

were no better or even so good in make, but they were much more pleasing to the eye, and the English manufacturers found that to sustain their reputation in the foreign markets, they must follow in the footsteps of their competitors, and not only follow but excel them.

To advocate the establishment of an expensive system of Art schools in the Dominion would be simply nonsense, yet we contend the Government should do something to advance education in this department. nor are we quite sure the object would be better obtained by such schools. In regard to the masses, we hold it can be more effectually and beneficially arrived at, and in a much more economical way, by the introduction into our common schools of a good text book on colour, and black-board exercises in drawing; one school of Art for the education of teachers, and when they have obtained certificates that they are competent to teach, they should be placed where most needed in our training schools or among the large schools in the manufacturing districts. In this manner there can be disseminated among all classes the elements of a pure taste, or at least, the elementary principles which lead to it, which can be carried forward as it is needed. To the question often asked, "Can any boy be taught to draw?" we must answer in the language of one of the writers upon Art in the neighbouring Republic: "He who can learn to write can learn to draw." Our own experience bears testimony to the truth of this saying.

We call ours a practical age; we talk of practical education: are not many at the present day feeling the loss of a want of some knowledge of drawing, and are too often dependent upon others for advice in matters of taste, whose scanty store of knowledge is scarcely greater than their own? To say you know what pleases you, is no evidence that your taste is a cultivated one unless you are acquainted with the laws which govern it. To obtain a knowledge of those laws, and the benefit to be derived from knowing them, is our reason for advocating the adoption of a proper system of *Æsthetic* instruction in our schools. To know the result of bringing one colour in juxtaposition with another; to be able to see its harmony or contrast; to judge correctly of good form, and to do so according to the laws which regulate them; to be sure that what you make or purchase is in accordance with good taste, is knowledge all should possess. Are we in possession of such knowledge? The incongruities which we meet with daily in dress and household decoration, in unmistakable language say—No!

THE DEPENDENCE OF MIND UPON MATTER.

BY LESTER.

Perhaps there is no doctrine more generally taught and believed than the vast superiority of Mind over Matter. The whole tendency of Christianity has been to exalt the mind to a position as far above the body as the heaven is above the earth. Modern philosophers have