Intelligent Teaching.—In the pursuit of an intelligent mode of instruction, we have nearly worked out the old rote system in the so-called systematic study of *b, a, ba,* and *b, l, a, bla,* and a large number of words in the spelling book, which the pupil may never have occasion to use during his life. We have worked upon the practice of using the intellect and drawing out its powers, as nearly as possible, as the powers of the intellect must be used in practical life. We have found out by our practical process that the memory of words is not knowledge, and we have endeavored to substitute for it the memory of thoughts and ideas. By this process we have succeeded in the transfer of larger numbers of pupils from the Primary to the Grammar Schools than at any former period. With a number of the Primary School teachers but half impressed with the value of this pursuit of teaching and study, and with all the array of difficulties that appear in the way of any modification of the school routine, success has succeeded the effort. The success is apparent in the enlarged numbers transferred from the Primary to the Grammar Schools. In the communication, as in the use of knowledge, there can hardly be comparison between the effort to communicate and draw out knowledge as communicated and that of cramming the memory with words, the meaning of which is unknown and which, therefore, can never be of use as intelligence, at least not until by some future process they are rendered intelligible. Unless the necessary and proper application of the word in its intellectual power and position be known, the word can never be of use either in school or practical life.

Propriety of Practical Study for Practical Life.—As the studies of the schools are pursued for the purpose of developing knowedge and mental power in its use for practical life, they should be pursued with the view of accomplishing that all-desirable object. That the rote routine of past years has crammed the memory with words that are useless, without their meaning and the power of their application, and thereby crippled the thinking powers, is fully substantiated by the large numbers of persons who have never reached the

ability of using practically most of their school studies. And many of these persons, instead of being the better able to use their natural abilities by the aid of their school studies, have found them so greatly damaged by them that with all their struggles to overcome the impediment they have been but partially able to accomplish the object.

DESIGN OF THE SYSTEM.

The design of our system in its present working is to prepare mental and moral power for use in practical responsible life. The best plan suggested by common sense for this purpose is that which developes practically, and in the view of responsibility, the young powers that are to be matured in the practical pursuits of the responsible life. The foundation must be able to bear the superstructure. Otherwise the superstructure cannot be appropriated to its proper use. Lay the foundation of a child's education by the cramming of its memory with words systematically arranged in spelling books, and the meaning and application of which are unknown, and will ever be unknown, unless accident develope the knowledge, and it may require something of the miraculous to render it availing in practical life. The absurdity is as great as that of the teacher who hammers the words by the square into the child's memory, and then, because he does not develope knowledge, calls him blockhead. The teacher who uses words as blocks, and hammers them however fast in the pupil's memory must be a manufacturer of blockheads.

REMARKS OF TEACHERS.

The following observations of teachers we take from their reports. All the teachers do not express their views in relation to their schools. It would be well for them to do so, as it unfolds their own views of their own schools and not only enlarges the opportunity of appreciating their labors, but affords evidence of the manner in which they exercise the oversight and observe the effects of their own efforts.