vation is the basis of all knowledge," or the eye is the chief and most important of the senses for the conveying of ideas to the mind." The eye is the window of the mind; it is by and through it that all knowledge of shape, size, form, position, color, &c. is acquired. It conveys impressions to the mind with more accuracy than the other senses.

Suppose, for instance, you attempt to give a child of seven or eight years of age an accurate description of the camelopard. You may (1°) describe him in words by telling all about his shape. size, color and spotted skin, his long neck and short body, his back inclined downwards, his short, conical horns, and his head eighteen feet from the ground, &c. (2°) You may show the child a picture of the animal and give him a word description at the same time, and then he will have a much clearer conception of him than by the first method. (3°) But, best of all, if you bring the child to the menagerie, and let him see the animal for himself with his own eyes, he will have a much more accurate idea, a more vivid and lasting impression of the camelopard than you could give him by a hundred merely verbal descriptions. Or, again, if you attempt to explain to a class of children, by words alone, the difference between the colors purple and blue, you will not, probably, succeed; but, if you place two objects before them, one purple and one blue, they will immediately understand you. And so of all other objects that fall within the range of the organ of sight. Hence the increasing tendency of modern teaching to bring the pupil, as much as possible, into direct contact with the objects of thought. It will be easily seen how this principle can be made applicable to the teaching of almost every subject in the class-room. Grammar, Geography, Natural History, Arithmetic, &c.

It is needless to say that this "Anti-Book" system of object teaching inaugurated by Pestalozzi met with rapid and enduring success in almost all the primary schools of Europe. It is true that, in some places, it was voted a failure; but that was due, not to any inherent defect in the system itself, but to the mal-administration of it by unskilled and incompetent teachers. It is a trite saying but a true one, that an unskilful artisan, even with the best of tools, will botch his work; so, bad teachers, even with the best of systems, will bungle theirs.

But, in order to have a still clearer idea of what object-teaching consists in, and what the range of subjects which it includes; I beg to quote from the works of two eminent educators, one Prof. Greene, an American, the other Prof. Currie, a Scotchman. The former says : -"Object-teaching is not that which is " confined to the taking of a few blocks "and cards from the teacher's desk. at " stated times, to exhibit a limited round " of angles, triangles, squares, cubes, "cones, pyramids, or circles; nor that " which requires the pupil to take some "model of an object lesson drawn out "as a specimen, and commit it to me-"mory; nor is it that which some tea-" chers have adopted of developing dis-"tinctions which are suited only to the "investigations of science...... nor is "it that excessive talking about objects "which makes the teacher do every-"thing, and the child nothing,-that "assigns no tasks to be performed-a "most reprehensible practice; nor is it "that which makes a few oral lessons. " without anything else, the entire work " of the school."

"But it is that which takes into account the whole realm of Nature and Art, so far as the child has examined it; assumes as known only what the child knows...... and works from the

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