4th Exercise Table.

a a	e							= 1a i = 1a + 1e = 2
a	o					t		i = 1a + 1e + 1t = 3
a	G	0				t		i = 1i + 1t + + 10 + 10 + 10 = 5
a	0	0			d	t		i = itdoea = 6
a	0	0			d	t	Ъ	i = ibtdoea = 7
а	0	0	u		d	t	b	i=ibtduoca=8
a	e	0	u	V	d	t	b	i = a coudtbiv = 9
\boldsymbol{a}	0	0	u	v	d	t	b	i = b t i d u v a o e = 9

9a 8e 6e 3u 2v 5d 7t 4b 8i

On this Table, exercise with thoroughness, till they are able readily to totalize the letters up and down, and from left to right in line; and let the subtractive and the addir ze principle of numbers be always worked together, that they may understand,—and from the beginning of these exercises,—how putting numbers and quantities into totals, must have a corresponding reversal: that is, that the undoing of the adding, must reversely agree with the adding; for example, if to 4, one is added, 5 shows the sum; take away the added one, and 5 becomes that one less = 4; or thus, one added to 4 makes 5; but one taken off 4, lessens it by one = 3, showing a difference between adding one to 4 and taking one from it of two; for one added to 4 gives 5; but one taken from it leaves 3.

By such simple processes, interestingly, and spiritedly gone through, children very soon will understand how adding differs

from subtracting, by correspondingly reversed processes.

To vary these exercises somewhat, a Table like the following might be given on slates or on a practice board, adding to the nine digits, the number 10—thus completing the arithmetical circle of calculations. But a simple explanation of how two figures are used to express ten should first be given. The word Ten appears to be a compound word, meaning both hands, or the hands, including the ten fingers; and which are represented by two figures 1 and 0. the ten fingers; and which are represented by two figures, 1 and 0 The 0 indicates a complete circle of figures in our arithmetical scale; and I placed before it, means one such or DENARY circle; , two such circles; 3, three such round of figures, &c., thus, 10, 20, 30, &c. Dwell on this till understood.

5th Exercise Table.

Ann Ann	7 5. 11			Tree Tree		_
Ann	Doll			Tree		Cup
Ann	Doll	Tom		Tree		Cup
Ann	Doll	Tom	Top	Tree	Rose	Cup
Ann	Doll	Tom	Top	Tree	Rose	Cup
Ann	Doll	Tom	Top	Trec	Rose	Cup
Ann	Doll	Tom	Top	Tree	Rose	Cup
Ann	Doll	Tom	Top	Tree	Rose	Cup
Ann •	Doll	Tom	Top	Tree	Rose	Cup

10 Anns 8 Dolls 7 Toms 6 Tops 10 Trees 6 Roses 8 Cups

Children can be exercised from this Table in the four funda-mental rules. The different columns may be added as wholes, or The words can be taken in twos, threes, &c., up to ten; partly. The words can be taken in 1200s, turees, &c., up to ten; and as they add a column they can reveise the process by subtracting successively the words; thus, the total of the first column is 8; off 8 cups, take one, 7 remain; off 7 take one more, 6 cups remain; off 6, take another, only 5 remain, and so to the last. When they can readily in this way undo the adding, let them take the words in twos, threes, &c., and find their differences. The principles of Multiplication and Division being the same as those of addition and subtraction, only processes by these being differently addition and subtraction, only processes by these being differently gone thic by, children from the very first should be taught how to put numbers together and disunite them by the more concise processes of multiplying and dividing. In the third column we have a total of ten trees: group this number into twos, and we have 5; group into threes, we have 3, and one left; into fours, we have 2, and 2 left; and into fives, we have two divisions, each containing and 2 lest; and into sives, we have two divisions, each containing five trees;—again: increase the 5 groups by 2, this gives 10; increase the 3 by 3, and add in the one over, we have the same number, and so on. Once, in cornest, begin to exercise juveniles in these different ways, and experience will suggest almost an endless variety of methods for effecting vour object. But remember that method—and that so well studied as to make it every way suitable for your purpose, so as to enable you to carry the understanding of the child along with you at every step—is indispensable. Nothing requires so much thoroughness in learning any thing as the first initiatory steps; nothing is so essential for thing as the first initiatory steps; nothing is so essential for

success in any mental pursuit as soundness in elementary knowledge. Meagerness, incorrectness, misconceptions of acquaintance with first frinciples, create difficulties at every stage of advance. Often they render advancement impossible; cause many a headache, and heartache to the pupil; create stupidity instead of quickness; cramp and paralyze, not healthiy unfold and energize, the mental faculties. Not only do they affect the child's present educational position, but his intellectual power and standing when he becomes a man. I do aver that educators are all more or less foulty in the great of these phases in the injusting the proof of the complex in the proof of the complex in the great of the gre faulty in the want of thoroughness in their initiatory processes, especially in relation to arithmetic. Nor do many of them seem to be aware that the MORE DEFECTIVE THE FIRST STEPS of their training are, the more they increase their own labours and diffi-culties, as well as those of their pupils, and increase their want of success. The young minds in daily contact with our own, will never be staminated by flimsy beginnings!

At this stage, their advancement should sufficiently prepare them for being profitably exercised in ABSTRACT NUMBERS, 'one, two,' &c., up to ten, for drilling and questioning. Pass not, however, from one graduated exercise to another till your object is well effected. To make first impression deep and permanent let ample time be given. And in giving lessons, keep not their minds on the stretch too long; and when symptome of weariness or inatten-

tion are shown, stop.

6th Exercise Table.

2	1	. 0	1	8	7	5	6	1	4	3	3	2	1
2	3	0	1	1	1	1	1	2	3	2	3	2	1
1	2	0	1	0	0	2	1	5	1	1	2	2	1
3	4	9	2	1	ρ	1	1	1	1	1	1	2	1
2	0	1	5	0	1	1	1	1	1	1	1	2	1
10	10	10	10	10	9	10	10	10	10	8	10	10	5

In exercising on this Table, give variety to your questioning. Make them add, subtract, multiply, and divide—within the range of ten. But give every part of the exercises a demonstrave character; and do not urge to answer very hastily; but allow them time to see clearly each combination, each process, before giving their answer. Be sure that the understanding of each under questioning, is going along with you.

7th Table.-Figures differently arranged, given as a review exercise.

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To one add one = 2.
To two add one = 3.
To three add one = 4.
To four add one = 5.
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(Up to ten.)

To five add two To seven add three = 10. To four add five

Adding and Subtracting.

To 3 add 2 and from their sum subtract 2 = 3. To 5 " 1 " To 2 " 7 " " " " Put together 2 and 3, and 5 Put together 3 and 4 and subtract 2 To 4 add 5, subtract 3, add 1 and 3

Make them give a reason for every result; and to remove doubts vary the questions, and change and simplify your language in questioning, till their understanding is reached.

Division and Multiplication.

Put these upright lines into twos-||, ||, ||, ||, ||. How many? ans. 5 twos. Explain.—Double the 5 twos; how many would there be? ans. 10. Explain. Would two 3s be the same as twice 3? How do you know, if