

macher, and Schopenhauer, psychologists such as Herbart and Beneke, have left directions for our guidance. Indeed, during this time the science of education or pædagogics, as the Germans call it, may have been said to have come into existence. It has attracted but little attention in England; but it is an important subject of study at all German universities, and we may hope that the example given by the establishment of chairs of education in the Scotch universities may soon be followed by the other great centres of instruction in Great Britain. Jean Paul called his book *Levana*, after the Roman goddess to whom the father dedicated his newborn child, in token that he intended to rear it to manhood. He lays great stress on the preservation of individuality of character, a merit which he possessed himself in so high a degree. The second part of *Wilhelm Meister* is in the main a treatise upon education. The essays of Carlyle have made us familiar with the mysteries of the pædagogic province, the solemn gestures of the three reverences, the long cloisters which contain the history of God's dealings with the human race. The most characteristic passage is that which describes the father's return to the country of education after a year's absence. As he is riding alone, wondering in what guise he will meet his son, a multitude of horses rush by at full gallop. "The monstrous hurly-burly whirls past the wanderer; a fair boy among the keepers looks at him with surprise, pulls in, leaps down, and embraces his father." He then learns that an agricultural life had not suited his son, that the superiors had discovered that he was fond of animals, and had set him to that occupation for which nature had destined him.

The system of Jacotot has aroused great interest in this country. Its author was born at Dijon in 1770. In

1815 he retired to Louvain and became professor there, and director of the Belgian military school. He died in 1840. His method of teaching is based on the principles:—

1. All men have an equal intelligence;

2. Every man has received from God the faculty of being able to instruct himself;

3. Every thing is in every thing.

The first of these principles is certainly wrong, although Jacotot tried to explain it by asserting that, although men had the same intelligence, they differed widely in the will to make use of it. Still it is important to assert that nearly all men are capable of receiving some intellectual education, provided the studies to which they are directed are wide enough to engage their faculties, and the means taken to interest them are sufficiently ingenious. The second principle lays down that it is more necessary to stimulate the pupil to learn for himself, than to teach him didactically. The third principle explains the process which Jacotot adopted. To one learning a language for the first time he would give a short passage of a few lines, and encourage the pupil to study first the words, then the letters, then the grammar, then the full meaning of the expressions, until by iteration and accretion a single paragraph took the place of an entire literature. Much may be effected by this method in the hands of a skilful teacher, but a charlatan might make it an excuse for ignorance and neglect.

Among those who have improved the methods of teaching, we must mention Bell and Lancaster, the joint-discoverers of the method of mutual instruction, which, if it has not effected everything which its founders expected of it, has produced the system of pupil-teachers which is common in our schools. Froebel also deserves an honourable place as the founder