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EDUCATION.

Jacotot's System of Universal Instruction.

IN our number for last November, we hazarded some remarks on Jacotot's System of Education; those remarks—as we then mentioned—were founded on a very brief and vague exposition of the subject. Since then, we have attained a better acquaintance with the system, and consider it now a duty, as well as a pleasure, to endeavour to impart our increased light to our readers. This is called for, that, those who might have been attracted to the subject by our former remarks, and who have not an opportunity of acquiring further information on this topic, may not be altogether unsatisfied; also that those who may have been prejudiced against the system by our loose review, may have a better basis than that on which to ground their opinion. Without farther introduction we proceed to explain briefly the elements of the system, its exercises, and its object, as applied to obtain a knowledge of the English language.

The great fundamentals of the system are, to *think*, to *remember*, to *reflect* and to *compare*. These preliminaries are perhaps more important, and more new than many will suppose them at first sight: for on examination we may find, that too much of the common method of education, consists in imitating the words and acts of a teacher; the pupil is not always obliged to think, nor taught to remember and to reflect. We pass over the application of the system to reading and writing, our former remarks may show sufficiently on these points, and pass to what we propose as the subject of the present enquiry,—*How a pupil acquires, according to Jacotot's system, a knowledge of his native language?*