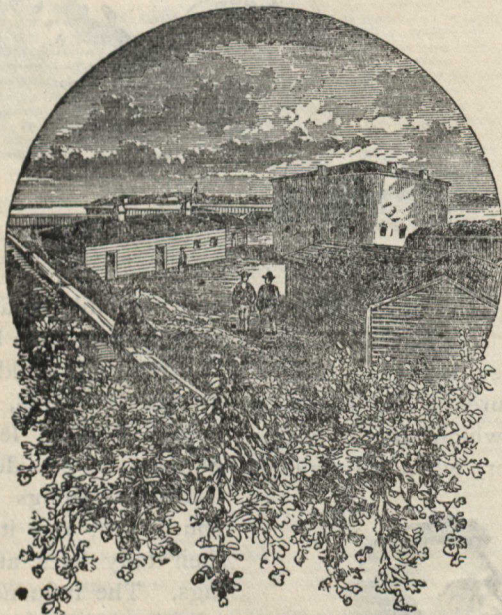


there that we must seek to surround them with refining influences, and instil into their very souls the desire for culture and refinement that shall counteract an adverse influence at home, or will supplement a good and pleasant one there. And this can be done; and is being done to-day in a vast number of schools. It is the

The Hon. Dr. Harris, United States Commissioner of Education, at Washington, referring to the influence of pictures on taste and imagination, says:

The greatest works of art should become the ones most familiar to the people. Care should be taken, therefore, to select for a school-room only those great works, to lead the pupil into an understanding of the mo-



Interior of Fort Missasauga.

movement, now on foot, that will have a strong reflex influence for good on the home, and its surroundings. It means a new and intelligent and interesting interpretation of our history as a people. And the bringing of such a spirit into public education is not a fanciful theory; it is a great and potent reality.

tives of their conception, and then to point out the artistic means and devices for the expression of thought or idea conveyed. . . . The photographic art has made possible school-room instruction in the great works of architecture, sculpture and painting. The greatest and best works should be selected rather than the third, or fourth rate ones.

Mr. Goodnough, Supervisor of Drawing in the Brooklyn Schools, N. Y., in