

other faculties. The principle underlying object lessons may be stated somewhat thus. That nature never presents to a child words and after that the things to which the words are applied; that sensation and perception invariably precede the use of language. It is only after a child has ideas to express that nature attempts to furnish him with language. The mind can never give representation or expression to what it does not possess; and the attempt to compel a child's mind to retain words dissociated with the things to which they are applied is an outrage and a violation of the fundamental principle of education. Further, nature always presents to a child the thing as a whole, never directing his attention to the parts till he has conceived an idea of the whole. These are some of the leading principles that underlie the whole system of object teaching, and if you would make your system of teaching intelligent, rational and modern you will teach with a constant recognition of them. Coming to the more technical part of his subject, he said object lessons were given with a four-fold purpose. In the first place they develop the mind. Secondly, they increase the vocabulary of the pupil. Words to a child mean nothing dissociated with the things to which they belong. Language is only understood in proportion as the child tests it and perceives its application to things and actions that lie around him. Thirdly, object lessons are given to increase the pupil's knowledge of things. But you will not forget that the main purpose is to train faculty rather than to furnish memory. In the fourth place object lessons have a moral aspect. It is not necessary that moral reflections should be explicitly couched in words. All that is necessary is that the teacher's mind should be of such a tone as would enable him to give a moral tone to the lesson and lead him to take advantage of opportunities that will obviously present themselves for inculcating some moral lesson. The lecturer then proceeded to explain the mode of teaching object lessons. He said they need not be of any specified length; even a lesson of one minute might be useful. These object lessons require a good deal of earnest preparation on the part of the teacher. No one can give an object lesson who has not diligently the night before prepared himself for the work. He

would prefer to see the infant classes in the hands of the best and most experienced teachers. In the concluding portion of the lecture the Doctor gave a detailed explanation of the mode of teaching object lessons, but we have space only for the general principles given above.

MODE OF TEACHING READING.

Dr. Sangster said our system of teaching reading had been wretchedly unphilosophical. He did not approve of teaching the alphabet as an alphabet at all; but if it was taught in that way, the best plan was to teach it in connection with some picture. He recommended them to teach the alphabet in connection with the reading lessons. The child first sees the word as a whole and it is not till it has become familiar with it as a whole that it begins to separate it into parts. Spelling should be taught from reading, not reading from spelling. Spelling was learned through the eye rather than through the ear. Educated deaf-mutes were invariably good spellers, while the educated blind are invariably defective in that respect. He related an incident told him by Dr. Palmer, Principal of the Belleville Deaf and Dumb Institute. Dr. Palmer was at one time Principal of a deaf, and dumb, and blind institute in Carolina, and during the war was sent for to Charleston to examine a man who claimed to be a deaf-mute, but who was arrested as a spy. Dr. P. asked him a question on the slate, and the prisoner replied in the same way. When the Dr. came to the third word he set the man down as a cheat, and on his evidence he was shot as a spy. The third word, was sure, which the prisoner spelt *shure*. The Doctor knew that no deaf mute would make that mistake. This was an illustration of the principle that spelling was properly learned by the eye, and should therefore be learned through reading. Having stated these principles the lecturer concluded by illustrating their application to teaching reading and spelling to junior classes.

QUESTION DRAWER.

(We select the following from among the answers to questions placed in the Question Drawer.)

Would you use corporal punishment? If so, for what offences? What kind of punishment would you inflict?