How is the table of English Money represented? In pounds, shillings, and pence.

What letter represents the pound in English Money? The letter L, the first letter of Libra, a pound.

Is the pound of English Money weighed by grains? The pound Troy is the weight of the pound of English Money. It is weighed, not by grains, but by pennies. It is the weight of two hundred and forty copper pennies. The weight of twelve copper pennies is the worth of a shilling.

From what is the term Troy in Troy weight derived? It is derived from Troy or Troyes, which is the name by which certain monks of former times called the city of London. Troy weight is London weight.

Extent of Intelligence Beyond the Denominational Table.—The intelligence thus elicited is considerably beyond the denominational table of Troy Weight, and it requires but a few minutes to repeat it. When once communicated to the class, much of which is done orally by the teacher, it is not readily forgotten. The proof-illustration of the table in its history and the application of its terms renders it intelligence, and as such it finds a lodgment in the understanding of the pupil, where it is always ready to be drawn forth for practical use, rendering the operation clear and enabling the learner to express it either orally or in the usual form of slate practice.

Difference Between the Mental and Rote Practice.—Teachers accustomed to the rote system imagine the mental process thus explained, to be indefinite in its length and next thing to an impossibility. This is a great error. Whenever the portion of study pursued becomes a part of the pupil's mental power, it so expands the thinking faculty, as to compel its grasp of the subject in such manner as to render it entertaining and impressive. In such expansion the mind feels its own power, and cannot readily let go its hold upon the material that wrought the interest and made the impression, and thereby caused the expansion. When the pupil's mind becomes active in its use of the material

presented for its expansion and improvement, and feels its own activity, it will make its progress with but little aid from the teacher. This is the art of teaching in its true development. It helps the learner to work his own way with his lessons, and to master mentally, and intelligently, the subjects of his study. The process thus pursued is much easier to the pupil than the rote method in the memorizing of mere words. Instead of being repulsive in the dulness of an unimpressible and unappreciated routine, that is as nearly mechanical as anything connected with the operations of the mind can be, it stirs the powers of apprehension, produces thought, and forces the understanding to feel its growth and the increase of its strength.

Increase of the Power of Thought.—The power of thought is increased by the habit of thought, or by thinking. To produce the habit of thought is the purpose of the art of teaching. What does not produce or encourage this habit is very nearly lost labor. The experienced teacher knows, and the inexperienced may be assured, that by the rote method the habit of thought cannot be produced. The operation of the pupil's mind in the action of thought is altogether accidental to the rote process. The memory may be full of words, but as mental power they may be useless. It is not the memory that thinks. The memory can retain thought and forget thought, as it retains and forgets words; but it cannot forget thoughts as readily as it forgets words, because thought is impressive upon the mental powers and has to do with the understanding. The understanding is not reached by the words, but by the thoughts that work upon the memory. The memory that is built of words is a stone wall before the understanding. The memory that is built up of thoughts over which the mind has power, and which can be used at pleasure, is a world with wings, the flight of which is not to be arrested while there is space for it to explore.