

"Drawing, Secretary Northrop spoke of at great length and ascribed the prosperity of Switzerland to the general teaching of this branch, in which it is in advance of all other countries, and quotes Napoleon's dictum—'Let it be taught in all schools.' It is not easy to see, we confess, how drawing can make such a difference as is ascribed to it in the matter of expenditure on crime and education, a difference illustrated by statistics, England paying five times as much for pauperism as for education; while Switzerland pays seven times as much for education as for crime. Yet England has Mr. Ruskin, who is the champion of drawing. So fully is Mr. Northrop convinced of its advantages, however, that he earnestly counsels all teachers to teach every pupil drawing even at the risk of neglecting other studies."

We trust that the introduction of Drawing into our common schools will, at no distant day, lead to the formation of a School of Design, which would be its natural result. In these matters, our educational progress should be our reward, until our Common School System is second in excellence to none in the world; and then still it should be onward.

### THE KEY TO THE MYSTERY.

TO most people the mind of a child is an unsolved riddle; to some people a riddle unsolvable. Most of the bad management of children comes from a lack of understanding. The people who are cruel to children, and the people who spoil children, are generally those who know nothing about them. And it avails little to tell people to endeavor to know children. They do not know how to begin to know them. A man cannot set himself to study a child as an intellectual problem. Childhood will not be deciphered like a problem in algebra. The man who would investigate a child in a coldly intellectual way, will find that the child yields no result to all his patient thinking. Not by that door can he enter. The one word that solves the enigma is—sympathy. We all have precious bits of childhood left in our natures, and by holding to these threads we penetrate labyrinth and make a map of it. It is only by trying to feel like a child that we are able to understand him. It is only the man who can play with children that ever comes to comprehend them. The people who pat them on the back and call them "little dears," are not the people who know anything about the little dears, or indeed who are likely to find out anything about them. The kind parson who says "My dear children" at the beginning of his address, very often understands nothing at all about what is going on under the curly locks of the little blue-eyed boy who is pinching his neighbor or chewing a spitball. But if the dominie had cherished his own sympathy for children, if he would even yet spend half an hour of each evening in an edifying romp with his own or somebody's children, he would not find it so hard to understand his audience. If the father who does not know what to do with his unruly little boy would play jack stones with him on the cellar-door he would soon find out. For there is one key, and but one key, to the mystery of childhood, and that is sympathy. And it is not knowledge alone that is gained by sympathy, but influence. By the quickest intuition the child detects sympathy. People may love and do love children without sympathy. It is sympathy that brings return. Love for childhood without sympathy is like the passion of a dumb man.—*Hearth and Home.*

### KNOWLEDGE SHALL BE INCREASED.

BY DAVID WILLS.

THIS may be appropriately styled an age of education. The mind of the world is everywhere being aroused to the importance of the subject, and the nations of the earth are earnestly engaged in creating and multiplying their educational agencies and facilities. We do not aver that the nineteenth century is signalized by profounder thought and richer lore than some of its predecessors, but it is the rapid and general diffusion of knowledge which forms an era in the present history of the world. A revival of literature is a striking feature alike in the affairs of the old world and the new.

The sovereigns of Europe are educating their subjects for the purpose of strengthening their war-like preparations. In the celebrated battle of Jena, in 1806, Napoleon I, destroyed nearly one half the Prussian army, spreading universal dismay among the German States. Under these appalling circumstances the King of Prussia inquired of one of his sagest counselors what should be done to retrieve the fortunes of his shattered kingdom, and the pregnant reply was, "Educate the people." This simple remark originated that splendid system of public education which has made the Germans the most powerful people on the globe.

In the summer of 1870 Napoleon III. originated one of the finest armies of modern times, and marched rapidly to the banks of the Rhine to meet his formidable rival of the north in the great valley of slaughter and of blood. And the Emperor, in order to make the war "short, sharp, and decisive," summoned the stalwart Turcos from Algiers and hurled them with tremendous violence against the spectacled soldiery of Prussia. But the pale and slender students of the German universities soon swept to destruction this fierce and mighty array of mere brute force which was levied from Africa. Science nobly asserted its sublime superiority over all the combinations of purely animal strength and courage. Hence it became a proverb on the field that a Turco was more afraid of a pair of spectacles than of a battery of cannon. United Germany has won the mastery in Europe, and will continue to hold it so long as she keeps in advance of the other nations in the magnificence and extent of her educational endowments.

This country has caught the spirit of the lands beyond the sea, and is waking up to a sense of the importance of a more ample provision for the education of all classes. Our older universities are enlarging their endowments to secure the *higher education* for the devoted sons of science and literature, and new institutions are everywhere springing into existence like the fabled Minerva from the brain of Jove. Our prostrate colleges and seminaries in the South have again raised their heads from the dust and are stretching forth their hands filled with the blessings of knowledge. The free-school system, which is winning favor among the southern people, promises to meet an urgent demand of society, and even the colored population of the country is not devoid of a desire for the elements of knowledge. The American Congress, by the sale of large bodies of public lands, has provided a fund for each of the states which will aid materially in the cultivation of the agricultural and mechanic arts. Our scientific and educational journals were never so numerous and so well sustained. Take HOME AND SCHOOL as an illustration. It has been in existence but a short period, and yet it is now felt to be a public necessity. The circle of its patronage is daily widening, so that the proprietors of this popular journal are warranted in predicting for it a most prosperous and useful career.

Another striking fact on this subject is that there is a growing tendency among all the religious denominations to elevate the standard of ministerial education. The intellectual furniture which was deemed amply sufficient for the pulpit twenty years ago is now regarded as utterly inadequate to the exercise of the sacred office. Who can doubt then, in view of the foregoing facts, that the public mind is alive to the necessity and value of popular and professional learning?

A most interesting and important inquiry therefore is, what is education? We propose to answer this question in two or three consecutive articles in the columns of this journal.

Sir William Hamilton, the most learned man perhaps since the days of Leibnitz, says: "Knowledge is only valuable as it exercises and by its exercise develops and invigorates the mind. The mere possession of scientific knowledge for its own sake is valueless, and education is only education inasmuch as it at once determines and enables the student to educate himself."

The object of education is not facts, but habits. The habit of strong, consecutive thought is worth more than a thousand bales of knowledge. It is the primary office of the schools to develop the shining properties of the intellect, and not to prepare men for any particular profession or pursuit in life. Our institutions of learning accomplish their true end when they serve as a system of gymnastics to strengthen and invigorate every bone and muscle of the immortal mind—when they act as an expanding and polishing