the number? Yes. What do you mean by represent? It stands for it. Now what is the difference between a figure and a number? A figure is a sign that stands for a number? And what is the number? Generally no answer. Is the number that which you count and calculate? Yes. And what do you use in counting and calculating? Figures. Now suppose you have the figure 5 on your slate, what does it represent? The number five. Five what? Five units. What do you mean when you say five units? Five single things. Five what kind of things? The answer here is five units or five single things, over and over again. The work outside of the memory, and requiring the reason, cannot be reached unless the thought is communicated. The suggestive question, is it five apples, or five cents, or five dollars? opens the way for thought, and the mystery begins to be unfolded. Now you have the figure 5 on your slate? Yes. Where are the apples? In the basket. Where are the cents? In the pocket. Now you have the figures on your slates and the apples in the basket, where is the number? This question may work its answer through other questions, which afford a play for the mental powers quite as interesting to the teacher as to the pupils. When the correct answer comes, that the number is in the mind, the amazement is general throughout the class.

Evolution of Thought.—The thought suggested by this process affords room for evolution. It should be evolved and expanded in every form of which the teacher's mind is capable. From the intelligent idea of the figure and the number, the teacher may pass with evident success to the use of the figures in representing numbers, and in the work of numeration, until the highest numbers in use are reached. A familiarity almost perfect may thus be attained in the intelligent knowledge of figures, which will render their use much easier in the working of the several rules of Arithmetic. If the foundation of the pupil's intelligent knowledge be well laid, his progress is rendered much more rapid and much more readily accomplished than it can ever be by

any other method. It is cruelty to both teacher and pupil to force the slow progress of the rote system in the cramming of the memory with words which are not understood, and which the pupil can never use until they are explained, and that until they become intelligence. The slate practice must have its corresponding mental association through all the departments of practical Mathematics, or the subjects of the study can never be apprehended and understood.

CASES OF EARLY PROFICIENCY IN THE STUDY OF ARITHMETIC.

A child seven years old, in Male Primary School No. 4, mastered his figures and numbers so intelligently that he answered questions he had never before heard. His knowledge of rules seemed to be pure intelligence, and he reasoned to an extent of ability far beyond his years. The intelligent method of instruction is pursued as thoroughly in this as it is in any of our schools, and the young pupil noticed, had remembered the greater proportion of intelligence that had been communicated to the class in such manner as to be able to use it with facility. The condition of the class was well represented by the child, and being so young his proficiency could not escape recognition and admiration.

A little girl six years old, in Female Primary School No. 13, enumerated, with facility, through hundreds of billions. She read by numeration without difficulty when ciphers were liberally interposed, and explained intelligently the rules of subtraction and multiplication. So greatly interested was this child in the pursuit of her knowledge of figures and numbers that she was frequently found engaged in working with them when the other children of her class were at recess.

PROOF OF INTELLIGENT TRAINING.

The cases of the children here alluded to are such as are estimated as extraordinary. They are so, doubtless, in the fact that the intelligent vein was struck early in their history. They are called smart children; but it is clearly evi-