clock and note the time. Where am I? In what position? Here is the knife you have seen so often. Is it large or small? What kind of a heft has it got? Is it of any particular shape? How many blades has it? Look at the appearance and shape. If you brought your finger along it, how do you think it would feel? Well, proceed."

<center>EXAMPLE.</center>

At 15 minutes past ten this morning the teacher was standing on an elevated platform at the upper end of the class-room with his arms folded and his head slightly bent towards his breast. In a moment after he suddenly plunged the thumb and forefinger of his right hand into the pocket of his vest nearest to it, pulled out a penknife of the ordinary size, with a white heft of a roundish form, and having a single blade, he placed it in an upright position between the thumb and fingers of his left hand, he then slowly opened a bright, sharp-pointed blade by placing the point of his right thumb nail into a small grove made in it for its reception, opened it to the full length, firmly clasped the heft with his whole hand, the blade still pointing upwards, suddenly turned round his hand, unclasped it so as to let the knife rest upon its palm, where it lay for a second or two, then lifted it, closed the blade by pressing the point of it against the edge of the desk before him, and placed it in his pocket again.

In such exercises as the above, the pupils, as previously stated, are required to supply the language necessary to convey their meaning to others. Their stock of words, however, may be easily exhausted, and therefore require to be recruited. What has been already urged with regard to their reading lessons in this respect will be of much avail, but as a variety of methods give a stimulus to exertion, I subjoin the following which I have found useful, and may be classified as follows: —

1. Alphabetical.   2. Etymological.   3. Paraphrastic.

1. Alphabetical.—Children occasionally like to take stock of their knowledge of certain subjects, and this feeling should be taken advantage of. In doing so they require some method to guide them. As regards words a very effective one is alphabetical order. Let them begin at the first letter, and continue till they have gone through the whole. To give further interest and accuracy they may also be arranged according to the num-