

Professors: she likewise appointed a public preacher at Cambridge, whose duties are now confined to the delivery of one Latin sermon yearly.

Henry was cradled in adversity, but found a protector in his uncle, the Earl of Pembroke, till the earl was attainted, and fled; when his castle and earldom were granted to Baron William Herbert, who coming to take possession, and finding there Margaret and her son Henry, then in his fifth year, he was carried by that nobleman to his residence, Raglan Castle, Monmouthshire,—now an ivied ruin. Long afterwards, Henry told the French historian, Comines, that he had either been in prison, or in strict surveillance, from the time he was five years of age.

Sir William's family of four sons and six daughters afforded Henry companions in his own sphere of life, and gave him opportunities to acquire accomplishments and practise exercises that would have been wholly unattainable on account of the retired habits of the Countess of Richmond. Yet, Henry grew up sad, serious, and circumspect; full of thought and secret observation; peaceable in disposition, just and merciful in action. From the old Flemish historians, and his biographer, Lord Bacon, it further appears that Henry "was fair and well spoken, with singular sweetness and blandishment of words, rather studious than learned, with a devotional cast of countenance; for he was marvellously religious both in affection and observance."—(*Life of Henry VII.*) He appears to have excited no common degree of interest in the hearts of his guardians in Pembroke Castle, and to have continued to win upon their love and affection, as he advanced in years, as it is asserted that by the Lady Herbert he was well and carefully educated, and that Sir William desired to see him wedded to his favourite daughter Maud.

After the battle of Banbury, in which Sir Richard Herbert was taken prisoner, and beheaded, the youthful Earl of Richmond, though strictly watched, and considered in the light of a captive, in Pembroke Castle, was most courteously treated, and honourably brought up by the Lady Herbert. Andreas Scott, a priest of Oxford, is said to have been his preceptor; and Henry's contemporary biographer, Sandford, in recording this fact, mentions also the eulogiums bestowed by Scott on his great capacity and aptitude for study. Nevertheless, as he was now fourteen years of age, his uncle, Jasper Tudor, took him from Wales, and carried him to London, where, after being presented to Henry VI., he was placed as a scholar at Eton. Such is the statement of Miss Halstead, quoting Sandford as her authority. Lord Bacon relates, that Henry VI. washing his hands at a great feast, at his newly-founded College at Eton, turned towards the boy Henry, and said: "This is the lad that shall possess quietly that that we now strive for;" which vaticination has been thus beautifully rendered by Shakspeare:

K. Henry.—"My Lord of Somerset, what youth is that,
Of whom you seem to have so tender care?"
Som.—"My liege, it is young Henry, Earl of Richmond."
K. Henry.—"Come hither, England's hope. If secret powers
Suggest but truth to my divining thoughts,
This pretty lad will prove our country's bliss.
His looks are full of peaceful majesty;
His head by nature fram'd to wear a crown;
His hand to wield a sceptre; and himself
Likely, in our time, to bless a royal throne.
Make much of him, my lords; for this is he,
Must help you more, than you are hurt by me."

Henry VI., Scene VI., Act IV.

This is a favourite tradition; but the only printed authority for it is that of Sanford, who, in his Genealogical History, says that "while he (Henry VII.) was a child and a scholar in Eton College, he was there by King Henry the Sixth, prophetically entit'ed the Decider of the then difference between that prince and King Edward the Fourth." Hall, the chronicler, himself and Etonian, does not, however, record among its students the sagacious founder of the dynasty of the Tudors; and Mr. Creasy has searched in vain the archives of the College for evidence.

Miss Halstead relates, however, (but without the authority,) that the young Earl was subsequently withdrawn from Eton by his uncle, Jasper Tudor, and sent again, for greater security, to Pembroke Castle, where his mother continued to sejour. After the battle of Tewkesbury, Henry was sent back to Raglan Castle, whence he was secretly carried off by his uncle to his own castle of Pembroke; whence they escaped the search of King Edward, and taking to sea, were driven on the coast of Brittany, where they long remained in a position between guests and prisoners. As Henry grew to manhood, his personal character for ability and courage caused him to be recognised, without any hereditary claim, as the head of the Lancastrian exiles.

Phillip de Comines, who knew Henry well, testifies that he was perfect in that courtly breeding, which so conciliates favour in princes who are ready of access, and plausible in speech. He had become master of the French language during his exile; and though, in consequence of his long imprisonment, and the trials which had saddened his early life, he was singularly cautious and timid, he had nevertheless, gained wisdom from the same school of adversity—a wisdom that enabled him to profit by any favouring circumstance that might lead to more prosperous days.—*Miss Halstead's Life of Margaret Beaufort*, p. 101.

Henry VII., though he was called "the Solomon of England," did little for the spread of education beyond his works at Eton College. The sayings recorded of him show more wariness and cunning than knowledge of literature; and though he possessed great penetration, his mind was narrow. Arthur, son of Henry VII., we are told, was well instructed in grammar, poetry, oratory, and history. In this reign the purity of the Latin tongue was revived, the study of antiquity became fashionable, and the esteem for literature gradually propagated itself throughout Europe. The newly introduced art of Printing facilitated the progress of this amelioration; though some years elapsed before its beneficial effects were felt to any considerable extent.

A custom of this date shows the zeal of the London scholars. Upon the eve of St. Bartholomew, (September 5,) they held disputations; and Stow tells us that the scholars of divers grammar-schools disputed beneath the trees in the churchyard of the priory of St. Bartholomew, in West Smithfield. These disputations ceased with the suppression of the priory, but were revived one year under Edward VI., when the best scholar is stated to have received a silver arrow for his prize; but in some cases, the prize was a silver pen.

XXXVI.

AN EMINENT GRAMMARIAN, AND POET LAUREATE.

Early in the sixteenth century flourished Robert Whittington, the author of several grammatical treatises which were long used in the schools. He was born at Litchfield, about the year 1480, and was educated by the eminent grammarian John Stanbridge, in the school then attached to Magdalene College, Oxford; and having taken priest's orders, he set up a grammar-school of his own, about 1501, possibly in London. Besides school-books, he wrote also Latin verse with very superior elegance; and he is remembered in modern times principally as the last person who was made poet laureate, (*poeta laureatus*), at Oxford. This honour he obtained in 1513, on his petition to the congregation of regents of the University, setting forth that he had spent fourteen years in studying and twelve in teaching the art of grammar, (which was understood to include rhetoric and poetry, or versification), and praying that he might be laureated or graduated in the said art. These academical graduations in grammar, on occasion of which, as Warton states: "a wreath of laurel was presented to the new graduate, who was afterwards styled *poeta laureatus*," are supposed to have given rise to the appellation as applied to the King's poet, or versifier, who seems to have been merely a graduated grammarian or rhetorician employed in the service of the King.

(To be continued.)

Don't neglect the little Ones.

Many teachers, and parents too, judging from what we see, seem to think that the small scholars, in comparison with the larger, are not of so much importance; at least not of sufficient importance to have a just claim to equal attention. Does the teacher find it difficult to properly get through with all his classes? which are hurried through improperly, or are, perhaps, entirely neglected? Is it his class in Physiology, or Natural Philosophy, composed of young men and women? or his class in advanced Arithmetic or in Syntax? or any made up of the best scholars in his school? No! These are important classes which will not brook neglect, and must by all means be attended to. Besides it is pleasant to teach these. Like those who delight in making costly presents to such of their relatives as are rich, but give grudgingly to such as are poor a morsel of bread, or a cup of cold water, their practice would seem to declare for them, that they have found a case, where, the passage of Scripture, "to him that hath shall be given," has special application. Those who have the ability to help themselves claim their most assiduous aid. The poor little fellows who can not study and have no lessons to recite, or those who can gain but some faint glimmerings of what their text-book lamp sheds its light upon—those less