

my method of teaching before the public, to show the best way of introducing into schools feelings of kindness and justice towards the creatures which God has made subject to us.

I have always tried, in my forty-six years' experience as school-master, to teach children habits of kindness to them. I well know that early impressions are never forgotten, and that a child who is taught humanity to animals will, in later years, learn to love his fellow-men. I have, therefore, taken pains to develop the affections of the children under my care, and to sow the fruitful seeds of kindness, gentleness and justice towards domestic animals, which are, and always will be, the farmer's chief wealth, and also towards others, which, although in a wild state, are no less useful in agriculture, though ignorantly treated as enemies. In this last category are such as the hedgehog, the shrew-mouse, the bat, the toad, the frog and the lizard, all of them great destroyers of noxious insects—the mole, which carries on a continual war with the larvæ of beetles and caterpillars, and which should be allowed to live in peace, if not in gardens, at least in meadows, where the light and fertilizing soil of the hillocks that it raises, so far from being injurious to the production of grass, in reality favours its growth in a remarkable manner, provided care is taken to turn over freshly-raised earth with a spade—the nocturnal birds of prey, for which agriculture cannot be too thankful, which are ten times better than the best cats, for, without stealing the roast or the cheese, they wage a bitter war against rats and mice, and destroy, in the fields, great quantities of various kinds of field mice and dormice, which, without these nocturnal hunters, would become an intolerable scourge—and lastly there are the small birds, those indispensable auxiliaries, which hold a first rank for the services they render; those innocent and charming little creatures, which are the best guardians of our gardens, our orchards and our fields, by their incessant and fierce warfare with the innumerable legions of destructive insects which, for the most part, birds alone find out and destroy.

I have long been convinced that kindness to animals is productive of great results, and that it is not only the most powerful cause of material prosperity, but also the beginning of moral perfection. I therefore began my work in 1851, and at the same time introduced agriculture into my school; for I saw the close connection between the doctrine of kindness to animals and the important science of agriculture, since there can be no profitable farming unless animals are well kept, well fed, and well treated. And besides, how can children better learn the pleasures of country life than by understanding the importance of agriculture, the methods in use in their own country, and the profit which may be derived from intelligent farming and kind treatment of animals? Do they not become attached to country life? Do they not feel kindly towards all dumb creatures? Do they not receive ideas of order and domestic economy? Do they not love Mother Earth, who pays us so freely and so generously for our work? And does not this love tend to check the growing evil of emigration from the country to the city?

My method of teaching kindness to animals has the advantage of in no way interfering with the regular routine of my school. Two days in the week all our lessons are conducted with reference to this subject. For instance, in the reading class, I choose a book upon animals, and always find time for useful instruction and good advice. My "copies" for writing are facts in natural history, and impress upon the pupils ideas of justice and kindness towards useful animals.

In written exercises in spelling and composition, I teach the good care which should be taken of domestic animals, and the kindness which should be shown them. I prove that, by not overworking them, and by keeping them in clean and roomy stables, feeding them well, and treating them kindly and gently, a greater profit and larger crops may be obtained than by abusing them. I also speak, in this connection, of certain small animals which, although in a wild state, are very useful to farmers.

In arithmetic, I give examples in domestic and rural economy, and thus show the children, in exact figures, the amount which may be made by farming when domestic animals are kindly treated.

Besides all this, we have a practical conversation on two afternoons in the week, when I often explain the law against cruelty to animals.

The results of my instruction have been, and are, exceedingly satisfactory. My ideas have deeply impressed my pupils, and have exercised the best influence upon their lives and characters. Ever since I have introduced the subject into my school I have found the children less disorderly, but instead, more gentle and affectionate towards each other. They feel more and more kindly towards animals, and have entirely given up the cruel practice of robbing nests and killing small birds. They are touched by the suffering and misery of animals, and the pain which they feel when

they see them cruelly used has been the means of exciting other persons to pity and compassion.

My lessons reach adults through the example and advice of the children, and also by the following method. My pupils have a book containing "Talks about Useful Animals." By my advice, the book is taken home, and is read with interest in the winter evenings, giving rise to the best effects. In my evening class I also teach adults principles of kindness, in the same manner as in my day-school, and with the same success.

The best proof of the good effects of my teaching is the constitution of a little society formed by my pupils, who have pledged themselves to put in practice the principles which they have learned, and to spread them abroad.

I close this letter with the hope that principles of kindness and compassion to animals will soon be taught in every school. *Our Dumb Animals.*

9. SCHOOLS OF ART.

Lord Beaconsfield made a speech lately at the Royal Academy banquet, and in the course of his remarks he touched upon several institutions, besides the pursuits and influence of the Academy, as tending to cultivate the tastes of the English people, and contribute to their prosperity. He seems to anticipate a high position for the English School of Painting, and from the evidence it affords of independence and originality, the promise of an honourable immortality is encouraging. He compares this school of English birth and growth with several of the Continental, and shows that the mannerism peculiar to each is not found in the English, but instead of a slavish imitation of the leading characteristics of the founders, as seen in those of Venice, Bologna and Rome, the English artist strikes out boldly on his account, and while he cultivates his taste, cultivates powers of invention also. This is pretty much a national trait of character carried into the domain of art, and shows its effects there as it does in many of the other pursuits in which the people of England are engaged. Mr. Disraeli admits with proper regret that he is not an artist; but from what we know of him in his writings, rather than from his speech, it is plain he has seen much of the best works of art, studied their various excellencies, their points of coincidence and divergence, and seems quite capable of judging of and appreciating their respective beauties. It is something to know from such a man that the English artist occupies a very respectable position in the field of European art. He says, in his speech at this banquet, that—"Any one who has travelled, and every one in this room probably has travelled, must have been moved with pride in foreign galleries, when he has found that some of the chief beauties of these galleries were the productions of the Royal Academicians who have either left us or are still living among us." This is no mean tribute to English art; and if some of the finest specimens in foreign galleries are the production of English genius, then the common belief that high art is not to be looked upon as attainable by the English student is an unfounded one. But the most interesting part in the remarks of the English Prime Minister is that in which he alludes to schools of a much humbler kind than that of the Royal Academy. He gives the Government of the country, past and present, credit for having established schools of art in various parts of Great Britain. These humbler institutions, while not challenging public admiration by their display in a national gallery, have contributed in no mean degree to the success of English manufactures. There are now, Mr. Disraeli tells us, 140 schools of art in England, and their pupils number nearer to 30,000 than 20,000, and he very justly asserts that it is impossible to calculate what has been the effect of these schools upon the public taste of the country. It is certain that such a number of students, though many of them may have made no very great proficiency in the studies pursued in such institutions, must do much in improving the national taste and in bringing this improved taste to bear upon the manufactures of the country in every branch, and the Premier is quite justified in claiming credit to the Government for what it has done in this respect. Schools of art and design were at one time much more common in some parts of the Continent than in England, and their effect upon the taste and beauty displayed in many varieties of manufacture was quite visible, and told upon the interests of England. The large and rapid strides lately made in this direction have changed these relations, and placed the British products at less disadvantage as respects beauty of design and finish than formerly. But while we take pleasure in these æsthetic improvements in the Fatherland, what has Canada done in the same field? Where are the agencies which are to create and cultivate the element of taste, as Canadian society improves in material wealth and intelligence? That native talent is not wanting is the opinion of those best qualified to judge, and who take pleasure in attending periodically at those exhibitions