such pursuit. When the labor is properly applied—that is, intelligently—it will accomplish its object and afford a high degree of satisfaction to both teacher and learner. This will always be the case when the mental faculties of the learner are interested, expanded and improved. And the result may be produced in every pupil of the schools of ordinary intelligence. Their mental faculties once reached, their training may be readily and successfully pursued.

Waste of Time.—The waste of time so frequently complained of is occasioned by the effort to crowd the learner's memory with words and terms in the supposition that he can use them as his own intelligence. The pursuit is a fruitless one, for nothing can be used by the pupil intelligently that is not apprehended and understood intelligently. The recitation from memory is nothing more than the expression of the words that have been memorized. Change the form so as to require a single new thought, and the pupil is confounded. Render the subject intelligent, and he will answer any question, within the extent of his knowledge, in any new form in which it may be presented.

I can assure Miss ....., from long experience, that the shortest plan of preparation for the pupils of the Primary Schools in their transfer to the Grammar Schools, is that which works upon the intelligence. The little that becomes intelligence in the rote system is all that the oppressed pupil has upon which to build his hopes of transfer. It is all that the teacher can render effective in the success she is seeking. Render as much as possible of the study of the classes intelligence, and the work for the transfer will be comparatively easy. The royal road to intelligence without mental labor has not yet been discovered. When it is discovered, perhaps the rote system will be sufficient.

Reduction.—To those teachers who have sought counsel in relation to the plan upon which the rule of reduction should be taught, I would say, be sure that the terms used are intelligently applied, and the success is undoubted. The reduction of the different denominations of numbers, whether simple or compound, to their highest or lowest terms, is very simple, provided the terms from the start and entirely through be understood and intelligently used. The reduction of dollars to cents, and of cents to dollars, is quite simple; but simple as it is, it cannot be apprehended by the pupil unless the relative values of the dollar and the cent be understood. One dollar may be multiplied by one hundred cents without producing a proper effect, unless the power of enumerating and pointing be understood. The thorough drill in that which is simple, prepares the way for that which is more comprehensive and difficult. But if the simple be not understood, it is useless to attempt the mastery of that which is more comprehensive, and of course more difficult.

Compound Reduction.—Compound reduction cannot be apprehended by the pupil without an accurate knowledge of the denominational tables. The accuracy of the knowledge here required, is more than the familiarity with terms as merely memorized. The pupil's memory may be perfect in its retention of the terms, and he may deliver them in their order with great fluency, but if he realize no mental observation of values and associations, he can make but little progress in working the rule of Compound Reduction. On this point a few experimental thoughts may serve for illustrations.

A class repeated perfectly the table—

24 grains make one pennyweight,
20 pennyweights make one ounce,
12 ounces make one pound.

But when I asked what is meant by a grain, and how much of a pennyweight it is, and what is the value of a pennyweight and pound, I could get no reply. The class, when properly drilled in the employment of its mental faculties, worked through the examination in the following manner:

What are the denominations of Troy Weight? Pounds, ounces, pennyweights and grains.

What are such numbers as twenty-four grains, twenty pennyweights, &c., called? Denominate numbers.