

rest ; and from whatever cause it has proceeded—whether from original design, or from a multitude of accidents through a series of ages—that the intellectual capabilities of individuals of the human race, differ naturally and radically, as do the symmetry or strength of their animal constitutions. If we consider closely, and look abroad on the diversity of individuals, taking education ever so fully into account, it seems that we must allow that there are various orders of intellect ; all naturally capable of a great degree of improvement, as the stone in the quarry may be chiselled into form and smoothness, but many as incapable of attaining to that which others possess, as the lime or free stone is incapable of bearing the high polish of the marble. Yet we fully agree with Jacotot, that a *teacher* should proclaim the doctrine of universal intelligence ; he must set out on this ground, and declining to argue the question, should take it for granted, and act accordingly. A teacher cannot know without long acquaintance ; and perhaps not then, the full and true value of the minds committed to his charge ; were he to commence with the doctrine of graduated intelligence, he at once should be inclined to form squads of dunces, and classes of clever boys in his school ; in making those divisions he might be most woefully mistaken, and might do much injustice to the majority of his pupils. Let him take for his motto, “ all are equally capable,” and all parties will be gainers ; the apt will not be flattered into melancholy precocity, and foolish confidence in a phantom called talent, but they will be grounded in their studies, and taught in what their best strength consists ; while the idler will not be excused by a plea of incapacity ; and the timid will be excited to the highest efforts : without adopting this rule of emulation, that great help to excellence, will be deprived of half its spirit, and will be rendered a very vague if not a very fallacious stimulant. We might strengthen our opinion of the propriety of Jacotot’s proclamation, by reference to many names, now splendid in history, which at school were supposed to belong to the class of inferior intellects, and were treated greatly to their prejudice as such : we waive this, to save time, for many such names will no doubt be at once recollected by our readers. However objectionable then in fact, in school practice, we see excellence in the dogma which holds all equally intelligent and capa-