

"Instruction will usually succeed if it follows the courses of nature. Whatever is natural goes forward of itself."

"Instruction must begin with actual inspection, not with verbal description of things."

"The attention should be fixed upon one object at a time; and upon the whole first, and the parts afterwards."

"Sight will supply the place of demonstration. It is good to use several senses in understanding one thing.".....&c., &c.

It is difficult to judge to what extent the late educators Locke, Rousseau, and Pestalozzi—were indebted to Comenius for those principles which they severally taught subsequently, but we find much in the writing of each entirely in accordance with the teachings of this great pioneer in educational reforms.

Pestalozzi was born in the middle of the eighteenth century

He said: "Observation is the absolute basis of all knowledge. The first object then, in education, must be to teach a child to observe with accuracy; the second, to express with correctness the result of his observations."

The system of object teaching introduced at first in Prussia and the German States was widely diffused in other countries. Something has been done towards introducing the plans of Object Teaching into the best schools of Canada. Visitors from the United States to the celebrated Normal and Model School of Toronto, have caught glimpses of the system from time to time, and brought away many suggestions for improvement in their own methods of teaching. Our schools are then much indebted to the philosophy of Bacon, the principles of Comenius, the system of Pestalozzi for showing us what are the most practical methods of object teaching.

APRIL.

Principal W. H. Hicks read an excellent paper on "Pensions for Superannuated Teachers." He began by remarking that if before our days, teachers could complain that justice was not done them by society, now a great change had taken