

great divisions—language, number and form—the latter embracing drawing and writing.

Rembrandt Peale worked out a system of "Graphics" which involved a training in hand-writing as well as in drawing, and his success in improving penmanship by means of drawing was quite as remarkable as his work considered purely from an art stand-point. Prof. John S. Hart, who was Principal of Philadelphia High School when Mr. Peale taught his "Graphics" there (in 1841), "I never knew classes turn out such uniform examples of good penmanship as those who went through Mr. Peale's system. The best of the Philadelphia High School were promoted in all the common establishments in the city for their good writing." Prof. Becker, teacher of writing in the same High School, testified to the controllers, "those pupils who had been longest with Mr. Peale made five times the improvement of the others. Four-fifths of them executed specimens of writing that were deemed worthy of being exhibited at the examination. I have changed almost my whole method of teaching writing in consequence of Mr. Peale's suggestion, and found the greatest benefit from it." Prof. Frost, the teacher of composition, testified that the writing of the pupils, which had been miserably bad, in fact "hardly legible" before Mr. Peale's appointment, had undergone immediate and general improvement, although writing was not specifically taught in the school at the time this improvement took place. He attributed the change to the instruction received from Mr. Peale, which enabled them to do well anything which required ease and freedom of hand. Principal Hart made the astonishing statement that at the Edge Hill School at Princeton, where he had formerly taught, 40 boys with ten hours a week spent in writing lessons, made less progress in writing than did 360 boys of the High School under the Peale system, with only 13 hours a week of the teacher's time given to the entire class of 360!

Prof. Bache of the Philadelphia High School said, "The principles of form and proportion involved in writing and drawing are the same. Writing is an application of the general principles of drawing, requiring merely a peculiar practice of hand, in addition to readiness in recognizing and imitating forms. Learning to draw by the eye," he adds, "facilitates many other branches of instruction—geography, especially among the elementary branches; mathematics and its application; mechanics and natural philosophy; chemistry; natural history."

The idea expressed by several of the writers above quoted, viz., that drawing should precede writing, is well put by Prof. Tadd in his book, "New Methods in Education," thus:—"Under the old method of education, the time being chiefly given to the study of words,—