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THE EDUCATIONAL TIMES.

27.

THE CHARTER QUESTION.

RESTRICTIONS ON THE LIBERTY OF TEACHING

NOT NECESSARILY PRODUCTIVE OF MONOPOLY.

It will be seen from the Report, in our present number, of the proceedings at the Meeting in Manchester, to promote theobjects of the College of Preceptors, that in some quarters great misapprehension exists as to the tendency and purpose of the Charter for which application has been made to Government; and although from the almost total want of support experienced by the project, and an amendment commendatory of the contemplated Charter, we infer that its opponents are a decided minority of the profession, yet as we believe that even that minority is actuated by altogether mistaken notions, and that were it correctly informed on the question, its opposition would be changed into advocacy, we deem it desirable to endeavour to set the matter in as clear a point of view as we can.

But before we state what we conceive to be the object of the College in reference to the Charter, judging simply from their published proceedings, and from the draft of the Charter, the substance of which will be found at page 188 of our first volume, it is due to ourselves to explain our individual sentiments on the subject—sentiments which we are aware are not concurred in by many of those who support the claim for the Charter.

Lest, however, what we are about to say should be taken as representing the opinion of the College of Preceptors, we must repeat what was stated in the third number of this Journal, that it is not to be considered as nothing more than the exponent of the objects and wishes of the College; “although,” we then said, “the Educational Times acts as the organ of the College of Preceptors, so far as the communication of its proceedings to the public is concerned, yet it is altogether independent of the College, which is not responsible for any of the contents of our Journal, except those which avowedly emanate from it.”

We insist upon this the more because, at the Manchester Meeting, some of the speakers seemed to draw distinctions much at variance with the College from articles and reports of speeches in our Journal, as if it contained nothing but what we had the sanction of the Council. No notion could be less founded in fact; the Council has no more to do with the contents of the Educational Times, and exercises no more control over it, than any one of its readers. A reference to Mr. Walker’s speech, at the last anniversary dinner of the College, reported in No. 4, will show that it was from the first distinctly stated that the Educational Times was by no means to be looked upon as the mere organ of the College of Preceptors; and we take this opportunity, once for all, to declare that although we heartily concur in the principles of the College, and approve of its plan for the promotion of education, we believe it misleading and injurious to the public interest to confine its influence to those who are employed in schools partly supported by the State; the effect of which will soon be to raise the professional character and social estimation of that class of teachers; and not content with this, to make the teachers of the middle classes, unless the latter speciously take measures to get rid of that false independence of which many of them appear to be so proud, but which is, in truth, the cause and the evidence of their degradation, in some of the most important points of their duty, and their shameful incapacity; so that the intrinsic dignity of the calling will be obscured, and the whole body must suffer for the shortcomings and delinquencies of its members, who are not content in mind, together from the interests of the profession, we hold that the public has an indispensable right to be protected from the evils which result from the present anomalous condition of teachers, and that the government neglects its duty, and wrongs its people, which makes no provision to secure the competency and efficiency of those who, in a manner, have the future fate of the nation in their hands.

This brings us to the answer chiefly relied on as a refutation of the views above expressed. It is said, that the interference of the State would be, if not injurious, at least wholly superfluous; that each parent is a sufficient and the best judge of whatever concerns his children’s education, and in particular, of the fitness of the persons to whom it is intrusted. Our answer is, besides, endeavoured to be overthrown by a retroduction ad absurdum: it is asked, why, if such aid as we suggest is necessary to enable the public to choose a good teacher, should it not be extended to the selection of shoes, boots, coats, hats, and bed linen? No, no, triumphanty continue our antagonists, leave these things to be arranged by the principles of competition, by the “higgling of the market,” by that clear perception of his own interests which renders each individual sufficient for himself, and all extraneous aid unnecessary.

Our reply to these assertions is twofold: we maintain first, that it is not the fact that parents generally, and each in particular, have the opportunity to judge of the qualifications of those who undertake to educate their children; and secondly, that the system we advocate, would interfere with the parent’s choice only so far as to restrict it to a great body of persons which makes no provision to secure the competency and efficiency of those who, in a manner, have the future fate of the nation in their hands.

In support of the former proposition we need only refer to the admitted fact that great numbers of the teachers of the middle classes are lamentably deficient in some of the qualities necessary to constitute good instructors; in consequence of which the science of education among as makes little, if any, progress; as
and absurd methods of instruction everywhere prevail; school books are used which abound in errors from foster long exploded prejudices; the most important years of life, under such auspices are wasted, or even worse, the young so trained enter upon the duties of life with undeveloped faculties, and minds unfurnished withught but a few scraps of knowledge, of the merely verbal, and utterly incapable, so far as they are indebted to good discipline, of turning to good account the opportunities of further improvement that may present themselves.

Parents have long been aware of these facts, and are supposed anxious to remedy such a state of things and to procure for their children the best education within their reach; but it is manifestly impossible for them to discriminate between the competent and the most incompetent teacher. They must judge by appearances, the report of others as little capable of judging as themselves, and not always disinterested; and hence the selection of those to whom must be intrusted the deepest and most important kind of teaching, the profession of educators, which blanks are far more numerous than the prizes.

We admit that the progress of society has already diminished the magnitude of the evils alluded to, and that the diffusion of knowledge, and the growth of a livelier sentiment respecting the vast importance of education, will bring about still greater ameliorations; but we cannot imagine a time when some such guarantee as we propose will not be needed. Even in the most enlightened state of society conceivable, the minds of the young must be vast numbers of persons whose circumstances prevent them from being able personally to ascertain the qualifications of those to whom the education of their children is confided; and to such persons, the protection afforded by the State would be most desirable.

This brings us to the consideration of the second part of our reply. The opponents of restriction in education declare loudly about the rights of parents in the education of their children, and any interference with their perfect liberty in the choice of teachers. But we can by no means admit that the rights of parents over their children are absolute, or that they may not be justly and usefully restricted; children must be, and are by our laws, mere members of a family, but as citizens of the State, entitled to protection even against their parents, and subject to their control only so far as is conducive to the general welfare.

Now, the plan we wish to see adopted would not act as a restriction so much upon parents as upon—be teachers; its effect would be that all who publicly taught would be fit to do so, and in confining the parent's choice within the limits of that body, which blanks are far more numerous than the prizes. We turn now to the question as involving the rights and interests of the teachers themselves.

It appears to be assumed by our opponents that no plan could be devised for excluding unqualified persons from the profession that would not degenerate into monopoly, and tend to subject the teachers of the middle classes to the Government, to such an extent as to deprive of liberty of thought and action which is indispensable to the progress of mankind. Were their fears founded in fact, no one would be more earnestly on their side than ourselves. We emphatically recognise the necessity for the perfect freedom of the teacher from subject to the views of any party or sect in the State, or of any school of science and philosophy. But to contemplate no such restriction as the test to which we would submit every teacher is one of not even present opinion, still less would we require him to give pledges for the future, thus vainly and immorally striving to fetter the free course of thought and discussion. But we require is proof of competency to teach whatever subject each person professes to teach. We would take no hostages for the fidelity of the candidate either to our institutions in church and state, or to the views of any body of men in any branch of knowledge; in all these respects we would leave him entirely free; but we would certainly insist that before he undertook to train the mind of the young, he should show that he possessed some acquaintance with the science or art to which he proposed to communicate knowledge of such subjects, and to take charge of children, he should prove that he was not wholly ignorant of such branches of knowledge; was practically conversant with methods of managing children, and had some insight into physiology and the laws of health. All this might be done effectually without infringing in the least degree on individual freedom of opinion, or doing anything to create an exclusive body of unqualified persons. The advocacy of one set of opinions upon any subject or class of subjects. Then, as now, our profession would embrace all its members would be competent to discharge their duties; they would be able, well-informed, and consequently respected; the quacks and pretenders who now disgrace it would gradually become extinct, and it would slowly but surely assume its proper position as an honourable and honoured power in the state.

We confess we cannot understand those who object to such a system. Either they who propose to become teachers have acquired the necessary qualifications, or have not; in either case, what objection can they entertain to passing before an examination which proves to the world that they are worthy to belong to a liberal and learned profession, and thus provides them with a passport to employment and social consideration? In the latter case, what ignorance do they deserve, or how can they complain of being prevented from inflicting upon the community evils of the most serious kind? The claim for liberty to teach by those who refuse or are unable to prove their fitness is utterly untenable; and at no view will it be regarded with as much surprise as we already feel when we read in the history of bygone times of the existence and exercise of the rights of feudal lords over their vassals and retainers. But we can by no means admit that the rights and interests of the teachers are not less clearly defined in a measure which would separate them from those who bring disgrace upon all who are designated by the same appellation, which is at present indiscriminately applied to men differing from one another in every moral and intellectual character, and which, owing to the delinquencies of many who are now perniciously assumed to possess, instead of being a title of honour and dignity, is, in fact, regarded as a term of obloquy and disparagement.

We call upon those who think they have sufficiently controverted what has here been advanced by merely calling our plan "monopoly," not to be confounded with this parrot cry, but to define clearly what they mean by monopoly, so that the public may judge whether what is so designated is an evil, and then to show that the dyslogistic epithet is justly applied. Do they advocate the continuance of a system which exposes that is liable to be fraught with the gravest evils because the proposed remedy can be proved to be probably productive of consequences worse than the abuses to be removed? If so, let them distinctly state what those apprehended consequences are, and point out the connexion of effect and cause between them and the plan we advocate. No one in his senses can seriously maintain that any man has a right to make a public profession of ability to perform any operation that involves the best interests of the human kind, involving the happiness and welfare of individuals and of the community to an unequalled extent, while he is, and in many cases knowingly so, utterly incompetent for the purpose. In other professions, the law expressly provides that unless those who are thus deceived. The lawyer, who through manifest incapacity, causes the loss of his client's property, is liable to an action for the recovery of the amount so lost; the medical man who injures the health and life of his patient by ignorance of his profession or the careless performance of his functions, may be made to pay damages, or even tried as a criminal for manslaughter. Why should we have our laws, which boast
that there is no wrong for which they have not provided a remedy, appointed for the benefit of parents who, trusting, as they are now obliged to do, to the fair-spoken professions of some unprincipled "schoolmaster," have intrusted their children, and afterwards him large sums of money during many years in consideration of the advantages so secured for their children, find, at length, when it is too late, that the learning of the teacher was a mockery, his morality a delusion; and his religion a snare? Whatever the theory of the law may say in answer to this question, the actual fact is that no such remedy exists, and that thousands of cases like that which we have sketched occur in our country every year, without even an effort being made by the injured parties to obtain redress.

We shall be told, no doubt, that the reason of this is to be found in the nature of the case; that the engagements into which teachers enter with parents are of so unwise a kind that the slightest official peculation would be baffled in the attempt to draw up a declaration in an action on the case, for breach of contract on the part of a delinquent teacher. Suppose that the latter undertook to teach his pupil Greek, and during several years, the principal subject of public discussion in the country was the question of free trade; a powerful association had spread its ramifications over the land; its tracts were distributed by millions; its lecturers visited every town and almost village, in the country; its leading orators were continually in the Legislator, and through it, every part of the Empire, with the most vigorous and stirring appeals to the reason and personal interests of their audience; the theme on which they with unerring per- ceverance did, dilate, was the wonder; injustice does not admit of terms—-to wit, the monopoly of a particular class of men, who by a popular abbreviation, came to be designated monopolists. The free-traders had not much difficulty in provings that the system which they were waging war upon was a curious one, at variance with the welfare of the community, and founded upon principles subversive of the plainest precepts of justice. Hence, in the minds of most of our countrymen, the idea of the particular monopoly in question became inseparably connected with the notion of injustice; a natural, and with the unreflecting and indiscriminating mass, almost inevitable result was, that this association of ideas was extended beyond its original and reasonable limits; so that whatever, of any nature, kind or duration, reckoned in the remotest degree the system that gave rise to the antagonistic confederacy, might therefore with any show of reason receive a common appella- tion, was at once assumed to be equally reptur- nistic confederacy, and might therefore with a universal political suffrage, there can be little difference of opinion as to the justice and expediency of giving every member of such a profession as ours a voice in the election of its rulers and officers; and we would, therefore, entirely prohibit any system of " monopoly" within the profession itself.

Such, we regret to say, is by no means the case at present; and to this fact we believe many of the evils connected with education, in this country are attributable. We allude to the fact that the masters of the legal and medical professions: why should our profession independent of the bulk of the profession, and self-elective. Such a plan we hope, however, that they will be con- sidered, and not with the object of subversive of the dearly-prized and hard-won liberty of Englishmen?—the monopoly, characteristics of injurious monopoly; and we are, therefore, far from wishing to see our profession assimilated in all particulars to them. Thus, we would admit to the examination preliminary to the grant of a licence to teach, all who presented themselves with the requisite certificates of good character, without making any inquiry as to the means whereby they had acquired their knowledge; whether they had been students of this or that College, or had attended no public course of instruction; whether they were indebted to private tuition, to books, or to practical experience, for their various acquisitions, such questions should never be asked; all that would be necessary to entitle any man to enter the profession, would be his showing that he possessed the needful amount of knowledge and practical skill; and having fact, that the highest form of political union by a universal suffrage, can be little difference of opinion as to the justice and expediency of giving every member of such a profession as ours a voice in the election of its rulers and officers; and we would, therefore, entirely prohibit any system of " monopoly" within the profession itself.

Again; we would not imitate the constitution of some existing Corporations, and among others, of the Colleges of Physicians and Surgeons, in making the ruling body or bodies of our profession independent of the bulk of the profession, and self-elective. Such a plan we hold to be directly detrimental to the profession itself, and indirectly to the public at large; the former may be regarded as a universal political suffrage, there can be little difference of opinion as to the justice and expediency of giving every member of such a profession as ours a voice in the election of its rulers and officers; and we would, therefore, entirely prohibit any system of " monopoly" within the profession itself.

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Those, then, who are roused to antagonism at the mere name of monopoly, have here a fit object of denunciation; an obstacle to im- provement, the removal of which would confer a signal benefit upon the profession and the community, and additional glory upon "the advocates of freedom.

We trust we have now shown that the epithet "monopoly," in the dyslogistic sense, is quite applicable, and that another consideration which ought to disarm opposition to it is, that it is intended to be entirely prospective, and to leave untouched all persons already engaged in teaching. Thus no existing interest would be directly in-
terfered with; although it must be confessed that as the new system came into operation, and the number of the certificated teachers increased, the ill-qualified members of the profession would find fault, if not impossible, to maintain their position, or successfully to compete with the higher class of teachers who would thus be produced. It is probable to an instinctive perception of this truth that we must ascribe the opposition not merely to the older system here advocated, but even to the College of Preceptors and the proposed Charter.

For if we can justly repudiate the reproach of monopoly, &c. fortiori, the document in question is not obnoxious to such a designation. A man may constantly point out the least approach to a system of restriction, such as we deem desirable, and yet warmly and zealously promote the success of the application which is being considered. It simply permits the College of Preceptors to examine those who may voluntarily present themselves for that purpose, and to grant them certificates and diplomas; and thereby, if its terms upon which persons may become qualified by their own exertions to teach, to the College of Preceptors, although its freedom from sectarianism renders it a good model for the bodies to which right may hereafter be entrusted. It is probable that ere long, the State will more distinctly recognise the importance of education than it has hitherto done, by the appointment of a distinct department of Government for its superintendence; in which case the regulations to be observed as to the admission of persons into our profession would be determined on by this central authority, which might delegate general enforcement and application of those regulations to chartered bodies in various parts of the empire; and among others, to the College of Preceptors. Under such a national system, there would be no room for apprehension about monopoly and other bugbears, which dictate the present opposition to the grant of a Charter.

In the very illegal amendment proposed, at the Manchester Meeting, to the second resolution, the main objection to the Charter is stated to be that thereby "the right of the State to interfere in the education of the people" would be recognised. The right, forsooth! have not, of late years, men of all parts admitted—nay, insisted on, the duty, the sacred, bounden duty of the State to interfere, and that effectually and visibly, in the education of the people? Surely those who attach any value to such arguments as these, must be little accustomed to reflection, and far behind the present state of opinion on the subject. They must regard the "State" of the reign of the present reign, the nation, directing the resources, the knowledge and the wisdom of the community for the general benefit; but, as it was in days of yore, as a combination of men who employ their power to tyrannise over the representatives of the people, and who are, therefore, to be viewed as public enemies, any extension of whose "rights" is to be resisted as fraught with evil to their unhappy subjects. Those times have passed away, and every year affords further evidence of the opposite, and that education, and the usefulness of the "liberty" of teaching, must either utterly palliate, and that slowly, the evils of which they are suffering to full till such qualifications have been tested by a competent tribunal; on the other hand, the Schoolmaster has too often been degraded by the folly of those who have him hitherto been associated, place him before the public, and not suffer to full till such qualifications have been tested by a competent tribunal; on the other hand, the Schoolmaster has too often been degraded by the folly of those who have him hitherto been associated, place him before the public, and not suffered to full till such qualifications have been tested by a competent tribunal; on the other hand, the Schoolmaster has too often been degraded by the folly of those who have him hitherto been associated, place him before the public, and not suffered to full till such qualifications have been tested by a competent tribunal; 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on the other hand, the Schoolmaster has too often been degraded by the folly of those who have him hitherto been associated, place him before the public, and not suffered to full till such qualifications have been tested by a competent tribunal; on the other hand, the Schoolmaster has too often been degraded by the folly of those who have him hitherto been associated, place him before the public, and not.
The following extracts from two of these letters will be gratifying to our readers.

Mr. BRIGHT says:

"I may observe, with reference to the object of the meeting, that it has my warmest sympathy. Nothing that has been done, or proposed, should lead to any partiality for one set of teachers, and against another, as the subject which is at present before them is the question of the qualification of teachers. I strongly wish to see an examination of the several objects of the College of Preceptors, and a kind of certificate of fitness, issued by its board, the same as members of the Legislature are now required to have; and, above all, a certificate to show that those who have the care of the young and helpless, have been educated in some seminary where the element of knowledge is encouraged, and the rules of correct teaching are constantly enforced. Such a certificate will secure to the mothers and the community at large a better knowledge of the qualifications of the teachers, and shall be a means of increasing the respect for those who have the power to guide the young minds of the nation. (Hear.)"

Mr. PARKER says:

"At present, the question of education is under the consideration of the House of Commons, and the right hon. Gentleman opposite (Mr. Grey) has promised to bring in a bill for the establishment of a board of education. I am happy to say, that the object of the College of Preceptors is in harmony with the views of the right hon. Gentleman, and with the wishes of the country, as well as with the Constitution of our nation. The object of the College is to secure competency in the teachers of our youth, by requiring a strict examination of their qualifications, and by the institution of a system of education which shall be universally approved and followed. The College of Preceptors is, therefore, a most necessary and useful institution, and one which I shall be glad to see put into operation."
schemes for the promotion of education, owing to the different views of sects and parties, and said that the College of Preceptors thought they could save Government a great amount of trouble by having it take possession of all the schools in the kingdom, and that it would be the first time in the history of the world that ladies had become members of a college.

Mr. Corns asked whether ladies would be members, adding that, if they were, it would be the first time in the history of the world that ladies had become members of a college.

Mr. Freeman said that many had become so already. He hoped that the College would be one means of adding to the dignity of the profession of teaching. He thought that the profession of teaching should not be regarded as an inferior profession, and he hoped that it would never be again regarded as such. He thought that the College of Preceptors would be a great addition to the dignity of the profession of teaching.

Mr. Corns asked whether the College of Preceptors would be a benefit to those who wished to become teachers. He thought that the College of Preceptors would be a benefit to those who wished to become teachers, and he hoped that it would never be again regarded as an inferior profession.

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the miserable status of the teachers, and the deplorable ignorance which prevails alike in our large cities and our rural parishes give a too palpable negative to these inquiries. Scotland, once at the top of the list, is rapidly sinking to the bottom of the list. . . . I also object to the College of Preceptors because the tendency of most corporate bodies is to set tyrannically against all those who do not belong to their order. As an illustration of this, I may tell you that in the reign of Queen Anne, the State Church, that biggest and vilest of all the Schism Bill; this Schism Bill made all Dissenters under their management? Has it served the purpose which it was designed for? Mr. D. B. Reid, one of the members of the Council, in which he says, "One of the great objects in this regulation is, as we find from the Report, to take care that no person shall be authorised to undertake the responsible business of education who is not qualified for the office sought; in fact such individual must be recognised by our Council as a fit and proper person." There might be some good reasons for this adoption of this regulation if the past history of colleges proved that they had been of very great use to society; but this I believe is very far from being the case. Corporate bodies are notoriously slow in all their movements, and often far behind the age in which they live. . . .

The great majority of the improvements made in the arts and sciences have not been made by men who have had the time to spare, nor the money to spend in buying a D.D., a B.A., or D.C.L. degree; but those who make improvements in the arts and sciences are men who have not the time to spare, nor the money to spend in buying a D.D., a B.A., or D.C.L. degree. The most successful public schools in this city are taught by men who never had any training in a normal school or College of Preceptors: this is a fact which has been long admitted by all who are in the public schools of this city. . . . To show you the effect of leaving the education of the people to the care of colleges or other corporate bodies, Mr. J. C. Coupe wrote an article in the February number of Tait's Magazine. The article is entitled "The Government and Parochial Schools of Scotland." In page 124 the writer asks: "What has been the practical working of the system under their management? Has it served the ends of a truly national system of education? Has it so much as attained the model proposed by its original founders?" He remarks that it even accomplished a good which has been so long and flatteringly attributed to it? The want of school accommodation, the miserable status of the teachers, and the deplorable ignorance which prevails alike in our large cities and our rural parishes give a too palpable negative to these inquiries. Scotland, once at the head of European nations in point of education, is rapidly sinking to the bottom of the list. . . . I also object to the College of Preceptors because the tendency of most corporate bodies is to set tyrannically against all those who do not belong to their order. As an illustration of this allow me to tell you that in the reign of Queen Anne, the State Church, that biggest and vilest of all the corporations, got an act of parliament passed called the Schism Bill, this Schism Bill made all Dissenters who kept public schools liable to a fine of £40 and an imprisonment of three months. As another instance of the tyranny of which corporate bodies are capable, I may refer you to some of the recent doings of that great and equally bad thing, the Scotch State Church. A few months ago the authorities in the Scotch Church expelled several of your friends from the situation on the ground that they would not worship the golden image the Church had set up. I may be told there is no fear of these acts being repeated, for it is said the power of the College of Preceptors will be brought down. I am sorry to hear this, for I beg to say that so long as human nature is what it is, the press will be likely to do as much evil as good. The press has now been at work more than three hundred years, but it has not been able to keep down the spirit which caused men to be burnt at the stake. . . . I object to the College of Preceptors because the regulation with the education of the people, because corporate bodies generally do their work in a most unhospitable manner. That young corporation, the Committee of Council on Education, which makes all Dissenters who have ever been a schoolmaster in his life. Sir, if the manager of your mill set a man as overlooker of one of your sets, and a man who had never spent a day in the practice of the work he was called upon to superintend, you would think it was time both for your manager and his overlooker to march about their business. The Committee of Council on Education have acted with quite as much folly as in the supposed case; for to use the words of Dr. Schmitz, rector of the High School of Edinburgh, they have appointed men as inspectors "who know as little about educating and training a young mind as a person knows about anatomy who has never been in a dissecting-room." . . . Sir, I cannot close my remarks without saying I am to see a Vaughan, a Davidson, and a Beard on this platform, I am sorry that they should be so forgetful of the groundwork of Dissent as to suppose it is possible by their ground of Dissent. But, sirs, you must not suppose, because there are three or four Dissenting ministers on this platform, that the College of Preceptors in opposition to these inquiries. Scotland, once at the top of the list, is rapidly sinking to the bottom of the list. . . . 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The Charter.? What it is.—Let me express what I consider it to be. Thus shall best illustrate my reasons for advocating it as a great boon. And let me characterise it both positively and negatively. It is not a State monopoly, nor likely to become such. It is not a plan for forming a corpen corporation. It is not an instrument of tyranny, or bigotry, or force. It is not an odious monopoly, but to certify the degree of knowledge, and as such; nor let it be refused as necessarily or probably an evil omen. It pronounces no judgment, still less does it ordain any retribution against those who keep their ears deaf to its call. It leaves them where it finds them, free to think as they would. Among those who heed it, some are impartially elected to its approbation, others as impartially subjected to condemnation, perhaps to reprobation; and this in the exact degree of certified merit or demerit.

Those who do not choose its attainment, need incur no trouble, expense, and risk; and they certainly would not be compelled to make, or be compelled to use, it. So far as Examination and Diplomas are concerned, what it proposes to do, is merely and openly to call lift—'not to monopolise; but to certify legally, & c., with just and true social authority. Writing as a staunch Dissenter, I venture to conclude that not even a rigid "Noncon," of what is termed "the old school" (at least, unless his zeal was proceeding to a kind of scholastic absurdity), would prefer that his proceedings as a citizen and subject, be in whole or in part without a Legalis basis. The grand desideratum is to combine thorough legislative sanction of conscience and independence of judgment and action; without direct reference to peculiarities and varieties of Creed, or Sect, or Party in religion, or morals, or politics. This is the proposed "CHARTER" is very carefully framed to achieve, without partiality and without hypocrisy. Let those who deny it, prove their case in the spirit of candour; nor criticise it, but religious liberty is now at stake,—"Tyranny and Bigotry are lurking in ambush,"—"Ultra-liberalism is the undercurrent,"—"Toryism in Church and State is the opinion and feelings of a section—respectable and very influential indeed, but still only a section of the strangely chequered circle of the British community. Again, we must not overlook the practically valuable powers accruing from The Charter, as it regards matters of property, whether in money, lands, goods, and chattels of all sorts, or any possible respects; and this in failure. So far as Examination and Diplomas are concerned, what it proposes to do, is merely and openly to call it what we may, a Charter, which recognises most thoroughly the fitness of individual and social claims and actions; and it, for one, would be as loud as any in denouncing "The Charter," and in crying "Away with it!" But as partisans and others will maintain the discordant outcries of "The Church is in danger," "The Charter is the undercurrent,"—"Ultra-liberalism is the undercurrent,"—"Toryism in Church and State is the opinion and feelings of a section—respectable and very influential indeed, but still only a section of the strangely chequered circle of the British community. The Charter is a desideratum. The one power, the State, has the means of guaranteeing the qualifications of English Teachers, or rather, of Teachers of Youth throughout England. Were the Charter gained, it would still be obviously in the power of any individual or society, to frame and set on foot an institute for similar purposes, without any such Charter whatsoever. Then the two Institutes would be competitors for public favour; and their rivalry need not be hostile at all. Thus, the Charter is purely an "Voluntary" or self-constituted principle of organisation, and its contrary (q. d. the legally incorporated), be put to direct proof. The Charter is proposed, as a means of guaranteeing the qualifications of English Teachers, or rather, of Teachers of Youth throughout England. Were the Charter gained, it would still be obviously in the power of any individual or society, to frame and set on foot an institute for similar purposes, without any such Charter whatsoever. Then the two Institutes would be competitors for public favour; and their rivalry need not be hostile at all. 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are perfectly convinced, and can (if required), convince the Government or any reasonable being, that, among both principals and assistants, in schools and others engaged in tuition, there are many ill-educated and unsuitable persons, occupying by conventional pretensions, posts of trust, and Teachers of the rising generation. We are sadly conscious of the Educational shortcomings of the body of our profession. We desire a radical reform; but feeling, while these affairs shall pass unrecognised and unremedied by Government, whether all sects and parties would not now have a full right to charge the said Government with culpable indifference to that interest of the governed? We are painfully aware how difficult, if not impracticable, it is for the Government to remedy the evils which have long existed in the majority of female schools, and I shall now continue the subject, if they interposed no caution and no criterion of the kind if they had not the same result, it would be impossible for even the principal and the best assistant of such a school. It is a sad error, into which mothers par. We are painfully aware how difficult, if not impracticable, it is for the Government to remedy the evils which have long existed in the majority of female schools, and I shall now continue the subject, if they interposed no caution and no criterion of the kind if they had not the same result, it would be impossible for even the principal and the best assistant of such a school. It is a sad error, into which mothers par.
the foliage, and the breath of the morning was sweet as the rose. My destination was Noorthey. If institution—i.e., that no boy is allowed to be out of school before giving my lessons. It gives a teacher confidence in himself, and that self-confidence wins upon the reader consult the map of Holland, he will see the sight of the master. In such a maze of foliage, with tapestry to a member of the College of Preceptors, whose tapestry to a member of the College of Preceptors, whose alumnae are accustomed to meet in the principal room before attending the principal's lecture. There is, after all, no reason to believe a plagiarist; though, truth to say, it would be no discredit to plagiarize from the book of wisdom.

As I have already observed, Noorthey is remote from any inhabited locality. The principal's residence and the school premises are surrounded by a beautiful and very extensive wood; and horticultural and floricultural gardens. The wood is intersected by wide gravelled footpaths, which make the place bear some resemblance to a labyrinth. Here I wandered on a sultry day to take a rest under one of those beautiful trees, for which Holland is famed by arborists. This part of the domain, however, is not for every-day use. If it were, it would infringe upon one of the fundamental rules of the institution—i.e., that no boy is allowed to be out of the sight of the master. In such a maze of foliage, with the fruit itself is liberally divided amongst pupils have been treated more as dolts and donkeys than as gentlemen. I must say that I have seen many schools in which pupils have been treated more as dolts and donkeys than as gentlemen.

Finally, in this age of travel and cosmopolitan reciprocations, should an Englishman of the rank of a principal of Noorthey, and by this means be able to inspect for himself this excellent academical institution; a matter which would be of no great difficulty to a member of the College of Preceptors, whose functions are confined to the inspection of schools. I am sure, be a sufficient introduction; for I am glad to say that the College enjoys the sympathy of the principal members of the profession in Holland, by whom it is conducted and supported. I have found out my mistake, and lead the minds much gymnastic agility, to keep the game alive. studied the subject of it.

ON THE THEORY OF PARALLELS.

Sums— I beg to offer to the notice of your professional readers what appears to me the best simplification of the doctrine of Parallels, as laid down in Euclid. It is well known that the 12th (or second) axiom of the first book is adopted solely for the purpose of affording a demonstration of the 29th proposition of the same book, which cannot, as matters now stand, be proved without calling in the aid of principles which have imbibed the prevailing Continental fervour, and which are overlooked, as most satisfactory to experimental proof. As I have already observed, Noorthey is remote from any inhabited locality. The principal’s residence and the school premises are surrounded by a beautiful and very extensive wood; and horticultural and floricultural gardens. The wood is intersected by wide gravelled footpaths, which make the place bear some resemblance to a labyrinth. Here I wandered on a sultry day to take a rest under one of those beautiful trees, for which Holland is famed by arborists. This part of the domain, however, is not for every-day use. If it were, it would
THE EDUCATIONAL TIMES.

THEMATICAL INFLATABLE

and degenerate into a mere

art. Legendre, however, is of opinion

development, general principle of Homogeneity;

but though this principle has a very extensive

application, the reasoning by which it is established

is not mathematically complete, and is such that,

if not cautiously used, it may even lead to error; it is.

referred to the general principle of Homogeneity;

complication, the reasoning by which it is established is

instruction, as being beyond the comprehension of

empirical art. Legendre, however, is of opinion

triangle are equal to two right angles, may be

matter over myself; and after many fruitless en-

being of course already defined and understood in

the system of progressive development generally

referring to each other, and that this difficulty

devours it at last struck me that the chief difficulty

definition, the following:—

apply with equal force to the 10th definition; for

that requires the aid of a produced segment of one of

angle provided C D produced

and side E G = side F C (const.)

and Z. IGE = Z. HGF (15.I)

If a right line falls

THEME.

XXXV. "Parallel right lines are such as are in

the same plane and are perpendicular to the same

right line."

It might be added, though I think it hardly necessary, "or to which the same right line may be

drawn at right angles; for although it might be ob-

jected that we ought not to require the help of this

extra line, still this objection, if of any value, would

apply with equal force to the 10th definition; for

that requires the aid of a produced segment of one of

the lines and an adjacent angle to compare by; yet

no one would say that the non-

existence of the line B D prevented

the angle ADC being a right

angle; provided C D produced would B

D C make the adjacent angle, otherwise right angle at the exter-

mity of a line; nor ought it to be objected that

there requires the aid of a produced segment of one

of the lines and adjacent angle to compare by; yet

no one would say that the non-

existence of the line A C detracted from the

parallelism of the lines A B, C D, pro-

vided the line, if it did exist, would be at right angles with each.

I consider my definition to be strictly in accord-

ance with the principles of mathematics, for it

contains the following among the other definitions are expressed; with nature, as

the parallelism of two plumb lines, the most perfect example we are acquainted with, depends on each being perpendicular to the earth's surface; the lines, it is true, are not strictly parallel, as they tend to one point, the centre of gravitation of the earth; but were the earth in reality a plane, as it appears to our eyes, then two plumb lines would be mathemati-

cally as well as apparently parallel. It is also in accord-

ance with the strict principles of mathematical definition, as not one word is made use of, which has

not been already defined; whereas the generally

received definition speaks of the lines being pro-
duced before the postulate concerning the produc-
tion of lines has been conceded. I will now, with

your indulgence, proceed to show how I have applied my

definition to the demonstration of the requisite

theorems, all that need alteration being the 27th and

29th.

Prop. XXVII. Theorem. If a right line falling on two other right lines makes the alternate angles equal to each other, these two right lines shall be parallel.

Let the right line E F falling on A B, C D, make

the alternate angles A E F = the alternate angle E F D, then shall A B || C D. Bisect E F in G;

from G draw G H at right angles to C D, and pro-

duce it, meeting A B in I.

THEME.
Better to suffer whatsoe'er shall be;  
To seek's unlawful!—Nor Chaldean skill  
To time so brief thy hopes of pleasures wide:  
What date the Gods assign our bliss or woe.
source: I find that it is at least as old as 1643 in Saxe-Gotha; as 1767 in Lippe-Detmold; as 1769 in Prussia. It has long been enforced in New England and Connecticut; and for the geotry, barons, and freeholders of Scotland. This is an act prevalent here (among a host of others on the same subject), that the legal obligation to educate children is a modern invention of the military and despotical governments.

"It is desirable that it should be distinctly understood, that though the following Report relates to Prussia alone, the provision for popular education is by no means peculiar to that country. It is also common to speak of popular education as entirely the offspring of the Reformation, and as if, not peculiar to the Protestant States, at least carried to a much higher pitch in them than in the Catholic states.

"There is," says the high authority whom I have just quoted, "no truth in this, in a general sense; for, though the Catholic States would the people be found so neglected in this respect as in Hesse-Cassel, and even in Hanover; and the kingdom of Saxony, pre- eminently Catholic, is far, but in Brandenburg and Saxony preva lent here (among a host of others on the same subject) that the places of schoolmasters are there commonly filled by mere candidates of theology. In Scotland we should think this qualification very high.'

This is, however, to those who urge the supposed hardship to parents of being obliged to educate their children, is to be found in the supplement at the end of the present volume, published last year, in which it is shown, from indisputable evidence, that the system of national education delineated by M. Cousin, is some- thing which the supposed hardship to parents of being obliged to educate their children on account of their particular creed,' &c."

"The correctness of the notion prevalent here (among a host of others on the same subject), that the legal obligation to educate children is a modern invention of the military and despotical governments, is far from being questioned.

"It follows that during sixty-five years my theory, deduced from indirect considerations, assigns to Neptune a series of positions which were obtained by the direct orbit by more than one-fifth, at the most, of the circumference of a circle. And this is what is called an enormous error, when it is known that the data which served as basis to my theory are only known to a truth. But I do not insist on this subject, as I hear M. Babinet declare, that when he spoke of enormous errors, he had not calculated them, and imagined them to be only a trifle greater than reality. But, it will be said, if we go beyond these sixty-five years we should find more considerable deviations. Yes, without doubt. That is why we must be careful not to avoid them. I have said that I determine the position of Neptune by means of the perturbations it produces on Uranus. When there are perturbations, I can say with certainty to a very few degrees at least, that the position of Neptune, which then only commences, was not yet clearly determined. Then, in proportion as this action develops itself, the precision of my indication increases; and in 1842, at the place where I have at my disposal all the data of the planet, I am mistaken by no more than a fifth of a degree only (that is, by an 1,800th part of the circumference). As the direction in which Neptune should be seen.

Thus far from reproaching my theory with having made the trilling error of 4°6 in 1807, and of 9° in 1797, I believe that if in 1842 it could not give with such precision the position of Neptune, when there were no errors, it could not give with such precision the position of Neptune at an epoch when it did not act upon Uranus? In fact, this is only obtained by prolonging arithmetically the curve which I had obtained from 1812 to 1842; a prolongation with which my object had nothing to do (qui n'est pas du sens), and which is not legitimate when pushed too far. During these thirty years Neptune has performed only a small part of its orbit. An ellipse is very ill determined by an arc including only a sixth part of its extent.

During the whole of the last century, from 1700 to 1842, the only discovery that is known is that of Neptune in the year 1847. It has had less influence on it than on Saturn, which does not sensibly disturb. When I am required to say, by my theory, where Neptune was in the year 1842, I repeat it, a miracle is demanded of me. I have, then, the right to say it is false that I have committed an enormous error in the longitude of Neptune as it existed in the year 1842, that of Galle's discovery, or of a few years before and after. During the whole period that Neptune has acted upon Uranus my theory has not deviated more than one-tenth of an arc from the supposed orbit by which the orbit of Neptune was to be found, its distance from the sun, and its mass. The only facts, therefore, which I could conclude from the perturbations of Uranus, while it existed, is that the error of Galle's discovery, in the year 1842, was to be found, its distance from the sun, and its mass. Let us see how I have arrived at the deter- mination of these three quantities.

First. In true that the direction in which I have placed the positions of Neptune, except for the epoch of Galle's discovery, or for very few years before and after. No; this is false. I place before the Academy of Sciences a chart of the orbit of Neptune, which I have theoretically assigned to it, and in the orbit resulting from direct observation. The latter positions have been taken from Mr. Walker, so as to avoid all sus- picion of my having attempted to obtain a smaller devia tion. According to this figure, the following are the minimum deviations from my theory

<table>
<thead>
<tr>
<th>Year</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1837</td>
<td>+ 4.0</td>
</tr>
<tr>
<td>1838</td>
<td>- 9.7</td>
</tr>
<tr>
<td>1839</td>
<td>- 3.1</td>
</tr>
<tr>
<td>1840</td>
<td>+ 4.5</td>
</tr>
</tbody>
</table>

In 1847, the perturbations produced by Neptune on Uranus for only twenty-five or thirty years at the utmost! The fifty-fifth part of the circle! This is what is called an enormous error, when it is known that the data which served as basis to my theory are only known to a truth. But I do not insist on this subject, as I hear M. Babinet declare, that when he spoke of enormous errors, he had not calculated them, and imagined them to be only a trifle greater than reality. But, it will be said, if we go beyond these sixty-five years we should find more considerable deviations. Yes, without doubt. That is why we must be careful not to avoid them. I have said that I determine the position of Neptune by means of the perturbations it produces on Uranus. When there are perturbations, I can say with certainty to a very few degrees at least, that the position of Neptune, which then only commences, was not yet clearly determined. Then, in proportion as this action develops itself, the precision of my indication increases; and in 1842, at the place where I have at my disposal all the data of the planet, I am mistaken by no more than a fifth of a degree only (that is, by an 1,800th part of the circumference). As the direction in which Neptune should be seen.

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pointing by chance to any spot in the firmament, is to be valued? Whoever, in order to strike them, that our observers disdain to do so. According to M. Struve the mass deduced from the distance of the sun from the earth,—which has cost the work which is the admiration of the world. The distance from observations more than they contained. And under the influence of its action revolves ano-

How is the difference of the two theories to be estimated? In reference to the distance itself which is to be valued? Whenever, in order to strike the imagination of the public, should express this difference in post leagues, that is, in reference to the slowness with which we crawl upon the surface of our globe, would be following a procuring unworthy of an astronomer. Now, in 1812 I have made an error of 1/4th of the distance, in 1822 and 1832, 1/16th. and in 1842, 1/18th; never the tenth which I might have reached without being liable to reproaches.

The direction was more precise than the distance. This might be,—for if the direction had been false, nothing would have resulted in the attraction of Neptune upon Uranus. Whilst if the planet be nothing could have compensated for the error reproaches.

This might be,—for if the direction had been false, according to my plate, the distance from the sun in Neptune upon Uranus. Whilst if the planet be nothing could have compensated for the error reproaches. According to M. Struve the mass deduced from the distance of the sun from the earth,—which has cost the work which is the admiration of the world. The distance from observations more than they contained. And under the influence of its action revolves ano-

In 1812 32'7 30'4
In 1822 32'3 30'2
In 1832 32'3 30'2
In 1842 32'3 30'2

REVIEWS.


In this Letter we have another most gratifying proof of the rapid growth of sound, enlightened, and liberal views respecting popular education, among a highly influential body of men, who, under any circumstances, must necessarily take a part in all the public and religious questions of the nation. There is a great deal of capital in the measures for the mental and moral improvement of the people that may hereafter be determined on by the Legislature; and the state of opinion among whom is, therefore, a matter of more than ordinary importance.

The chief object of Mr. Hamilton in this Letter is to point out the injurious consequences resulting from the rule of the National Society which makes " instruction in the Church Ca-
techism the indispensable condition of admission to the general curriculum of instruction.

This he does most effectually, showing not only the impolicy of the rule, but its positive injustice; demonstrating, besides, the wrongness, in many cases, and in all, the very subordinate importance, of that branch of instruction which makes " instruction in the Church Ca-
techism the indispensable condition of admission to the temple of knowledge.

There can be no doubt that the abrogation of the rule in question would be a great improvement, and the only useful plan adopted by the schools connected with the National Society; but, as our readers are well aware, such a measure would go but a short way towards the accomplishment of what we consider necessary to provide for the due education of the youth of this country; and we are glad to see that Mr. Hamilton also regards the adoption of his proposal as merely preparing " the way for the education of the people, upon a great and comprehensive plan."

We confess, however, that there appears to us to be an inexactitude of degree in the expression of his proposal; and we think there can be no question that " we never could meet with masters worthy of the name, if their lips were to be sealed upon the most momentous of all subjects;" and that he would not be content with the inculcation of those general religious truths which are of universal benefit, but "ought to be read on a systematic plan, carried on progressively through the several classes, so as to make the historical and prophetic passages, of the Old Testament throw light upon the New. The Bible lesson should be con-
sidered as a strictly religious exercise."

How far the principle of this kind is to be kept free from sectarianism we cannot understand, nor does Mr. Hamilton explain; unless, indeed, we are to regard as a solution of the problem the remark, that to conquer the difficulties in the way of nation-wide education, no is wanting " but a conciliatory and tolerant spirit among Christians of the several communions."

But even supposing this hitherto purely imaginary desideratum attained, the Legisla-
ture of Great Britain would find that the fact of the peculiar natures of the subjects of this empire, entitled to all the advantages and privileges provided at the public cost, seeing that they, equally with the rest of the nation, contribute to the funds by which that cost is de-

* Mr. Hamilton seems altogether to forget that the last-mentioned class of Christians is in existence; at least, he makes no allusion to them, or purposes for their admission into the schools to which his remarks apply.
they live, must resign themselves to many hardships and inconveniences, nay, even injustices, as the price to be paid for their peculiarities. But this is no question of consulting the isolated cases of a few eccentric individuals; the parties interested comprehend the bodies of men, who in all other respects, at least, are good subjects, and consult their case by conformity with the opinions and habits of their neighbours. We maintain, therefore, that a system of education could be truly called national only in the case of states, not comprehending the classes to which we have alluded.*

But this is not our only, though certainly the chief, reason for supporting a system of secular public instruction. We believe that from the very nature of the case, the attempt to combine religious instruction, even, much more, religious education, with the routine of school business, necessarily leads to what Mr. Hamilton so earnestly deprecates—"to degrade religion or religious sentiment; and those who are thus trained to an unreasoning ad\textsubscript{herence} to a particular code of doctrine are to acquire certain habits, and yet, as we have seen, he would make the religious instruction of the scholars." P. 13.

We are the more surprised at this statement by Mr. Hamilton, as he quotes, apparently with approbation, and as worthy of imitation, the system of religious education observed in Scotland, Ireland, and England itself by some school societies. Speaking of the parochial schools of Scotland, he says, "There is no such thing as compulsory attendance on any branch of instruction whatever. The Scottish teacher (Mr. Gunn) informs us, there is one point which deserves special attention. Attendance in these schools, on the religious instruction given, is optional." We may be quite disposed to think, strange as it may seem, that Mr. Hamilton uses the phrase "religious instruction" as inclusive only of the inculcation of special doctrines, to the exclusion of the reading and explanation of the Scriptures; at least, we cannot otherwise reconcile his assertion that "with regard to religious instruction, it will be found that, of all the educational bodies in the empire, the National Society alone imposes any restriction on the freedom of admission to its schools, with what he subsequently cites from the rules of the Church Education Society for Ireland (p. 49), and from the Factory Bill, (p. 51); and yet, as we have seen, he would make the reading of the Bible "a strictly religious exercise;" while he also insists that those who wish to share in the benefits of schools partially supported by the state, must comply with the fundamental condition annexed to the educational grants by the Committee of Council, that the "daily reading of a portion of the Scriptures shall form part of the instruction in the school."

Leaving this point, we find scarcely anything in Mr. Hamilton's pamphlet with which we do not heartily agree; and we trust that it will receive that attention to which it is justly entitled.

* Our author himself admits that "to exclude any class of children from a national school, maintained in part at the public expense, is a hardship," which he seems to think ought not to be inflicted.

that, sooner, or later, when they have fulfilled their destined purpose, they will be superseded by a legislative enactment for the education of the working classes." P. 7.

The insatiable craving for power which characterizes all sects is further illustrated in the ever-increasing claims of the Church in reference to schools partially supported by it and partly by the State:

"A second charge, (brought against the "Minutes") no less destructive of foundation, is, that the classes are calculated to harden the just influence of the clergyman over his school [mark the possessive pronoun]. So far from leading to such a result, they actually ensnare him with more ample authority than he enjoyed under the Terms of Union with the National Society. By the latter, he was empowered to superintend the religious department only; the former confide to him the moral, as well as the religious, instruction of the scholars." P. 15.

If Mr. Hamilton would only carry out into all the details the general principles expressed in our next extract, our differences with him would disappear:

"The separate or denominational plan is fraught with evils that an overpowering necessity should make us submit to. One of the most alarming features in the aspect of the times we live in, is the estrangement which exists between the different religious bodies of men, who in all other respects, at least, are good subjects, and consult their ease of mutual suspicion and dislike." P. 20.

"If one lesson more than another is impressed upon us by the study of ecclesiastical history, it is that Christianity has never suffered from the most enlarged toleration. The true strength of the Church lies not in disabling laws, but in the purity of her doctrines, and in the piet\textsubscript{y}, the learning, and the love of her members for her members."

There is only one passage in which we have noticed anything like clerical assumption or arrogance:

"It is asserted that the rule in question does not practically operate as a hardship, insomuch as Dissenters rarely show any disinclination to allow their children to be instructed in our catechism. The fact—as far, at least, as regards England—is indisputable; but the inference to be drawn from it is, not that dissenting parents in general think as we do, but that Christianity has never suffered from the most enlarged toleration. The true strength of the Church lies not in disabling laws, but in the purity of her doctrines, and in the piet\textsubscript{y}, the learning, and the love of her members for her members."

In conclusion, we recommend this letter to the attentive perusal of our readers, and of all who wish to keep pace with the progress of opinion on the question of popular education.


The first edition of this valuable work was completed in 1842, and it is truly gratifying to find a second edition of it required in what, for such a work, must be considered the short period of six years. The fact indicates the increasing number of the class of men who are not content with the "standard" but most insufficient manuals of Potter, Ken\textsubscript{net}, and Adam; but who, to use the words of the preface to the book before us, "endeavour to form some conception of antiquity as an organic whole, and totrace the relation of
one part to another," and are desirous to bring their knowledge of the subject up to the level of the most recent discoveries of learned men, both in this country and abroad.

The character of this Dictionary is so well known and established that we need not enter into any lengthy criticism of it, but as some of our readers may not be acquainted with it, we will briefly describe its plan and contents.

The Dictionary contains a full account of the various subjects usually included under the term "antiquities," the articles being arranged in alphabetical order. Some subjects have been admitted into it which have not usually been treated of in works on Greek and Roman antiquities; among others, Painting, Sculpture, and the Drama. Wherever such illustration is needed for the full comprehension of the subject, woodcuts are introduced, many of which have been drawn from originals in the British Museum, and others from the works which contain representations of the productions of those antiquities. They are admirably executed by Mr. John Jackson.

The names of such writers as Key, Liddell, Long, Schmitz, Smith, &c., are sufficient guarantees for the accurate scholarship and extensive erudition by which the contents of this Dictionary are enriched. In this respect, the full references given to the authorities for every important fact and statement furnish the best means of testing their truthworthiness, and of preventing misplaced confidence.

The improvements and enlargements effected in the present edition are stated by the editor as follows: 1. Many of the most important articles are rewritten. 2. Many subjects which were entirely omitted in the first edition are here supplied. Some idea may be formed of the greatest value in the perusal of all the contents.

The Dictionary is followed by copious tables of Greek and Roman measures, weights, and money; by alphabetical indexes of all the Greek, Latin, and English words; and lastly, by a classified index, which enables the student to carry on continuously the investigation of any branch of the study; as, under each great head, it refers him to all the separate articles into which the alphabetical arrangement necessitates the division of each subject. Thus, under the general title "Magistrates and Rulers" upwards of sixty references are given. By these means, the work combines, to some extent, the advantages of the alphabetical with those of the systematic plan.

To all who are engaged in the study of the classics, and still more so, to those whose duty it is to superintend and direct that study, we can recommend the "Dictionary of Greek and Roman Antiquities" as by far the best and most complete work on the subject on our, of indeed its kind. It will, in fact, be found to throw the greatest value in the perusal of all the classical authors, throwing light upon their obscurities, revealing their beauties, and powerfully aiding the student in the attainment of that grand desideratum, a comprehension of the living spirit and sentiment of the ancients, without which, classical learning cannot rise above verbal knowledge, and must, so far from leading to useful practical results, frequently tend to produce the most serious errors and misconceptions.


This little book, as the title-page informs us, is compiled from the well-known Introduction to the Bible by the Rev. Hartwell Horne. It consists of one thousand questions and answers, respecting Strange and Military Affairs. The questions, as may be supposed from their number, enter into the minutest matters of detail, and a vast mass of useful information, for the benefit of a child that is brought into a small compass. There are, moreover, appended frequent references to Scripture texts which support or illustrate the statements contained in the answers; and if, by any mode of instruction, this Catechism may be recommended as a copious and trustworthy compendium.

We think, however, the use of catechisms open to very weighty objections, except, indeed, when they are used merely as instruments of examination, the information having been previously imparted orally, or from some manual drawn up so as to exhibit not only the facts themselves, but the mutual dependence of those facts, and by the methods of treatment of their comparative importance. Even in this case, it is better that the questions alone should be printed, and the pupils left to extract and frame the answers by themselves; judges of the subject, for on occasion, gains no permanent hold on the mind, and is remembered only in connexion with the question that drew it forth. Another objection is, that, as each fact has its own separate question and answer, no idea is given of the relative value of each, and matters the most important and the most trivial come before the pupil with equal emphasis.
A COLLECTION OF MORE THAN TWO THOUSAND EXAMPLES IN ALGEBRA. By J. Wharton, M.A., M.C.P. Longman and Co.

The work whose title we give above professes to be merely a book of examples adapted to a treatise on Algebra yet in the press; and of which, therefore, it will be necessary for us, at present, to say but a few words. It is the better for us to judge of its utility when we have an opportunity of examining the work itself. We trust, therefore, that the suggestions and remarks we are about to offer will not be in opposition to the author's wish, since he wishes to make a selection of such questions as their difficulty and importance are such that they will not fail to be of much utility to the student. Hence also, the importance of a classification whatever is bad, as the pupil may be inclined to the dry and meagre epitomes, which too frequently usurp the name of Examples, inclusive; the selection of examples appears good, and sufficiently numerous for any purpose; but the examination of the whole, the uniformity of the treatment, the absence of the particular rule which the question is made to illustrate, are identical; p. 98, examples 23 and 24 are the same.

We have to add that we think the number of examples stated in the title-page somewhat over-rated; we can find but about eighteen hundred.


2. EVERY'S CHILD'S HISTORY OF ENGLAND. By Miss Corner. London: Dean and Son; Alfred Tullett.

History to be taught intelligibly to the young should be taught intelligently; but the teacher's intelligence should manifest itself not merely in a perfect acquaintance with the subject discussed, but in rendering the facts imparted as interesting and attractive as possible, by selecting them in such picturesque way, but at the same time, in simple language. A barren catalogue of scientific objects might as profitably be placed in the hands of younger pupils, as the dry and meagre epistles, which too frequently are mere specimens of Elementary school books, and constitute the only manuals of instruction in educational institutions. Writers imagine that to make a subject clear consists in delivering the primary facts of history, they compose a work calculated for the capacities of the young. They cannot commit a more fatal error. Little boys are not politicians, in the usual acceptance of that term; they do not see the bearing of great political questions; and the satisfactory solution of such problems, however intrinsically important, is regarded by them in the light of daily and annual transactions, to which they are far more accustomed than to more of these barren facts. History must be brought down to the level of their understandings, and rendered a subject of absorbing interest, before it can become useful.

The few great and important facts that stand prominently out from the chronicled decays of a century, are like the great bones of a skeleton. The master and pupil of a course of lectures, are only to detect at a glance the vast importance of the wonderful organism before him, and supplies from his extended information, the details that restore the lost animal form. The untrained observer turns in ignorant wonder, or perfect indifference from the unprepossessing fragments. It is so with history. The child cannot compare the complicated facts of the gethers and their isolated facts; he requires the nerves, the sinews, the skin, the restoration of the lines and hues of beauty, that render the subject of his contemplation attractive. The關usually printed, and to recommend it as an excellent school edition of a universally-read classic.

UNIVERSITY INTELLIGENCE.

OXFORD, Oct. 7.

Dr. Pumfrey, Master of University College, the new Vice-Chancellor, has appointed the Warden of Wadham, the Rector of Lincoln, and the President of St. John's Pro-Vice-Chancellors, to exercise his power in case of his illness or necessary absence from the University.

OCT. 10.

The Rev. Osburn Gordon, M.A., Student of Christ Church, has been appointed to the office of Assistant Tutor to Miss Corner's, the other Miss Corner's, the other New Professor of Pastoral Theology. The Rev. Nicholas Feeney, O. C. S. O. Queen's College, is the new Professor of English History, for the use of Dominican Students. The Rev. Proctor A. Ray, M.A., has been appointed to the office of Assistant Tutor to Miss Corner's, the other Miss Corner's.

The Regius Professor of Ecclesiastical History proposes to begin to read examples in Church History, and to also to produce a class of those who are advanced enough to begin the second year's course. These lectures are open to all those who have passed the B.A. examination.

The Regius Professor of Pastoral Theology intends to begin the reading of the Introduction of the Michtam Term on Monday, the 3rd of October.

Dean Ireland's Professor of the Exegesis of Holy Scripture proposes during this term, to read some of St. Paul's Epistles, and to continue his lectures on the Interpretation of the Bible, in the Clarendon, at 1 o'clock, on Tuesday, the 24th inst. These lectures are open to members of the University, but the candidates have passed the degree of B.A. Osborn commences on the 24th inst. Congregations will be held for the purpose of granting grace and conferring degrees, on the following days in the present term:—Tuesday, Oct. 19; Thursday, Oct. 26; Thursday, Nov. 16; Thursday, Nov. 23; Friday, Dec. 1; December 8; Sunday, Dec. 15.

The Master of Oxford observed his Primary Visitations by his numerous body of the clergy in St. Mary's yesterday. There was full cathedral service, and the sermon was delivered by the Rev. Robert Hankey, Regius Professor of Ecclesiastical History.

THE EDUCATIONAL TIMES.
The manifold changes that have affected its interior and its surface will also be formed.

Saturdays, at the same hour, during October term. Members of the University have free admission to the collections in the Wednesday and Friday evenings, during this and the next term. Members of the University have free admission to the collections in the Wednesday, the 25th inst., at 8 o'clock in the evening. These Scholar, on the foundation of Col. Boden, will take place in the Clarendon, on Thursday, Nov. 23, at 10 o'clock.

The Norrisian Professor of Divinity's lectures in Michaelmas Term, 1849, will commence on the 10th of November, at 1 o'clock, in the Anatomy School, and will be continued daily up to, and including Friday next. There are five vacancies. The papers will be examined before, and the names of the successful competitors declared at a meeting on Monday morning, the 30th inst., at 12 o'clock, at Sidney College Lodge, of the Syndicate appointed by Grace to consider the cases of those undergraduates who have been brought to a close by a peremptory refusal on the part of the Committee of Privy Council to make any further concessions to the Church. This move they for the Church. This move they for the

Cambridge, Oct. 2.

The following gentlemen have been this day declared to be the successful candidates at the Examination for Fellowships at Brasenose College for the Michaelmas Term, 1849:

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Wayte, K.S.</td>
<td>Jesus College</td>
</tr>
<tr>
<td>Mr. Trench, Jr.</td>
<td>New College</td>
</tr>
</tbody>
</table>

Other places are respectively attached.

LONDON.

University College—Faculty of Arts and Laws.

The Session commenced on Tuesday, the 17th ult., at 10 o'clock, with an admirable introductory lecture, by the Rev. Morgan, who took for his subject the mode hitherto employed in schools and colleges to promote diligence on the part of the students, viz. competitive examinations. The learned professor pointed out in the most forcible and effective manner, the evil consequences of this system, in giving rise to various injurious mental habits and in destroying the real acquisition of knowledge. The transient character of the knowledge thus acquired. We believe the lectures to be of public instruction. The Schoolmasters' Classes at this College are open to candidates who have not previously attended the Schools of Lectures, on Latin, Greek, Mathematics, and Natural Philosophy. The classes are to be attended by the respective classes on Monday, Tuesday, and Friday evenings, from 7 to 9 o'clock. Attendance on these classes qualifies students to be examined for Degrees of the University of London. The fee for the four courses is £1.10s. for each course separately.

NOTES ON THE PRESENT MONTH.

1st. Dr. Radcliffe died, 1714; Linnaeus died, 1741.
4th. Mendelssohn died, 1847.
8th. Halley born, 1656.
9th. Akenside born, 1721.
14th. Bichat born, 1771.
15th. Sir W. Herschel born, 1773.
17th. The Rev. Dr. L. H. Cole, 1778.
18th. Thorwaldsen born, 1770.
20th. Voltaire born, 1694.
22nd. Dugald Stewart born, 1763.
24th. Sterne born, 1713.
29th. Rey born, 1628.

GRADUATED INCOME TAX.

Nothing would be more easily done, to devise methods, not, indeed, of recovering all inequalities, but of so far abating them as to reconcile the people of England to the continued imposition of the income tax. Let us, for example, and just for argument's sake, suppose that a maximum (and that a moderate, one—say five per cent.) were first fixed upon; that all incomes at and beyond a certain amount, say 2,000l. a year, were paid at this maximum, and that above 2,500l. a year, the tax diminished by one-half per cent. down to 250l., that incomes between that and 1,000l. a year received a further relief of one and a-half per cent., and that the incomes below the last amount were entirely exempt. We presume that the maximum of five per cent. (as this rate was so lately proposed by the minister for Ireland) would not be a nearer approximation to equity than under the present system? A still nearer approximation might be effected by fixing the maximum for absolute property and precarious income respectively at five and four per cent. But we have specified particular amounts simply for illustration. We are not now bound to show what would be the nearest practicable approximation to equity; but that any scale which includes a maximum and minimum would be better than no scale at all. We believe that Mr. Godden never uttered a truer word than what he said, in a recent debate, that the people of England were not unreasonable in this matter; that a fair attempt to satisfy their demands would move them for the other side of the question.

The Committee of Education and the National Society. The long-lying discussion between the Committee of the Privy Council and the Committee of the National Society has brought to a close by a peremptory refusal on the part of the Committee of Privy Council to make any further concessions to the people of England in the matter of public instruction for the people of England were not unreasonable in this matter; that a fair attempt to satisfy their demands would move them for the other side of the question.

The correspondence between his Grace and the Lords of the Committee of the Privy Council is of considerable length, and in it are set out the views...
of Commissioners, and five Royal scholarships in Trinity College, Dublin, have been founded for pupils educated at any of the Universities, in holy orders, who may be desirous of applying for this situation, are to forward their testimonials, on or before the 13th day of November, to the Rev. W. W., Phelps, Head Master; the Rev. R. F., Hammond, Classical Professor at the Institution, and John Williams, Rowland Williams, Hughes and Mr. Thomas be elected scholars, and agreed, after careful examination, to place the can-

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