

the one in each month set apart for public exercises. The request is not only a reasonable, but an eminently wise one, and supported as it is by the testimony of many of our most distinguished citizens, should be complied with. The students in the institution in question are probably worked harder, and have less time given them for recreation, than those of any preparatory school in the country. The curriculum is a severe one, and not only are the daily sessions unusually long, but the pupils are required to devote three hours to study after the close of each day's school labors. The result of this certainly injudicious system of management cannot but be unsatisfactory in the extreme. No good end is, or can be observed. A boy though capable of doing and standing an innumerable number of remarkable things, has a large amount of humanity about him after all, and there is a limit even to his powers of endurance. Naturally fond of excitement and averse to monotony, it is not in his nature to thrive under a regime that practically keeps him tied down to his books during the best part of every working day in the year. Educators, as a rule, have recognized this fact long ago, and learned to appreciate that the old-time method of "cramming" is rarely successful, except so far as it tends to drive out of a student's head whatever valuable knowledge it may have previously possessed. At the Boston Latin school the course really provides for eight hours of actual study every day in the week, excepting of course, the Sabbath. Add to this the time occupied in preparation for school and in journeying between home and the institution, and but a very narrow strip of time before bed-time will remain. Parents testify that, as a matter of fact, this tax upon their children injures them physically and mentally.

2. HARD STUDY KILLS NOBODY.

Thought is the life of the brain, as exercise is the life of the body. There can be no more such a thing as a healthy brain, as to the mental department, without thought, study, than there can be a healthful body without exercise. And as physical exercise preserves the body in health, so thought, which is the exercise of the brain, keeps it well. But here the parallel ends; we may exercise, work too much, but we cannot think too much, in the way of expressing ourselves, for both writing and talking are a relief to the mind; they are in a sense its play; its diversion. Bent up thoughts may kill, as pent up steam wrecks the locomotive. The expression of thought is like working off the steam from the boiler. When clergymen break down, or public men, or professors in colleges, or other literary institutions get sick and die, the universal cry is, "over study," "too much responsibility," "too much mental application." It is never so; not in a single case since the world began; we defy proof, and will open our pages to any authenticated case. If a man will give himself sleep enough, and will eat enough nutritious food at proper intervals, and will spend two or three hours in the open air every day, he may study, work and write, until he is as gray as a thousand rats, and will be still young in mental vigor and clearness. Where is the man of renown who lived plainly, regularly, temperately, and died early?—*Hall's Journal of Health.*

3. WHAT IS IT THAT KILLS?

In the school, as in the world, far more rust out than wear out. Study is most tedious and most wearisome to those who study least. Drones always have the toughest time. Grumblers make poor scholars, and their lessons are uniformly "hard" and "too long." The time and thought expended in shirking would be ample to master their tasks. Sloth, gormandizing and worry kill their thousands where over-study harms one. The curse of Heaven rests on laziness and gluttony. By the very constitution of our being they are fitted to beget that torpor and despondency which chill the blood, deaden the nerves, enfeeble the muscles, and derange the whole vital machinery. Fretting, fidgeting, ennui, and anxiety, are among the most common causes of disease. * * *

* * * On the other hand, high aspiration and enthusiasm help digestion and respiration, and send an increased supply of vital energy to all parts of the body. Courage and work invigorate the whole system, and lift one into a purer atmosphere, above the reach of contagion. The lazy groan most over their "arduous duties," while earnest workers talk little about the exhausting labors of their profession. Of all creatures, the sloth would seem to be most wearied and worn.—B. G. NORTHROP.

III. Papers on Education in Various Countries.

1. EDUCATION IN SWEDEN.

The Swedes and Norwegians are the most universally educated people in the world. Up to the year 1828 education was sustained by

fees, and its direction was local. In the year named, Nils Manson, a peasant, introduced a bill into the Swedish Diet for the regulation of education, which was strenuously opposed. The House of Peasants urged the measure for ten years before the Government moved in the matter, and then the Bishops entered their protest. The poet and bishop, Tegner, said that "the culture of the laboring classes ought principally to be religious; this, if rightly imparted, includes morality. All other knowledge is to be regarded as not only needless, but more hurtful than beneficial." Yet three years after these words were spoken the present school system was in operation. The law was passed in 1842, and it provided that one folk school must be maintained in each Sochen, both in the city and country. There were in Sweden in 1868, of children between five and fifteen years, 699,128, and of these no less than 526,646 were in attendance on the folk schools, and 141,541 attending other schools or being instructed at home, making 658,187 in all, or 97 per cent. of the whole population of school age. This is a larger proportion than can be shown in any other country in the world. The branches taught in the folk schools are reading, writing, Biblical history, catechism, arithmetic, history, geography, grammar, geometry and linear drawing, singing, gymnastics and horticulture. The study of and exercise in military tactics is made obligatory upon every boy, and, in both the folk schools and higher schools, target practice is introduced. This feature of the Swedish educational system is found to work well, and it is training the whole population to the use of arms. It is a system which cannot be too strongly commended. The schoolhouses are mostly small structures, built at an expense of about \$2,000 each, and each capable of accommodating about 150 scholars. School libraries are established by law, and there are about 1,300 in Sweden. In Norway the law differs somewhat from that in Sweden, but education is compulsory, the parents being fined in case of neglect to send their children. Military instruction is not yet obligatory, but the indications are that it soon will be. The age of compulsory attendance is from eight years till confirmation, which generally takes place about the fifteenth year. As a rule primary education is free, but when the parents are able to pay they may be called upon to do so. It is probable that our new school law will follow the example set it in Scandinavia, by making attendance compulsory. We would be very well pleased if it should follow that example a little further and provide for the military training of the boys. That is a mode of providing for the public defense whose simplicity, efficiency and economy must commend it to every reflecting mind, and yet we persist in spending large sums on an excellent, certainly, but less valuable system, to the utter neglect of this.—*Hamilton Spectator.*

2. POPULAR EDUCATION IN EUROPE AND AMERICA.

The following editorial article appeared in *The Press of Philadelphia*. It is especially valuable for its exposition of the character of our American systems of education in contrast with that of the most prominent systems of the Old World. Let it be read with the attention it so well merits:

The fourth of the series of great international convocations, for the purpose of comparing notes of social progress, was the Paris Exposition of 1867. The previous occasions of this character had illustrated the fact that those nations which had enjoyed the largest and freest access to the treasures of science and art were the most advanced in physical development and in intellectual and moral power. Intelligence and prosperity were shown to be not merely casual associates, but the necessary correlatives and complements of each other; in fact, sustaining the relation of cause and effect. Enlightened by the results of the previous occasions of this character, the managers of the great Exposition at Paris in 1867 were induced to set apart on that occasion, a grand division designated with great felicity "the Department of Social Science." A "New Order of Recompenses" was created, constituting Group X of the subjects of the Exposition, "with a special view to the amelioration of the moral and physical condition of populations." At the head of this group, in the general catalogue of the Exposition, were placed classes 89 and 90, constituting its educational branch. The number of exhibitors in this department was considerably over a thousand, but from the fact that their subjects were mostly embraced under other heads, their exact number could not be definitely ascertained. Our country was largely represented in this noble work.

The separate objects of exhibition themselves numbered many thousands, illustrating the whole range of the educational work from the material appliances of the infant school to the scientific apparatus of the university. In the park outside the Crystal Palace were erected school-houses fully furnished for use, illustrating the methods of practical instruction. Separate pavilions embraced illustrations of the course of study and methods of