

least desirable, which it is not, to give to the early training of each one a specific direction, it could not be accomplished in any rational, satisfactory manner; for no man has sufficient prescience to forecast the future of any child, to tell just how his natural powers will develop, just what will be the great controlling circumstances and requirements of his manhood. All early public education should aim, 1, at the greatest good of the greatest number; and, 2, at the discovery, though not at the special training, of special capacities. To such popular training of skill and taste as indicated two objections will be made: 1, that it will give more educated labor than is required; 2, that it will produce a distaste for manual labor. As to the validity of the first objection we can best judge after we have once fairly made the trial. For the present it is perfectly safe to assume that there is enough stupidity inherent in human nature, which cannot possibly be overcome by any amount of education, to supply all the ignorant labor which may be required in rude employments. As to the validity of the second objection, the truth of the matter is, that such an education will cause the workman who has natural capacity enough to acquire it, to take greater pride and delight in his work.¹ This thing alone is quite sufficient to justify much effort to secure it; so think foreign governments.²

European field, "Both (economical and æsthetic reasons) demand, with a voice that should be heard and heeded, the prompt adoption of measures for providing instruction in the elementary principles of drawing and modelling in all our public schools, and in the industrial applications of art in all our schools of applied science."

¹ Louis J. Hinton, who attended the Vienna Exhibition, 1873, says, in his special report to the State of Massachusetts on "Museums of Art and Industry," "One fact is proven, standing firm as a rock, by the united testimony of all the European savants who claim to speak with authority on this subject, — that is, that, if any improvement is to take place in the art-industry of the country, it must come from the better education of the people in art, and this must commence with popular instruction in freehand drawing. It is also shown that such knowledge as is imbibed at the drawing school, the technical educational class, art-gallery, and the art-industry museum, educates men to feel more interest in their work; that new methods of doing old-time work suggest themselves to the man who has been taught in the principles upon which the success of his work depends."

² The following extract from a circular dated June 7, 1870, and addressed to her Majesty's diplomatic and consular agents in all parts of the world,