

be an evolution of a very pronounced type, in which many weaker elements will have to go to the wall, before the fitter can survive.

The report on education in Russia is highly interesting, and is exhaustively treated. It traces the present unsatisfactory state of affairs, and the growth of that hydra, Nihilism, to its very sources. Since Peter the Great began to civilize the country, and thought that men, like plants, could be developed on the hot-house system, the efforts of his successors in a similar direction have led to even more deplorable results. At present Russia has a Church which exercises hardly any influence over the people, and a system of education, theoretically good enough, but in practice only calculated to breed discontent in the young as soon as they have been taught enough to see how bad and aimless has been their instruction. The control over the schools in Russia lies with the military authorities, and here we have the first source of mischief. The choice and the extent of the different subjects taught are not made dependent upon any standard of ideal happiness or morality, but upon the caprices of men often entirely ignorant of the nature of a good or a bad education. The most common branches of an ordinary modern curriculum are frequently struck off the register, because they are deemed dangerous to the existing powers. But the Russian character is of an ardent and enthusiastic nature, and the disappointed student goes forth to other countries to seek what has been arbitrarily withheld from him in his own. Returning home, these oppressed intellects become the nucleus of secret bands of kindred spirits, who forthwith begin to proselytize, and finally lapse into Nihilism. Various other causes must be added to this, such as the lack of integrity among the higher officials, and the absence of a large middle class, to enable us to form some idea of the actual state of this unfortunate country.

The chapter on Spain is conspicuous by its brevity. Half-a-dozen lines suffice to tell us that we can readily estimate the intellectual culture of this country from the fact that only 9 per cent. of the population attend school ;

that, although there has existed since 1857 a law making school-attendance obligatory on children between six and eight years of age, there is no one to enforce it ; and that half the schools are without teachers, for want of persons capable and willing to undertake the office.

The report on the United States is satisfactory, on the whole. Much room, however, remains for improvement in the education of the lower classes in the Southern States, and the *questio vexata* of the treatment of the black race by the whites, interferes greatly with the regular working of the law on education. A recent investigation into the proceedings of the Board of Inspectors at San Francisco has thrown a painful light upon the conduct of several of its members, shewing that corruption and a mercenary spirit in the States are not confined solely to politics, or to the sale of University degrees. It appears, that for several years some of these inspectors have been making a trade out of examination questions for the diplomas for teachers. Candidates could obtain the questions for the coming examination for a consideration of from 100 to 200 dollars.

Glancing over the other countries of the world, we find most progress reported in education in Madagascar, Algeria, and Japan. It is well known that Madagascar has been for some time under the humanizing influence of Christianity ; that the French are doing their utmost to introduce order and civilization into their colony of Algeria ; and that the Japanese are rapidly, if not too rapidly, changing their ancient landmarks, and trying to assimilate European ideas and culture.

The foregoing detached fragments will suffice to indicate the general aim of this book. Besides the reviews on ordinary school subjects, it contains much valuable information on such special subjects as the Teaching of the Blind, and of the Deaf and Dumb, the Hygiene in Schools, Gymnastics, etc. We can recommend it to all who are interested in the work of education, and only regret that it has not yet appeared in an English dress.—*Educational Times*.