

P. I find the term "life" in your exercise—What is life?

S. It is that arrangement and endowment of animal bodies, by which they are capable of performing various functions of themselves—and possess heat, motion, and consciousness—and resist decay.

P. Would it not be sufficient to say, that "life" was existence?

S. No, because that would be but supplying one word for another, without gaining any information—also, the term existence, might apply to many things devoid of animal life; and a definition, I believe—to be a good one—should apply to its own subject only, and to that at all times.

We close our fancied examination, it may be deficient in itself, we merely ventured it as elucidatory of that system of education which should teach pupils to look below the surface of their studies. Each of our classical works contains a store of entertaining information, beside that which appears as the author's chief design to convey; yet, from using these works as mere reading books, taking no pains to ascertain by what means the author produced his ends, or what information is *hidden* in his pages, the pupil gains not half the knowledge of composition and language, which he might gain by a more searching process. The general method of education seems inimical to deep thinking, yet to convey a grasp and profundity of thought, should be the great end of education.

The compositions of Jacotot's pupils, are subjected to a very excellent process—the composition is first examined as a whole—next, as to its facts and sentiments—and then as to the diction. It will at once be perceived, that there is a necessity for these distinct examinations—for a composition might be pronounced excellent under any one of the tests, and yet faulty as to the others; in which case, indiscriminate or vague, censure or praise, could not be at all as satisfactory or improving, as this analytical demonstration. When the pupil has arrived at a certain advanced stage, "his powers are exercised in all possible ways" by being employed in writing exercises all founded on the "six books" which have been committed to memory, and which he makes his model, and text book. These written exercises are conducted according to the analytic method also. Subjects are not at first given to be treated generally—but, the pupil, step by step, is taught to use the whole armour of literature, which if offered him at once, he should discard, or misemploy—not having proved them.

In teaching foreign languages, Jacotot affirms the pre-eminence of his system. The pupil begins not with dictionaries and grammars—but commences at once with a classic work in the language, and a close translation of it, in his native tongue; as we saw before, he commits his six books to memory—and on this stock proceeds to develop all the peculiarities of the language. Our space prevents further remark—we were hurriedly attracted to the subject—