

also surer, both for the master's teaching and scholar's learning, than this third way is."

This third way is for the master to write an English letter or to give the scholar some simple passage from an English author, to turn into Latin, taking care to keep within the compass of the scholar's former learning in words and sentences. Ascham adds:

"And now take heed lest your scholar do not better in some point than you yourself, except ye have been diligently exercised in these kinds of translating before."

"I had once a proof hereof, tried by good experience, by a dear friend of mine, when I came first from Cambridge to serve the Queen's Majesty, then Lady Elizabeth, lying at worthy Sir Anthony Denys's, in Chester. John Whitney, a young gentleman, was my bedfellow: who willing by good-nature, and provoked by mine advice, began to learn the Latin tongue after the order declared in this book. We began after Christmas; I read unto him Tully de Amicitia, which he did every day twice translate, out of Latin into English, and out of English into Latin again. About St. Lawrence Tide after, to prove how he profited, I did chuse out Torquatus' talk de Amicitia, in the latter end of the first book De Finibus; because that place was the same in matter, like in words and phrases, nigh to the form and fashion of sentences, as he had learned before in De Amicitia. I did translate it myself into plain English, and gave it him to turn into Latin; which he did so choicely, so orderly, so without any great miss in the hardest points of grammar, that some in seven years in grammar schools, yea, and some in the University too, cannot do half so well."

Ascham afterwards brings forward, as another example:

"Our most noble Queen Elizabeth, who never took yet Greek nor Latin grammar in her hand, after the first declining of a noun and a verb, but only by this double translating of Demosthenes and Isocrates, daily, without missing, every forenoon, and likewise some part of Tully every afternoon; for the space of a year or two, hath attained to such a perfect understanding in both the tongues, and to such a ready utterance of the Latin, and that with such a judgment, as they be few in number in both the Universities, or elsewhere in England, that be in both tongues comparable with her Majesty."

Mr. Long says:

"It would be thought a great thing if a teacher could accomplish what Ascham promises; and what, according to his own account, he performed. At present, it cannot be said that children generally do learn either to understand or write the Latin tongue, much less to speak it. The writing and speaking of Latin are indeed not much used, but a great deal of time is spent in trying to understand the Latin tongue, and also to write it; and it is generally agreed that few out of many learn to read a Latin author with ease and profit, and fewer still, to write Latin well. . . .

"If teachers of Latin knew that language as well as a good teacher of French or any other modern tongue knows his own language, the teaching of Latin would be comparatively easy. And yet the usual methods of teaching a modern language are bad, and the amount that is learned is often small for the time and labour; and this, mainly because teachers of foreign languages follow nearly the same methods that are followed in teaching Latin, many of which are bad. A man may wish to learn a foreign language, in order to be able to write it and speak it; but if he will follow no other method than reading, he will never accomplish his object. If he will first acquire the power of writing and speaking a language, he can easily learn to read it. The power of reading or translating a foreign language does not give the power of writing or speaking it, not even in the smallest degree, as all who have tried know by experience. A man may have even a very exact knowledge of a foreign tongue for the purpose of reading and understanding, and yet may be unable to construct a single sentence or to utter a single phrase in conversation, which proves, that to learn to express a foreign language in our own tongue is only learning it under one aspect, and that to express our own language or our own ideas in another tongue is quite a different thing. . . .

"It may be said that this system requires better teachers than the great majority of them who profess to teach. But if a teacher has not knowledge enough to teach on this plan, or some good plan, can he teach on a bad one? Can he teach by the aid of bad exercise books and indifferent helps of all descriptions, and in no other way? If he cannot teach on Ascham's plan, or on some good plan, he cannot teach at all. If it should be said that this method is more troublesome to the teacher, which I deny, the answer is, that he ought to do what he professes. Whether would a man of any sound knowledge, of any taste for learning, however small, rather work at this dull, eternal, unprofitable round of exercises, aids, and helps, or work at the authors themselves, the sole sources of our knowledge?

"The clear direct way to an improvement in our classical studies is to abandon the ordinary making of 'Latines'; to adopt Ascham's plan as soon as the boy is prepared for it, and to consider well how he should be so prepared; for that is really the only matter in dispute among good teachers. Further, to abandon all books of exercises which abound in multitudinous rules and fragmentary exercises; to choose as a book of rules to refer a boy to, (for I do not reject generalizations, but only the mode of using them), one which is plain and simple, with plenty of good examples, well translated, whether such book be a grammar, or some well-arranged system of rules with both examples and exercises; and as to the endless niceties and curiosities of a language, to trust to careful

reading and a good teacher, for they cannot be learned by rules. If I recommend Ascham's plan, it is not that the boys may learn to write Latin, it is that they may learn to read and understand a Latin author well."

I have now given a general outline of Ascham's plan, with a part of Mr. Long's comments upon it. Any one who takes an interest in the subject will do well to refer directly to Mr. Long's preface and to the "Schoolmaster." The best known edition of this latter work is that edited by James Upton, (London, 1711,) but it may also be found in the new edition of Ascham's complete works, lately published in England.—*Massachusetts Teacher*.

THE GILCHRIST SCHOLARSHIP.

WE give below the correspondence announcing the foundation of a scholarship for the Dominion of Canada in connection with the University of London. Steps will be taken to obtain and lay before our readers the syllabus of the matriculation examination of this University.

Downing Street, 23rd August, 1867.

MY LORD,—I have the honor to transmit to Your Lordship the enclosed copy of a letter from the Secretary to the Trustees for an Institution called The Gilchrist Educational Trust. I also enclose a printed paper of conditions since issued by the Trustees.

This paper enumerates the Towns at which Candidates approved by the local authorities for the proposed Scholarship may present themselves for examination.

But the name of the Town to be named in New Brunswick is omitted, from a doubt whether it should be Fredericton or Saint John.

I request that you will have the goodness to let me know which of the two would be most suitable for the public convenience.

I have, &c.,

(Signed) BUCKINGHAM & CHANDOS.

Governor The Right Hon. Viscount Monck, &c., &c.

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University of London, W., 9th April, 1867.

SIR,—By direction of the Trustees of the Gilchrist Educational Trust, I have the honor to place before you the following statement, and to request that it may receive the consideration of the Secretary of State for the Colonies.

The above named Trust has been created under the Will of the late Dr. Gilchrist, "for the benefit, advancement and propagation of education and learning in every part of the world, as far as circumstances would permit;" and the Trustees having first made provision according to the accompanying scheme, for the establishment of Scholarships to promote the education of natives of India (with which country Dr. Gilchrist has been particularly associated) in this country, are now prepared to offer a like advantage to the Colonies of Australia and Canada.

With this view the Trustees propose to establish a Scholarship of the value of £100 per annum, the appointment to which should be made yearly in connection with each of the Colonies just named; the Scholarship to be tenable for three years. It is their intention that the Scholar shall follow a curriculum in one of the four Faculties of the University of London, viz., Arts, Science, Law, or Medicine. But they will probably leave him free to reside and study either in London or Edinburgh.

It is the desire of the Trustees that the appointment to these Scholarships shall be made by competitive examination, and that this examination be the matriculation examination of the University of London, conducted according to the plan which has been successfully carried out in the case of the Royal College, Mauritius, the papers being sent out through the Colonial Office to Sub-Examiners nominated by the local authorities; and the answers of the Candidates being returned through the same channel to be reviewed in this country.

And it is their hope, that for the promotion of an object which will prove (it may be anticipated) highly advantageous to the Colonies they design to benefit, Her Majesty's Government may be willing to co-operate with them, by moving the Senate of the University of London to extend their examination system to the capitals of the Australian and Canadian Colonies, and by guaranteeing the requisite facilities. I have reason to believe that others