

tion of Independence, we might have a fine picture of King John signing the Charter, in presence of his Barons; instead of Paul Revere's famous ride, we might have a picture of Mrs. Secord's notable walk through the woods and past the sentries toward Col. Fitzgibbon of the coming enemy; for the "surrender of Burgoyne" and Cornwallis, we might have a picture of the surrender of Hull at Detroit; and pictures of the Holding of the Palisaded Fort by the "Heroes of the Longue Sault," or of the Defence of St. John, N. B., by Madame la Tour, etc., etc. Such national and patriotic pictures might be multiplied indefinitely if there was a demand for them. Such pictures, too, with those of the many statues in the Provinces, would excite the interest, and stimulate the curiosity of the larger scholars in the schools, to know something about the matters which the pictures represent.

Among the many publications issued in the United States, relating to "School Room Decoration," and "Art in the School Room," are several which discuss these subjects at length. From one or two of them I give the substance of the remarks made by the writers.

One of the writers says: It is now some time since American educators began to consider the value of School Room Decorations. They came to realize that there should be interest and individuality to the room where child-

ren of impressionable age were gathered. With the extension of School Room Decoration came a fuller appreciation of its importance as a factor in education. The picture was in itself an object lesson and an inspiration. School children became acquainted with pictures, by seeing notable ones on the school-wall a more or less permanent feature of their daily environment. In the special classroom, where the child does most of his daily work, a single picture, carefully chosen, may exert a deeper and more abiding influence on him than a number selected with less care. Only the best pictures—as Ruskin says—should be given a place on the home walls, for they are things to live with, and to carry permanently in heart and mind.

If, in the education of our children, we strive to improve the whole, and not a part of the child, have we a right to ignore that part of the child's nature which is artistic, imaginative and poetic? Certainly not. The "practical" and "materialistic" side of education often excludes, or wholly ignores, the existence of a high and noble instinct, which, in so many cases is simply dormant, because it has never been stimulated, or called into life or being.

Children are generally kept in a schoolroom for six hours a day. If one finds it desirable to have pictures of domestic life in one's rooms at home