

trained observation will see that a cat is similar to a tiger, a dog to a wolf, and a rat to a beaver; will see the similarity of an island to a lake, a strait to an isthmus, and a cape to a bay. Observation gives ideas.

*Drawing is a study peculiarly adapted to children.* Children love drawing. The perspective powers are the most active in childhood. Mental activity begins in the senses. A little child lives in his senses. He delights to see, hear and feel. His eyes are sharp, his ears acute and his fingers are busy. He learns best by seeing and doing. Drawing is seeing and doing.

To the teacher drawing is a great help, not only in awakening interest but in lessening her labour and making school more attractive. There is no limit to the resources which

this subject places at her command. She can bring into the school room a lake, a mountain or a river; all kinds of animals, birds and reptiles; all kinds of trees, shrubs and plants, fruits and flowers. She can show how the Eskimo lives in the frozen regions of the north, and the savage among the tropical forests of the south. She can bring into the school room the pyramids of Egypt or a Chinese pagoda. She can use drawing in object lessons and for busy work. It can be used in the reading, number and language classes; in the geography, history and physiology classes; and as the handmaid of the sciences. She can illustrate what she sees, thinks and imagines. She thus opens a new field, a new world, and makes life wider and broader and deeper.—*Education.*

### “AN EDUCATION FOR CRIME.”

THIS is a strong term to apply—as was done by Rev. Dr. Stephens at the N. Y. Church Congress—to the educational system of the United States: a system of education which leaves a large proportion of the children practically without any effective religious instruction at all. It is found that children who attend schools where religion is ignored as a factor in education learn to scorn religion in every form—scout and avoid both Sunday schools and church! In a country where—as an element of life—*obedience to parents* is almost unknown beyond a certain very tender age, the duty of church going is simply laughed at by young people: and if they go at all, it is for some form of amusement or recreation connected with the place of worship. This creates a demand for

“entertaining” services in lieu of public worship—lectures for sermons, anthems for hymns. So this godless education drags the Church down to its own level! The Canadian system is not so different from that “across the border,” that we can afford to proceed jauntily in the face of kindred menaces to our national welfare. As has been frequently pointed out in these columns of late years, the supposed recognition of religious teaching in our schools is so far *worse than useless* that it makes so many people imagine that the work is done, when it is not. There are doubtless some Utopian spots where the children are so amenable to religious influence that they voluntarily stay after school hours instead of rushing out—as an arrow from the bow!—to play and