FEBRUARY, 1849.

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Report of the Annual General Meeting of the Members of the College of Preceptors — 100

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from amid sheer immemorial henges a spreading castle, old,
time-worn, covered with gray and yellow lichens, and
recalling thoughts of war amid the loveliest solitudes of
nature. But perhaps the most striking character is
conveyed from view by the jetting forward of some bold rock or gnarled oak, and
again revealed in its bold outline, as the current
one time deep, silent, apparently without motion, dark
with shadow, and scarcely to be distinguished from the
over-reaching branches of another forming small rapids, and
rushing on, sparkling, flashing, and sporting round
huge masses of stone tinted with green mosses and
emerging pinnacles in the clear blue sky amid the
strife of waters floating upon the surface, or
appearing beneath it with even greater brilliancy, as
the vivid transparence of the water imparts a higher
impact beneath it with even greater brilliancy, as
and rushing on, sparkling, flashing, and sporting round
the mimicry of an arched gateway, and again uprises
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THE EDUCATION OF THE MIDDLE CLASSES.

What is the grand design of all our efforts to educate our children, our fellow creatures, or ourselves? Is it not that we may severally become fitted so to enact our parts in life, that we may truly perform our duty to society consistently with our religious convictions? Whatever the station of the individual, whichever the class to which he claims to belong, the glory of God and the good of man must still be recognised as the ultimate objects of his education.

However offensively the dogma may sound in the ears of the great men of the earth, there can be no doubt of the truth of the fact, that in two out of the three grand divisions of education the same processes are applicable to the peer and to the peasant. Of man must still be recognised as the ultimate object of his education.

It behoves us then, who proclaim ourselves the advocates of the educational improvement of the middle classes, specially to inquire what are the attainments which society demands of those we undertake to instruct; and as a preliminary to this inquiry, we feel called upon to state what we mean by the middle classes. An abstract description; but we deem it better to abide the censure it may excite, than to leave so important an element of our views altogether unexplained.

We are aware of the looseness of this description; but we deem it better to abide the censure it may excite, than to leave so important an element of our views altogether unexplained.

It is clear, from the diversity of the employments in which these various orders are engaged, that special training must in every case be needful, in order duly to qualify the individual for the future discharge of his duty to society, merely as an active intellectual being. The same instruction will not qualify one man to dress a wound, and another to make a will; neither will the same preparation qualify one man to minister to the spiritual, and another to the intellectual requirements of his kind. Therefore it is that with one single exception, each of these callings has that which all should have, its recognised course of preparation, without which the man who practises it is looked upon as a quack and as an impostor. In the schools, however, the future divine, the lawyer, surgeon, and engineer, the soldier, sailor, and schoolmaster, are subjected to one and the same intellectual discipline, without the slightest regard, except perhaps in a few scattered instances, to their inferior pursuits. It is consequently manifest that school education has practically nothing whatever to do with the technical portion of a man's attainments. The first is, in all, subject to that which is non-technical, to the abstract cultivation of his intellectual faculties, and to the acquisition of those elementary arts which furnish means for the external exhibition of knowledge, and for its material application.

The fact being thus, it becomes our duty to consider to what extent the schools for the middle classes are accomplishing these objects; and whether improvement in their operation may not be produced by the determination and elucidation of their design.

The schoolmaster of the middle class needs to be well acquainted with the nature and workings of the mind; each one of its faculties should be familiar to him under all its manifestations; he should possess the art of quickening the sluggishness, of imparting stability to the unsteadiness, of strengthening the feebleness, of repressing the impetuosity of the several intellectual powers of each individual. To do this he must himself possess and exercise the powers of observation and of discrimination in a very high degree, in a degree which nothing short of natural aptness, special training, and much experience, can reasonably be expected to impart. But how does the case really stand in public and private schools of this country? Do not preceptors in general avowedly declare their contempt for metaphysical science, and practically confine themselves to the processes which an ignorance of the true scope of intellectual culture has induced the public to denominate education. We believe such to be the fact, and whilst we deplore it, are free to admit all the difficulty connected with a deviation from the established track. Still, however, it is our duty to use whatever powers of persuasion we may possess in the effort to induce those who are united with us in the attempt to elevate the character of the educator to sustain the evils of his position to their real cause.

Children may be taught to read, to write, and to cipher; they may receive lessons in Latin, in French, in Greek and Mathematics: they may learn to repeat volumes of geographical and historical facts; they may acquire much mechanical or mnemonic skill in all these, without having been taught to think, without having improved a single faculty of their minds, unless, in opposition to the philologians, we hold memory to be one. And yet any one of these subjects might have been the vehicle of strength and development to all the mental powers; and in its proportion each ought to have been so studied as to have produced this expanding and invigorating effect. That such a method of teaching as this is laborious; that it demands great skill in the instructor; that it requires a patience which nothing less than high motives and an habitual self-control alone can give; all this we do not deny, but therefore it is that we would have special and superior training for the educators of the middle classes.

Any body who can read can hear a task recited whilst he is pouring the book in his hand; any one who can write can superintend the writing of a copy; it requires no vast amount of knowledge to examine some arithmetical calculations, especially with a key to the questions; a very slender acquaintance with the classics, or with a foreign language or two, will enable a teacher who has tact to get on with a class; and if he or she happen to be entirely ignorant of any of these, an assistant, or occasional master, may be found to supply the deficiency; therefore any body may keep a school—ay and with credit too— if he send home copy-books guiltless of a blot, exercise books carefully written, ciphering books flourished ad unguem, and furnish the memories of his pupils with vast accumulations of facts, it will be his own fault if he be convicted of any professional deficiencies, even should he be utterly ignorant of the nature of the mind. Not one person in a hundred, or, we might safely say, in a thousand, will look out for or observe the development of the intellectual faculties of his child. Provided he be a clear writer, his child will be happy, and his father contented; though his judgment be unimproved, his taste uncultivated, his reflection unexercised, and his reason untaught. With whom then does the fault lie? Assuredly with the public. The schoolmaster supplies the demand, and a demand of this kind supplies the school-master, à souhait.

THE COLLEGE OF PRECEPTORS—THE RECENT EXAMINATIONS.

In the eleventh Number of this Journal will be found an article on the Examinations which took place at Midsummer last, which contains some valuable observations, deserving attention alike from those who may be intending to make application for the College Certificate, and those by whom it is to be awarded. These observations will for
the most part be found to apply, with very slight modifications to the Examinations which have just been completed, and of which the results are reported in another part of our paper.

We have, in the first place, again to express our regret, that so small a number of young men have been found willing and able to make the trifling sacrifices which these Examinations involve. From twenty to thirty Candidates presented themselves on the last occasion; and this number, though more considerable than it was at the Midsummer Examination, is very far below what it would be were the nature and results of the process better understood, and more fully appreciated by the younger members of the Scholastic profession.

True it is that a something repugnant and obnoxious to the feelings of a Teacher is inseparably connected with any investigation into his attainments; the mysterious veil with which he commonly shroids his deficiencies in literature or science, from the observation of those with whom he is concerned, cannot be sundered—however delicately the operation may be performed—without in some degree wounding his self-esteem or his pride. When he reflects, however, that this operation, once performed, secures him from much future impertinence and distrust; stamps his acquirements with an indisputable recognition; and places him in the position which his knowledge entitles him to occupy, the personal annoyance becomes merged in the sense of personal benefit. We must, therefore, look for some other causes, beyond mere antipathy to examination, to account for the fact that Teachers do not offer themselves by hundreds at each recurring period of Examination. Of necessity these causes rest with the Board of Examiners, the public, or the candidates themselves.

We have been privileged to attend some of the Examinations. We have found them conducted by men of the highest reputation for literary and scientific attainments; men of great experience as educators, of mature age, and of unimpeachable integrity. Of their philanthropy and disinterestedness, the fact of their engaging in and performing the functions of Examiners, without fee or reward, beyond the gratification arising from the performance of a worthy act, is sufficient proof; and we can bear a sincere and admiring testimony to the gentleness, consideration, and unwearied patience with which they have discharged their official duties. Of this, the circumstance that many of those who have failed on one occasion, have successfully renewed their application at a subsequent time, is an additional proof.

Were the Certificates which are awarded by the Board of Examiners issued by obscure men, persons of doubtful authority in matters of education, we might look to this as the cause of the deficiency in the number of Candidates; but when we find them inscribed with such names as Hind, Sylvester, Reid, Eccleston, Wilson, Latham, Boole, and others, whose fame is limited only by the boundaries of the sphere of English literature, in some instances transcending these, we cannot for a moment harbour the idea, that any one can be found so utterly irrational as to deny the sufficiency of their evidence of the attainments possessed by the individuals to whom they have been awarded.

The fault lies, then, between the public and the Candidates; and when we speak of the public, we mean particularly the Principals of private schools, and those whose children receive their education in those establishments. Were it less the practice to select Assistants out of consideration to their personal appearance, and to their willingness to accommodate themselves to domestic desagrequements, and more the custom to investigate their intellectual qualifications, we should find a vast increase in the number of those disposed to avail themselves of the opportunity which the College affords of proving those qualifications before a competent tribunal.

Engagements between Principals and Assistants are now commonly formed on plans which present but very slight obstacles to the vicious or the incompetent. Testimonials are so easily obtained, or the want of them is so easily explained; advertisements form so ready a means of independent communication with the public; schoolmasters and agent schoolmasters have so little intercourse with each other, that an assistant must be a very unlucky man, if, despite a good personal address, and small expectations as to salary and accommodation, he should be unsuccessful in obtaining, half-year after half-year, a situation in one or another of the thirty thousand schools in which our country is said to contain—though his moral character be far from exceetional, and his professional skill a delusion.

The Examinations instituted by the College might be, in a great degree, to correct this abuse; and by means of the periodic visits of the Secretary, to be refused under direction of the Council, in case of well ascertained misconduct, the Certificate might be rendered available for the purposes of protection against the evils which the unfaithful practices of a few unprincipled men now bring down upon the profession. We hold it, then, to be the duty of the Principal to ascertain that an Assistant whom he is about to introduce to a position of authority and great influence over his pupils, is possessed of this document, or of a full equivalent for it; and we are quite assured that every assistant who can obtain it, will derive immediate and prospective advantage from its possession. Moreover, we think it the duty of every parent to satisfy himself that due care has been taken in the appointment of the man who is to be thus associated with his child, and whose influence may possibly counteract all the advantages to be derived from the instruction and example of the schoolmaster.

Far be it from us to disparage the School Assistant; we sympathise with him in all the trials of his arduous life; we honour and we love him; but we know that within the ranks of the profession are many worthless men, who by their vices bring discredit and contempt on the entire class. The College of Preceptors, by means of its Examinations and the arrangements we have suggested, offers a means, and the only one we can conceive of, of separating the deserving from the vile, and of obtaining due respect for the meritorious teacher.

THE GENERAL MEETING OF THE MEMBERS OF THE COLLEGE OF PRECEPTORS, AND REPORT OF THE COUNCIL.

On Thursday afternoon, January 4th, the Half-yearly General Meeting of the Members of the Institution was held at the Rooms of the London, No. 20, Board of Education, for the purpose of receiving the Reports of the Council and of the Examiners, and for the transaction of other business. The Meeting was very unusually attended by Schoolmasters and Teachers from all parts of the country, all of whom came to take interest in the proceedings of the day, and manifested the pleasure they felt in the success of the College by frequent marks of approbation.

Mr. Turrell, the President, took the chair. He warmly congratulated the Members upon being assembled for the first time in their own building, and said that the Report they were about to have submitted to them would show that the Council had strictly adhered to the principles upon which the College was founded. He could not help expressing his regret that respect of the proceedings of the Institution from its commencement. They were aware that it owed its origin to the efforts of a few gentlemen anxious to see the profession take the position in society to which it was entitled. A tempting to make known the value of teaching a large number of gentlemen banded themselves together, determined to carry out the objects they had in view. These were gentlemen of every shade of political opinion and religious sentiment, associating for one common object, consenting to merge their own private views in order to carry out the objects of an Institution founded on so Catholic a basis as the College of Preceptors; and endeavouring to enlist their Scholastic brethren to assist them in elevating the standard of the Schoolmaster, and in raising him to that position in society to which his high and holy calling so justly and unquestionably entitled him. They soon swelled their ranks, and the College became the centre of the world, cognizant of the foundation of the Institution, and the principles upon which it was conducted. That would be explained to them in the Report of the Council. The objects of the College of Preceptors might be summed up in few words: they were to make the Preceptor respectable, and to have him respected. Such were the principles upon which the College had been founded, and which recommended it specially to the Scholastic profession; but there was another principle in it which was not regarded, and which one ought to render the Institution an object of the greatest interest to every true Churchman, to every member of the middle classes, and to every friend of civil and religious liberty. The struggle now pending between a Clerical party, personally called the Church, and a Political
part, popularly called the State, was a matter of universal notoriety; and it was equally well
known, that education, national education, was the battle-field on which the contest was to
be decided. Now he (the President) was a Church-
master, and a Churchman, and he confessed that
if he could imagine the College of Preceptors in a
condition of antagonism to it, no circumstance
would induce him to support its views; and, on
the other hand, he was too loyal a subject, too
much your worthy to its orders and for due respect
to authorities, to co-operate with any individual
or body of men who might be contumaciously
disposed. He denied that the contest really lay
between the Church and the State, and affirmed
his own belief, that it lay rather between parties
in the Scholastic profession and of the State, of
whom was endeavouring to bring the others under
its own control. This was, however, a question
into which it was not proper then to enter. What
it behoved the Meeting to understand was, that
the College of Preceptors identified itself with no
party; it viewed the educator in the light of his
professional capacity only, without reference to
any other consideration. It was for the middle
classes, and for the educators of the middle classes,
to determine whether they would quietly submit the
issue of the contest, and fall with the Church, or
make an effort for independence, under the dominion
of a party, or whether they would, by a vigorous
and united assertion of their independence, aver
themselves and their successors a degradation
and slavery, subject only to such regulations as the Council
of the middle classes, it was no longer a
question which he could decide for himself,
whether he would remain content with his pre-
sent condition, or strive to improve it. Educa-
tion and its influence had been recognised and
appreciated by the state, and he made an effort to
maintain and improve his position, his fate
was sealed. A few years would suffice to
upright him by one raised from a lower rank,
but who would be his superior in all respects,
except in that essential quality of freedom which
he had hitherto characterized the members of the
Scholastic profession. An ancient philosopher
had said, If you give your child to be educated by
a slave, instead of one slave you will have two;
and the other may be worse. In the present case
the child to the care of a Christian, a gentleman,
and a scholar, and you may reasonably entertain the
hope of discovering in due time these qualities in
him. He would urge on those now entering
the profession the paramount necessity for acting in
such a manner as to avoid the gradual slavery
which has hitherto characterized the members of the
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amongst our professional brethren, not only in Scotland and in Ireland, but in New Brunswick and Prince Edward's Island; on the Rhine, and on the Ganges, and in the British settlements of the East Indies, as well as in the new world of Australia. It is, therefore, no wild stretch of imagination, to picture the day when the bond of union among teachers throughout dominions upon which the sun never sets—a bond of union proceeding from this mighty sphere of the moral and religious instruction of mankind—will have been so cemented and beautified, that Education shall be carried to its highest pitch of usefulness,—that educators having mastered both the art and the science of their calling, shall have so combined and harmonized their energies into one common effort, whose genial light shall radiate, without distinction of clime or colour, rank or sex, on all that bears the name of man.

In furtherance of these glorious purposes the Council call upon the General Meeting to join them in recording a deep sense of gratitude to those gentlemen who have volunteered to give Lectures calculated to elucidate and to recommend such studies as they deem essential to education; and to the Members of the Council and to the Lecturers themselves, to know that their instructions were listened to most attentively by crowded audiences, composed of gentlemen, and of ladies too, strangers for the most part to the officers of the College of Preceptors.

"From all the foregoing statements, it is abundantly evident that a knowledge of the principles, and objects, and progress of our Institution has been, and is being now, very widely extended; and has taken no slight hold on the public mind, especially on the friends of sound and liberal education.

"The Council, in concluding their Report, cannot hesitate to claim the especial sympathy of the members and friends of an Institution thus established, to its promising position as respects the Charter. And here the consideration of means must be, without figures of speech, set before the Meeting in plain figures of arithmetic. The expenses which are inevitable in the legal possession of the Charter, cannot be cleared by less than the most energetic exertion.

"Towards this fund, the sums received, and hereby gratefully acknowledged, amount to no more than 150l. 13s. 6d., therefore, supposing the further contributions promised, to have proved as real, to the aggregate of the Council and to the Members of the Council for the sum necessary to obtain the Charter, is yet so inadequate to the necessities of the case, that unless that fund be increased, there is no probability of carrying the project into effect. The Council feel themselves justified, both by their own and by the public estimate of the College, in expecting, that great instrument will be with held, without which little of the Charter can be obtained, and their exertions will be fruitless.

"Mr. Eccleston, Head Master of Sutton Coldfield School, Birmingham, moved to the necessities of the case, that unless that fund be increased, there is no probability of carrying the project into effect. The Council feel themselves justified, both by their own and by the public estimate of the College, in expecting, that great instrument will be withheld, without which little of the Charter can be obtained, and their exertions will be fruitless.

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"Mr. Freeman, one of the auditors, here supplied the omission alluded to by Dr. Hodgson. He said the sum promised towards the expense of the Charter was 72l., making in all 82l.
and also to himself, through the application of that he "can recommend the aforesaid as well as a department of study and modern information. judicious and enlightened influences, what happy acceptors, that all their future candidates will he re-educational results may not be anticipated? It Examination has been highly satisfactory;"

tution of our great country, the Examiners give
ments, in connection with high station in the
ory and constitution of England;
our candidates are gradually improving in learn-
dates appear to take the bearing of so important
re, to cause it to be understood, that it is one of the
ematics, is not yet called into ex-
tificate of attainments,
ition in connection with the highest attainments.

†Charter

Dr.

£.

Balance Sheet for the Year 1847-8.

Balance from 1847-8.

44 11 2

11 7 0

6 10 0

38 15 0

8 15 0

399 7 6

99 9 0

£608 15 2

Member's Subscriptions unpaid

325 0 0

Certificates

14 14 0

£1020 9 2

£.

Outlay on New Premises

42 7 0

Rent

70 0 0

Examination

40 10 8

General Meetings

16 17 6

Conversations and Lectures

17 12 10

Carried forward...

£199 18 0

£843 0 1

SUMMARY.

£.

608 15 2

411 14 0

579 18 7

593 3 6

177 9 1

£1090 9 2

* These amounts do not include the sums subscribed in aid of the Charter at the late General Meeting.
movement, as one absolutely necessary, and calculated to produce immense good. The readiness with which the temporary Subscription Capital, already amounting to £200,000, has been raised, among parties of the highest respectability and influence, augurs well for the future prosperity of the Institution. The Shares which yet remain to be appropriated, it is the wish of the Directors to dispose of among the most respectable and active members of the profession, who are likely to advance the interests of the Institution, in different localities—at the recommendation of the present Shareholders.

Had it not been for the unprecedented depression of trade and commerce, which has in the most heavy on the schoolmaster, the whole of these shares would have been allotted; and notwithstanding all the profession has had to contend with, the more prolonged period of general distrust, this Corporation has been enabled to assume a firm position among similar Institutions in the country.

Although a period of only a few months has elapsed since the obtaining of complete Registration, and the actual commencement of business, applications for effecting political improvements; and the manifest advantages which have at once been enjoyed by every party of either sex, engaged in the profession, go far to explain the thankfulness, that through your assistance, the Directors hold out. The Shareholders can have no doubt that the abstraction of the Deed of Settlement, with a classified index, should be printed and supplied to the members; and that a copy of the Bye-laws sent to every Member of the Institution, in his opinion, is necessary for its adoption at an Extraordinary General Meeting.

The vacancies in the Board of Directors, occasioned by the retirement of three Directors according to the Deed of Settlement—viz., H. Stein, T. Hall, Esq., W. H. Segens, Esq., and J. Parker, Esq., were filled up by the following gentlemen.—W. Henry Seegins, Esq.; John Parker, Esq.; W. Wilkinson, Esq. Xburb.—T. C. Heath, Esq., Hammersmith; J. E. C. Cennell, Esq., Hackney; F. Green, Esq., Upper Clapton; J. W. Baptise, Esq., Chelsea; Dr. R. C. Latham, was added to the Board.—T. C. Ryland, Esq., Camden Town, and J. Reynolds, Esq., Middleton Square, were appointed Auditors, in the place of Messrs. Law and Wilkinson, who have been elected Directors.

A vote of thanks was given to Mr. Walker for his unremitting exertions in behalf of the Institution.

LECTURE ON CLASSICAL LITERATURE.

On Wednesday evening, Jan. 3rd, a Lecture was delivered on the above subject at the College of Preceptors, by Mr. Eccleston, Head Master of Sutton-Coldfield Grammar School, of which the following is a brief and unavoidably imperfect outline.

The Lecturer commenced by apologising for the deficiencies under which he laboured from the effects of the imperfect and worn-out system under which he had himself been brought up, and which was in that day the standard throughout a great part of the country. The corrections which he now felt to have been made by his teachers and himself, his almost unaided labour and observation, had however only impressed upon him the more strongly the immense advantages enjoyed by the youth of the present time in the application of books, masters, and systems of teaching so infinitely superior in every department of knowledge.

With regard to the study of classical literature, two propositions were generally prevalent: one that it was so exalted and so difficult as to be confined in its perfect state almost exclusively to the very highest and least busy occupied classes of society, and that it was in some shape, and to some extent, necessary to the education of all. Now classical literature, nevertheless, were never so difficult, nor yet so invaluable as a study, as they were commonly supposed to be. For although they opened in effect a field of research to vast that man could ever hope to exhaust it, and presented a species of mental training for which none other could be adequate substitute; yet a moderate degree of classical knowledge, sufficient for the pursuit of an elegant literature, and to some extent of mental development, might be attained by a very large number, and especially by ladies, who had hitherto felt themselves too much excluded from this most delightful of all pursuits; and on the other hand, with the exception of some practical utility in the business of the world, originating in the ancient character of the language, it was much more desirable that those who were likely to be hurried off at an early age from school to active life, should be directed to the study of modern languages, and especially of French and German, than that they should be crammed with a heap of undigestible Greek and Latin, destined afterwards only to be thrown aside into some lumber-room of the brain. Such studies as these had, too, a further moral effect in most widely expanding as well as elevating the sympathies and affections of the man. With such an introduction as this, the study of Graecum would assume a new character, and all
merely empirical treatises, such as our old Boon Grammar, would naturally pass away; so also would all the memory, such as the giving of grammatical rules in barbarous Latin, and the endless stringing together of forms, and changes of forms, which might best be learnt by well-digested exercises. So also, it is thought, the reasoning powers of a boy the first to be directly cultivated. On the contrary, he thought that the imaginative powers, the memory, and the imagination, which are the true faculties of the mind, should be considered, and turned to account. A doubt might arise as to the Analytic and Synthetic methods of teaching Grammar, would naturally pass away. So also would all mere exercises of the memory, such as the endless stringing together of forms, and imitation of powers, the memory, and the imagination of the boy. Many other questions presented in connected masses to the learner, to be by him reduced, after sufficient explanation by the teacher, to its component parts, whose constitution might be explained by the structure of the mind, might best be explained by the teacher. A doubt might be expressed in connected masses to the learner, to be by him reduced, after sufficient explanation by the teacher, to its component parts, whose constitution might be explained by the structure of the mind, might best be explained by the teacher. A doubt might be expressed by the teacher. A doubt might be expressed by the teacher.

**The IDEALS.**—Translated from Schiller.

Ah! wilt thou faithless from me sever,
Nor yet a little linger near me,
In vain! the waves still onward bear thee,
Quenched now the suns serenely glowing,
To burst the bands that bound its being
Then strove with might unseen, unseeing,
But ah! whose blossom now unfolded,
As when enamoured of his creature
Then lived each tree, each flower flashed feeling,
Eyes, with echoes of my spirit rang.
A shapening world, this breast's confine,
What once so fair, so heavenly seemed
Sensation poured its glowing tide;
A shapening world, this breast's confine,
In doubts and clouds of error buried
With echoes of my spirit rang.
Drops weak and withered in the wind.
And to the grave at last?
With echoes of my spirit rang.
A shapening world, this breast's confine,
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A shapening world, this breast's confine,
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And to the grave at last?
of the present race of men? I hope they will take
warning in time; for if the movement should not affect them, it most assuredly will their chil-
dren. I therefore think that 12 weeks will not suffic e and to those of their brethren who have not
yet joined the College of Preceptors, the arguments
contained in this letter, and urge upon them the
necessity for ending the evils which are growing in
society, by making men who are beneath them to rise up and supplant them.

A Schoolmaster.

TO THE EDITOR OF THE EDUCATIONAL TIMES.

Sir,—I have been a frequent reader of your
valuable periodical, the "Educational Times," and
the more I have perused it, the more forcibly have I been impressed with its importance, not only to the present generation, but to the next. I have no doubt that the statements contained in this letter, and urge upon them the
necessity for ending the evils which are growing in
society, by making men who are beneath them to rise up and supplant them.

There is no class, however exalted or humble, but
must feel its genial influence as highly essential to the well-being of their children ; and as a member of the "established" Church, I am highly gratified
that it throws off the trammels of "sectari-
nism"—that bane of all true Christian feeling.
I am anxiously looking forward to a much required
Charter of Incorporation, which will enable the
college of Preceptors, the arguments
contact with the same youths, in the course of
school; and that some there are—is not so pernicious to the well-
being of society as an immoral Preceptor ; from the
schoolmasters with whom they had been placed.

I am aware that I have lost many pupils during
the last ten years. This I attribute to my position in
the school, from which I might be said to have
had no influence over any of the pupils. I have,
however, been met by a friend who knew of
my part to infer that those parents who
might be willing to favour me with the care of
their sons, were doing so with a disposition not to
be checked by any argument or objection. I must not be the case with those parents; but by expe-
rience, I had found that it was difficult to ascertain
the real purpose of the mind of many of those with
whom I had to deal. To guard against contingencies,
I attached to my Prospectus, "Quarterly
Payments in advance," and upon principle have
to this day maintained the point; choosing rather
to have a pupil with certainty of money, than
many at hazard.

I can now say that I have not, during the above
period, suffered any loss. —I have at this time
more than 120 pupils, and have had a large
number of amendments in advance. This course I felt very
necessary, to preserve me from injury or ruin. I
have not without any inclination of my own
begun by a friend who knew of
my part to infer that those parents who
might be willing to favour me with the care of
their sons, were doing so with a disposition not to
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many at hazard.
the right discharge of the important duties to be
committed to them." The first quotation was of
itself sufficient to make the charge that was
brought against Mr. Corns, in his reply, stand
true, that the College of Preceptors, by means of
its Charter, was endeavouring to create a great
and odious monopoly; and when I read the second
quotation, and saw in the same article the
words, "Mr. Corns had once given rise to reflec-
tions which it is most impossible for us to
unprovoked," I was led to a belief that, as individu-
al persons, they were extremely and unjustly
subjected to the statement which Mr. Corns made,
"that the substance of those clauses was printed
in the Educational Times for May, 1849," and that
an adequate number of copies of the Draft of the
Charter of the College of Preceptors, were
unlawfully disseminated amongst the community
in the M. C. P.'s, if they talked less about their
opposition to the College, by referring to a speech
in the Column, which in his ignorance he
had given rise to reflections which it is most
to the latter's original prejudice. His next
"almost as if the thing could have borne the
light." His next attempt to refute, but endeavours to justify his
opposition to the College, by referring to a speech
in the Column, which in his ignorance he
had given rise to reflections which it is most
to the latter's original prejudice. His next
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him many studies to attend to. We might flatter ourselves, that by continually varying our lessons, we were doing just as much as the pupil's hand. But, should we by this means increase his intellectual power? Certainly not. He would be more amused but less improved; by multiplying his objects of study, the attention of the pupil would be divided, and the interest of finding out the arcsana of learning. It is the predominance of one ruling idea that strengthens thought; and one grand object, suited to the age, would be well pursued is a worth a half finished attempts to get the cycle of the sciences by patches. Yet the advantages of this unity of instruction, in being the effect of a more steady and more constant effort, would be combined with those which spring from variety. And this, it is presumed, is effected by that education which is strictly and peculiarly classical. Let us consider, then, that the habit of the mind: the study of Antiquity. He aspires to be an author, in the languages of Greece and Rome—those languages which lead us through long lost cities and homes. No other education so opens the mind; no other so quickens the understanding; no other so vastly improves the memory, and that is the reason why so much attention is paid to the study of languages. No other education can so open the mind as the study of languages; no other so quickens the understanding; and that is the reason why so much attention is paid to the study of languages.


TO THE EDITOR OF THE EDUCATIONAL TIMES.

Sir,—Every member and friend of the profession must have been much gratified at the Annual Meeting of the College of Preceptors. There appeared to be most justifiable symptoms of growing importance and improvement, even to those who, like myself, had no means of comparison with former Meetings: for though the son of an excellent Chairman, and that is the reason why so much attention is devoted to the Classics throughout the civilized world in general, was, for the members of the College of Preceptors, the greatest interest in the learning of the Classics.

But my present object in writing is to endeavour to correct an erroneous impression, which may have been left on some minds, by some words that fell from our excellent Chairman on a very matured shoulders such a weight of public as that which supports the atmosphere being admitted into a room, so as to render it desirable to have a fire or stove consuming enormous quantities of that which supports the life of its occupants. I am convinced that there is no method so economical or so safe, as the plan of heating school rooms by hot water.

A few days after reading the article in the Educational Times, I purchased a plan so novel, and so cleverly and so well drawn, and at the same time so effectual and easy of application, that I cannot think but that any professional brethren would be justly gratified at the effects of stoves, that I cannot but wish all my professional brethren could and would adopt the same improved method of heating, from which we are now deriving comfort without prejudice to health.

We congratulate the College of Preceptors most heartily on the course which they have taken in establishing a series of Lectures upon the most important points of a Schoolmaster's daily work; and still more, that they have sought, as in this case, to introduce into the old routine some new topics of scarcely less importance. The study of Political Philosophy may be thought, perhaps, too recondite for the junior classes of a school; but after a proper course of History, ancient and modern, it forms the fittest and most admirable plan for training for the senior pupils, upon whose more matured shoulders such a weight of public as the duties, as well as private duties may soon be expected to fall; and we strongly recommend, therefore, these Lectures to all Educators as the best introduction to a course of political study for their higher classes.

We congratulate the Two Lectures upon the Study of Political Philosophy, delivered at the College of Preceptors, by Philip Kingsford, B.A., Cantab, Barister-at-Law, London; C. H. Law, Fleet Street. We congratulate the College of Preceptors most heartily on the course which they have taken in establishing a series of Lectures upon the most important points of a Schoolmaster's daily work; and still more, that they have sought, as in this case, to introduce into the old routine some new topics of scarcely less importance. The study of Political Philosophy may be thought, perhaps, too recondite for the junior classes of a school; but after a proper course of History, ancient and modern, it forms the fittest and most admirable plan for training for the senior pupils, upon whose more matured shoulders such a weight of public as well as private duties may soon be expected to fall; and we strongly recommend, therefore, these Lectures to all Educators as the best introduction to a course of political study for their higher classes.

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have been dispersed towards the close of the last discourse. Of this part, it will be sufficient to say that they have been dubbed in the study, however slightly, that it contains that pearl of great price, sound common sense; and what is of infinite consequence to the beginner, useful directions as to the authors set up as guides in this most thorough field of science. It might have been desirable, perhaps, to add Senior's Essay in the Encyclopaedia Metropolitana, and Longfield's Lectures; but with the works already recommended, the student can have no difficulty in extending his circle of reading in this subject.

The remainder of the Second Lecture is devoted to a slight notice of International Law, and the study of History; the latter of course as the sole fixed basis of all our scientific researches in Politics; and the whole windings with a most elaborate appeal to the Schoolmaster, to assume in truth and in reality the office of an Educator, to view the subjects of these Lectures, as well as every other department of intellectual training, as means of moral development, not from a false idea of the car of moral supremacy is to roll on, conquering and to conquer. In this point of view, there were no other, these discourses deserve our highest praise; there breathes throughout the whole such a pure and lofty spirit, such a well-considered and such a consciousness of the vast aids to general improvement, lent by every man who diligently and lovingly elaborates a particular subject, that we should feel as if violating a duty, did we not most earnestly recommend them to all Masters of Schools; not as a text-book, indeed, but as the introduction at last, and guide to a text-book in this most valuable, but hitherto unthought-of study. Nor should we omit to mention the numerous fragments of practical wisdom, and large general views, which the Lecturer has given throughout the work; or to descend to smaller but scarcely less important things, the clearness and freedom of the style, and the occasional bursts of real eloquence, which it displays.

As the Schoolmaster and the Politician have been laboriously under the same reproach, that each took up his trade without any previous qualification, and conducted it without regard to any but the most immediate and often paltry ends, let it be our boast that we have not merely a common end, but a common means employed in promoting the good of society. The Lecturer has indeed gone in for the study of the College of Preceptors has issued one of the most spirited appeals to the educator of studious youth to become the political trainer of the active man; to impress upon the future elector, perhaps the future legislator, the duties and the responsibilities of his situation, and to supply him with the purest and deepest fountains from whence to draw the waters of at least a life-enduring knowledge. We have neither criticised minutely the various views of this production, for the whole, as is sometimes the case, a statement of our own general views; because it was not our wish either to write an essay or (strictly speaking) a review; but rather to express our gratitude to the author who has devoted so large a portion of his time, energy, and labour, to the service of our cause; and to recommend in all sincerity the adoption of a course of Political Philosophy as a component part of the higher Education of all our English Schools.

The First Seven Books of Les Avantages de la Téloéagie, arranged on a new and easy plan of Interlinear Translations, by M. De Beauvoisin. London: Law, Fleet Street.

Interlinear or collateral translations are intended to supply a learner with the meaning of the Author at the least possible expense of time and thought.

As we are of opinion that the intellectual faculties are to be strengthened by exercise alone,—that the pupil is more benefited by a single intellectual act of his own, than by any number of copious explanations given to him by his Teacher,—we reject all such translations when they are appended to books by means of which the training and exercise of the mental powers are sought to be accomplished. Consequently, translations of Latin and Greek authors on the Hamiltonian system, or any other system of a kindred nature, have no charms for us; the great advantage derivable from the study of the Classic languages of Greece and Rome being, in most instances, the mental training which the process employed in their study affords. When the case of a Modern language, the prime object sought is merely an acquaintance with the language, the cultivation of the intellectual faculties being effected by other means, then our objection becomes limited to the printed and ephemeral nature of the knowledge which can be obtained from such translations, and is removed altogether if their use be preceded or accompanied by sound grammatical instruction. It follows, therefore, that, in noticing M. Mariot de Beauvoisin's "Political Economy," we shall rest assured that the labours of the execution of the task he has undertaken, without referring to the general tendency of Interlinear Translations.

It is to be presumed that M. De Beauvoisin claims originality in the printing of the Translations on tissue paper, in red ink, and in such a manner that, when laid on the text, it falls under the corresponding portions of the French. The advantage of this arrangement is, that, without underlining the translations with, or compared with the text. We apprehend, however, that for the use of very young or not very careful pupils, the delicate texture of the tissue paper would prove an objection. This arrangement of tissue paper, &c., extends to the first two books only; the third, fourth, fifth, sixth, and seventh, differing from them and from each other only in the degree of assistance afforded to the learner in each. This is progressive, as it ought to be.

Proceeding to the consideration of the translations, they might be divided into three parts. The first two books it is absolutely literal, idioms and all; and 300; the third, fourth, fifth, sixth, and seventh, differing from them and from each other only in the degree of assistance afforded to the learner in each. This is progressive, as it ought to be.

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marginal explanations of the most difficult passages, it would have been more acceptable to us than in its present form.

A Selection from Lord Chesterfield's Letters to his Son; prepared for translation into French. By ISIDORE BRASSER. Barthas & Lowell.

If often happens that French Teachers are puzzled how to give their pupils to do, when it has been their business to instruct them; but, in such a case, they may be allowed to render into French a short detached English sentence, yet, when they are required to translate a paragraph from an English author, or to compose a letter, they are fairly at fault. M. Brassier has met this difficulty, and very successfully, to obviate this difficulty, by publishing some of the most amusing and instructive of Lord Chesterfield's Letters to his Son, with foot notes, in which the more difficult words and phrases occurring in them are given in French. Lord Chesterfield's language is clear, elegant, and truly English; and we cordially agree with M. Brassier that "the pupil will gain more real knowledge by translating into French than by translating into English". We strongly recommend the work for the use of Upper Classes in schools.

Patterson's First Steps to Zoology. Simms and McDill.

This little work well deserves our commendation. The competent naturalist who is its author, has gracefully arranged the facts, and powers of young children, without sacrificing his subject to their desire for amusement. His book though elementary is at the same time systematic and entertaining, a rare combination. It is illustrated by numerous woodcuts, and is altogether so well got up, as to be adapted to the use and quality of words.

Questions on Latin Style, as far as relates to the use and quality of words. By the Rev J. E. RIDDLE, M.A., &c. &c. London: Longman and Co.

This is a very small and unpretending book, but, if duly appreciated, it will become extensively used. It offers many, if not most, of the advantages of Crounie's Gymnasium and of Valpy's Elegantiae Latinae, in a condensed, simple, and improved form. Much benefit must result from its use, whether the questions be answered with the usual preparation by the pupil, or whether the answers be committed to writing in the manner of an exercise. Our readers will immediately see the design of the book from the following selection.—The work itself consists of forty-two similar lessons, with an index, by means of which each lesson is introduced with the reference to Riddle's English-Latin Lexicon; from the latter work the information requisite for the purpose of answering these questions may be obtained.

Lessons 14.

"What is Latin for 'a swelling in the liver': a free feast (314):—Salveba Gaium nomine iuse (315):—bellum cum Gallis (316):—regular servare (317):—popularis, familiares, popularis, familiares, etc.

An Introduction to the Differential and Integral Calculus, with an Appendix, illustrative of the theory of Curves, and other subjects. By JAMES THOMSON, LL.D., Professor of Mathematics in the University of Glasgow. Simms and McDill.

In this treatise, "intended for the use of persons commencing the study of the Differential and Integral Calculus," the author has taken for the basis of the subject the well-known principles of limited proportions; and, we think, with good reason, as all attempts that have hitherto been made to render its first principles independent of Limits, have been failures. Let it be committed to whatever way it may, the principle of limiting ratios, disguised or otherwise, may be detected in every treatise that has appeared on the subject. The author's "has evidently been to make the comprehension of the first principles as simple and easy as may be; but in some parts of the book we question whether he has successfully carried out his intention. The first principles cannot be too concisely stated, in order to arrest attention and impress the mind of the learner at the very outset. Whatever may be the method of illustration, the statement of the principles themselves should not be burdened with anything not essentially belonging to them; they should be, so to speak, "portable, that they may be instantly referred to for the purpose of explaining every theorem within their scope. The author has received the old notation, wherein the differentials of the variables are distinctly marked as quantities; a method which has been abandoned, apparently without reason, by most writers of the present day. The advantage of it is in the higher parts of the subject, particularly in the integration of partial differential equations. But with this old notation the author has revived old methods, for which more comprehensive ones have been advantageously substituted by contemporary English authors; and, in many parts of the present work, it appears to us that the subject, instead of being advanced in clearness and comprehensiveness, has been brought back to a state in which it was found in English versions of it, at a time when the work of Lacroix was translated into our language.

The treatment of Maimon and Minima, as well as the theory of Contacts, may be cited as instances wherein the employment of Taylor's theorem would have given comprehensive and harmonious views of the subject; and it is for the purpose of explaining a principle, instead of a series of isolated facts. We are far, however, from denying that the author has very successfully treated some parts of the subject, particularly the proof of Taylor's theorem; although he has done nothing to impress his readers with a sense of the importance and value of that theorem. But as so many excellent elementary treatises have already been written on the subject, we cannot avoid looking for something in the one before us that may invite an advantageous comparison with them; and this is to be found, not in the work itself, but in the advertisement, its chief recommendation being the lowness of its price.

Walters' Outline Charts of General History.—Contain Chronological Tables of the leading events of Ancient and Modern History, and of Scripture. The titles and dates of each event are printed in a bold type, and the charts seem well adapted, both by their comprehensiveness and cheapness, for pupils who have not access to more elaborate tables.


We entertain no very favourable feeling towards works of this class; preferring as we do a connected and straightforward work in the form of Elementary History or Biography, for the purpose of educating young pupils in the art of Reading. Poetical selections, partaking more or less of a dramatic character, are not desirable, if only to reduce a child in the oral expression of borrowed feelings; but we should hesitate before we gave this practice our sanction. Mr. Abbott, states in his preface, that the two are stages in the process of learning to read; the first, learning the elements of a articulated language together with the meaning and correct utterance of the words and members of a sentence, the cultivation of the oral articulation of those mental and moral susceptibilities which the human voice its almost magic power of communicating to the thoughts and emotions of the soul. We are unwilling to recognize in the practice of the art of reading anything as this; indeed, Mr. Abbott, immediately afterwards, amends his sentence with this important addition; "If the mind and heart are rigidly trained, the utterance of
the voice will unavailingly give the proper emphasis, in which he admits the influence of the mental and moral qualities of Christ Church since last term:—

The following degrees were conferred:—

1. The Foundation of Sir Robert Taylor.
2. Fergusson's Xenophon's Anabasis; Books I and 2.
4. The literature taken in great part from American writers; we also recognise many old favourites among his pieces. Mr. Henry Barnes Byrne, B.A., of Oriel College, has been elected a Master of the college, with the presentation of the perpetual curacy of Netherampton, Wiltshire; patron, the Earl of Pembroke.

The Reformed Grammar: abridged by Gerald Murray.

The following are the lists of gentlemen entitled to mathematical honours, which have been this day issued.

Win. Bouwer Hopkins, M.A., St. John's College.
Harvey Goodwin, M.A., Caius College.

EXAMINERS

George Gabriel Stikles, M.A., Pembroke College.
Stephen Parkinson, M.A., St. John's College.

UNIVERSITY INTELLIGENCE.


VIENNA: JANUARY 13.

CHRIST'S COLLEGE.

ELECTION OF MASTER.—The Rev. Jos. Shaw, B.D., Senior Fellow, and formerly tutor of Christ's College, was elected Master of the college, in the presence of the Lord Bishop of Chester, resigned.

QUEEN'S COLLEGE.

The Rev. R. C. Chermside, M.A., of this college, has been presented to the Rectory of Wilton, with the Vicarage of Bulbridge, the revenue of Ditchampton, and the perpetual curacy of Netherampton, Wiltshire; patron, the Earl of Pembroke.

JANUARY 13.

VOLUNTARY THEOLOGICAL EXAMINATION, 1850.

The following gentlemen are the examiners:—

1. The Regius Professor of Divinity.
2. The Regius Professor of Hebrew.
3. The Liturgy of the Church of England.
4. The Articles of Religion; and
5. The Apology of Tertullian; from the 17th section, inclusive, to the end.

North's First Steps to Zoology; Shmoos and M'lntyre.


The articles taken in great part from American writers; we also recognise many old favourites among his pieces. Miss Jane Taylor's "How it strikes a stranger," and "The wonderful instrument," are among the most appropriate readings that timidity, or nervousness, leads to imperfect or hurried utterance; or they upon their auditory than to the matter they are reading, and so failure ensues.

The selections in Mr. Abbot's book have been taken in great part from American writers; we also recognise many old favourites among his pieces. Miss Jane Taylor's "How it strikes a stranger," and "The wonderful instrument," are among the most appropriate readings that timidity, or nervousness, leads to imperfect or hurried utterance; or they upon their auditory than to the matter they are reading, and so failure ensues.

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The following is the Programme of the Examination Tests for the Midsummer Examinations. It is gratifying to us to be able thus early to pre- tificate referring to Modern Languages only) will be examined in Bible History, and in the Theory and Practice of Education.

There were no Candidates for the Commercial Tests.

Primary Classical Test.—The Candidates for Examination in the Primary Classical Test were examined in—Ciceron, Cicerio de Officiis, the Elegodes and the 1st and 2nd Books of the Eneid of Virgill, Latin Composition, and Modern History.

And on the option of the Candidate:—The Equations of the 2nd Degree; Arithmetick; and Natural Philosophy.

Higher Classical Test.—The Candidates for Examination in the Higher Classical Test were examined in—Cicero, In Catilinam; Livy, Books 21-25; the Prometheus of Schylus; and Edipus Coloneus of Sophocles; the Greek and Latin Authors in addition to the Elements of Classical Literature; the Elements of Political Philosophy; and Modern History.

Higher Test.—The subjects for Examination in this Test will be—Greek and Latin Authors in addition to the Elements of Classical Literature; the Elements of Political Philosophy; and Modern History.

Commercial Tests.—Candidates for Examination in the Commercial Tests will be examined in—English Grammar; Elocution; Geography; Arithmetic; English History. geography; Arithmetic; English History.

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The educational subjects supplied by the writer of the letter have been because we by no means consider them justified by the case detailed.

**CUCKFIELD GRAMMAR SCHOOL.**

*To the Editor of the Brighton Guardian.*

We have, Sir, a school founded by pious individuals of a bygone age. In the dark days of ignorance and superstition when the seeds of education weregerminated out from under the clouds that had obscured them, the school was founded and built; and the donors, in granting legacies for its perpetuation, made a provision that the Masters of the Reformed Church; he was to enjoy the revenue, occupy the house and school, and be required in return to educate a certain number of boys belonging to the church. They were to be taught the classics, that they might be fitted for a higher and more enlightened station in after life, and be able to progress with the times, which latter will, we hope, be taken as a favourable indication of the results to be expected from the careful and proper education of the rising generation.

The presentation took place in the large dining-room of the school, and there were present about 200 of the old and present pupils, and a few private friends of Mr. Coulthard.

On the motion of Dr. J. Graham, the Rev. C. Dunn, Mr. Mr. Prosser's death, the school's decline may be more easily understood. He had an "amo in uno," living at a distance from the school, and for a time went into disuse. It was subsequently let or lent to the Rev. C. Dunn, who opened a school there, but without the profit and at a cost beyond the means of those for whose benefit it was intended, and it soon sank into nothingness. For some years its decay progressed, the building became dilapidated, and the school of the establishment were irrecoverably lost.

The national school being found to be placed in an unhealthy situation, was contemplated as one of the old grammar school, and the Trustees having obtained an order in Chancery, the accumulated fund was expended in repairing the house, and the scholars were removed, and not uninteresting, I called on the Chairman of the Committee to present the portrait then on the table before them.

Mr. Prosser, Rector of Brampton, took the chair, and proceed the proceedings, and reports of the two principal sub-committees were presented in this shape, not, sir, as by any means to those gentlemen whose benefit it was intended, and it soon sank into nothingness. For some years its decay progressed, the building became dilapidated, and the school of the establishment were irrecoverably lost.

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A Delightful task, to tender the tender thought, To pour the fresh instruction o'er the mind; To breathe the enlivening spirit, and to fix The generous purpose in the glowing breast.

I cannot forbear in these few paragraphs to animate those gentlemen whose delegate I am, in promoting the object we are now carrying out; but would merely remark that the eagerness with which they have been to this object when it was first suggested to them, evinced, in a much stronger manner than I can exhibit in language, their desire to prove the estimation in which they hold Mr. Coulthard. It would be had taste on my part, sir, (continued the speaker, turning to Mr. Coulthard,) to enter further into a panegyric upon your character, in your presence; but I will now proceed to the immediate purpose of my meeting. I now beg, sir, in the name of about 20 young men, part of whom are, and part have been your pupils in the course of the latter part of the last session, and this present term of your esteem, in testimony of their regard for that conduct which, while under your charge, so much endeared you to them. The testimonial is presented in this shape, not, sir, as by any means to those gentlemen whose benefit it was intended, and it soon sank into nothingness. For some years its decay progressed, the building became dilapidated, and the school of the establishment were irrecoverably lost.

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perpetuating your memory amongst your own family and descendants; and at the same time of giving the truth of your profession and the engraving may be suspended, however question- engravings may be suspended, however question- engravings may be suspended, however question- engravings may be suspended, however question- engravings may be suspended, however question-

able may be the merits of the teacher it represents, able may be the merits of the teacher it represents, able may be the merits of the teacher it represents, able may be the merits of the teacher it represents, able may be the merits of the teacher it represents,

yet it is pleasant to speak trumpet-tongued of the pupils' generosity, and thereby afford a copy to every subscriber.

To the skill of the artist to whom the painting was entrusted, he has produced a life-like resemblance of the original, and to whose taste and judgment you will appreciate it. In conclusion, sir, I fervently wish that your professional career may be crowned with prosperity; and that you, your esti- able may be the merits of the teacher it represents, able may be the merits of the teacher it represents, able may be the merits of the teacher it represents, able may be the merits of the teacher it represents, able may be the merits of the teacher it represents,

mated and disciplined, both in mind and heart, and happiness amidst the surroundings of friends, and in the grateful regard of those whom you have fitted to encounter the troubled waves of life.

Mr. Coulthard, evidently much affected, then addressed the assembly as follows:—"My dear young friends, often as it has been my lot to address you before; and in some degree, I have done so under greater difficulty; that difficulty arising not so much from the novelty of my position, as from the impossibility of conveying to you an adequate idea of the feelings under which I address you, and which have been excited in my breast by this kind, unlooked-for, and highly flattering testimonial of your regard for me. The profession of a schoolmaster, and particularly of one who in the duties both of parent and teacher devolves, is acknowledged on all hands to be one of extreme difficulty and responsibility; for although his name and character, his errors and defects in public life, and his condemnation, his merits and usefulness, from the very nature of his position, are apt to be over- looked. The state of pupilage is necessarily, more or less, a state of discipline and discipline, both in mind and heart, and happiness amidst the surroundings of friends, and in the grateful regard of those whom you have fitted to encounter the troubled waves of life.

Mr. Joseph Bendle proposed, in an extremely next speech, a vote of thanks to Mr. Carrick for the excellent likeness he had produced for them, and for the kind way in which the objects the committee had in view. This was received with loud applause; and the artist briefly returned thanks.

"We are here to present to the chairman for his able services, which he duly acknowledged.

"The portrait is painted upon white marble, of large size, and is enclosed in a gold frame and morocco case—the latter bearing the following inscription—'From the little vexations and annoyances inseparable to those whom it has to govern. And yet the question "Art thou he that should come, or do we wait for another?" 5. Which is generally considered the most ancient

The speech was received with much cheery throughout.

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"The portrait is painted upon white marble, of large size, and is enclosed in a gold frame and morocco case—the latter bearing the following inscription—'From the little vexations and annoyances inseparable to those whom it has to govern. And yet the question "Art thou he that should come, or do we wait for another?" 5. Which is generally considered the most ancient

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Mr. Warren's preface to the third Edition of "Now and Then," states the astonishingly short time in which this popular production was written, passed through the press, and interested the public. The preface, written in eighteen days, or rather nights, for the author's professional duties occupy his days and the printing and publishing within nine days more. A large first edition was sold in two days.

The French Academy has elected the Duke de Noailles to fill the Chair in that Institution, vacant by the death of M. de Chateaubriand. This election has excited much discussion.

RIGBY SCHOOL.—During the past 12 months the Rugbeians have, as in the two preceding years, fully maintained their reputation at Oxford and Cambridge, by carrying off many of the University honours which have ever been gained by men from other schools in the same period of time. At Cambridge, J. Lamb, Scholar of Caius College, Eleventh Wrangler, has also obtained the Cambridge Gold Medal, and T. W. Pigoules, of Trinity College, in the First Class of the Classical Tripos; G. Burn, Trinity College, Junior Belch Scholar; J. P. Norris, and D. J. Meubugan, Scholars of Trinity, the Members' Bachelors' Prizes. At Oxford, H. J. Smith, Scholar of Balliol College, Ireland Scholar; W. Bright, Fellow of University College, Eltzer Theological Prize; T. H. Dufour, of Oxford University College, Latin Prize Essay; T. V. French, Scholar of University, English Prize Essay; E. S. Parry and H. E. Bradbury (Scholar), of Balliol College, Scholarship Number, are the University Scholarships, First Classes, &c. (excluding College Prizes and Fellowships) obtained by gentlemen educated at this school, have in the course of the year been awarded.

THE EDUCATION QUESTION.—The following are the Resolutions adopted at the late Chichester Meeting, and which have caused so much excitement and discussion:

1st. That it is the duty of the clergy and laity to extend and improve by all means in their power the education of the people, and to render an active and effectual co-operation to the State in all its measures relating to education, so far as they are consistent with the faith and principles of the Church. That this co-operation is a civil and not a religious duty, and that the protestant Church in this Country is capable of rendering active assistance in the promotion of the education of the people.

2nd. That the Association shall consist of Principals of Private Educational Establishments of acknowledged standing, and seconded at a previous Meeting. The election of the Secretary shall be made by ballot at the first General Meeting, and his tenure of office shall not be subject to the control of the Committee. The Secretary shall have power to call General Meetings of the Association, and report their proceedings periodically.

Rules:—1st. That this Association be designated 'The Schoolmasters' Protective Association.'—2nd. That the Association shall consist of Principals of Private Educational Establishments of acknowledged standing, and seconded at a previous Meeting. The election of the Secretary shall be made by ballot at the first General Meeting, and his tenure of office shall not be subject to the control of the Committee. The Secretary shall have power to call General Meetings of the Association, and report their proceedings periodically.

A Revival of Old Practices.—An émeuté took place some weeks since at Winchester College among the gentleznam commoun, owing to Dr. McInerney, the head-master, refusing to allow the customary display of fireworks on the evening previous to the holiday. The youth gentzmen, however, were determined to have their fireworks, and obtained the usual supply, which they then delivered over the wall into the play-ground during the time of divine service on Saturday.
sooner was the service over than the commoners made for their play-ground, and speedily killing a large bull, and throwing it out fire balls. Dr. Moberly being informed of what was going on, hastened to the spot, when a number of serents were directed against him, and he was obliged to retire. At the same time, a number of the most forward were flogged, and one of them, who had rendered a particularly indelicate service, was expelled. The school was now interdicted and the commoners were called to retire. At first the small boys were flogged, and there were several stand out several hours; but before even-
tide they were startled into a surrender, when some of the most forward were flogged, and one of them, who had rendered a particularly indelicate service, was expelled. The school was now interdicted and the commoners were called to retire. At first the small boys were flogged, and there were several stand out several hours; but before even-
pronunciation of foreign languages, Greek for the sake of Othello, or Tasso's Don Quixote, and French for that of distinctness and dispatch. There are, I believe, some other methods I practised industriously, and I wanted none else for my success. I was at all events never found in the school much of feeble, imperfect voice, muffled, or as the French express it, veiled, to the obscuration and confusion of all features, I became comparatively, though not perfectly, intelligible, in the Greek sense—subjective association, as the German metaphysicians would call it. The energy that is called to action in the tongue extends itself to the three other faculties, and constituting a point and spreading over the whole surface. In these cases it is not the intellect that first raises itself from prostration, and then quickens the utterance of the idea, but on the contrary, we articulate a sentence or two with energy; this is done, and, once in motion, the impulse once fairly given, it is easy to go on. We blow our fire into a blaze, we kindle our intellect by the influence of our breaths, of our own active spirit.—Self Formation.

MORALITY.—Some of the houses in Edin- burgh are described as sitting in a place near that exquisite green slope from the Castle-esplanade, Johnson visited Boswell; and here also David Hume, the historian and philosopher, resided for some time, and in which place he wrote the oldest of the New Town. A recent traveller on the stairs, asked an old woman who was conveying a pitcher of water to her aerial domicile, whether she could tell him in which story David Hume lodged. "Dawid Hume! Dawid Hume!" replied the old woman, "I have been here this eighteen year, and never mind six stairs!" "And where is Dawid Hume?" "Stair! To which greatly replied, in Toos's phrasology, that it was "of no consequence," and beat a retreat.

Schools and Scoundrels.—The Rom, so often and strongly commended to the notice of parents, in the Bible, is not a whip or scouerd; but discipline in a general sense, and especially that kind of discipline which addresses itself to the understanding and the affections rather than to the animal nature of the child. The whole tenor of the Bible teaches us that this is so. It everywhere adjoins personal intelligence to the will, so that we may be drawn, not driven; to be persuaded, not forced. Where addresses us as moral, intelligent beings, to the thoughts, like a circle in water, beginning at the lowest end; we articulate a sentence or two with energy; this is easily done, and, once in motion, the impulse once fairly given, it is easy to go on. We blow our fire into a blaze, we kindle our intellect by the influence of our breaths, of our own active spirit.—Self Formation.

IMMORALITY.—Some of the houses in Edin- burgh are described as sitting in a place near that exquisite green slope from the Castle-esplanade, Johnson visited Boswell; and here also David Hume, the historian and philosopher, resided for some time, and in which place he wrote the oldest of the New Town. A recent traveller on the stairs, asked an old woman who was conveying a pitcher of water to her aerial domicile, whether she could tell him in which story David Hume lodged. "Dawid Hume! Dawid Hume!" replied the old woman, "I have been here this eighteen year, and never mind six stairs!" "And where is Dawid Hume?" "Stair! To which greatly replied, in Toos's phrasology, that it was "of no consequence," and beat a retreat.

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