

more frequently in men of all professions than any other fault of speech. Object lessons furnish a grand opportunity to the teacher for cultivating this power in his pupils, for he accepts no statement that can admit of a different meaning from that intended, and he invariably insists that the statement shall be in right form and clearly comprehensible.

Again, there are few points more to be admired in the use of language (spoken or written) than an orderly arrangement of the subject matter in hand. Geography will give one a knowledge of the physical world, but it does not teach a boy how to arrange the facts of geography in proper order so that they may be most intelligible to the mind. A boy's mind may be full of the History of the Province of Quebec, but the facts of that history may be *sens dessus dessous* in his mind, so that he might couple the building of Victoria Bridge with the siege of Quebec, or the death of Wolfe with the small-pox epidemic. Few, if any, of the ordinary branches of school study have in view especially the cultivation of orderly arrangement, but object lessons aim at this as one of their first objects, and I venture the statement here, that the best way to begin the study of any chapter in history, any country in geography, any new rule of arithmetic, or the writing of a composition, is for the teacher to give a thorough and properly-arranged object lesson upon the subject to be studied, and this is especially true in regard to writing compositions, for the great difficulty with a boy when he sits down to write is order of arrangement. He may have a thousand thoughts on the subject, but how shall he begin? What order shall he follow? What comes last? These are the problems which trouble him, and not any lack of knowledge, generally. Object lessons teach, especially, orderly arrangement of thought and a proper division of the subject in hand.

Again, object lessons afford the best means for the cultivation of the power of speech at the command of the teacher. In the ordinary lessons of the school, the child answers by the book, and is not thrown upon his own responsibility in the least, save that he must study the words of the book and be prepared to give them back to the teacher; but in an object lesson he is compelled to frame his own answer, and, in doing so, he is considerably aided by the moderate excitement which the lesson occasions. His vocabulary is enlarged and his confidence in his power of expressing his thoughts is increased.

Again, the powers of observation are strengthened. Keen to be first to discover some new feature in connection with the place