

to have combined the wit of Sir Thomas More with the wisdom of Sir Thomas Cromwell. His political knowledge and sound judgment acquired for him a high reputation as a statesman and diplomatist; and his scholarship was in advance of most men of his time. Camden bears testimony to the extent and accuracy of his classical attainments: he spoke French, Italian, and Spanish fluently; excelled in music; and was pre-eminent for skill and dexterity in arms. Surrey has left a portrait of Wyatt, and rarely have so many noble qualities been collected into a single character—virtue, wisdom, beauty, strength, and courage. His letters to his son, written from Spain, exhibit close observation of life; and contain a whole code of maxims for the government of conduct, based on sound religious principles. He co-operated with Surrey in “correcting the ruggedness” of English poetry: it is said that they were devoted friends, and Surrey’s lines on the death of Wyatt seem to indicate a close and intimate intercourse.

Henry Howard, Earl of Surrey, exercised great influence on our poetry. “He founded,” says Mr. Bell, “a new era in our versification, purified and strengthened our poetical diction, and carefully shunning the vices of his predecessors, set the example of a style in which for the first time, verbal pedantry and fantastical devices were wholly ignored. He was also the first writer of English blank verse, and the sonnet, and the first poet who understood and exemplified the art of translation.” The poet became Earl of Surrey on the accession of his father to the Dukedom of Norfolk in 1524; he is thought to have been born about 1517. He was placed at court, about the person of Henry VIII., at the early age of 15, but it is uncertain whether he studied at college. His boyhood was passed in the society of such men as Lord Berners, the translator of Froissart; Vere, Earl of Oxford; Lord Stafford, Lord Morley, and others equally distinguished by their literary attainments. Surrey, in his childhood, was always sent during the winter months to Hunsdon, one of the estates of his grandfather, the Duke of Norfolk, in Hertfordshire. This seat, about 1536, became the residence of the Princess Mary; with her was living the fair Geraldine, with whom Surrey fell in love, and her name is indissolubly united with his in many a legend in prose and verse, wherein he showed “the noblest qualities of chivalry blended with the graces of learning and a cultivated taste.” Having travelled into Italy, he became a devoted student of the poets of that country—Dante, Petrarch, Boccaccio, and Ariosto—and formed his own poetical style on theirs.

Surrey, among his general accomplishments, appears to have cultivated the study of heraldry, which helped to bring him to the block; for the chief charge against him by his enemies was his having illegally quartered on his escutcheon the arms of Edward the Confessor, which, however, he was entitled to do. He was beheaded on Tower-hill, January 21, 1547.

LII.

LORD BURLEIGH AT CAMBRIDGE.

That truly great statesman, William Cecil, Lord Burleigh, descended from an ancient and respectable family, was born at Bourne, in Lincolnshire, in the year 1520. Both his father and his grandfather held honourable appointments under Henry VIII. During his early education, his progress either exhibited nothing remarkable, or has been overlooked by his biographers, amidst the splendour of his succeeding transactions; for we are merely informed that he received the first rudiments of learning at the grammar-school of Grantham and Stamford. But at St. John’s College, Cambridge, to which he was removed in the fifteenth year of his age, he gave strong indications of the qualities calculated to raise him to future eminence. Here he was distinguished by the regularity of his conduct, and the intensity of his application. That he might daily devote several hours to study, without any hazard of interruption, he made an agreement with the bell-ringer to be called up every morning at four o’clock. Through this extreme application, without proper intervals of exercise, he, however, contracted a painful distemper, which led to his being afflicted with gout in the latter part of his life.

His indefatigable industry at college, and his consequent proficiency, was marked by occasional presents from the Master. He began, at sixteen, to put in practice the method, then usual, of acquiring literary celebrity, by delivering a public lecture. His first topic was the logic of the schools; and three years afterwards he ventured to comment on the Greek language. He was subsequently ambitious of excelling as a general scholar; and successively directed his industry to the various branches of literature then cultivated at the university.

At twenty-one he entered at Gray’s Inn, where he applied him-

self to the study of the law with the same method and industry as he had observed at Cambridge. He found leisure also for several collateral pursuits: the antiquities of the kingdom, and more especially the pedigrees and fortunes of the most distinguished families, occupied much of his attention; and such was his progress in these pursuits, that no man of his time was accounted a more complete adept in heraldry. This species of information, had he adhered to his destination for the bar, might have been of little utility; but in his career of a statesman, it often proved of essential advantage.

LIII.

CAMDEN’S SCHOOLS.

Camden, one of the most illustrious of learned Englishmen, was born May 22, 1551, in the old Bailey, where his father was a painter-stainer. He died when his son was but a child, and left little provision for him. Dr. Smith, in his *Life of Camden*, mentions his early admission into Christ’s Hospital as a fact not well authenticated, but very generally believed; and the imperfect state of the records does not admit of its verification. At all events, an attack of the plague caused his removal in 1563; and after his recovery, he was sent to St. Paul’s School, and thence to Magdalen College, Oxford, in 1566.—*Trollope’s History of Christ’s Hospital*.

Wood, in his *Athenæ Oxonienses*, states positively that “when this most eminent person was a child, he received the first knowledge of letters in Christ church Hospital in London, then newly founded for blue-coated children, where, being fitted for grammar-learning, he was sent to the free school, founded by Dr. Colet, near to St. Paul’s Cathedral.” Thence he removed to Oxford, where he studied in more than one college. He left the university in 1571, and became an under-master of Westminster School, the duties of which he discharged at the time when he composed the works which have made his name so eminent. The most celebrated of these are his *Britannia*, a survey of the British Isles; and his *Annals of the reign of Elizabeth*; both written in pure and elegant Latin. Camden was now looked upon as one of the most distinguished scholars of his age: he is termed “the Pausanias of England.” He was made head-master of Westminster School in 1592: he had among his scholars, Ben Jonson; he wrote a small Greek Grammar for the use of the school; and shortly before his death, he founded an historical lecture in the University of Oxford. He died in 1623, and was interred in Westminster Abbey, a great assemblage of the learned and illustrious doing him honour at his funeral.

To Camden, Ben Jonson dedicated his first play, *Every Man in his Humour*; hoping, to use his own words in addressing his Master, “that the confession of my studies might not repent you to have been my instructor; for the profession of my thankfulness, I am sure it will, with good men, find either praise or excuse. Your true lover, Ben Jonson.”

The career of Camden strikingly illustrates the benefits of English school foundations. Left a poor orphan, he was one of the first boys admitted into Christ’s Hospital where he sowed the seed of that learning which was matured in the University of Oxford, and employed for the advantage of the next generation in his mastership at Westminster. He left to the Painter-Stainer’s Company, of which his father was a member, a silver loving-cup, which is produced on every St. Luke’s Day feast.

(To be continued.)

Directions how to Teach Children to Read.

[We insert with great pleasure this communication from the pen of John Bruce, Esquire, Inspector of Schools.]

SIR,

It pleased me much to see that you gave a place, in your valuable *Journal of Education*, to Mr. Arnold’s method of teaching children the art of reading. No part of the art of teaching is less understood by our educators than that which respects teaching the rudimental art of education. Were such lectures as that of Mr. Arnold more encouraged, and publicity given to them, I am certain improvements in methods of teaching would be furthered and diffused more rapidly, and the standard of education raised on a basis more solid and extended. To help on the cause of education we need more of the aid of the pen and the press. Without their assistance progress in any art must be slow and precarious.

Wishing to add my mite of suggestions to Mr. Arnold’s directions for teaching the initiative part of the art of reading, I would also crave a corner in your widely circulated journal. Perhaps