

up to *twenty*. Do not confine yourself to making pictures on the board. Use the ball-frame. Allow the pupils to place the balls upon the wires, in the required positions. A nice exercise for seat-work is to get the class to draw certain of these figure-pictures on their slates, making very light dots, and then join the dots by horizontal, oblique, and perpendicular lines. This will make them careful to place the dots in the proper position, and it is also an exercise in drawing.

The following makes an excellent *drill* in numbers: Place a large number of beans on a slate. Passing down the class tell each pupil to take off a certain number, say six. He must not be allowed to count the beans as he takes them off; but take as many as he thinks to be six, in his hand, at once. Then call upon number *one* to say how many he has taken off. Probably he will have taken too few or too many. Place his name on the board, and beside it the number he has taken off. So on with the rest. Then question. Q. How many should you have taken? A. Six. Q. How many did John take? A. Four. Q. How many must we add to his four beans to make six? A. Two. Put this on the board, which will show as follows: *John*— $4+2=6$ . Q. How many did Jane take? A. Nine. Q. What is wrong here? Q. She took three too many. Q. How many must we take from her nine beans to leave six? A. Three. The board will then show: *Jane*,  $9-3=6$ .

This may be varied *ad infinitum*. To teach these classes, we must keep out of the ruts, and allow the little ones freedom of action. Monotony destroys the teacher's interest in his work, and cripples the intellect of his pupils.

THE following examples of bad composition have been selected from a number that were written by a class upon the subject of a visit to the Toronto Industrial Exhibition. It will be an interesting and instructive exercise for a class to correct or improve these:

Saturday, the 9th day of September, was appointed by the Exhibition Committee for

the children of the public schools. On Monday there was a schooner fitted up as a man-of-war blown up. The second shot made a large whole. I saw a large fountain of all colors which were made so by two large reflectors with sliding glasses of all colors. I saw some plants of rareness, besides a good collection of insects, coins and reptiles. I saw some very good collections of birds eggs. There were some very pretty things among which was a fountain which threw water which was intended to represent all the colors of the rainbow. The things which were exhibited were about the same as last year. I watched the races (Donkey and Horse).

The accompanying corrections were among those afterwards made by the class:

Saturday, the 9th of September, was appointed by the Exhibition Committee for the children of the public schools to visit the Exhibition. On Monday a schooner fitted up as a man-of-war was blown up (or a schooner fitted up as a man-of-war was blown up on Monday). I saw a large fountain the jets of which appeared as if they were of all colors, they were made so by sliding colored glasses in front of two large reflectors. I saw some rare plants besides good collections of coins, insects and reptiles. The objects exhibited were nearly the same as those exhibited last year.

IT is readily granted that the prize system has some good results. But it is worthy of earnest inquiry, whether all that is truly valuable in this respect may not be gained by the inevitable and healthy gradations of intellect in educational life, without the dangerous influences of the prize system. Let it be noticed, too, that the good effects of these expedients are readily seen, while the evils may not be apparent to the ordinary observer. The good is not extensive, while it is obvious; the evil is intensive, while it may be easily overlooked. This system may promote that knowledge that puffeth up, but not that charity that buildeth up.—*Prof. J. H. Carlisle*, in the "*New England Journal of Education*."