

acquainted with such rules ; so that he and his pupil will be well grounded in their studies, and will for ever retain that which they have purchased with much labour, and which they have adopted because it was demonstrated to their unsophisticated unwarped minds. This part of universal instruction is calculated to do much good to those for whom it is intended ; it will set them learning something, and will impart confidence and enquiring habits ; it will also teach them the value of a knowledge of facts, however simple they may appear, and the method of arguing from things known so as to discover things unknown. But while it is calculated to do this good, and while Jacotot is loud in his praise of the efficacy of such uneducated schoolmasters, it is not contradicted, that persons of information, where they can be obtained, would make much more efficient teachers according to the same system.

In a former notice of Jacotot's system, objections were made to a pupil being taught to think for himself, being unassisted by his teacher, and being expected to demonstrate all he advances. The difficulties on this head vanished on enquiry. The pupil is taught to think for himself in the science which he is studying, but he has his epitome of that science—the number of pages which he has committed to memory—to assist him in all his enquiries ; he is not to think for himself beyond that, his model part has already thought for him, his business is to discover and understand the ideas of his author. The teacher in every case prefers referring to the model, rather than giving verbal instructions himself, except in a matter which is advanced for the first time, and which from the nature of things the pupil cannot understand without assistance beside his model. The pupil is taught to demonstrate all he advances, simply by proving all from his model—his terms, his ideas, must all be traceable either directly or remotely to the terms and thoughts of the author, whose pages he has committed to memory. The effect of this may be to produce habits of imitation, to the injury of original effort ; but it will also tend to abolish the mental slavery which exists, and by which a pupil seldom has confidence or freedom sufficient to enable him to imitate ; it will destroy many vague superficial methods, and will enable the pupil to give a reason for what he advances, and will im-