

cational value of drawing entitle it to such treatment, which every one considers essential to success in all other studies.

Satisfactory results in drawing are no more dependent upon special artistic gifts on the part of the pupils, than satisfactory results in arithmetic are dependent upon special mathematical gifts. It is only necessary that the pupils set about the study of drawing as they set about the study of arithmetic, geography, grammar. Nor are special gifts required on the part of the teacher. It is by no means imperative that he should be an expert with the pencil or crayon in order to teach with success elementary drawing, as presented in this system; but he should be a good teacher in general, well acquainted with the best principles and methods of instruction. It is presumed that every regular teacher possesses this general knowledge, to which, with a reasonable amount of effort, the special knowledge demanded by elementary drawing can soon be added.

GENERAL DIRECTIONS, AND PRINCIPLES AND METHODS OF TEACHING DRAWING.

Pupils who have drawn on the slate only, and have learned to do quite good work with that, are often discouraged by their first attempts at drawing on paper. This is due to difference in material used. Yet pupils who have used the cards of the Primary Course, drawing on the slate, possess a decided advantage over those, who, never having drawn at all, begin at this stage with paper. The advantage consists partly in manual skill, but much more in the training which the eye has received, in a knowledge of how to go to work, and in a knowledge of the principles of drawing and of design.

ECONOMIZING INSTRUCTION.

When pupils of these two grades are thrown together in the same school, they can be taught drawing together, though at some disadvantage. As you never expect all the members of a class to show equal proficiency in any other study, so never look for it in drawing. Unless, therefore, the differences in attainment be very marked, require all the pupils in the school, not only to execute the same drawing at the same time, but require them when you give the description, to execute the same part at the same time. By thus keeping the pupils together, you will be able to teach all at once, instead of teaching each separately, and so will economize instruction. But you must, of course, give each more or less of individual attention, as opportunity serves; while each should be required, at regular intervals, to draw on the blackboard on a large scale, for such practice is productive of that freedom which should be obtained from freehand drawing.

Those who draw badly under this class treatment, nevertheless, can be made to draw rapidly, which, in itself, is a thing of prime importance from the outset of one's drawing career. Fineness of execution comes with practice: it should never be made the leading feature when one is beginning to draw. If it is, then those much more valuable features—freedom, spirit, knowledge—are usually rendered subordinate, the final result being lifeless art and a slow workman. Keep it, indeed, always in mind, that drawing when properly taught, is much more an exhibition of knowledge than of mere dexterity in the use of the pencil.

THE ART OF THINKING.

The object of the teacher is to think. The pupil thinks enough, but he thinks loosely, incoherently, indefinitely. He expends power enough on his mental work, but it is poorly applied. The teacher points out to him these indefinite or incoherent results, and demands logical statements of him. Here is the positive advantage of the teacher to the pupil.

Let us suppose that two pupils are studying the same lesson in geography, or grammar, or history. One reads to get the facts; he fastens his eye on the page and his mind to the subject before him; he makes the book a study and acquires information from it; his object is to acquire knowledge. He attains his end. The other also studies the book; but while reading he is also taking lessons in thinking. He does not merely commit to memory; he stops to think if the argument is sound, he analyzes it to see if the conclusions are warranted by the premises.

The one who thinks as he reads is quite different, it will be seen, from him who simply learns as he reads. To read and to think, or to think as one reads, is the end to seek. The reader for facts, gets facts; he comes to the recitation-seat and reels off those facts; His mind, like Edison's phonograph, gives back just what it receives. While his power is valuable, it is not the power is valuable, it is not the power the world wants.

The teacher will find his pupils come to the recitation to transmit the facts they have gained. He must put them in quite another frame of mind. Instead of reciters they must be made into thinkers. The power of the teacher is measured by his power to teach the art of thinking.—*Catholic Telegraph*.

A LIBERAL EDUCATION.

Professor Huxley, some years ago, gave the following definition of a "liberal education." "That man, I think, has a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order, ready, like a steam engine, to be turned to any kind of work, and to spin the gossamers as well as forge the anchors of the mind; whose mind is well stored with a knowledge of the great and fundamental truths of nature, and of the laws of their operations; one who, no stunted ascetic, is full of life and fire; but whose passions are trained to come to heel by a vigorous will the servant of a tender conscience; who has learned to love all beauty, whether of nature or art; to hate all idleness, and to respect others as himself."

DISCIPLINE.

There is discipline, and there is discipline, to speak after the manner of the times. A lad who recently changed school said, "Our principal used to be always scolding, threatening, and whipping us to make us keep order at recess, but nobody cared. Now this master has not punished a boy or spoken a loud word about the yard, and it is just as orderly as the school-room, only we can play as hard as we want to quietly. There is that indefinable essence of disciplinary power which one must secure who aspires to real success in school-work. It pays to study how quietly to control others, disciplining without discipline. You can do it if you will give to the art your best brain and nerve.—*American Teacher*."

In the best schools the recitation hour is really the most important study hour. The time is not occupied wholly nor chiefly with "saying lessons." Curiosity is aroused, interest is awakened; the pupil is kept on the alert, while he is trained to observe and reflect. It should be a leading aim of the recitation to teach pupils how to study. Not all of school time should be used in this way; some must be reserved for practice. As the pupil grows older he should have more and more time for solitary study—for acquiring by his own unaided effort.—*Ohio Educational Monthly*.