

to which these lessons had been advanced in the model school I was desirous of witnessing the exercise. The teacher readily complied with the request, and desired that I should make choice of the subject. As there was a large number of pictures representing the various departments of school study placed in grooves against the walls entirely surrounding the room, I asked if the exercises should be conducted in Natural History. The question was answered affirmatively, and a picture chosen upon which a camel and a cow were represented. Questions were asked relating to the class of animals to which the camel belongs, the character and habits of those animals; in what they are alike, in what unlike; the peculiarities of the cow and its uses; those of the camel, and the countries in which it lives. The little pupils described, with surprising accuracy, the qualities that adapted the camel to the climate and conditions of the countries it inhabits, its use in bearing burdens and in crossing the deserts, the peculiarities of its stomach, in the cells of which the animal carries water sufficient for a supply for several days, the adaption of the cushion-like arrangement of its foot to the sand or dust of the desert. The answers were generally promptly given, and if there was any hesitation in the class it was removed by the encouraging voice and manner of the teacher.

#### LESSON IN HISTORY, GIRLS' MODEL SCHOOL.

The recitation of the class in history was so perfect, that I was induced to ask the Teacher what text-book she used. "I have no text-book," was the reply. "I mean," said I, "the text-book you use in the preparation for the lesson." She answered, that she used all the books on History that she could procure in preparing herself for the conversational lecture, in which she communicated the facts and their relations to the pupils. The whole system of the school seemed to me to be a sort of conversational story telling process, in which the minds of the hearers were kept in continual excitement, and the interest prolonged by their being made parties in the free interchange of thought.

I was not only pleased but very much profited by my examination of the educational process as pursued in the School; so much so, that the desire by which I was impelled to the first visit has been very much quickened for a second and more prolonged inspection. The interest of the occasion was not limited to the School-rooms. There is much to please and excite in the other departments of the Institution. The Museum, with its specimens of Sculpture, Paintings, etcetera; the gallery, with its models of various character; the School of Art and Design; the Library; all presented attractions, and afforded the means of study of the most pleasing and improving nature