

SWEDEN AND NORWAY.

WHOEVER visited the pleasant rooms of the Swedish schoolhouse at the Exhibition must have observed that very great attention is paid to object-teaching in Sweden. There were to be seen pictorial representations for natural history, characteristic landscapes for geography, models for geometry, &c. ; in short, each subject had its objects for illustration, as far as possibility would permit. The value of these means of instruction being correctly appreciated, drawing, by which the eye must be taught to see, has also been carefully attended to ; and the effort to carry out a practical system in the teaching of this subject was apparent even in the wall-charts which had been hung up in the schoolroom in question.

The comparatively poor and thinly settled country possesses no special branches of industry in which form plays an important part. With the exception of the old faience and porcelain manufactories (represented at the Exhibition by Gustavsberg and by Börstrand), the industries are mainly occupied in providing for the necessities of the country itself, which, as far as articles of luxury are concerned, have kept within such moderate bounds, that up to the present a national character in forms could not develop itself. But the efforts of the government to elevate the education of the people by means of schools, even in the remotest districts, are very commendable ; and a clear picture of the present condition of the People's and Middle Schools was given in two reports, which had been written expressly for the Exhibition. It must also be mentioned with praise, that the government had taken care to supply all the necessary verbal information, while it was unfortunately impossible for the reporter to obtain such information from other, even very important states, in spite of persistent efforts.

Geometry and linear drawing begin in the People's School ; but