

birth. We hasten to relieve our readers by assuring them that M. Seguin does not approve of competitive examinations at this stage or at any stage.

The author was United States Commissioner on Education at the *Welt Ausstellung* (World's Show), of Vienna, in 1873; and the educational exhibit of that occasion supplied M. Seguin with the frame-work of his book. What is very rare in works on education, the author shews himself familiar with the bibliography of his subject. He rightly traces the Kindergarten and the method of object teaching, past Frobel and 1849, up to Rousseau and his *Emile*. In that remarkable book, eighty-five years before Friedrich Frobel established his play-school, Frobel's methods had been clearly anticipated. A French modification of the same system is seen in the *Salle d'Asyle*, of Paris, of Brussels, and other large cities. This form of custody in school for indigent children was originated by Madame Tape-Carpentier. The hours are 9 a.m., to 5 p.m. The children are washed, fed, play-taught, rested, soup-fed, play-taught again, dismissed. Cradles are provided for the young philosophers, who find much *play*—a weariness to the flesh. The value of object-teaching at all stages of instruction is now conceded. Agassiz once introduced a brilliant series of lectures by asking his students to bring next day each of them a grasshopper in his hand. M. Seguin would have school trustees consult scientific advisers on the furniture and sanitary condition of their buildings. The school-desks approved by the London School Board were made under the direction of the eminent oculist Liebreich. The Swedish school-desk, slightly concave in front, approaches the pupil when he desires to write, and it can be raised or lowered, so as to adapt itself to his size. Sanitary conditions are less considered in schools than furniture; so our *foci* of intelligence are often *foci* of typhoid, scarlet fever, diphtheria and other filth-diseases.

The special features recently developed in European education are pleasantly told. Switzerland is trying to arrest emigration, and to bind her children to their homes by

teaching horticulture as part of ordinary school work. France has discovered that Victor Cousin correctly foresaw the effect of Prussian education and French ignorance. "Those who laughed at the prediction in 1840, tore their hair in despair in 1870." Italy, after a long nightmare, has awoke, and with returning consciousness of her ancient renown, again aspires to a high place in art as well as literature. Glass-ceramic has revived at Venice; mosaic at Rome; statuary at Florence; painting everywhere.

Public parks might be made to yield instruction as well as amusement. In Boston, the gardens adjoining the historical "Common" are used for the illustration of school and college lessons. Kew has seventy-five acres reserved for the use of students. The *Jardin des Plantes*, of Paris, was organized and reorganized by Buffon, Daubenton, Cuvier, De Jussieu, Lamarck; and became the laboratory of De Blainville, Cuvier, Lacépède, in comparative anatomy; of Claude Bernard and Brown-Séquard, in physiology; of Becquerel, in electricity; the open-air studio of the sculptors Mène and Barre.

On the whole, this is a thoughtful and wholesome book, even if its style is *bizarre* and Carlylese.

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NOTES OF LESSONS AND HOW TO WRITE THEM. By a Head Master under the London School Board. 5th edition, 132 pp. 12mm. London: Moffat & Paige.

THIS is a valuable little manual and will afford much assistance to those who are preparing for the profession of teaching. It consists of a series of notes of lessons, in Arithmetic, Grammar, Geography, Natural History, etc., presenting in parallel columns the matter of the specimen lesson and the method suggested of teaching it and of placing it on the blackboard. In the prefatory matter some practical hints are given as to the plan of making abstracts of the lessons for use by the teacher in the school-room, together with some valuable counsel, an extract of a portion of which we here append:

"General Instructions to be borne in mind