

or object, his perceptive faculties are alert, and he makes the best use of those avenues to the mind, the five senses, and such use increases their power and keenness.

Lastly, object lessons, rightly given, develop self-dependence, without which all the education that a child may receive is of little value. One of the most useless creatures on the face of the earth is the man who has not enough confidence in himself to assert his manhood or to undertake any task for fear of failure, as though God made a human being and did not give him talent or powers enough to do his allotted work in life! The thought is an insult to the Divine Creator. There are thousands of men and women in the world to-day, with splendid abilities and superior education, who might as well be dead for all the good they are, or ever will be, to the world, just for the lack of self-confidence and backbone. I am not referring to pharisaical pride or conceit, but I refer to that honest reliance upon the being which God has made for some wise and gracious purpose, and which I call self, which will enable me to leave the world wiser and better than I found it.

Now, whatever cultivates this self-reliance and manliness in the smallest degree is worthy of attention, and much more so, then, is that which pre-eminently seeks to draw forth this most desirable attribute of character.

I have often asked myself the question: Why do teachers so generally dislike to give object lessons, and why are they slighted at every opportunity more than any other lesson?

My own thoughts and experience have led me to make the following answers to myself:—

First. We are inclined to shirk the object lesson because we do not fully understand its great importance in the school course.

Second. Because it demands a large amount of self-confidence, and we are unwilling to exercise that which we seek so earnestly to cultivate in our pupils.

Third. Because a formal, stiff, spiritless lesson is an abomination to any creature; and, unfortunately, many teachers practically say that an object lesson must be such.

Fourth. Because, as no feasible plan has been devised for examination of classes upon the object lessons of the session, no marks are assigned for the subject, and the standing at the end of the year does not in any way depend upon the way in which the teacher has undertaken this work.

These have seemed to me to be the reasons for slighting this most important part of school work; yet, if teachers looked