

vice of you in return. His strength and body are fully developed; he is first-rate at running, jumping, and judging distances. Should he die at this age he will so far have lived his life. From twelve to fifteen Emile's practical education is to continue. He is still to avoid books which teach not learning itself but to appear learned. He is to be taught and to practice some handicraft. Half the value of education is to waste time wisely, to tide over dangerous years with safety, until the character is better able to stand temptation. At fifteen a new epoch commences. The passions are awakened; the care of the teacher should now redouble; he should never leave the helm. Emile having gradually acquired the love of himself and of those immediately about him, will begin to love his kind. Now is the time to teach him history, and the machinery of society, the world as it is and as it might be. Still an encumbrance of useless and burdensome knowledge is to be avoided. Between this age and manhood Emile learns all that it is necessary for him to know. It is, perhaps, strange that a book in many respects so wild and fantastic should have produced so great a practical effect. In pursuance of its precepts, children went about naked, were not allowed to read, and when they grew up wore the simplest clothes, and cared for little learning except the study of nature and Plutarch. The catastrophe of the French Revolution has made the importance of Emile less apparent to us. Much of the heroism of that time is doubtless due to the exaltation produced by the sweeping away of abuses, and the approach of a brighter age. But we must not forget that the first generation of Emile was just thirty years old in 1792; that many of the Girondins, the Marseillais, the soldiers and generals of Carnot and Napoleon had been bred in that hardy school. There

is no more interesting chapter in the history of education than the tracing back of epochs of special activity to the obscure source from which they arose. Thus the Whigs of the Reform Bill sprang from the wits of Edinburgh, the heroes of the Rebellion from the divines who translated the Bible, the martyrs of the Revolution from the philosophers of the Encyclopædia.

The teaching of Rousseau found its practical expression in the *philanthropin* of Dessau, a school founded by Basedow, the friend of Goethe and Lavater, one of the two prophets between whom the world-child sat bodkin in that memorable post-chaise journey of which Goethe has left us an account. The principles of the teaching given in this establishment were very much those of Comenius, the combination of words and things. An amusing account of the instruction given in this school, which at this time consisted of only thirteen pupils, has come down to us, a translation of which is given in the excellent work of Mr. Quick on Educational Reformers. The little ones have gone through the oddest performances. They play at "word of command." Eight or ten stand in a line like soldiers, and Herr Wolke is officer. He gives the word in Latin, and they must do whatever he says. For instance when he says "claudite oculos," they all shut their eyes; when he says "circumspicite," they look about them; "imitamini sutorem," they draw the waxed thread like cobblers. Herr Wolke gives a thousand different commands in the drollest fashion. Another game, "the hiding game," may also be described. Some one writes a name and hides it from the children, the name of some part of the body, or of a plant or animal, or metal, and the children guess what it is. Whoever guesses right gets an apple or a piece of cake; one of the visitors wrote