

ventilation, and warmth, to the normal school and its arrangements—all of them alluded to with words of praise. At p. 380, reference is made to the School of Practical Science; and at p. 392, there is a warm eulogy upon the merits of Canadian teaching and its elaborate appliances; and above all, Toronto, "a city justly celebrated for its scholastic institutions." The gymnastic apparatus exhibited are specially noted at p. 449; whilst at p. 503, there is an account of the visit of M. Buisson, in company with Mr. J. H. Smith, Inspector for the County of Wentworth, to the High School at Watertown, where he was agreeably surprised to find in a building of modest appearance, "scholars of both sexes, of from fifteen to eighteen years, occupied in translating a page of the *Æneid*!" "Under this admirable system," adds the President, "the families of farmers have no cause for envying the inhabitants of the towns and cities."

It may be added, that much of the volume which refers to the schools of the Union is equally applicable to our own; indeed, Canadians flatter themselves that where they have copied, they have taken care to improve upon the examples, and that in many important respects, they have struck out an original path for themselves. The volume which we have noticed so briefly, is an extremely valuable one on many accounts. It may enable instructors to see themselves as others see them, who live under diverse conditions. There is much that is suggestive in the intelligent observations of the Commission, and there is abundant proof there of new life and intelligence in a regenerated France.

PRINCIPLES AND PRACTICE OF TEACHING.

By James Johonnot. New York: D. Appleton & Co.; Toronto: Willing and Williamson.

This, one of the latest additions to the literature of professional education, emanates from Ithaca, N. Y., and on the whole, is well worthy of perusal. The author's endeavour has been, as he says, to examine education from the standpoint of modern thought. His aim is an ambitious one, and having led his readers to expect so much, it is his own fault

if the result is somewhat disappointing. To state concisely the well settled principles of psychology is a task so extremely difficult and demanding such special qualification, that it is no matter of surprise if Mr. Johonnot has on the whole failed to make his sketch practically of much use to teachers. A little knowledge of metaphysics is a dangerous thing, and the teacher who will get his only knowledge of the subject from the book before us will not add much to his equipment, while he who is well read in metaphysics will probably skip the pages. Again "a connected view of the interdependence of the sciences" turns out to be a short chapter of twenty-two pages of which more than half consists of a meagre sketch of the life and work of Agassiz. The great educational reformers consist for Mr. Johonnot of Pestalozzi and Froebel. We cannot account for his utter silence with regard to Samuel Wilderspin the founder of systematized and sensible Infant Education. Surely no work of this kind should have omitted mention of the man who introduced gallery lessons, popularized object teaching, and above all, brought into the foreground of thought the subject of moral training in the playground and school. Wilderspin's works were translated into German, and the translator thanked by the Prussian Parliament, years before Froebel borrowed his ideas, and with real benevolence entered upon the same path, although the dreaminess and want of ruling common sense of the German educator have given a tinge of absurdity to the otherwise charming *Baby-Garden*.

Mr. Johonnot's chapter on Physical Culture is well written and valuable, as also is the following one on *Æsthetic Culture*.

We disagree with him in excluding the study of foreign languages from all but the academic course; and we rise from the perusal of his scheme of study with a conviction that in his effort to be practical he has only encouraged that superficiality which is the bane of American schools. It needs to be borne in mind, especially in this country where the active work of life begins so early, that gymnastics are the most important part of the education of children. The muscles of the mind as well as those of the body must be