

means he plots his ground and divides his fields. By it he plans his house, adapting it to its surroundings and to its surroundings and to its uses. By it he is able to describe the peculiar vegetation, the name of which is unknown to him, and the kind of insect which destroys his crop. By it he fashions his utensils and tools, and communicates his thoughts to others in a thousand instances where ordinary language fails.

In the various manufactures, workmen are in constant demand who have some aptitude and skill in designing. In engineering and in architecture, drawing is an integral part of the professional work. Even to those engaged in the learned professions, drawing may be made of use in various kinds of investigation, and in affording amusement for leisure hours.

WHO SHOULD LEARN TO DRAW.

It has been well said that "any one who can write, can draw," and it may be added that any one, who is not suffering directly under some physical disability, may learn to draw. As in other branches of education, some will have a greater aptitude for the work than others, but all can make some proficiency in acquiring skill in its execution, and obtain some positive advantage from its exercise.

In consequence of its importance in educational work and in practical life, and of the fact that all may acquire some skill in its practice, drawing should be introduced into every grade of school throughout the length and breadth of the country. When this is done, the exercise will go far toward selecting from the ranks those who are to be the future artists of the country, and of starting them in their career.

From the schools an army of workmen will graduate so trained that our manufactured and mechanical products will occupy as high a place, in regard to the beauty of their designs, as those of the most favored nation.

The nation and society at large will feel the impulse which comes from this practice of drawing in the common schools in the improvement of individual taste, in the disappearance of tawdry ornaments from houses and from dress, and in the general advance of science and art.

By uniting drawing and the study of Nature, students are directed to original sources for their ideas of form, and they easily learn to distinguish the actual from the merely conventional. Drinking from the same fountain of inspiration as the great masters of ancient art, they no longer copy, but invent. From them we may expect new forms of art, rivaling the old in beauty and richness; and from the art so developed we may look for an influence which will react upon education, purifying, ennobling, and perfecting.—*Krüssi's Analytic Manual.*

The Beginnings of Education.

The child is no sooner born than its education may be said to begin. The first gasp for air the infant makes, and the pressure it feels at its mother's breast, are lessons learned. With each progressive step in the relationship of the child with persons and things external to itself, its nurse, its food, the light, and the various other beings and objects which may surround it, it is acquiring the elements which form the basis of all education.

The earliest years of childhood are most profitably spent in the development of those observing faculties which the young exercise with instinctive readiness. Easily, however, and spontaneously as the power of observation of the child seems to act, it must not be presumed that all guidance, on the part of parent, nurse, or whoever may have charge of it, is supererogatory.

Children may be aided, from the very earliest age, with great advantage even in learning those objective lessons which most of them are so forward in acquiring.

Those who have the constant care of the infant, or even they who may be only brought into casual relation with it, can seldom resist the invitation the little creature, by its many endearing ways, gives to notice. It thus without any systematic effort, or even with a good deal of apparent negligence, will secure for itself at times the means it requires for the proper development of its observing powers. The playful sympathy of the vivacious nurse with her smiling charge will prompt the trolling of a nursery ditty, some lively action or other, or the presentation of a bright object. The child may thus learn its most essential lessons from teachers supremely ignorant of the useful instruction they give, or even the fact that they are instructors.

There are some, however, who are incapable, from perversity of disposition or want of natural animation, of responding even to the invitation to mirth of an infant's smile. Such should never be allowed, if possible, to have charge of the young. A cheerful disposition should be regarded as one of the most essential requisites of a good nurse. Mothers should, moreover, especially cultivate a lively manner with their children. All the surroundings, if possible, of the child should be animating, and objects noticeable from brightness of color and distinctness of figure ought to be placed within reach of his daily vision. Sombre dress of the child and those who have constant charge of it should be avoided.

Systematic intellectual education of the child should be deferred until he has reached the age of six or seven years. Previous to that period it may be allowed to pick up, like Moses in the "Vicar of Wakefield" a miscellaneous education at home. During the years of infancy, of course, there will be no attempt to do more than arouse and engage the observing powers by those means which naturally suggest themselves to a sympathetic mother and a lively, good-natured attendant.

Those skilful teachers, the Germans, do not admit any pupil into their most elementary school before the age of six years. This is as early a period as most children can be subjected to the discipline of systematic study. Intellectual pursuits even then can not be persistently followed unless combined with a careful training of the physical powers. Exclusive culture of the mind is dangerous at all ages, but more especially during the earliest.

While the bodily vigor is carefully promoted by abundance of good food, playful exercise, and cheerfulness of spirits, there is very little risk of the young being intellectually overworked. Most, if not all of those children who are said to have broken down under the weight of their studies have not been injured by too much work, but too little play. If a proper care should be taken to sustain a just balance between the body and mind, both would be found capable of much greater effort than either is wont to exhibit, and with the result of increased robustness.

John Stuart Mill tells us in his "Autobiography" that he began the study of Greek at an age earlier than he could remember, but which his family assured him was when he was only three years old. Before he reached his teens he had travelled over the vast domains of ancient classical and a large portion of English literature. Although Mill placed a very modest estimate on his natural powers, he accomplished what it will be safe to say was never accomplished before at so early a period of life. It would not only be absurd to attempt to effect the same results by the same means in most children, but, if the experiment were tried, it would fail in ninety-nine