

man is required. The people of Rome, who can read and write, are far more diligent than the Neapolitans, who cannot; and the best workmen in Italy are those who have passed through the army, and so obtained what is practically an education. There seems no *a priori* reason why it should be otherwise. Attendance in the schools, which are well ventilated and warm, notoriously improves health, and there is no evidence whatever that it diminishes strength in the lower class any more than in the upper, who decidedly benefit by school-life. Nothing recognizable, in fact, happens to the child who is taught, except a break in his habit of steady endurance, which is met in the agricultural schools by the system of half-time, and does not appear to impair industry in factories or workshops. Cultivated lads — we mean lads 'well educated' in the conventional sense — work in scores in the founderies, learning the engineer's business through a most severe physical apprenticeship; and lads who emigrate without capital constantly work at hard tasks as well and as steadily as ploughmen; often, moreover, acknowledging a complete contentment with their toil. They feel monotony when there is monotony; but they do not resent hand-work any more than thousands of educated Canadian or New England farmers. On the whole, and subject to the evidence which can only be supplied by many more years of observation, we should say the truth was something of this kind. Education of the modern kind does not diminish industry, and does not, except for a very short period, break the habit of assiduity at work. Nor does it diminish the readiness to do manual labor in those who can do it, though it does diminish their number, — the 'delicate' lads, as their mothers call them, who, if left uneducated, would have gone on in the groove of their forefathers, taking by a species of natural selection to the lighter tasks. The remainder work as before, though probably not in the old, machine-like way. They spare themselves more, are more quick to avoid unnecessary toil, and no doubt, as a large proportion are and must be selfish men, in numberless instances they 'scamp' their work in ways the unintelligent never think of. That scamping, together with the eagerness for more money produced by new wants, and a certain indocility or independence, combine to produce an unfavorable impression as to industry which is not justified, or rather is due to other causes than aversion to work. The English must wait a little for full information, the boys who have passed through school not being thirty yet; but they do not despair of seeing plenty of Hugh Millers among their workmen; that is, men who are educated, yet have a definite

love for and pride in exceedingly hard and monotonous manual toil. Miller set up stone walls for eight hours a day, — a real back-breaking occupation, — but he had learned more than most lads. It would be well if half-time could be made general, as many are nearly convinced it would increase learning, by allowing school-time to last longer, and would not discourage any scheme for keeping up the habit of manual labor, which will be the lot of the great majority while the world goes round, and which is, in fact, the permanent gymnasium of the human race; but there is little fear, even if the present system continues. The changes which may come will not be produced by laziness, but by a longing for larger wages, and the comfort they bring, which some industries, agricultural especially, in closely populated countries, may find it difficult to satisfy. It will be satisfied, however, in one way or another, for education opens wide the grand safety-valve, the power of wandering over earth in search of the opportunity of toil. For what we know, the human race may be destined some day to perish like mites on a cheese, through their own multiplication; but at present there is ample space for all of our race, who may for the next century, at the cost only of expatriation, have their twenty acres apiece to work on. Germans, Englishmen, Italians, are swarming out in thousands daily; but still there is no chance that they will perish for want of room, or be driven, like Chinamen, to that ceaseless work for bare existence under which other virtues than industry are apt to perish. Another Europe could live and prosper on the unpeopled river-basins of South America. Education helps to disperse mankind; and we certainly do not find that emigrants, who are rarely of the know-nothing class, are at all reluctant to undertake severe toil. Is there not in the whole discussion a defect caused by tradition, an impression that as brain-workers avoid hard labor, knowing well that they cannot do both up to their full power, those whose brains have been developed will never do it? Fortunately, or unfortunately, they will specially feel the great disciplining force of the world, 'the strong conscription of hunger,' which constrains us all. If all the world were Newtons, nobody would get a mouthful of bread without somebody facing all weathers to plough and sow and reap.

THE IMPERIAL UNIVERSITY OF JAPAN.

To those of us who are not intimately acquainted with the intellectual progress made by Japan in recent years, the calendar of the Imperial university for 1886 will come as a revelation.

It is handsomely printed in the English language, and presents very many points of interest.

We learn from it that the Teikoku Daigaku, or Imperial university, was organized March 1, 1886, by an imperial ordinance. The former Tōkyō university and the college of engineering are merged in the present institution. The university is under the control of the minister of state for education, and depends for its revenue on annual allowances from the treasury of the imperial government. The offices of the university, the library, the colleges of law, medicine, literature, and science, the hospital attached to the college of medicine, and the dormitories of these four colleges, — all the university, in fact, except the college of engineering, which has its temporary location elsewhere, — are situated on extensive grounds near Tōkyō. In the ordinance founding the university, its object is declared to be "the teaching of such arts and sciences as are required for the purposes of the state, and the prosecution of original investigations in such arts and sciences." The president of the university is assisted by a board of councillors, who have charge of the curricula of studies and the promotion of the interests of the university and those of each college. These councillors are selected from the professors by the minister of education, each college being entitled to two. Their term of service is five years. Each college has a director or dean chosen from its professors. The academic year extends, as is usual with us, from September until June, and consists of three terms. Admission to the first-year class is only granted to such students as have completed the course in one of the high middle schools, or can pass an examination instituted by the university authorities. The marking system is in force, and elaborate rules for its regulation are given. There is also a system of elective studies, and a large number of scholarships are provided for deserving and needy students.

In connection with the medical college, a hospital is provided for the admission of such patients as may be deemed instructive cases in medical and surgical practice and investigation. The hospital contains five wards and two hundred and sixteen beds in all. Scientific investigations into the nature of 'kakke,' an endemic disease peculiar to Japan, are carried on here continually. The library — which contains 180,000 volumes — and museums are extensive and well arranged, and there is a special observatory for the study of earthquake phenomena. The general results of these observations are published from time to time in English and Japanese. There is also a botanic garden and a marine biological laboratory.

The university has now 540 students, of whom 183 are law students, 204 medical, 81 in the college of engineering, 23 in the college of literature, and 30 in the college of science. The curriculum is surprisingly comprehensive, and the announcements of courses closely resemble those of a German university. The corps of professors and lecturers includes a number of Europeans and Americans, as well as many natives who have obtained degrees either in this country or in Europe. Among the universities and colleges represented by graduates on the faculty are those of Berlin, Paris, London, Strasburg, Leipzig, Erlangen, Heidelberg, Dublin, Göttingen, Freiberg, Glasgow, St. Andrews, Edinburgh, and Munich in Europe, and Columbia, Yale, Harvard, Johns Hopkins, Michigan, Cornell, Hamilton, Amherst, and Stevens institute in this country.

ALEXANDER'S PROBLEMS OF PHILOSOPHY.

So much of the philosophical writing of the day is either barren repetition or empty rhetoric, that it is something of a surprise to find a book on pure philosophy, written by a man who not only has a definite end in view, but who knows what that end is; and who, to reach that end, has not found it necessary to get together a laborious treatise on the human mind or a huge encyclopaedia of ethical science. In one hundred and seventy pages, Professor Alexander has given us a little work of real timeliness and value. For clearness and profundity of thought, deftness of presentation, and lucidity of style, Professor Alexander's book is not surpassed by any philosophical work of similar scope in the language. We are gratified to miss in it cumbrous terminologies, involved sentences, and inapposite illustrations. It is so simple, frank, and straightforward, that it will appeal to a large class of thoughtful men who are accustomed to sneer at philosophy and its devotees.

The various chapters are themselves so tersely worded, that any summary of them that would be just and at the same time much shorter than the chapters themselves, is impossible.

The opening chapter, 'The difficulties of philosophy,' strikes the keynote of the book. The author shows that many so-called philosophical difficulties are not difficulties at all, but simple fictions, originated by ignorant or superficial persons, who set them forth 'as lightly as they tell an after-dinner story.' Professor Alexander very justly refuses to spend his time in criticising such

Some problems of philosophy. By ARCHIBALD ALEXANDER, Ph.D. New York, Scribner. 16°.