

8. As an elementary subject, it should be taught by the regular teachers, and not by special instructors.

4. The true function of drawing, in general education, is to develop accuracy and to exercise the imagination, thereby tending to produce love of order, and to nourish originality.

5. Educationally, drawing should be regarded as a means for the study of other subjects, such as geography, history, mechanics, design. In general education, it is to be considered as an implement, not as an ornament.

6. The practice of drawing is necessary to the possession of taste skill and industry, and is, therefore, the common element of education for enjoyment of the beautiful, and for a profitable, practical life.

7. In the primary, grammar and high schools, drawing is elementary and general; in the normal and evening schools, advanced and special; for teaching purposes in the first, and for skilled industry in the second.

8. Good industrial art includes the scientific, as well as the artistic element; science securing the necessity of true and permanent workmanship, art contributing the quality of attractiveness and beauty. The study of practical art by drawing should, therefore, comprehend the exactness of science by the use of instruments, as in geometrical drawing and designing; and the acquisition of knowledge of the beautiful, and manual skill in expression by free-hand drawing of historical masterpieces of art and choice natural forms.

9. From this study so undertaken, we may expect a more systematic knowledge of the physical world, in history, and at the present time; for, through the sensitiveness to appreciation by the eye, and power of expression by the hand, of its phenomena, may become a knowledge of nature's laws, a love of the fit and beautiful, and that ability to combine these in our own works, which alone produces the highest form of art—originality.

10. Drawing may now take its legal place in the public schools as an element of, and, not as before, a specialty in education, at as little cost as any other equally useful branch of instruction, with the prospect that, at a future time, as many persons will be able to draw well as can read or write well, and as large a proportion be able to design well as to produce a good English composition.—*National Journal of Education.*

HISTORY AS A PART OF THE SCHOOL CURRICULUM.

Miss O'Connor, Head-mistress of the Clapham Middle School, read the following paper on this subject, before the Stockwell Branch of the Education Society in England:—

* The objections to this study during school life may be classified as (a) Objections to History as history;

(b) Objections to History as too commonly taught in schools.

Objections of the first division are of two sorts: the subject is rendered a difficult one for schools by religious and political differences. It is not so difficult but that it may easily be taken up in after life. But difficulty ought not to exclude a subject, and History teaches invaluable lessons of liberality and impartiality; while the ignorance of modern politicians and the party spirit of the day are proofs of the way in which History learnt in after life may be misapplied. Great evils were wrought by party spirit in past days; but, in reading partisan history from an antagonistic point of view, impartiality may be cultivated.

(b) Objections to History as taught in schools are—

1. That it is a mere mechanical effort of memory.
2. That it is a dry skeleton, repulsive to young minds.
3. That it is a mere lists of dates, names, and battles.

4. That it affords no guidance to our duties as citizens.

5. That, even if interesting, History is not useful.

6. That the study of the lives of kings is useless.

The first three objections refer to generally condemned and dying-out systems of using cram-manuals and learning by rote.

The fourth and fifth may be answered by recalling the lessons of self-devotion and patriotism learnt from History, the political and social experiences there recorded, and the warnings afforded by those experiences.

The lives of kings have affected the social and political state of their people. Witness the Charter issuing from John's hands, not from William the Conqueror's or Henry the First's; the municipal privileges gained from warlike kings; the religious changes wrought by Henry VIII.; and the welding into one of English parties under Elizabeth. The advantages of historical study may be summed up as—the strengthening and development of the intellectual memory, and the training of the mind to discern the relation of cause and effect; the awakening and sustaining of interest in mankind generally; the introduction it gives to literature; the encouragement it affords to, and the interest it awakens in, unselfishness; and the necessity it imposes on us to suspend our judgment.

In a school course of History, English History should be taken as a basis, and its early periods first, since the state of modern English political affairs, domestic or foreign, is not to be grasped by the childish mind, which is easily interested in the epic form of early History.

Suggested Scheme of History for a school. Two weekly lessons.

FORM I.—Ages from seven to eleven. Teaching oral. Stories from English History, beginning at the early periods and taken chronologically.

FORM II.—Ages nine to twelve. Lessons oral, but written out from memory and given in to the teacher. Narrative History.

FORM III.—Ages ten to thirteen. Lectures on English History, including the literature of the period. Lectures to be written from memory, with use of notes. Pupils to do some reading.

FORM IV.—Ages twelve to fifteen. Lectures on the Junior Cambridge course. Lessons to be written from memory after reading Green and Bright.

FORM V.—Ages fifteen to seventeen. Senior Cambridge course. Lessons partly by lecture, partly by giving headings and requiring the class to read up the necessary information, writing down the important parts. Criticism of the views of historians.

FORM VI.—Age from seventeen. Leading constitutional points are considered, and general views of the subject discussed, but the members of the class are expected to study for themselves.

In the discussion following, all the objections before stated were again urged; and the additional criticisms brought forward—that the young could understand the biographical element only in History; that it was impossible to teach all the history of a country in story form; that food for the imagination and moral training could be better drawn from other sources; and that the early teaching of History not only caused children to dislike it, but to form prejudiced opinions, rarely if ever got rid of in later life. Patriotism was condemned as leading to "Jingoism," and it was gravely proposed to omit History altogether—sacred and profane—from the school course.

The answers to these objections were, in substance, as follow:—

Children can grasp the idea of a community earlier than most objectors suppose; historical facts, other than those purely biographical, can be and are taught in story form, and are found interesting; children's dislike to History arises from the system of teaching by rote, long lists of dates and unexplained facts; children form prejudices, even if not taught History, and wise teaching counter-