I have been present on occasions when the primary pupils have been examined for promotion to the Grammar Schools, and have been able to distinguish those who would pass from others by their freedom in the intelligent use of the numbers and expression by figures, as given out orally by the teacher. Recently a case occurred in which the number given out was thirty-seven billions three hundred thousand and seven (37,000,300,007.) Several of the pupils wrote the number correctly on their slates; others were not able to do it. Having tried the experiment before, I directed the teacher's attention to the fact, and asked her to notice if all those who wrote the number properly would not be successful, and perform their work much sooner than the rest. An examination of the slates immediately after the numbers were placed upon them, indicated not only the number who were prepared, but all who actually passed the examination. We remarked, as I had frequently done before, the readiness with which the most intelligently taught of the pupils performed their work, in its contrast with the labored efforts of the others. The power of knowledge that the pupils were prepared to exercise was at once apparent. The intelligent process used in their instruction was exhibited in the confidence of the pupils, and in a little more than an hour the examination was over with all that were prepared for it. Those of the pupils who were rejected were seemingly stupefied by the draft that was made upon their intelligence, and which they labored in vain to meet in the memory of words and terms. The mechanical process pursued in their learning, if not in their teaching, produced their failure. Scarcely a question of Arithmetic was properly worked by them, and they were quite as deficient in their other studies. The power over numbers when acquired, as power, is over any and all of the terms used in the process of this department of education. If the terms used become intelligence the power is attained, and not otherwise. The proficiency extends to other studies, and almost always indicates success.

Teachers who complain of insufficient time for the preparation of their pupils for promotion to higher classes and schools, may be assured that they will have cause for the complaint as long as they allow the rote practice by their pupils. The intelligence of the child must be reached before he can make proper progress, and the effort to accomplish this object should be begun with the first movement, and it should not be relinquished while the pupil continues in the class.

The Long Process.—Miss ....., who complains very much of the difficulty she has to overcome in preparing her pupils for transfer to the Grammar School, says she thinks the above a long and tedious process by which to teach Long Division. It may be so; it is so when attempted on the rote or mechanical system, even when modified by oral instruction. What is recorded in the long and tedious process is just what the pupil must know in order to pass the proper examination, and the best way to overcome the difficulty is to begin the work of mental illustration with the first motion of the pupil in making figures. He should be taught what a figure is, what is its use and its power, and how it is to be used. This teaching should become more than a work upon the memory. It should become intelligence—a part of the pupil's mental power. After notation or the writing of the figures, and the knowledge of their names, he should be thoroughly drilled in numeration. The drill should extend to the highest numbers in use, and the supply of ciphers in every imaginable position. There is no long process necessary in this drill, for if it is pursued properly, it affords as much amusement as labor for the mental faculties of the learner. If it is allowed to be a drag of the memory, it becomes oppressive and, of course, must be lengthy and tedious. It is a source of delight to the child to feel the expansion and enlargement of its mental powers. It is a hard oppression to plod through the memorizing of words and terms without understanding them, and to be scolded and otherwise punished for being a blockhead. Much of the labor is lost that is expended in