
Hath called her to her home above.

Rudiments of Astronomy elucidated by the Astrorama, a Concave Representation of the Heavens, calculated for many purposes to afford a sufficient substitute for a Celestial Globe; having in some respects the advantage of the more costly and less portable instrument. The Astrorama is in a manner as to represent the stars of all the inhabited regions; they are formed on the concave surface of the instrument, calculated for many purposes to afford a sufficient substitute for a Celestial Globe; having in some respects the advantage of the more costly and less portable instrument. The Astrorama is in a manner as to represent the stars of all the inhabited regions; they are formed on the celestial globe, may be worked in the two, most of the problems, &c. usually performed on the celestial globe, may be worked in the same manner, and the impediments to the understanding of the young pupil which the convex surface of a sphere, and the equally unnatural form of the planisphere, necessarily produce. We cordially recommend the instrument to the account of lady-teachers, as being well suited to facilitate the early lessons of their pupils.

In one opinion forcibly expressed by Mr. Wells we do most heartily coincide, in its application to schools for the lower orders; we fear its concluding sentence will not be found to apply to the upper classes. He says:

"That which pretends to be more than it really is—all that is weak and low—whatever is lifeless and formal—is positively injurious. To extend it widely is to effect the more injury and mischief. Wretched teaching not worthy of the name of education—schools that are but assemblies of outgrown children—serve a sham and a delusion. And what condition comes into fair and open play, this truth is discovered and applied. The hollow and defective is beaten by the sound and substantial, whatever is noble and well cultivated."

Mr. Unwin's discourse embraces the principles of education, physical, intellectual, moral and religious; of these it furnishes a clear and interesting summary. He touches also upon the three systems of teaching, and concurs in the opinion that the general arduous work among many established and powerful institutions already in possession of wide portions of the field to be cultivated. Still he is full of hope, and draws a brighter picture of the prospect than this declaration would indicate.

In one opinion forcibly expressed by Mr. Wells we do most heartily coincide, in its application to schools for the lower orders; we fear its concluding sentence will not be found to apply to the upper classes. He says:

"That which pretends to be more than it really is—all that is weak and low—whatever is lifeless and formal—is positively injurious. To extend it widely is to effect the more injury and mischief. Wretched teaching not worthy of the name of education—schools that are but assemblies of outgrown children—serve a sham and a delusion. And what condition comes into fair and open play, this truth is discovered and applied. The hollow and defective is beaten by the sound and substantial, whatever is noble and well cultivated."

Mr. Unwin's discourse embraces the principles of education, physical, intellectual, moral and religious; of these it furnishes a clear and interesting summary. He touches also upon the three systems of teaching, and concurs in the opinion that the general arduous work among many established and powerful institutions already in possession of wide portions of the field to be cultivated. Still he is full of hope, and draws a brighter picture of the prospect than this declaration would indicate.

In one opinion forcibly expressed by Mr. Wells we do most heartily coincide, in its application to schools for the lower orders; we fear its concluding sentence will not be found to apply to the upper classes. He says:

"That which pretends to be more than it really is—all that is weak and low—whatever is lifeless and formal—is positively injurious. To extend it widely is to effect the more injury and mischief. Wretched teaching not worthy of the name of education—schools that are but assemblies of outgrown children—serve a sham and a delusion. And what condition comes into fair and open play, this truth is discovered and applied. The hollow and defective is beaten by the sound and substantial, whatever is noble and well cultivated."
in their effects upon a Nation," to Mr. Edward St. John, fellow, University College.


Sir R. Nelson, the Prize, English Essay, "Cæsar's Invasion of Britain," has not been awarded. The reason assigned is, that amongst the various compositions sent in, none present any claim to the prize. Such a circumstance has not occurred since the foundation of the prize in 1805.

The election is vested in members of Convocation. The following members of the University of Cambridge were admitted as candidates:

The Venerable Archdeacon J. Jones, M.A., St. John's College.
Rev. J. Pedder, M.A., St. John's.
Rev. C. Abraham, M.A., King's College.
Rev. J. Morant, M.A., Magdalen College.

In a convocation held this morning, the proposed grant of £200 for the purpose of providing such instruments as would be necessary to carry out the bequest of the late Sir R. Newdigate, for the establishment of a general museum, was held by the Rev. W. Sewell, president, in the chair—at which the following degrees were conferred, viz.:

B.A.

S. Sheep (according to the present standard) in the first class for the Classical Tripos examination in the preceding January.

The examiners previous to the examination, when the papers set by each examiner shall be submitted to his college, shall be nominated every year by the colleges whose students are admitted as candidates, and shall be responsible for the questions as arise immediately out of such passages; on the morning of the sixth day a paper of questions shall be given in examination.

That each of the examiners shall receive twenty pounds for the approbation of the Senate the following:

12. That the foregoing regulations shall not interfere with the ordinary examinations nor with the examinations for mathematical honours in the preceding January.

11. That each of the examiners shall receive twenty pounds for the examination for such degrees is concerned, shall have afterwards passed in the said respects of the said paper, the same shall be submitted to the examiners so nominated shall, if elected by the Senate, the sixth day; the hours of attendance being from nine till twelve in the morning, and from one till four in the afternoon.

10. That the names of those persons who shall pass the examination for credit shall be placed in three classes, of which the first and second shall be arranged in order of merit, and the third alphabetically.

9. That the classes shall be published by the examiners at the close of the fourth Thursday after the end of the examination.

8. That the names of those persons who shall pass the examination with credit shall be placed in three classes, of which the first and second shall be arranged in order of merit, and the third alphabetically.

7. That no person who has gained shall be allowed to attend the examination, unless he shall have previously given satisfactory evidence, such as is prescribed by the Senate, of having obtained satisfactory evidence of standing in the examination in the Lent Term of 1851, together with the other two examiners.
nominated and elected according to the provisions of
Rule 4.

(Signed H. W. COOKSON, Vice-Chancellor.
H. PHILLPTO.
J. HEMMERS.
W. H. BAXENDON.
W. H. THOMPSON.
EDWARD WARTER.
E. E. ROWLAND WILLIAMS.
FRANCIS FRANCE.
ROBERT HOLDEN.

The Vice-Chancellor has now to announce that a gr une to
confirm the above report will be offered to the Senate early in the Michaelmas Term of the present
year.

JUNE 7.

The Camden Medal, given annually by the Marquess
Cambridge, for the best exercise in Latin dactyliform verse,
hand, has been awarded to W. Owen, St. John's
College. Subject:—Shakspeare's

Ccesar, act 1, scene 1.

"Coorta sedito, saevo viris ignobilis augebat."

The Bosor Prize for the best translation into
Greek verse has been adjudged to F. Kewley, of St.
John's College. Subject:—Shakspeare's

"Wherefore rejoice to the word, there being at the same equal shares of all.

The Members' Prizes, given annually for the en-
couragement of prose composition, have been disposed
of as under:

For Bachelors—1. E. F. Wastell, Trinity College.
2. Not adjudged.

For Undergraduates—1. E. H. Perowne, Corpus
College.

Subjects: Bachelors—"Became a Newtoun in
Philosophia felicis eloquorii, scripsit ceterum inter
se collatis, quarem est?"

Under-graduates—Cari sunt parentes, cari liberi, prospers, fructuosus and censes comites certitudine
patra cumplexa est?"

The Vice-Chancellor has published the following
programme and regulations, which have been agreed
upon by the Professors charged with carrying into
issue a programme at the beginning of each acade-
mical year, stating the subjects, places, and times of
the several professors' lectures for the year, the follow-
ing scheme of subsidiary arrangements, by which
they intend to regulate the examinations for the new
triposes

SCHEME OF LECTURES OF PROFESSORS.

THE EDUCATIONAL TIMES.

MICHAELENSIAN TREATISE.
1849.

MORAL SCIENCES.

Downing Professor of Law of England.
Downing Coll.—M., T., F., S.—11 a.m.
Oct. 22.
Professor of Political Economy. Pit Press.

Regius Professor of Physical Anatomy. Anatom. School.
M., T., F., S.—10 a.m.
Oct. 22.
Professor of Anatomy. Anatom. School.—M., T., F., S.—
Oct. 22.
Professor of Geology. Geol. Mus.—M., T., F.—10 a.m.
Oct. 22.
Professor of Experimental Philosophy. Bot. Lect. Room.—T., Th., S.—1 p.m.
Oct. 23.
Professor of Chemistry. Chem. Lec. Room.—T., Th., S.—1
Oct. 23.
Professor of Surgery. Surgery Coll.—T., Th., S., F.—12 a.m.
Oct. 23.

LENT TERM, 1850.

MORAL SCIENCES.

Regius Professor of Law School.
M., T., F., S.—11 a.m.

Professor of Moral Philosophy. Trin. Coll.
M., T., W., Th., F.—1 p.m.
Feb. 6.

Regius Professor of Physical Anatomy. Anatom. School.
M., W., W., F.—10 a.m.

Professor of Anatomy. Anatom. School.
M., W., W.—1 p.m.

Professor of Mineralogy. Mineral. Mus.
T., Th., S.—2 p.m.

EASTER TERM.

ANGLICAN LITERATURE.

Professor of Modern History.

NATURAL SCIENCES.

Professor of Botany. Bot. Lect. Room.—
M., W., Th., F.—1 p.m.

Professor of Chemistry. Ch. Lec. Room.
M., T., W., Th.—12 a.m.

Dowling Professor of Medicine. Dowling Coll.
M., T., W., Th., F.—12 a.m.

W. H. THOMPSON, Professor of Anatomy.
J. S. HENSLOW, Professor of Botany.
A. SEDGWICK, Woolwichan Professor.
R. WILLIAMS, Downing Professor of Law.
A. AMO, Downing Professor of Law.
W. H. FISHER, Downing Professor of Medicine.
W. H. MILLER, Downing Professor of Philosophy.
G. PAYNE, Professor of Political Economy.

The above professors have agreed upon the follow-
ing scheme of subsidiary arrangements, by which
they intend to regulate the examinations for the new
triposes:

Moral Sciences Tripus Examination.

By the Vice-Chancellor on the second Monday of the general admission ad respondendum questions,
and to continue four days.

Moral Philosophy and Political Economy.
Examiners: F. Kewley, of St. John's College, Professor of Political Economy.

Examiners: F. Kewley, of St. John's College, Downing Professor of Laws of England.

Wednesday.—Modern History. Examiner: Pro-

WALTER AUGUSTUS LEWIS, Causs College.

B.A.
J. H. Stuart, Trinity College; W. Stockdale, St.
John's College.

The following gentlemen were appointed—

BARNABY LECTURERS.

Mr. Huitt, Causs, Mathematics.
Mr. Andrews, Green's Battery.
Mr. Woollaston, St. Peter's, Rhetoric.
Mr. W. Brown, St. John's, Logic.

The Rev. Mr. Millard, A.A., University College, Oxford, was admitted ad eundum.

At the same congregation the followingGrace
passed the Senate;—To appoint the Master of Jesus College, the Master of Sidney
College, the Master of Christ's College, Mr. Bateson the Public Orator, Mr. Martin of Trinity
College, and Mr. Mack, of Catherine Hall, a Student to con-
sider the report of the inspector under the Public Health Act, and to make such statements and to pro-
guide such amendments to the Vice General Board of Health as they may deems desirable.

JUNE 14.

CHANCELLOR'S MEDAL.—The gold medal given annually
by His Grace, the Duke of Wellington, for the en-
couragement of English poetry, to such resident under-
graduate as shall compose the best ode or poem, in
verse verse, has been awarded to Henry Day, of Trinity Hall.
Subject. "Tims at Jerusalem."
COLLEGE OF PRECEPTORS.

A large meeting of ladies and gentlemen, members of this Institution, was held on Thursday, June 28, at the College, Bloomsbury-square, for the purpose of hearing the Report and the result of the Midsummer Examinations. It was worthy of notice that there were amongst the candidates who passed—namely, Misses Galendo, Jukes, Leuchars, Lineker, Annette Parker, and Emma Parker, all in the subjects required for their primary test, and the two in Latin also. Mr. R. Jones declared to be Sir John Lubbock's, and Mr. A. Smith to be Mr. Wyre's, mathematical prizeman. For the best essays on Play-ground Duty, the first prize of £10 was awarded to the author of the paper marked J. E., Whitehaven; the second of £5, to the author of that marked O. On doit toujours tendre à la perfection. It appears that out of fifty-four of his pupils who were members of the corporation, many of the which the少爷’s career as a teacher, we shall find that of twenty or nine altogether one has been distinguished in the examination. The grand average gives one out of every two : that one out of every seven or eight has been elected a scholar; among Mr. Tate’s pupils the average gives one out of every three or four; but one in every one hundred or fifteen has been elected a fellow; amongst Mr. Tate’s pupils the average gives one out of every five or six. The mayor concluded his speech by expressing his satisfaction at viewing the able lecture which he gave around him, pointing out the brilliant career opened at the universities to every young man who to some natural capacity adds of earnestness to his hand, it was in turn to teachers of all classes, the son of the late C. Tate, and the present master of the grammar school, then addressed the assembly in a strain of affecting eloquence, rendered more impressive by the relationship in which he stood to the late master of the school. It is expected that the building will be completed about the end of August next.

BRIGHTON Free Grammar School, TOTTENHAM.—The annual distribution of prizes at this school took place on Tuesday, 12th ult. in the presence of a large company; Viscount Ebrington, M.P. in the chair. From the Manager’s report of the end of last year’s term, it appears that the attendance on the system of the school, the noble chairman, admiring to some of the peculiarities set forth, expressed his pleasure at the absence of severity and coldness which might be found in connexion with the conducting of the system with that under which be himself had been educated. He was also pleased to find that the standard by which the award was made, included not only proficiency in knowledge, but those other and more important qualifications in which well-doing in life so much depends. It was too common, where mere proficiency was the test, for those who distinguished themselves in one branch of study to be at a disadvantage in another. Mr. Tate, who was to cause a number of them to act harmoniously together, and to induce a feeling of fellowship which had been generally advantageous. He expressed his wish that the objection against the College, that those who had already passed an examination by a government board were not likely to be willing to submit to another examination, might be removed, and that they might perhaps deem less competent for the task than that before whom they had previously passed; this he thought would keep many teachers from becoming members of the College. He clearly recognised the force of the objection which had been urged by Mr. Corns, but he anticipated that this would be ultimately provided for, by an arrangement which would pass such an examination as that alluded to, and would be accessible to all members of the College, subject to those regulations. The great question was not so much what the College had done, but what it was capable of doing, and what that would amount to which the number of persons who might join its ranks. Mr. Corns said there was at present in existence another association of teachers, belonging to the establishment of Free School in London, under the control of the Free School board, which would not be devoid of advantage to Manchester and other places, because these books might be circulated throughout the country under certain regulations, and would be accessible to all members of the College, subject to those regulations. The great question was not so much what the College had done, but what it was capable of doing, and what that would amount to which the number of persons who might join its ranks.

The Educational Institute of Scotland.


A Meeting of the General Committee of Management was held at Edinburgh on the 12th ult. The President occupied the Chair.

[We hope to be able to obtain Dr. Hodgson’s report, and to place it in its integrity under the consideration of our readers.]
a letter from Dr. D. B. Reid of London, intimating that, in fulfilment of the promise made by him at the last General Meeting, he had recently devolved upon him. The Secretary also stated that, as soon as he had drawn up a copy of the Charter, and received from Dr. Reid a note intimating to him his consent, and the provisions which were contained in the Charter, he would submit the same to the General Meeting for the election of the Committee, that while they could have no doubt of obtaining the same privileges and powers as had been conferred upon the College of Preceptors in England, they (the Scottish Educational Institute) occupied a status which entitled them to claim further powers than those bestowed upon that body, which he had no doubt they would otherwise obtain. He was not for him to enter into details at that time, but the matter would be maturely considered by the Committee, and as soon as their statement was ready for the purpose, it would be referred to the local Associations of Scotland.

Mr. HUMPHREYS, Member of the College of Preceptors, having been introduced, stated that he was aware that the moving of the proposal for the Scottish Educational Institute might be raised by the English College of Preceptors. To the adoption of that proposition there were, no doubt, some objections. The real object which the Institute was designed to attain. The expense of such deputations would not be great, while the impulse which they would give to the Scottish Institute might be productive of lasting advantage.

Mr. TAYLOR, Duddingstone, expressed his disapproval of the delivery of a Course of Lectures in Edinburgh by the local Committee of the Institute, in the names of the Edinburgh, Glenalpine, Mr. Johnston, Mr. Galbraith, the Treasurer, Mr. Gunn, and Dr. Schmitz. Mr. Duddingstone. The expense to be incurred by the Committee, and payable from the general fund, not to exceed £5.

The President said it was the decided opinion of the Committee, that while they could have no doubt of obtaining the same privileges and powers as had been conferred upon the College of Preceptors in England, they (the Scottish Educational Institute) occupied a status which entitled them to claim further powers than those bestowed upon that body, which he had no doubt they would otherwise obtain. It was not for him to enter into details at that time, but the matter would be maturely considered by the Committee, and as soon as their statement was ready for the purpose, it would be referred to the local Associations of Scotland.
the English body; and he apprehended that the changes they wanted, and without which the Charter, he thought, would be almost sufficient to give it the feature of a new Charter, so that the saving that might be effected by a union would be of little consequence.

Dr. Woodward, St. Andrews, was of opinion that the saving to which the meeting had already given a decided answer to the proposal which had been made by Mr. Humphreys; and he would therefore suggest that the matter should be referred to the Charter Committee.

Mr. Johnson, after expressing his conviction of the importance of cultivating friendly intercourse with the Members of the College of Preceptors, and the kindness and attention which he had had from Mr. Humphreys for the friendly communication which he had made on the part of the College of Preceptors in England; and that the subject of the objects of the Institute, he recommended, to the serious consideration of the Institute at its next General Meeting. This motion having been seconded, and unanimously agreed to, the thanks of the meeting were voted to Mr. Humphreys by the President, and duly acknowledged by that gentleman.

Dr. Gloag, as Treasurer of the Local Association of Edinburgh, brought under the notice of the Meeting the last Report of the Committee, pointing out the failure of the previous year, and suggesting that the sum sufficient to pay the debt should be made by the Members of the Institute, should be paid from the common fund; at the same time he considered that evidence was necessary, and he accordingly moved, "that a Committee be appointed to consider and report at length the principles and objects of the expenditure was really incurred in promoting the general interests of the Institute, and that that part only be paid from the general fund." This motion was seconded, and after a long and deliberate discussion, the votes taken, the motion of Mr. Dun was carried by a majority of five.

Mr. Taylor protested against this delinquency, on the ground that a majority of the Members who voted in favour of it, belonged to the Local Association of Edinburgh; and also, on the ground that injustice was thereby done to the other Local Associations; to which protest Mr. Robertson, Saline, adhered.

Thereafter, it was moved, seconded, and agreed to, "That a Report of the Proceedings, and circulate it as speedily as possible among the various Local Associations."

After thanks had been unanimously voted to the President, for his conduct in the chair, the meeting adjourned.

(Signed) Wm. Knox, President.

George Ferguson, Secretary.

After the business of the Meeting was concluded, and before the Members left the room, a long and interesting conversation took place, relative to the Jotirapal Jacksonville proposals. The President, for his conduct in the chair, was unanimously cheered for the council, Sir Charles Ogle, and Admiral Bowles.

At the Royal Botanic Gardens recently, Mr. Masters, the confectioner to the Society, by the aid of a newly-invented apparatus, and at the cost of £150, in five minutes produced a cylinder of solid ice, weighing about a pound, from pure spring water, and which possessed all the purity and coldness of the genuine Wenham Lake ice.

Jones's Patent Flour & Wheatmeal. — The most invaluable inventions of the age are those that are simple, and yet effective. The White and Brown Bread by the mere addition of cold water. The Patent Flour makes very superior Pastry, Puddings, Cakes, &c., at less cost than less expensive than pure Wheat Flour.—Blackmore and Brooks, 141 and 142, Old-street, St. Luke's, Sole Licencees for London and district. Manufactured only by Twelve Trees, Brothers, Millan-street, Bedford-row, London. Wholesale by Baring and Son, Farringdon-street; Hanbury and Co., 9/11 Lower Thames-street, London.
THE NEW PATENT ALBERT NIGHT LIGHTS.

The Prettiest and most Appropriate PRESENT to a Newly-Married Couple, is one of SHAW'S registered TIME-PIECES, which, from their unique and novel description, in conjunction with their unexampled performance, cannot fail to give universal satisfaction; and, from their extreme cheapness, will come within the limits of the most economical estimates, for 20s., to HENRY SHAW, Time-Piece Factory, 9 South-place, Finsbury, London, will ensure one the following day. Country agents wished, to whom a liberal discount will be given.

N.B. — Patterns forwarded, and estimates given on the lowest terms.

INDISPENSABLES IN HOUSEKEEPING.

By Rovick's German Baking Pow-der, (with Directions by the Queen's Private Baker), for making light and wholesome Bread, Tea Cakes, Norfolk Dumplings, &c., without yeast, and Puddings, and Puff and Mousseline Pastries in pastry instead of butter, it removes all unpleasant tastes. It will keep any length of time. In 1d., 2d., 4d., and 6d. packets; and 1/2, 2s. 6d., & 5s. canisters.

Rothwell's Patent Firelighters — Five cakes for 1d., each of which will light a fire without either paper or wood. One cake, with the addition of a few cinders, will boil a tea-kettle, and save the trouble and expense of making a fire in summer.

Rothwell's Concentrated Fire-re-verters — Nine for 1d. One will make a small fire, or a quantity of wood will light a fire in a cold grate. They are especially useful when the wood is not perfectly dry.

Borwick's May Furniture Paste and Polish Revivifier. For imparting a rich transparent polish to Furniture with half the usual time. In 1d. and 2d. pots.

Fulden REAL WASHING POW-der, (used in the Queen's laundrey) supersedes soda, line-water, and other pernicious ingredients too generally used in washing, and is acknowledged by the highest authority to enable families to confine a wash in a shorter period of time than any other article ever offered to the public. As no rubbing is required, unless the clothes are extremely dirty, a wash can be easily accomplished before breakfast, without the assistance of a washerwoman. In 1d. and 2d. packets.

Borwick's Brilliant Dressing PASTE, for polishing all Kinds of Pearls, Cloth and Harness Decorations, and all kinds of polished utensils. In 2d. pots.

The LADIES' SANITARY SAND TABLETS, for cleansing, whitening, and beautifying the hands. In 2d. packets.

This for many years was successfully used amongst the highest ranks, by the West End Hair Dressers. In 1d., 2d., and 3d. packets, (12s. 6d. per packet), the Hair is removed in a few minutes, without the least injury to the skin. Price 5s. 6d., 7s. 6d., and 12s. 6d. per packet, (12s. 6d. for Stamps), and a large dragee, of "Harvest Moon, Millan-street, Foundling." None are genuine without the gold-colour. Kent and Richards, Paternoster-row.

Lanc's Royal Papier Maché and Patent Pearl-Glass Warehouse and SHOW ROOMS, 506, New Oxford Street, and 3, Hart Street, Bloomsbury, under the patronage of the Queen, and the Queen's Own Custard Powder, and her Royal Highness Prince Albert. These rooms contain Trays, Tables, Chairs, Cabinets, Pole Screens, and every article necessary to beautify and adorn any Mâché to which that beautiful material is applied. The Patent Pearl and Glass Powdering Directions, "the Powder of Blue Envelope, may be had of every Bookseller in the United Kingdom for 2s. 6d., for Stamps, and a large dragee, of "Harvest Moon, Millan-street, Foundling." None are genuine without the gold-colour. Kent and Richards, Paternoster-row.

The HAIR — ITS COLOUR, QUANTITY, AND BEAUTY.

Madame Cooke respectfully announces that, from a long experience in the treatment of this subject, she has been enabled to convey to every one the power of improving the quality of the Hair, to increase its beauty and quantity, and where it is too universally grey to be within the reach of scientific improvement, to change its colour by a pure and genuine process, to which no injury is done, and which will improve the quality of the Hair, beyond all others, and enable the wearer to masticate with perfect ease, without the slightest inconvenience, while they enable the wearer to masticate with perfect ease, and at the same time procure the most perfect beauty. Complete directions to any part, on receipt of a Post-office order or stamps. By Mrs. Louisa Fry, 49 St. George's Road, New Kent Road, London.

For its efficacy see the numerous Testimonials.

The Teeth — Important. It is not, perhaps, generally known that in early life the mouth can be made to assume the most regular and firm form, and be deprived of all obnoxious ingredients, is perfectly colourless and inoffensive. From the nature of its properties, as well as the peculiar simplicity of its operation, it may be successfully applied (even by the most inexperienced persons) in many cases in which all other cements are

imperfect.

Colorless Cement: a new Stop- ping for the Teeth. — WATKINS' CRYSTAL CEMENT, being entirely devoid of metallic and other obnoxious ingredients, is perfectly colourless and inoffensive. Its use is most important, not only as it prevents the premature falling off of the Hair, when consulted previous to the natural decay having taken place. — Red, Grey, Light Hair, or Whiskers dried in ten minutes. — N.B. — Corns, Bunions, and other Callousities effectually cured without the slightest pain. Country patrons correspond with, and, upon receipt of a post-office order or stamps for 6s., the necessary preparation forwarded free. Families and Schools attended by the year. Address, 6 Buckingham-place, Piccadilly, London.

Try's Pasta Epilatoria, for the immediate removal of SUPERFLUOUS HAIRS.

This for many years was successfully used amongst the highest ranks, by the West End Hair Dressers. In 1d., 2d., and 3d. packets, (12s. 6d. per packet), the Hair is removed in a few minutes, without the least injury to the skin. Price 5s. 6d., 7s. 6d., and 12s. 6d. per packet, (12s. 6d. for Stamps), and a large dragee, of "Harvest Moon, Millan-street, Foundling." None are genuine without the gold-colour. Kent and Richards, Paternoster-row.

For its efficacy see the numerous Testimonials.

Brighton, April 4, 1849.

MADAM — I duly received the packet of your "Pasta Epilatoria" and immediately applied it. I consider it a valuable discovery—and shall, with confidence, recommend it to any of my friends who may require it. Yours truly.

EMMA HUGHES.
LONDON SCHOOL LIBRARY, 131 FLEET STREET,
WHERE MAY BE HAD ALL KINDS OF SCHOOL BOOKS AND APPARATUS.

Ainsworth’s First Latin-English
ENGLISH-LATIN DICTIONARY abridged.
By E. H. Black. 12mo. bound, 4s. 6d.
Addenda to Howard’s, Turner’s, and other Latin Exercises; printed for the use of
the City of London School. 12mo. sewed, 1s.
Algebra, with a Compendium of Trigonometry.
Cambridge. 12mo. sewed, 1s.
An Ancient Geography, in Short Lessons. By Abbé du Fresnoy. 18mo. 2s. 6d.
Beasley’s New Arithmetical Table Book.
Improved edit. By Anthony Peaceon. 18mo. sewed, 6d.
Beauvois’s How to Read and Translate
French Lessons. 12mo. bound, 3s. 6d.
Télécháusque. 5s. cloth. Anecdotes. 4s. cloth.
Bib’s (E.) Life of Pestalozzi, and his
Plan of Education. Svo. 14s.
Blanchard’s Premières Connaissances, à
l’usage des Enfants qui commencent à lire. Par A. J. Gombert. 18mo., 2s.
Boyle’s Outline of Ancient Geography; intended as an Elementary Course for Junior Students.
Consisting of easy selections in Latin Construing, with Large-hand, Text, Round
Gesneri et Zeunii castigata. By E. Harwood. 2s. 6d. cloth.
Jackson’s (G.) Latin Tyro’s Guide;
or, First Steps towards the acquisition of Latin. 12mo. cloth lettered, 1s. 6d.
Lane’s (W.) Greek Versification Simplified. A Series of easy and progressive Exercises in Greek Versification.
Linnington’s (R. T.) Scientific Reader and Practical Elocutionist; with a series of Questions for examination. 12mo. cloth, 3s.
Linnington’s (R. T.) Rhetorical Speaker and Poetical Class Book, containing directions for the modulation of the Voice, and delineation of the Passages, &c. 12mo. bound, 3s. 6d.
Maclougall’s (T. S.) Additional Questions
to the Outlines of the History of England. 18mo. 6d.
Mitchell’s (J.) Introduction to the Writing of Latin Exercises. By J. W. Underwood. New Edition. Improved. 18mo. bound, 1s. 6d.
Nicholl’s Walkingham’s Tutor. 12mo. bound, 2s. 6d. Without the Answers.
Owen’s (The Misses) Outlines of Geography for the use of Children. 12mo. sewed, 1s. 6d.
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. 12an., 3s. 6d.
Reynolds’ (Geo.) Book-keeping, or the Scholar’s Introduction to Merchants’ Accounts. Svo. boards, 6s. 6d.
Reynold’s (G.) Exercises in Arithmetic;
a copious variety of Bills of Parcels, intended as an Auxiliary Companion to the Arithmetic. 12mo. 2s. 6d.
Robinson’s (J. D. D.) Complete Course
of Ancient History. New edition; with a Series of Questions on the most important Points of History, and Five coloured Maps. 12mo. bound in green and lettered.
Rouillon’s (M. de) Analytical Table of
the Genders of all the French Nouns. 8vo. 3s. 6d. improved. Edition. without the Answers.
Rouillon’s (M. de) Elements of French Pronunciation.
Rouillon’s (M. de) Analytical Table of the Genders of all the French Nouns. 8vo. 3s. 6d.
Russell’s (Wm.) Second Book of Arithmetic:
For Pupils who have passed through the Four First Rules. By 12mo. bound, 3s.
Sacréd and Miscellaneous Poetry. By M. A. P. Intended as a Sequel to Miss Akin’s Poetry Book. 12mo. bound, 2s.
Sauer’s (Prof. S.) Use of Table of French
Verbs, Analytical and Derivative. Second Edition, improved. 18mo. sewed, 1s.
Sherwin’s (Mrs. H.) Root of the History
of England; divided into Centuries, separated and colored alternately Red and Black. 2s.
Taplin’s Walkingham’s Tutor’s Assistant, improved Edit., with Questions under every respective title. 12mo. bound in red.
Taplin’s Key to the Tutor, with the Sumns worked at full length. 12mo. bound, 5s.
Voyage de Polyclete, ou Lettres-Romaines,
abrégé. Nouv. Edit. par M. de Rouillon. 12mo. 7s.
Walker’s (J.) First Four Rules of Arithmetic,
with Questions and Answers. 12mo. bound, 2s.
Walker’s New Ciphering Book, on a plan
entirely original; Part 1. containing the Simple Rules. 4to. 3s. half-bound.
Walker’s New Ciphering Book, Part II., containing Two Compound Rules; printed uniformly with the above. 3s.

CHARLES H. LAW, (LATE SOUTER & LAW), 131 FLEET STREET, LONDON.

The National Library of Select
LITERATURE. Part VI., price 1s.
SHAKESPEARE, by Charles Knight. This Part completes the Volume, which may be had in cloth boards, with a Frontispiece of Miniature Portraits, engraved on Steel, price 7s. 6d.

II.
France and its Revolutions; a
Pictorial History. By George Long, Esq., A.M. Part XV., with a Portrait of Fox, and Engravings on Wood, price 1s.

The Land We Live in: Part
XXIV., price 1s., containing the HOBRIETY DISTRICT, with Nine Wood-cuts, and an Engraving on Steel of NOTTINGHAM.

The National Cyclopaedia, Part
XXX., price 1s.

The History of England during
THIRTY YEARS’ PEACE. By Miss MARTIN.
Part VII. Second Half, price 2s.

On the 1st of August, price One Shilling.

The Land We Live in. Part
XXV., CORK and KILLARNEY; with a MAP of THE SOUTH OF IRELAND.

"Beautiful as continental scenery may be, there are points in Ireland which may stand competition with the show districts of any other country. .. Tourists can be transported from London to Killarney and back for £3 in the first-class, and £4 in the second-class. We would hope, if this scheme of the summer excursion to Killarney in the Cove of Cork should answer, that it would generate a taste for similar excursions in years to come. Great good to Ireland would arise from a little friction between the two islands."—Times, June 29.

CHARLES KNIGHT, 00 Fleet Street.

TO SCHOOLS, FAMILIES, & GOVERNMENTS.

T. Whiston begs to announce that his EDUCATIONAL PRINTS are now ready, at the following low charges.

1.—Introduction to Geometry, mounted, varnished, and coloured, 5s.
2.—Constitution of the EYE, with explanations, 1s.—Constitution of the E.R.N, with explanations, 1s.
3.—Stationary Engine, 2s.
4.—Locomotive Engine, 2s. 6d.

The above will be found exceedingly valuable and instructive for Lectures, &c.—Every description of School Maps, mounted and varnished, on application to T. WHETSTONE, Map Mounter, 29 Charles-street, Hatton Garden; and of all Bookellers, &c.

Just published, second edition, price 8s., with key 10s. 6d.

German in Five Volumes, containing
a Grammar, Exercises, a Reading-book, and a Vocabulary of 4,500 words, synonymous in German and English. By Falck-Lemair.

"This is the best German grammar that has yet been published. It is:... "—Church of England Quarterly Review.

"The exercises are very good, well graduated, and well adapted to illustrate the rules. The 1,369 words synonymous in English and German, is a very advantageous feature;..."—Times.

"As an elementary work we do not know its equal. The author has prepared his lessons in a shape so novel and acceptable, that we cannot recommend them too highly to the learner."—R.S.

"We are decidedly of opinion that Mr. Leband’s grammar materially facilitates the acquirement of the language. We have seen containing reading in our volume all things necessary—a wide circulation."—Church of England Quarterly Review.

"The plan of the work is excellent, its material is clearly written. We can confidently recommend it."—United Service Gazette.

"We most heartily recommend this volume."—Church of England Quarterly Review.

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

Whitaker and Co., Ave-Maria Lane, and all book sellers.
EDWARDS'S MERCANTILE BOOKS

For the Use of Commercial Schools.

The Mercantile Accounts. By
John Edwards. A complete Set of Book-keeping, engraved in the first style of Penmanship, and contained in five Books, which contain the transactions of a Merchant’s or Tradesman’s Establishment for one Year. They are kept by Single Entry, and are a fac-simile of Books of real business. At the close of the Bought Ledger is exhibited the mode of preparing the Balance Sheet ; and showing with clearness the amount of profit, and the state of the supposed concern. They are written in the best style of Commercial Penmanship; and the advantage of the Pupil’s having written instead of a printed copy, must be obvious. The present Edition has been very carefully revised, and will be found free from typographical and all other errors.

A Set of Blank Books, ruled to correspond with the above, manufactured from an extra thick paper, price 5s. the set.

Book-keeping by Double Entry. By John Edwards. Complete in Seven Books. A Set of Accounts similar to the above, by Double Entry.—Price 15s. This work will be found to possess advantages over every other system yet submitted to the Public.

The compiler has consulted the numerous publications which have recently appeared on this subject, while his practical acquaintance with extensive Mercantile Establishments, has enabled him to offer to the profession a work at once simple in its principles and accurate in its results.

The style of Penmanship has undergone considerable improvement, and the work is now submitted with full confidence that nothing has ever emanated from the press so calculated to advance the pupil in this particular department of his studies.

A Set of Blank Books, ruled to correspond with the above, manufactured from an extra thick paper, price 5s. the set.

The Mercantile Accounts for FARMERS. By John Edwards. A Set of Books similar to the above, price 10s. the set. Engraved in the first style of Penmanship, and accompanied with a Treatise on this particular branch of Book-keeping.

A Set of Blank Books, ruled to correspond with the above, manufactured from an extra thick paper, price 5s. the set.

A New Edition, price 4s.

The Mercantile Penman. By John Edwards. The above work consists of a Series of Letters, thirty and forty Letters, engraved in the very first style of Penmanship, on subjects entirely Commercial, consisting of Invoices, Bills, Receipts, Accounts Current, Letters of Introduction, Credit, &c. in other matters connected with Trade.

Sequel to the Mercantile Penman. By John Edwards. Price 4s. A Series of Letters connected with Shipping and other

Davenport’s Historical Class Book. Fifth Thousand, price 5s.

A New Edition of Davenport’s Historical Class Book, or Readings in Universal Modern History, Chronological and Biographical, from the Reformation in 1517 to the present time, including the French Revolution of 1848, and the Sutlej Campaign.

“On the whole we conceive this work to be one of the most useful helps to students by the hands under our critical examination, and we confidently recommend it for general circulation.”—Morning Advertiser.

“More valuable compilations of History for the reading of youth we know not; the matter is well selected, and the language excellent.”—Conservative Journal.

NEW FRENCH READING BOOK.

In One Volume, 12mo. neatly bound in cloth, price 4s. 6d.

Leçons Françaises de Littérature et de Morale, or New Course of French Literature, on the plan adopted by Universities in France, and on the plan of Professor Hodgeson, of the University of Cambridge.

“A good selection from Fénelon, Pascal, &c. &c. down to Ségur, Mignet, Balzac, Jorry, Dumas, and some of the living authors. The selection has been made with taste and judgment; as well as with a scrupulous care to exclude every thing likely to injure the morals of the pupil.”—Atheneum, Dec. 3, 1849.

“This is a judiciously selected series of prose extracts from the principal French Classics, in which there is a larger proportion of passages from modern authors than is usual in such collections.”—Educational Times.

In 18mo. price 2d. neatly sewed.

A Simple Catechism of the History of Greece, in a style suited to the capacities of very young children. By Susanna Mary Paul, who has also written Questions and Answers on useful and interesting subjects, adapted to the capacities of very young children.

In One Volume, 12mo. bound in cloth and lettered, price 1s.


“The result of many years’ experience.”—Jerrold’s Weekly Newspaper.

“A very useful book.”—Atheneum.

“A good and useful supplement to the vocabulary.”—Literary Gazette.

In One Volume, 12mo. bound in cloth, price 2s. 6d.

Steps to the Mathematics. By John Quested, Surveyor, Maidstone.

Second Edition, in One Volume 18mo. price 3s. 6d. neatly bound in cloth, and illustrated by 150 Diagrams neatly engraved on Wood.

The Art of Land Surveying, Explained by short and easy Rules, particularly adapted for the use of Schools, and so arranged as to be also useful to Farmers, Stewards, and others. By John Quested, Surveyor.

Second Edition, in One Volume neatly bound in cloth, price 2s.

First Greek Lessons, being a

Course of Study so arranged as to require no previous acquaintance with the Grammar. By Charles W. W. M.A., of Peter House, Cambridge.

“A valuable contribution towards an important object.”—Westminster Review.

“It will be found most useful, and may be safely consulted by all persons studying the language.”—Nottingham Review.