

spend the leisure time in making the acquaintance of his professors and fellow-students, while playing tennis, or picnicing, or at some other form of recreation. True, he may, but very few do. Like Josiah Allen at Saratoga Springs, when you get the first glass for a nickel and all you want to drink for nothing after its payment, the summer courses offer all the advantages for one price and very few teachers have the strength of mind to resist the temptation to drink more than is good for them, at the fount of knowledge, than, just as Samantha complains, Josiah Allen did at Hathorn spring.

Nor is this the only danger. There is another. In our large cities, they have opened vacation schools; the teachers are mostly drawn from the regular force of the city. Already I have heard the hard-headed member

of the board speak about as follows: "Our teachers are paid by the year. Many do work all the long vacation at summer schools, and some in the vacation schools. If our teachers *will* work during the summer, why not ask them to work with their classes in manual work or school trips during vacation, such as are made in Germany? Our vacations are twice as long as those in German schools, and our teachers get twice as much pay for ten months' work. Why not shorten our vacation and let the teachers earn the munificent salaries we give them, and thus prevent the strain?" Who could blame the worthy member, when he has such numerous examples of earnest but misguided teachers, working as they do all the summer the board has provided for recreation?—*The School Journal*.

EDUCATIONAL DEVELOPMENT OF SWITZERLAND.

A SOMEWHAT special interest is attached to the new Foreign Office report on Switzerland, owing to the light it throws incidentally on the way the three questions with which our Government is now dealing have already been dealt with in that country. The Swiss, it is well to remember, have already found a solution for the religious education difficulty.

For years the teaching or non-teaching of religion in national institutions was the subject of fierce controversy in Switzerland; indeed, it was the attempt of the Jesuits to "capture" the schools in the Catholic cantons that led to the Sonderbund war in 1847. When peace was made, however, an arrangement was entered into which works, on the whole, quite satisfactorily. In purely

Catholic districts the religious instruction is Catholic, and in the Protestant districts it is Protestant. But it is always given "on a fixed day and at stated hours, so that if parents wish their children to have nothing but a secular education they may absent themselves during that time." In some cantons where the population is composed of both Catholics and Protestants mixed schools exist; "but these schools cannot be called secular, for in a canton like Zurich, for instance, where Protestants are in the majority, a Roman Catholic child receives instruction in the elements of Christianity with readings from the Bible with his Protestant schoolfellows, until he is ten or eleven years old, when his special preparation for confirmation commences by the pastor of his faith. This system also