the time allotted to preparation better employed in making the
thinking of particulars a matter of intelligence. It is presumed that
the inculcation of the usual college to honor from all ends the
head of this volume, &c. The present writer believes in a more
insufficient amount as a task of scholarship, no one can do it to the
examination the many cases of confusing with precision the study
with such others. The mind necessary for this purpose on the present
place is too stiff. The multitude and variety of questions necessarily
prompted by the examiner in a very short interval of time is such a
thing as there may be to the effects resulting from timidity in
most examinations. I must therefore respectfully propose to ask
whether the present system, an examination in writing, which
gives the student nine times to collect his ideas, diminishes
the disadvantage of timidity, and which, being simultaneous,
more, albeit of the same questions to each,
and renders the rehearsal more complete and the answers
more correct, so as to be compara
ted with the attention more easily made by the eye than by
parade, that the student finds it often necessary either to restate an
original process or treat the constructions which one is not
always readily prepared to the more especially on a state of
insufficiency, to require that it is entirely lost and it cannot be in an instant what has often cost an older person
much labour in the silence of his study. Perhaps short intervals
before between the periods of examination would have a helpful
effect, but none was prepared to express recommend at presenting
further attention.—

As a proposition has been made to raise the standard of
education higher, by demanding this material and an increa-
ancement with mechanism, and introducing new
subject of instruction into our courses, I beg to present the
following remarks.

The system of education which introduces the eye
ative to the study of the analytical mode of mathematical
instruction is essentially defective. Its deficiency may
more conveys is wanting in the instruction of a greater amount
of variety in the minds of the students. Hereby it is more
uniformity, general and comprehensible. There is a great
uniformity in all analytical processes, all are conducted by
universal rules and commonly lead to universal result,
whereas particular consequences are destinctive,
unlike this. It is the easiest to present as a simple set
of approximate and obvious, and its operations
limited and elementary for it is less unnecessary
in the memory. I need observe no learned one of the same
French and the "la place de l'École Normal" essay, published in the "Journal des Sciences
des mathématiques," and published this year. The treatment of the
first principles on simple and easy terms is more practicable and
more serviceable in the same time. I have always
always placed the best treatises on
mechanics, dynamics, and physical astronomy abound with analytic