

and reflection, and is capable of being carried to an almost indefinite extent. The method consists in the performance of actions in the presence of the children, to which they are required to pay the strictest attention. The actions should at first be simple, and although many of them will be such as they are familiar with, this will have no effect in lessening the eagerness with which they will enter upon the task of describing them. Seldom will a vacant eye be visible, and in general a gentle smile will be observed playing upon their countenances. Such expressions on the part of the pupils may be regarded as the forerunner of success. When the teacher's own resources fail as regards the performance of actions, or the acting of some character, he can direct attention to operations of nature and art, which are at all times within the sphere of every one's observation. The exercise embraces the three following steps:—

1st. A description of actions only.

2nd. Description of actions and the mode of performing them.

3rd. Description of actions, the mode, time, and place of performing them, and in addition a statement of the more obvious properties of the objects employed.

Any object at hand will do to operate with, such as a pen, pencil, ruler, book, &c. At the commencement, one or two simple actions may be performed, and their number and complexity increased as the pupils progress. The following may serve as an example:—

1. The teacher lifts a pen from his desk, holds it perpendicularly between his thumb and fingers, twirls it about with these, and then lays it down again.

2. The teacher lifts the same pen again, dips the point of it into an ink bottle, writes with it, wipes it, and puts it down again.

3. The teacher takes a penknife from his vest pocket, opens it halfway, lays it on the table; after a second or two lifts it, opens the blade the full length, shuts it, and puts it in his pocket again.

The written exercises of the children will be nearly in the words just written, but it is to be remembered that none of them have been told, but suggested by what they have seen.

On proceeding to the second step, the children are to be required to write, in addition to the actions, an account of the