a *relative* quality. The number three is *always* three, under all possible circumstances; but an object is *third*, only when some other is *second*: and that object again is *second* because some other separate object is *first* in order. The idea of *three* is quite unchangeable, but the notion of *third* is mutable, as regards the object which for the time is qualified by the word: for the object which is third may be made the second, or the first; and the object which is first, may be made second, third, fiftieth, &c., infinitely. These facts deserve a distinct lesson for their elucidation, lest the mind should indulge an ill-defined perception of a well-defined truth. When, also, each new property of numbers is thus made the subject of concentrated attention, the mind gradually gains power to think with vigor, to rely on its own attainments, and to apply the knowledge gained with accuracy and precision. If, however, the teacher should not consider the children sufficiently advanced for these lessons, simpler Exercises, may precede them; and even addition may be commenced upon before they are given.

A Lesson to Develop the Idea of the Order of Succession in Numbers, as First, Second, Third, &c., to Tenth.

In giving this lesson, a small ladder containing but ten "rounds" may be used for illustration. This, being a new object, will arrest attention. It is also an extremely appropriate object for such a purpose.

The children should first count the rounds or steps; they should then be led to observe their order. If a boy wished to mount this ladder, what would he first do? He would put his foot on the step. On which? Would you say on the *one* step? No, teacher; on the *first* step. And then on the *two* step? No; on the *second*. And so on, to the tenth. When would you say, "One step, two steps, three steps," &c.? When simply counting how many there are. And when you would you say, "First step, second step," &c.? When using the steps in going up or down, or when thinking of them as coming before or after each other.

If these ordinal names are already known to the children, as some of them will probably be, the teacher will merely have to superintend the correct application of them. If, however, they are not known, as may be the case with very young children, one child may be called out and placed in front of the class, ready, when directed by the teacher, to place his hand on each round, beginning with the lowest, as he supposes himself climbing to the top. As each round is touched, the teacher may give its ordinal name of *first, second, third, fourth*, &c., to *tenth*, the whole class pronouncing it after her. After several repetitions of this ascending process, the descending enumeration may begin, and be followed out in the same way. The teacher may then vary the exercise by enumerating from first to tenth, and from tenth to first, immediately. After this the teacher should require the children to give the ordinal name of each step when pointed out by another.

The attainments of the children may be tested, by their being required to lay the hand upon any round named by another, and again to give the name of any round on which the teacher places the hand. They may be asked to say what is the name of that step which is above the second, and of that below it; and then to give the name of each *alternate* step, beginning with the first, so as to elicit the series—*first, third, fifth, seventh, ninth*; and then starting from the second, so as to produce the series—*second, fourth, sixth, eighth, tenth*. This may be done also in descending order, beginning consecutively with tenth, and ninth.

In applying the ordinals to other groups of objects, an attractive illustration might be afforded by placing a class of ten children in front of the gallery, in which the relative position of each individual might be ascertained and described. Small objects, which may be easily moved from place to place, and put in a variety of relative positions, are most useful in lessons such as these. The number of the objects presented should be first determined, and then their relative position. One of them may then be moved into a new place. The effect upon the whole series, as well as upon the single object moved, will attract attention, and deepen impressions already made.

A few original miscellaneous questions may now be asked, as tests of acquirement.

What is the first meal of every day? What the second? What the third?

In what place does this child stand in this class? &c.

EDUCATIONAL INTELLIGENCE.

AT HOME.

Kings College.—We take the following account of the Encœnia of Kings College from the *Church Monitor*:—

The annual meeting of the friends of King's College, Windsor, took place last week. The attendance was large, the weather was fine, and the business and the pleasure of the accustomed assemblage dispatched and enjoyed as in other years. The public prints have already informed us upon all the details in which people in general would feel any interest, and there is no necessity to repeat that which has thus already been published in several of the most widely circulated journals.

The ordinary routine of electing Governors and officers of the Associate Alumni was attended to on Wednesday; Divine service at the parish church, and the ceremonies conducted at the hall, occupied the early part of the following day.

During a discussion on Wednesday among the members of the Associate Alumni the pleasing information was elicited that a large number of students matriculated during the past term.

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We have been furnished with the following list of honors &c., conferred at the last Encœnia, which we believe to be correct:

DEGREES, 1867.

Weldon,	*1st Satisfecit*, of	St. John, N. B.
Wheelwright,	*do.*,	England.
King,	*do.*,	Windsor.
Metzler,	*2nd Satisfecit*,	Truro.

RESPONSIONS.

Pointz, of Windsor; Deveber, of St. John.

General Williams' Prizes of $60 *each.*—Modern Languages—Wheelwright; Engineering—Armstrong; Metallurgy—Bowman.

Welsford Testimonial, of $24, *founded by Dr. Almon in honor of the gallant Welsford.*—E. Owen, son of the Rev. H. L. Owen, Lunenburg.

Alumni Certificate—Chemistry.—Shreve, son of the Rev. C. Shreve, Chester.

Do. French.—S. Boyd, son of the late Dr. Boyd, of St. John, N. B.

Professor McLeod's Prize of Books—Algebra.—Mutch, of P.E.I.

Do. Euclid.—Shreve, of Chester.

DEGREES CONFERRED.

Professor Hensley, *D. D.* Beamish Murdoch, Q. C., *D. C. L.* Smith, *B. A.*, Nickerson, *B. A.*, Metzler, *B. A.*, Brown, *B. A.*, Davis, *B. A.*, Symonds, *B. A.*, Chipman, *B. A.*, Borden, *B. A.*

Pictou Co.—The Inspector, having completed his inspection of the southern district of this county, writes as follows:—"It will afford you much pleasure to be informed, that, with one solitary exception, every school in our southern district is in full operation, with a largely increased attendance. In 58 schools just inspected the number of pupils on the register is 2689. This is much in advance of any former report; and from what I have ascertained, I trust to be able to give as good an account of north Pictou.

My earliest visitations were directed to those schools in the remote sections (north and south) which were vacant last winter; in nearly all these teachers are now engaged. For the last four years Hopewell, East River section, has been without a school; we have now two large and elegant school-houses completed, and two schools in operation. The school-house in Lower Hopewell is ornamented with a handsome belfry and bell. Several other new houses are in progress of erection in the county not before reported; I have the promise that all will be completed, seated, &c., before next winter. The new school-house in Pictou town is nearly completed; outside finished, painted, &c.,—adorned with an elegant bell tower, &c., it will be the handsomest building in Pictou. A large building has been erected at the Albion Mines in connection with Mr. McKenzie's department; two additional teachers will be engaged. We have now an abundant supply of teachers, and I have much satisfaction in reporting a great improvement in the organization and method of instruction in our schools, and increased zeal and energy on the part of most of our teachers.

The great advantages of our present educational system over the past, the valuable and interesting information to people and teacher, conveyed through the *Journal of Education*, the reduced cost of apparatus, books, &c., to the people, the evident advantages of the present mode of instruction adopted by most of our teachers, are now fully acknowledged and appreciated by the great majority of our people."

Lunenburg Co.—The Inspector reports:—The number of schools in operation in the county is as follows:

Lunenburg	44
New Dublin	22
Chester	16
Total	82

This number has never before been equalled in this county during any one time, and in the coming winter term I expect the number will exceed a hundred. I am happy to say the law is now working very satisfactorily in this county, and is getting into favour with the general community more and more every day; for with the exception of some of those persons, here and there, who have no children to educate, and are therefore not in a capacity to reap any *direct* benefit from its admirable provisions, it is very generally hailed as one of the greatest blessings ever bestowed on the country.

The school-house built in the north-west section, No. 22, Lunenburg, in 1864, has been nicely finished and furnished of late; the trustees have also been able, after some difficulty, to procure a quarter of an acre of land adjoining it for a play ground, which they have neatly fenced and are otherwise improving. They have