

our *compendium* of Jacotot's system was very brief and vague—we merely throw these rambling hints on the stream, that others may be attracted with more effect, to a subject full of interest, and importance. If we could induce by any of our remarks, some of our young readers to dip deeper into the genial tide of English literature, we should be rewarded, though our exertions may be treated lightly by the guardians of the waters.

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Since we were led by the notice of Jacotot's system—to the consideration of Education—we have had an opportunity of witnessing with much pleasure, a method of instruction pursued in a preparatory school, in Halifax. The pupils, though not numerous, are formed into several classes, according to their comparative advance in learning. The classes are ingeniously linked one with the other, by which means minor pupils are allowed and induced—not driven—to nibble before they can bite; and receive much improvement with scarcely any exertion. In this school several original regulations seem eminently calculated to give proper and becoming confidence, to perfect the pronunciation, to exercise memory without burthening it, and to mature the judgment without at all feeding presumption or arrogance, as we thought Jacotot's system calculated to do. With much novelty, there is no quackery and little pretension in the school alluded to—it may not be one, in which pupils can readily and pompously answer the question, so often senselessly put, of, “what have you learnt at school?” but if we mistake not, it is one, which will in due time speak for its own excellence, by proving that the pupil's mind has been generally, enlarged, improved and corrected; and that we take to be the more valuable—tho' not the more showy—part of education.