College of Preceptors.—The EXAMINATIONS will COMMENCE on the 1st of January, 1849, and will be held at the Rooms of the College, Bloomsbury-square, where the candidates are requested to be present, at 10 o'clock in the morning.

MINISTERS, JANUARY, 1849.

EXAMINERS, JANUARY, 1849.

Professor Professor H. S. F. B. M., &c., &c.

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Classified advertisement for the sale of Riders' Boas and Real Sable Boas, from William Johnson's shop. It advertises the sale of various high-quality animal products, including fur mantles, quilts, and other items, along with their prices and origins. The advertisement highlights the use of real sable and Lyons velvet in the products. It also invites inquiries for more information or delivery.
One of the most striking proofs of this amelioration in educational affairs is afforded by the adoption, by the University of Cambridge, of that extensive and important measure, the details of which, as contained in the Report of the Syndicate, we have already endeavored to lay before our readers.

To much originality or novelty, this plan of reform cannot lay claim. The extension of the University curriculum has been a theme of discussion for upwards of fifty years; its necessity has been demonstrated; its expediency shown; and its inevitable realisation predicted, by writers and thinkers innumerable.

Nay more; other educational institutions, even in our country, have already done much to adapt themselves to the wants of those who, from the parish school up to the national university, ought to modify their systems of instruction and discipline in accordance with the varying circumstances of each epoch, and to adapt their services to the wants of those for whose use they are intended. A position that seemed at first disputable; but its practical enforcement is rarely secured with so much facility as the merely intellectual assent to it which is implied by the absence of denial.

Nor, in truth, is this to be wondered at. It is essential to the usefulness adopted systems substantially identical with those of every system of education, that there should be in it a large element of permanency, removed from the influence of the fleeting present, and resting upon those well-established primary facts and general principles which must remain the same, whatever be the foundation upon which the structure of particular knowledge and individual training is built up. A not unnatural, but certainly regrettable consequence of the admitted necessity for change in every system of education, and instruments of education is, that those who administer and direct it, are prone to extend to the superstructure, what is rightly applicable only to the foundation, forgetting not only the inherent differences in the minds of their pupils, and their various destinations, but also the changes which are continually taking place in the world, rendering some corresponding change in that course of training by which the young are fitted to encounter the duties of life, absolutely necessary.

One circumstance which greatly increases the difficulty of effecting such changes is, that educators are frequently almost wholly withdrawn from the active pursuits of the world, and take but little interest in and share less of the enjoyments and labours of the teachers, the poets, historians, and orators of antiquity, or with those scientific truths which are entirely independent of external circumstances, and therefore free from change, they are apt to acquiesce in what is thought by them unjustly to be incapable of originating or carrying into effect, even those needful modifications of their methods, which to minds differently trained, seem obviously desirable and indispensable. This weakness of theirs, for such it undoubtedly is, tends to perpetuate plans long since grossly obsolete and utterly inapplicable to the actual state of society, to oppose the introduction of improvements both in the subjects and methods of instruction, and to determine, with less deviation, from the duties which they are called upon to perform, the aims they wish to reach the goal of their labours, than minds sufficiently favoured and disposed, to work out for many years past; and as we have already pointed out, the principle on which the whole system of mathematics supplies, Cambridge was admirably adapted; but admitting, as we do, the beneficial discipline of that study, and its great practical utility, we utterly deny that mathematics are the only, and in every case, the best, subject on which the faculties of the youthful mind can be employed. On the contrary, we hold that it is a positive injustice to the youth who resort to any place of education to confine their attention during two or three years of youth, to one branch of knowledge, which the study of mathematics supplies. Good education consists in the equal or proportionate development, by exercise, of all the mental faculties, not in the monotonous exaggeration of any one faculty or set of faculties. But, further, while we admit that a natural aptitude for a particular subject frequently argues a corresponding weakness in some of its traces of amelioration become more and more evident continually. As society grows more enlightened and better instructed; as the press extends its power, and raises its character; as facilities for communication and communion with our own countrymen and with the people of other lands are multiplied, the desire to reach the goal of their labours, course, the more they wish to reach the goal of their labours, and to determine, with less deviation from the truth, the more they wish to reach the goal of their labours.
the faculties chiefly concerned with different subjects, and should therefore be indulged with caution, and only within certain limits, yet ought not to be altogether extinguished. There must still be some attempt to still or pervert the natural tendencies of the mind, by subjecting them to an unvarying system of discipline, which, like the bed of Procrustes, instead of producing uniformity and symmetry, can only mal-form whatever is subjected to its influence, except the fortunate few whose natural capabilities exactly adapt them to go through the ordeal unharmed. It is vain to strive against nature; nor, were success attainable in the attempt, would it be worth the loss of those other qualities of mind which nature has not intended to be tamely isolated, but which, in the adoption of their legitimate purposes, but in the adoption of the appropriate system to render it attainable by all. Of this, Cambridge itself furnishes the clearest proof. Out of the hundreds of students who yearly throng its colleges and halls how many gain nary proficiency in a certain kind of mathematical knowledge? Not much more than the proportion which the number of books in mathematics bears to the number of books in any other kind of intellectual success, still it would be an error in method, and especially of those intended for pupils who have attained an age when the preliminary work of training has been, or ought to have been, in great part accomplished.

For granting that it was possible to predicate of any branch of knowledge that great proficiency in it would be preferable to any other kind of intellectual success; still it would be impossible by any, ever so skilfully devised, system to render it attainable by all. Of this, Cambridge itself furnishes the clearest proof. Out of the hundreds of students who yearly throng its colleges and halls how many gain nary proficiency in a certain kind of mathematical knowledge? Not much more than one-eighth part! It follows, then, that the great majority of the young men who go to Cambridge are not naturally adapted to profit to any considerable extent by the system of instruction provided for them; but insist with more benefit, indirect as well as direct, have their attention turned to other studies.

In every species of instruction, regard must be had to the means of mental discipline as well as to the positive knowledge communicated; but we hold that in a university the former ought not to have the first place; for it can only do so on the assumption that little or nothing has been done to form good mental habits during the previous portion of the student's life; that, in fact, the foundation has not yet been laid in his mind on which the edifice of knowledge can be securely built up. For persons who have been so unkindly treated in their early education a university is no place; or, at least, the regulations of universities ought not to be adapted to such exceptional cases. In a university the means should be afforded for the acquisition of the theoretical knowledge and practical skill required for the due discharge of professional duties, and of those still more important functions which the possessors of wealth and station are, in this country, called upon to perform. If the schools of England fail so far as to pervert their object, it is the duty of their office, that the youths who leave them to enter a university require a three years' drill before their minds are in a fit state to grapple with the complexities of practical science and its manifold applications, assuredly the professors of the maternal science are not the persons to teach the higher or the most useful branches of education. The whole system hitherto pursued at Cambridge as altogether erroneous. It is true that of late years various modifications have been made in it, which have tended to the encouragement of other studies than that of mathematics; but success in the latter has, in most cases, been made the indispensable preliminary, the want of which absolutely excludes from competition for the distinctions conferred on other kinds of learning. Thus, no one is permitted to contest for the degree of B.A. except the fortunate few whose natural capacity has been sufficiently proved by satisfactory examinations preliminary to the admission of the student to the universities. The standard of proficiency in most of the subjects is anything but high. An examination of so simple a kind certainly does not need two years' preparation; hundreds of boys at our public and private schools could pass it with ease; and it is no wonder that scholarship should be at a low ebb when the only real academic degree is conferred for attainments of so very limited a character.

We are not aware whether what we have suggested is likely to be done, but we see with pleasure that in future all "candidates for the degree of B.A., who are not candidates for honours, shall, in addition to what is now required of them, have attended the lectures of some one or more of the Professors who teach the subjects included in the new Triposes;" and obtained a certificate of having passed an examination satisfactory to one of the professors whose lectures they have chosen to attend.

The University of London examines all candidates for the degree of B.A. in one or more of these subjects; and we cannot but regard the reforms at Cambridge as due, to some extent at least, to the example set by the modern University.

It will be observed, however, that this new regulation applies only to those who do not go in for honours; that is, a special exemption is granted to the professors in mathematics who receive their degree, also, without an examination even in classics, except the purely elementary one in the second year. At Cambridge, in fact, mathematics seem to be regarded as equivalent to all other sciences together; proficiency in them makes up, in the eyes of the rulers of the University, for deficiencies in everything else; while no amount of scholarship suffices to render a candidate sufficient to one for want of acquaintance with the advanced sciences. We confess we think this unfair towards the great body of the students, and by no means beneficial to those whom it prefers. All the candidates for the degree of B.A. shall be examined at least once in the Mathematical Examination. But we do not see on what grounds the maintenance of this grand characteristic of every part of the universe with which we are acquainted, and especially of those intended for pupils, is regarded as one of the best features in the recent "reform," that the youths who leave them to enter a university require a three years' drill before their minds are in a fit state to.
natural science; admission to each of which should depend simply upon success in the general or pass examination, not at all upon proficiency in any of the three special examinations. Such a system would be consistent in itself, and impartial towards the candidate. It would, we feel convinced, in no degree diminish the fame of Cambridge as a mathematical school, while it would present powerful inducements to such of its students as are unqualified to distinguish themselves in mathematics, to strive for distinction in other branches and noble pursuits thus presented to their minds. Under this system, Cambridge would, in a few years, become a University in fact as well as in name; it would cease to be regarded as a mere mathematical high school, where the highest honours and emoluments are attainable by men who may be profoundly ignorant of every science and branch of knowledge, save one; and even with that, may possess only such an acquaintance as can be temporarily gained and has a purely transient, temporary, and sufficient patience to pursue a dull routine of 'mechanical labour' that scarcely deserves the name of study.

To revert to the plan actually adopted by the Senate. The first of the two new Triposes must be regarded as the more important, considering the probable destinations of the majority of the students at the University. The places in it are to be determined by an examination in moral philosophy, political economy, or jurisprudence, and the laws of England. The course of study preparatory to such an examination will, if rightly directed and conducted, prove of the utmost value to those who are to fill the posts of legislators, ambassadors, and magistrates; and, by greatly increasing their fitness to discharge these high and responsible duties, will be the source of inestimable benefit to the nation at large. Some years hence, no one, we may hope, will presume to undertake legislation or public administration without some knowledge of which a man can hardly be qualified to take an active and influential part in public affairs to any useful purpose. Our legislators, in particular, are continually required to decide upon questions which it is quite impossible for them to understand without some knowledge of which a man can hardly be qualified to take an active and influential part in public affairs to any useful purpose.

On the second new Tripos, we need say but little. It includes anatomy, comparative anatomy, physiology, chemistry, botany, and geology; all sciences of the most direct practical utility, and devoid of the shadow of any unvarying code of doctrines in these matters; admission to which is to be a sine qua non of success in the examinations; to set up such standard, and to regard it as infallible would be fatal to the plan, and render it the active of far more evil. Hence, no one, we may hope, will presume to undertake legislation or public administration without some knowledge of which a man can hardly be qualified to take an active and influential part in public affairs to any useful purpose.

A great abuse of the system is maintained, Cambridge cannot be regarded as a national University; so long it will help to keep alive the feelings of intolerance of society; and so long, also, will it be destitute of that wide philanthropy and of action, which ought to characterise an institution founded for the promotion of science, learning, and truth.

A minor abuse is the conferring of the degree of M.A. without examination, or any but the mockery of a form. If degrees are, as they certainly ought to be, "testimonials of some kind of proficiency gained by the holder," then it must be a great evil to grant them as empty formalities. In this respect, too, the University of London has set an example worthy of all imitation, the general following of which would do much to increase the value of the degrees, and to oblige them to be paid to them. We are inclined to think that if the B.A. degree were conferred after two years' residence, the higher degree of M.A. should be granted to all who obtained honours in any one of the examinations, and lie held to continue students, at the close of the following year. The M.A. would then be a permanent and universally understood mark of high attainments in some one branch of science, instead of being, as it now is, utterly meaningless, or at most indicative of a certain number of years' standing. In the eyes of the world at large, unacquainted with University affairs, the most ignorant man of his year among a college, having waited the needful three years, paid the required fees, and thereby become the emperor and pretender to a degree in the trilogy of wrangler or medallist who is still only a B.A. Now, since the whole usefulness of degrees consists in the distinction they confer, that defect in them which so completely perverts their object is altogether indefensible.

Empty formalities and shams is fast passing away, and nothing will long be able to suffer, that defect in them which so completely perverts their object is altogether indefensible, to maintain its ground that is not a substantial, and our schools and universities become the chosen abodes of true learning, the centres where intellectual light and heat shall radiate into every quarter of the empire.
and a diminution of the activity necessary for the production of the motions. 3. A general disturbance of the functions of the system, without any remarkable appearance of either excess or defect. 4. A bad distribution of the cerebral virtue, either when it excerts itself unequally in the different parts, or when extraordinary activity, followed by others of considerable remission; or when it is supplied in wrong proportion to the different organs, of which some are too great a degree abandoned, while there appears in others a concentration of sensibility, without any impression of the movements by which the movements are affected. (a)

The effects upon the mental sequences are represented in the following general sketch, which has the advantage of being tolerably comprehensive, though it is unhappily both vague and confused: 'We may lay it down as a general fact, that, in all the marked affections of the nerves, irregularities, less or greater, take place, relative both to the mode in which impressions are received, and to the mode in which the automatic or voluntary, or both, are formed. On one part, the sensations vary incessantly and rapidly with respect to their vivacity, their energy, and even their number; on another, the strength, the readiness, the facility of action exhibit the greatest inequalities; and in consequence of this unequal excitement to languor, from elevation of the number; on another, the strength, the readiness, the facility of action exhibit the greatest inequalities; and in consequence of this unequal excitement to languor, from elevation of the strength or acuteness, or he is, on the contrary, almost incapable of thinking. It has been well observed, that hypochondriacal persons are, by turns both courageous and cowardly; and as the impressions are habitually faintly either by excess or defect, in regard to almost all objects, it is seldom they can correspond to the reality of things, that the desires and the will obtain the proper force and direction. If, at the same time with these irregularities, which arise from the nervous system, and which are a state of weakness of the muscular organs, or of some important viscera, as, for example, of the stomach,—the phenomena, though still analogous in the main, will be distinguished by remarkable peculiarities. During the interval of languor, the debility of the system will render the sense of weakness, of languor, and a diminution of the activity necessary for the production of the motions. 3. A general disturbance of the functions of the system, without any remarkable appearance of either excess or defect. 4. A bad distribution of the cerebral virtue, either when it excerts itself unequally in the different parts, or when extraordinary activity, followed by others of considerable remission; or when it is supplied in wrong proportion to the different organs, of which some are too great a degree abandoned, while there appears in others a concentration of sensibility, without any impression of the movements by which the movements are affected. (a)
its importance. It is amid the weaknesses of failing health that I have taken up the pen; and my ideas must necessarily suffer from the circumstances under which they have been collected. However, my object, under these influences, is to show that the influence of disease is manifested on the moral functions, the author will himself, no doubt, be the first example of this influence; and I cannot but apprehend that I shall thus only too well prove the general proposition which I wish to establish."


(c) The complaint made by our author of the want of clearness in the passage quoted from Cabanis is somewhat unfounded; for since the various trains of ideas are associated with one another in numberless ways, anastomosing, to use an anatomical term, in all directions, it is clear that to present the phenomena resulting from disease classified and arranged as Mill would have them, would be altogether unnatural, and, to a great extent, imaginary. But what is certainly to be desired, as of direct practical importance, is that we should discriminate between the natural and the artificial mental phenomena produced by disease; and, in order to do this, we must ascertain what trains of ideas, if any, must necessarily arise from certain states of the body, and what so arise only in consequence of education and habit. If it seems to be assumed by Cabanis, and tacitly admitted by Mill, that similar diseases produce similar mental affections in all persons of similar physical constitution; this may be right enough on the part of those who regard all the mental phenomena resulting from disease classified and arranged as Mill would have them, would be altogether unnatural, and, to a great extent, imaginary. And it is quite as evident that the assumption. An attack of illness which makes one person irritable and selfish, calls for an active operation, in another, feelings of affection and gratitude; and it is clear that this difference may be wholly accounted for by supposing the previous education of the two to have been correspondingly different.

Be this as it may, the assertion, that how to take care of their health ought to be one of the leading parts of the moral and intellectual education of children, is not only matter of common knowledge, but is the direct results of physical agencies; but on any other hypothesis it is evidently untenable. And it is quite as evident that the assumption. An attack of illness which makes one person irritable and selfish, calls for an active operation, in another, feelings of affection and gratitude; and it is clear that this difference may be wholly accounted for by supposing the previous education of the two to have been correspondingly different.

(e) The exertion of power is in itself, and irrespective of any considerations arising from its results, a source of great and peculiar pleasure; and wherever any power exists, there is an insinuating tendency to employ it upon every object, or occasion that presents itself. Now in childhood, the knowledge and moral sense necessary to direct aright the use of muscular strength are almost wholly wanting: so that, without great care and advice on the part of those who have the charge of the young, it is to be observed that the influence of disease is manifested on the moral functions, the author will himself, no doubt, be the first example of this influence; and I cannot but apprehend that I shall thus only too well prove the general proposition which I wish to establish."

("(f) It is manifest that great part, if not the whole, of the influence of beauty and deformity upon the mental trains, is attributable to the circumstances of early life. That ignorant nurses should neglect and abuse children whom nature has not gifted with external charms, while they favour and fandle those possessed of beauty, is lamentable, but not very wonderful; but it certainly is surprising that such parents should fall into so egregious an error, the evil consequences of which are so obvious, and the remedy for which warp and embitter the fragile existence of those who are subject to ill health, or who, perhaps, possess of wise influence of insufficient and bad food, impure air, and want of cleanliness, to which so many millions of children are, in every part of the world, unhappily exposed.

It is one of the best signs of the times, and one which promises the greatest amelioration
our atrocities of a Henry VIII.; and to the deep and persevering vengeance of a Philip II.; it unites the boldness and the violence to the depth of ambition and resentment; and the black terror, which urges it on from crime to depth of ambition and resentment; and the crime, is increased by its own results."

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and which I submit may well be brought forward

A Lecture delivered by Professor De Morgan, at the

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that past events have refused to enter into their

their fathers sat before them: and we may fairly

which will bring me to the main subject of this

active in the political movement. You cannot

stance worthy of note, that founded as this College

were to produce effects as wonderful as the adver-

tised medicines which cure all disorders; but no

road to education was pointed out as possible or

tised from the body of the room that the requisites

classes of the College should be what the school

by the professors, but by those who placed them in

warmth, and by those who professed to have had no

questioner of the first, and the adverse critic of

and, perhaps, not without some excuse—in the day in which we were

was distributed through the general mass. And,

the question of the first, and the adverse critic of

and thus it happens that we have fict

and a suggestion which must be made at last,

mark and a suggestion which must be made at last,

in which he is incited to exertion.

That effective study is laborious, and that the

you cannot create a strong public conviction that there

some important matters which require reform, without also generating an impression that all

things ought to be looked at. But it is a circum-

stance worthy of note, that founded as this College

was by those who had been striving to modify

their views, and to break through the old forms of

final struggle—private opinion, and private enter-

prizes, were preparing for a necessary extension of

the principle contained in the innovations. The

Catholic and the Protestant—The Churchman and

the Dissenter—the Jew and the Christian—all of

which the law presumes to exist in the national

church.

In the time which elapsed between these two
dreaded concessions to the enemies of all stability—

while the Protestant, Dissenter, was congratulating

himself upon his now standing in society, and the

Haman, of his having forced some of his former

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church.
comstant dangers, on the supposition that it must be retained. I shall take the second view almost to the exclusion of the first, because such a line of address is better suited to the younger generation of my audience, and also because it will create no controversial feeling in the minds of those who are older. For all who are used to teaching are quite ready to admit that the student is he who should get the most out of the teaching. The right examination prevails to a considerable extent, and does much mischief; though none, as yet, are found to demand that the system which creates the evil should be changed. I think it not unlikely that many of my hearers will forever, to this moment, have imagined the possibility of abolishing competition for honour would be accompanied by the exclamation, "What! would you have the fear of punishment to be the only stimulus employed on the part of the one who is to be developed into a spring, and the examination into an arrow, when, were they told that that stimulus was obsolescent? and is, for generation after generation, sedulously turned into the mind of his friends and others will form of him before he starts in life must much depend upon the report which he brings from the place of his education, for it is true that, whether or not the examinations are good ones, they are still one of the main causes of what society is accustomed to call its preparation for the action of life.

If those who taught in our Universities two centuries ago could be awoken from their sleep and placed in the seats which you occupy, the start which they would make at the beginning of this inquiry is very good text for my remarks. A certain man, who brought to the world a little knowledge of the world of mankind. Are we not, then, to keep a keen eye on probable changes?—and does it not concern us, and all public teachers, to be fit to face future, as well as present, opinion? The student whose thoughts dwell upon his examinations only, and who reads for them as for an ultimate thinking of processes as to how far they will help him in answering the questions asked—and of results as to what their chance is of being in the printed papers—does not take a good mode of fixing anything in the mind for future use. It would be strange indeed if he lost everything; but I assert, as a matter of fact, that not only does the knowledge thus obtained quickly evaporate in great part, but the habits produced by it are of the same nature of inferior soundness, and less utility. I appeal to it as a fact which cannot be overlooked, and of which, from observation, I am fully satisfied. I admit the extraordinary character of what has been written in the "Milton" period. But I should not have been prepared to express it before you, even if I did not profess to express it; but so long as it is. At the same time there are many analogous phenomena of intellect. I cannot explain how it is that, without much difficulty, train himself to awake from sleep without a fixed hour, but at such hour as he shall determine over night to be necessary. But though I cannot explain, I can easily group these observations, and deduce from them the existence of a mental machinery which looks almost as if the receptive faculties could charge the memory for one of its duties, and thus make the mind acquiesce in the moment of dismissal. And students may rely upon it that the permanence of their acquisitions depends much upon the state of mind under which the study of minds is continued, and that, with respect to what the knowledge is wanted for. We can tell you what you have got: none but yourself can tell what arrangement you have made for keeping it. And the want of power to distinguish is one of the material failures of all existing systems of examination: a failure inherent in their constitution.

So much for the question of actual knowledge gained by those who think only of examinations. With regard to formation of habits, and acquisition of power, the question might possibly have been one of digestion and habit, and powers remain after the matter on which they have been acquired has been forgotten. May it not be that this is the case even with those who never read or write anything that has not been something worth having left behind even for them, as well as for those whose mode of study allows their acquisitions to be retained for a longer period. This is a question which cannot be answered, because the observation which must give conclusion, must extend over a longer period. But the student as to whom the question might arise, almost always the teacher, who addresses himself to the study of his students, will continue to address himself to the subject of his studies with a view to the application of sufficient and deliberate thought upon one thing, at one time. He employs his gold and silver, his half-learned materials, to avoid the time when the examination is close at hand. Then, in the few days or weeks which precede the trial, he makes as much at his crude mate of...
ill-understood notes, and endeavours to charge his
something for future consideration. All that is
wanted is, to show a mass of learning on the day of
after life. The world at large is a court of revision,
prizemen, and all the designations of academical
for any student to give himself all possible chance
largest, or nearly the largest, amount of useful
their career that this is not the way to gain the
result from their studies. But it is a very good way
their absolute power as great as possible.
becomes first, and the first last. Those with whom
tions. The predominance of the principle of trial
and to try their relative strengths; but to make
of comparative strength, is apt to mislead pupils,
latter is, that they see the power of emulation as an
seats of education in which any range is left to the
prize. If, indeed, a student in whom the desire of
are greater in one branch of education than in
admit; but to what does it stimulate? Its first
he is deficient, that he may concentrate all his
perhaps no attention at all, to the subject in which
resolve that whatever honour is to be gained by
weak points to secure the strong ones, arise from
in part, does he know that his mental capacities are
greater in one branch of education than in
another? Forthwith he begins to pay less a attention,
perhaps finds that he is deficient, that he may concentrate
his vices upon that in which he hopes to gain a
prize. If, indeed, a student in whom the desire of
honesty exists, is it not his duty to cultivate this
self-appraise, is or ought to be, a necessary part of
his acquisition—i.e., in this principle, he should
resolve that whatever honour is to be gained by
him, should not be paid for at so dear a price as
the evasion of an obvious duty—if, further, he
resolve clearly that it is his duty to cultivate the
whole mind, to develop its distinct powers, and
not to allow some to wither that others might be
prompted on the subject of
education, the student of whom I last spoke is
cour of the approval of his friends and competitors.
The student of whom I have just spoken is.
Nevertheless the time will come when opinion shall
pronounce the abandonment of the weaker points to
secure the stronger, an uncharitable, an
imperious, an unjustifiable misappropriation of the
money expended on the student's education.
It is not an uncommon thing to hear that the
love of honour is in itself praiseworthy, and sure to
lead to good results; nevertheless, this maxim has
created a large proportion of the evils of human
society, or, which amounts to the same thing, has
been the pretext under which less noble passions
have worked successfully to the same end. It is
honourable to face the public enemy with courage,
without scruple; it is natural and even commendable
to repel aggression; and hence the love of plunder has
been able in all time to attach the notion of honour to
the victory itself, independent of the cause and
aggressor. During the ages of the contest, the mere
eminence, the holding the highest place, has been made the point to which
attention is directed, in such manner that all means are
used to carry it. All the vices are considered more or less to this object. The consequence is
that in every case to some extent, and in many to a
very large one—in all injuriously—the subject
matter of education is suffused with the prejudices and
probable demands of the examination. I may mention
a few among the manifold consequences of this
misdirected view.
First, I think I might appeal to those here present
who have gone through their trials, and ask them
whether they do not remember something like making
their preparation depend more or less upon the particu-
lar segments examination here is so far a
fallacy. Does it never happen that one part of the subject
is looked at with a flippant eye, because the student
feels that in that one part he is safe, as against others?
And will it not say by an express understanding among all who
are to be examined, but still by something which
has a little more of definite existence than the former?
The examiners supposed to be made between the
crown and the subject? And does what is thus
avoided in most instances belong to the severer part
of the subject, or to that part in which, in any sense of
competence or of habit, is most felt to be wanted?
The answer will be in the affirmative. In fact, when
successive examinations are eagerly looked forward to,
and to which subject in the last year's examination.
A question arises on which opinions
are divided; and the student, who is perhaps not quite a
beginner, is at that period of his course at which,
especially if he has, in the meantime, gained a
fondness for any of the subjects, may, more than in
the beginning, be at a loss whether to devote
all his attention to the subject in which he
laments that he has not paid sufficient attention
to. It will be enough for him, he
thinks, to be able to state, if asked what A, B, C, and
d have delivered upon the matter; as to him-
better that he should get a satisfactory answer, which
may be regarded as a summary of all his own
convictions upon the subject in question.
No one to whom the exercise is everything forms opinions or
collected, and obtained, to be written out on a given day, can be more easily
fixed than by thought. Again: an elementary point
suggests itself, upon which his feelings tell him there
is in the subject. He has it in his power to go back,
and seek for the source of the obscurity.
But he will not do it: he will wait until he gets
up the subject, as the phrase is, just before the time
of examination. He does not remember that, if his
present hurry be not too great, that of the final recapitula-
tion will be still greater; and, further, that in the
meantime, which that he has on hand may be
began with, is more or less upon the accidents of the preceding ex-
and may be able to trace a considerable neglect of so fundamental
faculty; as valuable as the acquired power by which
the student became prominent in the last year's examination.
Secondly, I may ask of the same students whether
they have ever heard of making their reading depend
upon this, that, and the other alternative examination-papers? Is such reasoning as the following
wholly unknown?—"This matter was set last time;
therefore it will not be set this time; therefore it
need not be read; therefore I am safe." Or is he able
to trace considerable neglect of so fundamental
a point of algebra as the binomial theorem to the
accident of its not being examined in the last year's examination?
Till a very recent period, we had only two yearly
examinations, one at Christmas, as well as one at the end
of the session. The first examination was abolished
for reasons among the most prominent of which was
the great tendency of the student to think that he
had done with a material portion of the subject as
soon as he had been examined in it. It was my prac-
tice, after examining the students, to make the examina-
tion a question which had already been given at
Christmas. A great many of my students never could
believe that this was anything but a mistake on my
part: and their surprise was evidently that of a debtor
when he finds that, instead of the balance, a claim is
rendered to him; or, that he has been required to
after examination as a passed bankrupt, protected
by a certificate. And what I maintain is, that the
reader should not, even if he has an examination to
show the effect above noted at mid-
summer, is proof enough that those who read for
this last, without looking beyond it, will discharge
their burden as soon as it is over.
Thirdly, I need hardly remind you that the habits
formed by a student whose thoughts are occupied by
the quiet of his own room? Is it not of much
this perhaps?—will it be set?—are not these which
are most likely to make an active inquirer, is sag-
acious reasoner, a judicious expositor of the balance of
facts and arguments. This is so clear that I need not
wonder that the world is so easy to convince that he
were better understood how much the importance of
good habits outweighs that of accumulation of
knowledge. I do not wish to undervalue extensive
knowledge, as knowledge, the habits of mind acquired
in the gaining of it are considered as by far the most important part of the acquisition.
I suppose a student engaged upon his books with
the examination, and nothing else before his mind;
a prize or a scholarship in his thoughts, and a great
hurt laid in his studies. I admit the means
of obtaining a great deal of useful
work. A question arises on which opinions
are divided; and the student, who is perhaps not quite a
beginner, is at that period of his course at which,
especially if he has, in the meantime, gained a
fondness for any of the subjects, may, more than in
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summer, is proof enough that those who read for
this last, without looking beyond it, will discharge
their burden as soon as it is over.
And now I will conclude this lecture by a few words of advice to those who are commencing this session under our care, in reference to my previous remarks and what I have now to say. Let me call your attention to the examination, and leave the examination to take care of itself. The less its result concerns your thoughts, the more likely is its place to be filled, if you have been a good student, by a higher result, and to produce the worth of any result of examination, in the rational self-confidence you will ultimately win, and the estimation in which you will be held by your examiners. Let me now detail the advice which I have implied, in mentioning the unforeseen diversions of purpose which the existing system sets us, or which we ourselves make, as we go along. Still, however, though it were certain that the effect, if any, must be loss, I should not the less advise you to regulate your studies by the wants of life, to keep the ends of your studies always in view, and to be content with the results. Stimulate the spirit of inquiry; learn to think the power of discerning between truth and falsehood, good and evil, is worth a thousand of the other improvements which you are daily defeated by finding that you have mistaken your examiner. Here, again, I might digress to show that the true mode of study has an average fitness for all the several classes of questions you may present for study in the way of present honour. You will thus have certainty instead of lottery, to add to all other advantages; for, do what you may in the way of self-application, you may get much from the examinations of your examiners. In a state of rapid decay. The boy at school, and the youth at college, in four instances out of five, considered those who were to teach them as taskmasters, and sought to escape the purpose of the examination, and leave the examination to take care of itself. There is but one book, and one part of it, which is worth studying, with reference to nothing except an examination in June—and that is the Almanack for July.

Again, you must not be discouraged if you find your apparent progress somewhat slower than if you were employed in stacking answers against the existing system sets us, or which we ourselves make, as we go along. Still, however, though it were certain that the effect, if any, must be loss, I should not the less advise you to regulate your studies by the wants of life, to keep the ends of your studies always in view, and to be content with the results. Stimulate the spirit of inquiry; learn to think the power of discerning between truth and falsehood, good and evil, is worth a thousand of the other improvements which you are daily defeated by finding that you have mistaken your examiner. Here, again, I might digress to show that the true mode of study has an average fitness for all the several classes of questions you may present for study in the way of present honour. You will thus have certainty instead of lottery, to add to all other advantages; for, do what you may in the way of self-application, you may get much from the examinations of your examiners. In a state of rapid decay. The boy at school, and the youth at college, in four instances out of five, considered those who were to teach them as taskmasters, and sought to escape the purpose of the examination, and leave the examination to take care of itself. There is but one book, and one part of it, which is worth studying, with reference to nothing except an examination in June—and that is the Almanack for July.
College of Preceptors had adopted. on the present occasion, stating that different gentlemen had been requested to explain their views on those topics to which they had more specially directed the attention of the meeting; and after stating the circumstances under which this arrangement would attend for its general introduction into all schools and academies. Dr. Reid then drew a rapid sketch of the present state of chemistry, illustrating its progress by a series of appropriate experiments, and pointing out the means by which chemical investigations could be generally introduced. The expense of performing certain classes of experiments, and the advantages of having knowledge of chemistry might be enormous, but with skill and knowledge a very simple apparatus would be found sufficient for thousands of experiments, such as would be amply sufficient for all the purposes of the first step in elementary training.

Dr. Reid concluded by pointing out the great difficulties under which medical men, architects, agriculturists, engineers, manufacturers, and emigrants, who were not taught chemistry at an early period of life laboured, and insisted that early instruction in chemistry was as important to professional men as the admission of mathematics was to linguists and mathematicians.

Thus much in the way of illustration. It is not said that this method of teaching Logic by its application, and pointing out the means by which science may be revived. It is believed that its restoration, and the suggestion of means by which logic, apply in a striking manner to Euclid; indeed, the observation has been repeatedly made, that had Euclid's "Elements" been written in the form in which it is now common to present neglected, and the suggestion of means by which Euclid's axioms are to linguists and mathematicians.

The latter proposition is essentially Euclid's essential proposition. A philosophical proposition which in its full integrity supplies us with the means by which logic, apply in a striking manner to Euclid; indeed, the observation has been repeatedly made, that had Euclid been acquainted with Aristotle's logic previously to writing the "Elements," his work would have been more easy one, and therefore preferable.

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The Logic of the middle ages with the real and material studies of the year 1868.

Upon the details of applied Logic, and upon the nature of the conjunction, the present speaker allows himself only to mention one class of studies—Philology. For Philological purposes, a definition of the term "proposition" is generally necessary as the place that a word is capable, of taking in a single proposition. The nature, however, of a single proposition (with one exception), all that is necessary—less will not do. The nature, however, of a single proposition (with one exception), all that is necessary—less will not do. The nature, however, of a single proposition (with one exception), all that is necessary—less will not do. The nature, however, of a single proposition (with one exception), all that is necessary—less will not do.

Take A B, BC, CD, &c., each equal to OA, and make the angles HBC, KCD, &c., all equal to FOA or GA B; also, let all the arrow-headed lines be produced indefinitely. Take FOA, AG B so that O A may coincide with A B, and O F and AG B may respectively coincide with A G B, then will the infinite space FOA be bounded by the finite space bounded by H B C K, K D L, &c., can all be proved equal to each other, and to FOA. But no number of these spaces, however great, will fill up the infinite space of the line OA. The logic of the line OA will be equal to the infinite line OE.

Take A B, BC, CD, &c., each equal to OA, and make the angles H B C, K C D, L D E, &c., all equal to FOA or GA B; also, let all the arrow-headed lines be produced indefinitely. Take FOA, AG B so that O A may coincide with A B, and O F and AG B may respectively coincide with A G B, then will the infinite space FOA be bounded by the finite space bounded by H B C K, K D L, &c., can all be proved equal to each other, and to FOA. But no number of these spaces, however great, will fill up the infinite space of the line OA. The logic of the line OA will be equal to the infinite line OE.
will be as great as F O E, therefore the infinite space F O A G is divided into the lines F O B and B G. Therefore O1 produced, must cut A G: for if not, the space F O A G would be contained in F O A G, and the former could not exceed the latter. 

On the above enunciation Professor De Morgan gives the following remarks.—

Colonel Perronet Thompson, the author of “Geometry without Axioms,” cites Plato for the axiom that equality is only to be predicated of equal magnitudes. But without looking at the authority of Plato, or any one else, it is for the reader now to ask himself whether he can, by comparing the infinite spaces F O A G and F O B, make out a distinct conception of equality, of greater and of less; if so, the proof of M. Bertrand must be admitted; if not, no one has a right to demand his acquiescence. We are inclined to think that it is as much of kin to the first as that of an equilateral triangle.

It is evident from the above remarks that the effect of this possession, first on the tutor himself, and secondly as to the mental and moral training of the pupil. Training, we mean, not as of a mere machine, but as of a living, active, and understanding soul, on which the character of the teacher himself: Will not his duties become pleasanter? How much delight may be drawn from the intelligence in the more brave and honest feature which his instructions draw forth, and how keen will enter into union with the infant intelligence that by his plastic skill he is moulding to some standard of excellence; and how much, much more, how his most fervent prayers will be uttered that the standard of his choice may be a true and just one.

And to active life, communion with his equals in power of mind of sight and of action, guided by his feelings, disposed to entertain certain opinions of his fellows, and to enjoy the moral and intellectual excellence; and more, much more, how his most fervent prayers will be uttered that the standard of his choice may be a true and just one.

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THOMAS KIMBER.

ON THE LOVE OF CHILDREN, AS ESSENTIAL TO A TEACHER OF YOUTH.

The prophecy, possessed alike by man and animal, to which pheonologists have given the name of Philoprogenitiveness, signifies in its most extended sense the love of the whole human world, or of the whole category of weak and helpless beings.

In the inferior animal creation, Philoprogenitiveness, governed by instinct alone, or an instinctive faculty, is manifested almost universally, and in various ways, both serving natural necessity to play a directing and controlling role in the form of the same necessity, if the object of solicitation, be injured or disturbed. In man, however, modified by reason and conscience, it assumes the character of a sentiment, and its development is to a certain extent closely connected with the most sublime sentiments of our nature. No class of persons is it more essential than those whose duty it is to watch over the mental and intellectual interests of beings who cannot care for themselves.

All-wise Providence has gifted women, mothers especially, with a superior organisation, as regards this faculty, assisted by quick perceptions of right and wrong, safety and danger, and using their argument is here in favour of maternal education; but, when the mother cannot undertake the extensive intellectual care of her children, how necessary is it that the hired, protean guardian should possess some of those philoprogenitive feelings which distinguish the natural guardian.

A more general Philoprogenitiveness may be observed in children, manifested by them in a beautiful sympathy with the old and infirm. The friends of education on rational principles will not be paucished to desire that the educative agency should be exercised in the playground.

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The prophecy, possessed alike by man and animal, to which pheonologists have given the name of Philoprogenitiveness, signifies in its most extended sense the love of the whole human world, or of the whole category of weak and helpless beings.

In the inferior animal creation, Philoprogenitiveness, governed by instinct alone, or an instinctive faculty, is manifested almost universally, and in various ways, both serving natural necessity to play a directing and controlling role in the form of the same necessity, if the object of solicitation, be injured or disturbed. In man, however, modified by reason and conscience, it assumes the character of a sentiment, and its development is to a certain extent closely connected with the most sublime sentiments of our nature. No class of persons is it more essential than those whose duty it is to watch over the mental and intellectual interests of beings who cannot care for themselves.

All-wise Providence has gifted women, mothers especially, with a superior organisation, as regards this faculty, assisted by quick perceptions of right and wrong, safety and danger, and using their argument is here in favour of maternal education; but, when the mother cannot undertake the extensive intellectual care of her children, how necessary is it that the hired, protean guardian should possess some of those philoprogenitive feelings which distinguish the natural guardian.

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manifested in their justice and honesty. Always maintain a gentle and easy tone of voice in instruction, and never be harsh or unkind. The following are a few of the rules which the intelligent master will lay down for himself, in order to guard against unjustified conduct in the eyes of his pupils, calculated to lower their confidence in his unbiassed intentions.

OCTOBER, 1848.

PHILO.

SOLUTIONS TO THE EQUATIONS OF CLEERICS.

\[ x^2 - 2xy + y^2 = 14500 \] (1)

Numbering the equations (1) and (2), and putting \( a = 8 \), we have \( x = 2y + a \), or \( x = (y + a) \). But putting this value of \( x = (y + a) \), and reducing, we get \( y + 2 \) \( 12y + 6y = 64 \) \( = 327 \) (2) and \( y + y = 8 \). Let this last equation be subjected to the rule for quadratics, and we obtain \( y = 6 \) \( \sqrt{3} \). Now if \( y \) be a whole number, \( x = 28 \). Let this be squared, and if \( w = 109 \) it will be so, and render \( y \) rational. When we find this value, \( x = 3 \), consequently \( x = 11 \), which values answer the conditions.

This method is purely tentative, still it may be employed in many cases with advantage.

Second solution.—By taking away the second term from (3) above, and putting \( x = 2y + 1 \), we obtain \( 2y = 456 \). So that, substituting this value of \( 2y \), and reducing, we get \( x + 12y = 64 \) \( + 64 = w = 327 \) (2). That is, substituting this value of \( x = (y + a) \), and reducing, we get \( y + 2 \) \( 12y + 6y = 64 \) \( = 327 \) (2) and \( y + y = 8 \). Let this last equation be subjected to the rule for quadratics, and we obtain \( y = 6 \) \( \sqrt{3} \). Now if \( y \) be a whole number, \( x = 28 \). Let this be squared, and if \( w = 109 \) it will be so, and render \( y \) rational. When we find this value, \( x = 3 \), consequently \( x = 11 \), which values answer the conditions.

Questions in the Diophantine Analysis.

(Proposed by T. Morley, M.C.P., Bromley, Kent.)

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(2) Determine the sides of a plane triangle, that shall be the oblique sides, the sides being in arithmetical progression.

Ome Account of the Proceedings and Practice of a Self-Taught Educator.

XI.

Mr. Editor.—Having adverted to the moral evils of which parents so justly complain as existing in female education, I should say that the next important subject which seems to occupy, not without reason, the attention of those capable of judging rightly of the treatment of female children as regards physical and moral education. Extreme cleanliness, fresh air, exercise, suitable clothing, reasonable mental and bodily recreation, good, wholesome food, and, perhaps, more clearly stated:—

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abuses fearlessly, and endeavoring to convince the
world, that though no apology can be offered for
principals who act as I have described, yet that
those mothers are little less to be blamed who either
encourage or allow their children to be taught unter
the influence of base principles. The protection of
the economy, do not ascertain the truth regarding
those points before they place their children
at school; or who, being in some measure made
aware of abuses by the after statements of their chil-
dren, shun their mouths by a more liberal allowance
of pocket money, which is generally devoted to trash
injuries to their health; thus the children rub on as
best they may; while parents hug themselves with
the idea that they have really found cheap schools,
cannot expect luxuries for the sum paid. 

I fear that many mothers, when too late, find this
to be a melancholy truth. It is to mothers, setting through the medium
of the College, that we must look for a change of
system; they must unite to press the present state of things.

I know the necessity for schools being moderate
in their terms, and I am prepared to show how this
may in time be effected, by the able intervention
of the College of Preceptors; but I fear my zeal in the cause has already made me exceed the proper length of one letter.

I am, Sir,
Your obedient servant,
A PRACTICAL SCHOOLMISTRESS.

THE ETON LATIN GRAMMAR.

There may be little in a name; there is often much in an example. Such is the reflection suggested by the still general use of the "Eton Latin Grammar." It is our certain opinion, that nothing but the respectability of Eton could have sustained the popular racy of that book. We are quite ready to admit that the grammar in question may be as good as most of its kind, but the book is now completely out of date. The wants we have to supply the gulf, the best book for beginners extinct; but we shall be much surprised if, five years hence, it will not have become as antiquated as a blue-coat boy's dress.

It is quite reasonable that Eton College should be regarded with general respect. Its antiquity, which boasts four centuries; its ample revenues, which, from endowments alone, reach 7,000l. per annum; its long connexion with the University, and the respectability of its pupils, cannot but give its an
influential position. We do not wish to enter on the question of the benefits or evils of large public schools, or in any way to assail the character of Eton College. Sufficient it is for our present purpose to say that, respectable as such institutions may be, they do not always (often because they cannot) yield themselves readily to the influence of reform, or advance with the growth of the public mind.

That the book in question should be found behind the present age, can excite no wonder after a glance at its history. The "Eton Latin Grammar" was chiefly compiled from the works of Lilly and Dean Colet. Lilly was master of St. Paul's School, London, appointed by the Dean on his founding the school in 1512. He copied the characters of Colet, Lilly, and Eton College.

The title of this book would lead the reader to expect a work of a very different kind from that which it actually is; instead of being an outline, however brief, of what can be found in any property, as called the "history of Europe," it is, in fact, little more than a rapid narrative

* Remarks on Quantity, 1, 2, 3.
* Declensions of Nouns, 61, 62.
* Declensions of Adjectives, 75, 76.
* Declensions of Pronouns, 81, 82.
* Declensions of Adverbs, 87, 88.
* Declensions of Prepositions, 93, 94.
* Declensions of Participles, 99, 100.
* Declensions of Interjections, 105, 106.

REVIEWS.

Epitome of Alison's History of Europe, from the Incas to the Restoration of the Bourbons, 1815. London and Edinburgh: W. Blackwood and Sons.

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In the conjugation of the verb, great care is
of the leading events of the first French revolution, and of the wars ensuing arising from the greater part of Europe little, if anything, is said except incidentally and as connected with the domestic history of our own country. The notices are extremely few and brief. We confess we do not know how the history shall be derived from the young from a book of this kind; and we would fain hope that the teachers of the rising generation will study and teach history on a much more philosophical plan than that on which the world before us has been conducted. The events of military, and to detail even these without any reference to the political and social consequences to which they give rise, is to deprive it, if not of all its interest, at least of the principal part of its value as a source of instruction and guidance both to rulers and subjects. Yet, such is the character of that greater part of this Epitome, the chief exception to it being in the first Part, which professes to narrate the events of the revolution and the death of Louis XVI. Here a rapid sketch is given of the progress of civilisation in Britain and France; and its different results in the two countries are pointed out; the cause which led to the outbreak of an oppressed people for liberty, and the results of their struggles and the triumphs of the revolution. The nation, appointed to promote its interests, and intrusted with certain powers for that purpose, but which might be entailed or altogether taken away should the welfare of the community require it, or if it would be for the nations whom they ruled were viewed by such privileges as the former might be granted, but there is a manifest leaning on the part of the author to speak leniently of the faults of rulers, and to exaggerate those of subjects who may presume to resist misgovernment and injustice.

The aim of the writer is, in truth, not attempted to be concealed. Mr. Alison seems to be one of that fast-disappearing school of politicians who held that rulers had a personal and vested interest in their privileges and functions; instead of being regarded as servants of the nation, appointed to promote its interests, and intrusted with certain powers for that purpose, but which might be entailed or altogether taken away should the welfare of the community require it, or if it would be for the nations whom they ruled were viewed by such privileges as the former might be granted, but there is a manifest leaning on the part of the author to speak leniently of the faults of rulers, and to exaggerate those of subjects who may presume to resist misgovernment and injustice.

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TRUTH WITHOUT NOVELTY; or, a GRIM

discourse to the young, who will not permit the pupil to leave his task, until he can, or must haves.

THE CHILD'S FIRST ENGLISH GRAMMAR. By Richard Hiley. Longman and Co.

"The following little work (writes the author in his preface) has been designed for the use of children in their first attempts at English Grammar. Nothing has been inserted which it was conceived would be too difficult for their tender understandings, or which could not be readily apprehended with the aid of the various illustrations subjoined to their respective rules and principles.

The book is divided into 104 lessons, "to each of which are attached copious questions and exercises;" but, although the latter show clearly enough that Mr. Hiley is a pains-taking teacher, and one of those praiseworthy labourers in the field of education, who will not permit the pupil to leave his task, until he can, or must haves. To point out the absurdity of the above signs and symbols; however, goad an extinguisher of the school books in general use, Mr. Hiley may be, certainly not the "coming man" in education, to whose Grammar young England must look for a clear and philosophic explanation of their mother tongue.

THE 'DI'"

To those who wish for a good selection of arithmetical questions we may safely recommend Mr. Thrower's book, which, in about 200 pages, contains upwards of 7,000 examples. To give an idea of the variety in the questions, we only need say that in the four elementary rules there are 650 examples; in reduction, 500; in the compound rule, 1,200; in vulgar fractions, 1,000; in Decimals, 670; in practice, 1,290; in the rule of three and its applications, 1,500; &c.

We have noticed that the selection is good; but any teacher who, on the strength of that statement, should order a copy, would, unless he understood its applications, be of little service to him, as it does not contain a single answer—the solutions being published separately, and the plan adopted by Mr. Thrower's work may be recommended as a useful book intended to be placed in the hands of the pupil, for it is a common observation, that in the four elementary rules there are 650 examples. To give an idea of the variety in the questions, we only need say that in the four elementary rules there are 650 examples; in reduction, 500; in the compound rule, 1,200; in vulgar fractions, 1,000; in Decimals, 670; in practice, 1,290; in the rule of three and its applications, 1,500; &c.

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proposed in parts A, B, C, D, and E, respectively. The votes on each section were as under:

**BLACK HOOD OR NOT?**

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<td>C</td>
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<td>D</td>
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**WHITE HOOD OR NOT?**

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The report was consequently adopted intact.

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**THE EDUCATIONAL TIMES**

**IN ETHICS AND LOGICS.**

1. Brown, Samuel.
4. M'Intosh, H. David, school.
5. Galenkamp, Henry.

**JUNIOR MODERATORS AND GOLD MEDALLISTS IN MATHEMATICS AND PHYSICS.**

Lawrence, Cambridge.
Weir, James, school.
Dropping, Mr. Samuel.

**IN CLASSICS.**

Stevenson, Robert, school.

**NOTES ON THE PRESENT MONTH, MISCELLANIES, &c.**

11th. Gay died, 1732.
12th. Hallier died, 1777.
14th. Tycho Brahe born, 1546.
16th. Selden born, 1584.
23th. Gray born, 1716.
25th. Collins born, 1729; Porson born, 1759.
27th. Dr. Blair died, 1808.
31st. Hametsted died, 1719; Boerhaave born, 1668.

At the meeting of the members of the Committee of the National Society held last month, for the purpose of taking into consideration the means to be adopted with reference to the pending dispute between the Society and the Committee of Privy Council, the Animated and Counterbalanced, the Archbishop of Canterbury in the chair—It was after a long discussion, ultimately determined that the further consideration of the question should be adjourned, and a new meeting could be accursed.

**GOVERNORS' BENEFICENT INSTITUTION.**

At the general meeting of this charity, the Duke of Cambridge, who took the chair, announced that the Society had been generous enough to grant, a charter to the corporation, so as to entitle it to hold freehold lands. The principal business of the day consisted in the election of three annuitants and an additional annuitant. The five o'clock the scrutineers declared the election to have fallen upon the following candidates:—Dr. Mrs. Hollinworth, a German lady, 6,590 votes. 29. Miss Harris Forster, 6,590 votes. 2. Miss Frances Allen, 6,200 votes.
votes. S. Miss Elizabeth Bell, 5,250 votes, Miss
D. P. Campbell, 4,554 votes. The first candidate
consequently obtained the boon of the asylum, and
D. P. Campbell, 4,554 votes. The first candidate
those of his predecessors. Though imbued in early
be the ignorant of the majority of teachers of the
struction dependent on the Socratic, catechetical,
knowledge on the knowledge or hearsay evidence
or rational methods. He used neither composition,
was referred, according to its analogy, to one of
and the imagination; and the process adopted in
understanding of every pupil. To facilitate these
one instance was successively applied to all others—
the eyes, the hands, the memory, the understanding,
stone of his whole plan; not indeed, as Niederer,
to his works, particularly to the
Kinder lchrt.

"The notion that the law, having proceeded from
expressly forbids the usurpation of power on the part
of an individual or class, simplified by the word Isagen
the once highly-valued privilege of the free citi-
zens of Greece. It was equivalent to democracy like,
propagated in this and other countries."—Wvis
"The same unbroken unity of nature—the same clear
advantages and disadvantages of woman's nature.
they can neither poetically nor philosophically
express the nature of men
is more epic, and formed for reflection; that of
the failings and perfections of children—hence, I
since to well-known principles the nature of men

Deane's Two-hole Black Pens,
which are unequalled for their quality of action and
which the greatest resemblance between the character of the Greek nation and
that of women. From these two assertions, at least from the more flattering, a third would follow, that
and destroying each other, may be moved into a better and

The Teeth—Important. It is
not, perhaps, generally known that in early life the
mouth can be as effectually remedied with entire safety.

Cheap Puddings.—With

writing Paper and Envelopes.

Deane's Two-hole Black Pens, 6d.
" The following prices are those of a MANUFACT-
URING STATIONER, whose WRITING PAPER,
ENVELOPES, and CANISTERS, are sold by
himself, at a lower price than can be obtained from
any other, and is enabled to

writing Paper and Envelopes.

THE EDUCATIONAL TIMES.

writing Paper and Envelopes.

The Teeth—Important. It is
not, perhaps, generally known that in early life the
mouth can be as effectually remedied with entire safety.

Cheap Puddings.—With
THE EDUCATIONAL TIMES.

Cholera. - Remedies for the Prevention and Treatment of Cholera may be obtained from the following Gentlemen: -

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A liquid, purest possible.

Cholera! Cholera!!!

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WORTHY OF PUBLIC ATTENTION.

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