

gan had grand ideas. The Preface is in the customary exaggerated strain of which specimens have been given before, characteristic of the pre-scientific period in England. It pronounces a "Classical Education," *i.e.*, faultless drill in the Eton Latin Grammar, to be, "next to the duties of Religion, one of the most important objects in human life, particularly to those who are expected to fill the higher ranks of society." Hence Mr. Morgan presumes "any work which may contribute even in a subordinate degree to so important and laudable a design, will meet with a favourable reception from every description of men—of those who are sensible of the blessings of a liberal education as well as those who are unhappily conscious of the want of it." His plan is simply to break up the whole of the Eton Latin Grammar into short questions and answers, which he does quite lucidly, just as we might suppose any sensible teacher would do of his own accord, without requiring any suggestions *ab extra*. "This method," the writer observes, "obliges children to use their reasoning powers, and leads them pleasantly on to the pursuit of real fundamental knowledge, instead of labouring merely at the repetition of rules and scientific terms whose meaning and application they must, without such a method, long continue ignorant of." For it is known, he had previously observed that "the generality of boys not only learn the grammar by rote, but learn even to apply the rules mechanically, without descending into the meaning and intent of them." His style of questioning is very mild: "Say the present tense of *volo* with its English. Has it any gerunds? Say them. How do verbs in *lo* form the preterperfect tense? Are there not some exceptions?" etc. He grants that there are slips in the text-book on which he is engaged, but he adds: "The reader's own observa-

tion will supply every defect in the *As in presenti*, which with all its imperfections must be allowed to be a very ingenious performance." Mr. Morgan magnified his office and worked at his specialty to some purpose, as we may gather from the appendages to his name on his title-page: "Fellow of King's College, Cambridge; Prebendary of Wells; Rector of Dean, Northamptonshire, and of Charlcomb, Somersetshire; and Master of the Grammar School in the city of Bath." Another little school manual is bound up with my "Phædrus," "The Book of Cautions for Rendering English into Latin." This is without date; but I have another copy of the same work, separate, dated 1792, and printed by T. Pote. One more elementary Eton book of great repute, allied in subject to those just noticed, I am bound not to omit, having retained a copy, and this is "Willymott's Peculiar Use and Signification of Certain Words in the Latin Tongue," printed by T. Pote, Eton, 1790, and then in the eighth edition. This is a useful alphabetical list of Latin words, with observations in English on each, wherein their elegant and commonly unobserved sense is fully and distinctly explained." The author, William Willymott, D.D., was also, like Mr. Morgan, a "Fellow of King's College in Cambridge." This King's College, Cambridge, founded in 1441 by Henry VI. of England, is a splendid preserve, existing for the special and exclusive benefit of well-drilled youths coming from Eton. Up to 1851, the students of this College were, by charter, exempted from the usual public exercises in the "Schools" of the University, and were not in any way examined for their Bachelor of Arts' degree. It could not be otherwise but that the "men" of the sixteen other colleges in the University should sometimes gaze with envious eye on the "men" of King's, especially, for