

agreeable professional studies as was sufficient to save his credit with his uncle.

Nevertheless, Hyde, on his appearance at the bar, greatly surpassed the expectations of his contemporaries: he had been punctual in the performance of all those public exercises to which he was bound by the rules of his profession. Meanwhile, he had been careful to form high connexions; for he had laid it down as a rule to be always found in the best company; and to attain, by every honourable means, an intimate friendship with the most considerable persons in the kingdom. While only a student-at-law, he enjoyed the society of Ben Jonson, the most celebrated wit of that age; of Selden, the most skilful of all English lawyers in the ancient constitution and history of his country; and of May, a distinguished scholar, and afterwards the historian of the parliament. Among his other friends, he could recount some of the most learned and celebrated divines—Sheldon, Morley, Earles, Hales of Eton, and above all, Chillingworth, whose amiable qualities rendered him as beloved by his friends, as his controversial talents caused him to be feared by his antagonists; Edmund Waller, who was not less admired by his contemporaries as an orator, than by posterity as a poet, was among Clarendon's intimate associates; but the friend whom he regarded with the most tender attachment, and the most unqualified admiration, was Sir Lucius Carey, afterwards Lord Falkland, whom he delights to describe as the most accomplished gentleman, scholar, and statesman of his age. From the conversation of these and other distinguished individuals, (the characters of some of whom he has admirably sketched in his works,) Clarendon considered himself to have derived a great portion of his knowledge; and he declares that "he never was so proud, or thought himself so good a man, as when he was the worst man in the company."

LXVIII.

SIR ANTHONY COOK AND HIS FOUR LEARNED DAUGHTERS.

In the reign of Elizabeth, ladies generally understood Italian French, the lute, often some Latin and sometimes the use of the globes, and astronomy. The plan of the education of females which the example of Sir Thomas More had rendered popular, continued to be pursued among the superior classes of the community. The learned languages, which, in the earlier part of Elizabeth's reign, contained everything elegant in literature, still formed a requisite of fashionable education; and many young ladies could not only translate the authors of Greece and Rome, but compose in their languages with considerable elegance.

Sir Anthony Cook, whom we have already mentioned as tutor to Edward VI., bestowed the most careful education on his four daughters; and they severally rewarded his exertions, by becoming not only proficient in literature, but distinguished for their excellent conduct as mothers of families. Their classical acquirements made them conspicuous even among the women of fashion of that age. Katherine, who became Lady Killebrew, wrote Latin Hexameters and Pentameters, which would appear with credit in the *Muse Etonenses*. Mildred, the wife of Lord Burleigh, is described by Roger Ascham as the best Greek scholar among the young women of England, Lady Jane Grey always excepted. Anne, the mother of Francis Bacon was distinguished both as a linguist and as a theologian. She corresponded in Greek with Bishop Jewell, and translated his *Apologia* from the Latin so correctly that neither he nor Archbishop Parker could suggest a single alteration. She also translated a series of sermons on fate and free-will, from the Tuscan.

Yet, Lord Macaulay considers the highly-educated ladies of this period, and their pursuits, to have been unfairly extolled at the expense of the women of our time, through one very obvious and very importance circumstance being overlooked. "In the time of our Henry VIII. and Edward VI.," says our historian, "a person who did not read Greek and Latin could read nothing, or next to nothing. The Italian was the only modern language which presented anything that could be called a literature. All the valuable books extant in all the vernacular dialects of Europe would hardly have filled a single shelf. England did not yet possess Shakspeare's Plays and the Fairy Queen, nor France Montaigne's Essays, nor Spain Don Quixote. In looking round a well-furnished library, how many English or French books can we find which were extant when Lady Jane Grey and Queen Elizabeth received their education? Chaucer, Gower, Froissart, Rabelais, nearly complete the list. It was, therefore, absolutely necessary that a woman should be uneducated or classically educated. Latin was then the language of courts, as well as of the schools; of diplomacy, and of theological and political controversy. This is no longer the case: ancient tongues are supplanted by the modern languages of Europe, with which English women are at least as well acquainted as English men. When, therefore,

we compare the acquirements of Lady Jane Grey with those of an accomplished young woman of our own time, we have no hesitation in awarding the superiority to the latter."

LXVIX.

A TRUANT PUNISHED IN THE SIXTEENTH CENTURY.

Sir Peter Carew, born of a distinguished family in Devonshire, in 1514, after a turbulent youth, took an active part in the Continental wars of that period. He was at the battle of Pavia, subsequently became a favourite of Henry VIII., and lived through a part of the reign of Queen Elizabeth. His life was written by a contemporary, (John Towell, alias Hooker, of Exeter) and describes Peter, "in his prime days, as very pert and forward, wherefore his father brought him, being about the age of twelve years, to Exeter, to school, and lodged him with one Thomas Hunt, a draper and alderman of that city, and did put him to school to one Freers, then master of the Grammar School there; and whether it were that he was in fear of the said Freers, for he was counted to be a very hard and cruel master, or whether it were for that he had no affection to his learning, true it is he would never keep his school, but was a daily truant, and always ranging; whereof the schoolmaster misliking did oftentimes complain unto the foresaid Thomas Hunt, his host: upon which complaint, so made, the said Thomas would go, and send, abroad to seek out the said Peter. And, among many times thus seeking him, it happened that he found him about the walls of the said city, and, he running to take him, the boy climbed up upon the top of one of the highest garrets of a turret of the said wall, and would not, for any request, come down, saying moreover to his host that, if he did press too fast upon him, he would surely cast himself down headlong over the wall; and then, said he, 'I shall break my neck, and thou shalt be hanged, because thou makest me to leap down.' His host, being afraid of the boy, departed, and left some to watch him, and so to take him, as soon as he came down. But forthwith he sent to Sir William Carew, and did advertise him of this, and of sundry other shrewd parts of his son Peter, who, at his next coming then to Exeter, called his son before him, tied him in a line, and delivered him to one of the servants to be carried about the town, as one of his hounds, and they led him home to Mohun's ottery, like a dog. And after that, he being come to Mohun's ottery, he coupled him to one of his hounds, and so continued him for a time."

The discipline at Oxford was about this time very rigid; for we read that Samuel Parker, the Puritan, who was educated at Wadham College, "did," says Anthony Wood, "according to his former breeding, lead a strict and religious life, fasted, prayed, with other students, weekly together, and for their refection, feeding on thin broth, made of oatmeal and water only, they were commonly called *gruellers*."

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

(Continued from our last.)

IV.

GEOGRAPHY.

Having well fixed on their minds the cardinal points, and having made them acquainted with the different bearings of particular objects of a local kind—of the towns and villages in the neighbourhood—how the parish is bounded, etc., and having well fixed on their minds the cardinal points, children very soon form tolerably correct ideas as to the nature of a map; and it is always better at first, if convenient, to have a map on the north wall of a school, as the four sides then correspond with the cardinal points where the observer is standing. This helps towards forming correct ideas; and as they generally become familiar with the map of England before any other, it is to draw their attention at first to those counties on the extreme east or west—extreme north or south—showing them how they lie between particular meridians, or between particular parallels of latitude—to show them between what extremes of latitude and longitude the whole country is, of which the map is a representation; in this way, they get a knowledge of the use of these fixed lines: until they do which a map is not properly understood; and it becomes therefore of consequence to show them their use, and the particular points from which we reckon—to show them that, having the latitude north or south, and the longitude east or west, the intersection of the two lines necessarily fixes the place wanted. They should then, for