the soil, will be the great occupations of his life. It is principally for his instruction that the programme comprises plants, animals, minerals, but he should not be without some information concerning the different industries.

The explanations just given suffice to make clear what is understood under the title, Object Lessons and Familiar Science.

The programme fixes a maximum; the teacher limits his lessons, in extent, and in depth, to the needs of his pupils, giving more importance to one part or to another, according to circumstances.

The method to be followed is that used in giving object lessons: it is by observation, experiments, familiar talks, and well arranged questions that instruction in this subject should be given. In reality, lessons in Familiar Science will simply be specially adapted object lessons.

In the lower classes, the pupils engaged in conversation, on a given subject, will be led to state what they know, in short, simple sentences. The teacher should confine himself to completing the answers and to arranging them in their proper order. His skill will be shown in the way in which he questions. He should direct the conversation without allowing himself to be led too far, or without losing himself in useless digressions. Moderation and careful preparation are in this case of the greatest importance. While talking, he writes on the blackboard the principal words, which form as it were the groundwork of the lesson. Whenever possible, the objects themselves are placed in the children's hands, who thus have the opportunity of examining them directly and of acquiring exact ideas concerning them. When the objects themselves are not to be had, engravings or blackboard sketches should be used. A résumé of the lesson may be given as a dictation, in order to fix the child's attention on the new terms used in the course of the conversation.

In the other classes, after review questions on the previous lesson—for in these classes it is necessary that there should be much more sequence and unity in the lessons—the teacher introduces the new subject by writing an outline on the blackboard. He uses what the pupils already know as the basis of the new knowledge which he is imparting, and as a means of accustoming them to observe attentively the things with which they come in daily contact. Facts may be explained by a few very simple scientific ideas, but no time should be lost on these, attention being chiefly given to practical applications. Again, in this instance. the teacher should use as helps the objects themselves, engravings, sketches, or Natural History Charts.

After the lesson he dictates a résumé to the less advanced pupils, while the more advanced ones write out a résumé of their own from notes taken during the course of the lesson. Generally speaking, this résumé should be corrected orally.

This is one of the branches of the course which may be taught simultaneously, with little inconvenience, to pupils of different classes. Answers unknown to some pupils will be given by others. Therefore, in this case, several classes should be grouped together. If the lesson is too difficult for the younger children, let the teacher intermingle with his explanations a certain number of remarks and applications which are not beyond the intelligence of the pupils of the lower grade, and which they can readily understand. If, on the contrary, the subject be one well known to the more advanced pupils, let the teacher ask them, *en passant*, for explanations of a higher order; let them be called upon to give the causes or consequences of a fact of which the younger children are simply aware.