

EDUCATION IN SWEDEN AND NORWAY.

GEN. C. C. Andrews, American Minister-Resident at Stockholm, has forwarded full reports on the systems of public instruction in Sweden and Norway to the Department of State, which has in turn referred them to the Bureau of Education. These documents are dated November, 1870, and are full of interest to those who would learn what has been done in other lands for the cause of education.

SWEDEN.

In Sweden, the number of children in 1868, between 5 and 15 years, was 679,128, of whom 526,646 were attending the "Folk" schools (schools for the lower classes), and 141,541 were attending other schools or being instructed at home. It follows, therefore, that 97 out of every 100 children were receiving instruction—a percentage which is probably not exceeded by any other nation, and which the most enlightened of the United States of America may look upon with envy. Several causes have contributed to the more than ordinary diffusion of literary knowledge among the masses of Sweden. From the earliest period, the peasantry constituted one of the four estates or chambers of the highest legislative assembly—the Diet. The masses enjoyed much liberty, and took part in politics. On the establishment of the Lutheran Church three centuries ago, the rite of confirmation and a knowledge of the catechism was made obligatory. For many years back there has hardly been a Swede, therefore, who could not at least read. A peasant from Scania, Nils Manson, had the honor of introducing the first bill for the establishment of a popular system of education into the Swedish Diet, in 1828. At that time many schools were supported by local contributions.

An agitation of ten years in the House of Peasants finally constrained the Government to take up the subject. Then there arose a remarkable and unanimous opposition from the Bishops. Notwithstanding the opposition of the Established Church, in three years from the time these answers were given, the present system of Folk schools had its foundation in an act of the Diet. By the law of 1842, one such school was required to be maintained in each Sochen (a political division of from six to twelve miles in extent), both in the city and in the country.

The following are the branches taught in the Folk schools and the numbers that received instruction in each branch of study in 1867: Writing, 402,250; Biblical History, 397,000; Catechism, 286,500; Arithmetic, 339,500; History and Geography, 132,700; Grammar, 105,900; Geometry and Linear Drawing, 35,300; Singing, 235,000; Gymnastics, 153,200; Horticulture and the Planting of Trees, 21,850. The study of and exercise in military tactics is obligatory upon every boy, and in the Folk schools as well as in the higher schools the boys have target practice and compete in sharpshooting, using the Remington (American) rifled musket. The Folk school-boys are organized into battalions and practice in the school of the soldier, the company and the battalion—uniforms of a light blue cotton blouse, white trousers, and dark blue cloth cap, being furnished by subscription. They generally drill with light imitation muskets. Children leave school to enter manual employments at about 14 years of age. A savings bank is attached to each school in Stockholm, and the pupils are encouraged to make small deposits.

The method of instruction is a mixed one, but to a large extent oral, with the use of the blackboard and charts. The erection of school-houses falls upon the parish, which often contract for loans for this purpose at six per cent, running twenty years. In the country the teachers reside in apartments in the school-house, and as from one to twelve acres of land is attached to each school for the benefit of the teacher, the school-house acquires a certain home-like appearance. Hundreds of school-houses are annually erected. In 1867, 400 new ones were finished. Modern improvements, such as arrangements for drawing the foul air from near the base of the room, and heating with hot water or steam, are generally introduced in new school-houses. School libraries are established by law; there are 1,300 in Sweden. Compulsory attendance may be carried to the separation of children from parents; but this has been resorted to in but few instances, where poverty of the parent rendered it necessary for the parish to support the child. There is a growing sentiment in favor of enforcing universal attendance, though perhaps not extending to the separation of parent and child. Even the distribution of soup to the poor in winter is made so as to encourage attendance at school. If school house accommodations are insufficient, pupils are equally divided, and each half attend alternately two or three successive days. In the country, boys and girls attend the same school, but in large towns separate schools are provided. Instruction in Folk schools is practically gratuitous. Movable schools for those parishes deficient in means or population, is a feature of the Swedish school system. In 1867 there were 2,117 fixed, and 1,306 "ambulatory" schools.

In the selection of teachers special regard is paid to their religious sentiments and moral character. In appointing, the vote of the pastor counts equal to half the vote of the parishioners, and he is therefore really the appointing power. A few hundred teachers are assistant pastors, and about 1,000 teachers perform the duties of church clerk and chorister. The minimum salary of teachers is

\$106, with lodging, fuel, and pasture for a cow. For every month of extra service he is entitled to a quantity of grain. Teachers who have attained the age of 60 years, and served 30 years, receive a pension equal to three-fourths of the salary. In 1867 there were 3,365 male and 260 female teachers. The average number of pupils to a teacher is about 70.

Beside the Folk schools there is the "Sma Skola" (small or primary schools) and the "Hogre Folk Skola" (Folk higher school). In 1867 there were 3,219 Sma Skola with 151,526 pupils. There are but 10 of the Folk higher schools. There are two agricultural institutes and two agricultural schools that receive some aid from the government. There is an institute and six schools for instruction in maintaining and stocking forests. There are also several trade and scientific schools. Of her two ancient and famous universities, Upsala and Lund, the former is the larger, and has 100 professors and tutors, and 1,449 students—an increase of 139 over the year 1866. This university had its beginning in the year 1250.

NORWAY.

All common schools maintain a Christian character, and religious instruction is considered of primary importance. Common schools are divided into Lower Schools and Higher Schools. In the Lower Schools, all the children of the district must receive instruction, either voluntary or compulsory. The Higher Schools comprehend several circles or districts, and afford a more complete education. Each circle includes as many families as the School Committee shall find most convenient. Wherever there are 30 children legally bound to attend school, living sufficiently near each other, there must be a school. Many portions of the country are intersected by high mountains and deep fords, so that the small population is scattered. In such locations there are "ambulatory" schools, whose teachers travel from one farm to another, living with the peasants. Manufactories and other industrial establishments in the rural districts, employing as many as 30 workmen, are obliged to provide a school for the children of their workmen.

LETTER FROM A DISTANT SCHOOL-MASTER.

IN the region around Ke-ala-ke-kua Bay, nature seems to have exhausted her store of extremes. Along the shore on both sides, and extending inland about a mile, is a region to which Sahara would be a pleasure ground, while just back of this belt of desolation, the "orange and the citron" flourish, and the wants of man are all supplied with no effort of his, save to put forth his hand and pluck what hangs from overarching boughs, or grows in the clefts of rocks at his feet. It is a perfect paradise for *lazy men*, (lest there should be a rush hither I'll state that the land is all pre-empted, and the owners are too lazy to sell out). The bread fruit and banana grow without planting; luscious pine-apples peer up from between the rocks; sweet potatoes of marvelous size grow among the piles of loose punice. The native apple offers its rich juice to the thirsty and weary. Yaro grows in profusion on the mountain side, while the lime, citron, orange, coffee, cocoa, date, and many other tropical trees only ask to be planted and their branches are loaded with fruit that might tempt *another Eve* to partake.

It was my good fortune while there, to sit at the hospitable board of Rev. J. Paris, who resides about three miles from the beach. Upon his table were turkey, ham, Irish and sweet potatoes, and other garden vegetables, pine-apples, oranges, coffee, sugar, cream, butter, etc., and of all that was there spread before me in such profusion, nothing came from outside of his immediate neighborhood, save only the pepper and salt, and the flour from which the bread was made.

Purchasing, for twenty dollars, a horse, that in New York would have cost two hundred, I started one morning on a visit to Honaunau, an ancient city of refuse, distant from Kealakekua about three miles. Generations of natives had made it one of the oldest travelled roads in the world, yet urging my horse to his utmost, it took me two mortal hours to thread my way over, under and among the jagged rocks with which the plain is covered. The time at which this lava tide rolled down from Mauna Loa, is lost even to tradition, yet in many places it appeared as fresh as though it had started on its errand of destruction but yesterday. In many places I observed round holes, where the lava had surrounded cocoa-nut trees and cooled before the trees had fallen, while the tops of the trees and the clusters of nuts had left their form plainly stamped on the sluggish and rapidly cooling mass, an epitaph that recorded their own fate, and the name and nature of their destroyer. The frequency of these holes, the soil at their bottom and the little islands of verdure that had escaped the over-spreading lava, showed plainly that this must have been a fertile and populous district before vengeful *Pele* had swept it with destruction. A short distance back from Honaunau the fiery flood had poured over a precipice, about seventy-five feet high, and cooled while still flowing, leaving a rigid lava cascade, ex-