

Much interest is added to the work by the use of color especially in nature work and in design, the one naturally leading to the other. Color scales are made from the colors found in leaves, flowers, insects, shells, etc., and color harmonies are selected from these scales and used in design. Color perception and feeling for harmonies grow with surprising rapidity under favorable conditions. School rooms have become more inviting, ordinary necessary things are kept more tidy, blackboards no longer offend with glaring contrasts of color, flower vases are not improvised from broken jugs or discarded bottles. The arrangement of the flowers is the work of dainty little fingers that lovingly render their services. The children are interested in their school rooms and consequently more interested in the work done there.

The influence of this art spirit has been carried forth by the children, and has been one of the principal incentives in the establishment of school Art Leagues, home and school working together on this common ground for the good of both.

Picture study should be a department of the work. Reproductions of masterpieces of art are so cheap and so easily obtained that few classes need be without them, indeed, some of the drawing books obtain such reproductions. These pictures should stand in the same relationship to art study that classics in literature do to the study of language.

In the general division of the work construction drawing is one of the departments. It must not be thought because the work here is necessarily mechanical, that there is small chance for growth of imagination or good taste. This work is *definitely* imaginative. Working drawings must definitely foreshow the article planned or they are of no use. Constructive design, too, is inventive and inventions are first imagined.

Good taste is developed not only in the size and placing of the drawing on the paper but also in the mind's picture of the finished result. The same principles—harmony of line, proportion and space relations—underlie both the designing of the commonest kitchen utensil and the masterpiece of a great artist and so though construction drawing is very different, nothing learned in the other departments of art work is lost in this, and the whole three—representation, decoration and construction—round out the thought contained in "Art Education."

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## A PLEA FOR THE TEACHING OF CIVICS.

By W. N. Finlay, B. A. Brandon.

Much attention is being given in these days to inculcating in the child the spirit of patriotism, love of country and devotion to the flag; and it is well. But before our efforts along these lines can be permanently successful we must have given to the child some definite idea of his "country," of what it stands for, and what it really means to him, of what the flag typifies and what duties belong to every citizen. In order that ideas of authority, obedience, law, etc., may be expanded and clarified I would teach "Civics," or the principles of civil government in our public schools—As the real work in any school is the formation of character, fitting pupils for the business and struggles of life in such a manner that they may become useful members of society. I would teach those principles and habits that will secure individual