

more at the future intelligence and consequent success of their pupils, and less at percentages and relative standing, they would not lightly neglect such an agent in drawing out and developing the minds of their pupils.

In conclusion, I might indicate what I think constitutes good object lessons.

First of all, they cannot be such as are given once or twice a year, when the teacher can hardly help it, for such lack of method would destroy what we intend to cultivate.

They are not stiff, formal things which stand out before the class in outline on the board beforehand, like some grinning skeleton, to chill and frighten, for such would freeze the sensibilities and render inactive the very powers which we wish to excite and strengthen.

They are not learned lectures delivered to sleepy and inattentive classes, for such, while valuable in their place, have little power to draw out and develop the perceptive faculties of the class.

But they are methodically-arranged and regularly-given sets of questions, interspersed with only such bits of information as the united wisdom of the class may not be able to discover.

They insist upon no ambiguity in answers. They require correct language and definite statement. They must be varied to suit the circumstances and calibre of the class, because an entire change of the programme of a lesson is sometimes forced upon the teacher by unexpected question or answer from a pupil; but even then he should preserve order and method in his arrangement.

Questions should be given vivaciously that enthusiasm may be aroused, and fail not to see the ridiculous and absurd, should such be brought out.

Too much ought not to be attempted in one lesson: often two or three lessons increase the enthusiasm and more effectually arouse the dormant faculties of the sluggish by affording them an opportunity to investigate privately.

The good lesson probes every faculty of the child and opens to him new realms of enjoyment by showing what he can, unaided, do and discover for himself.

If I were asked to give a model form for an object lesson, I could not do it; but I will just give the skeleton upon which I hinge all my lessons, making such changes as the circumstances demand:—

- I. Subject: (a) definition, (b) description as discovered by the five senses, by reading or otherwise.