

and saying that he (the father) is expected home on a certain day, and that the buggy (or sleigh) will be at the depot of a certain place to meet him.

2. Write a letter to a schoolmate, describing a present received, asking the loan of a book, and stating that you will visit him on a certain day.

3. Write a letter to your parents, describing your studies in school.

4. Write a letter to your cousin, inviting him, or her, to visit you.

There is room for the teacher to exercise a great deal of ingenuity in designating the character of letters to be written. The pupils should be required to produce short compositions occasionally. In assigning this work, definitely specify its character. Some attention may be given to technical grammar in the course of the year; but it should be remembered that the main object is to teach pupils the practical use of language. In considering the parts of speech and their properties, develop the ideas of pupils in reference to a new point, by conversation with them, and by written work on the blackboard. Lead the pupils to make their own definitions, as far as possible. The pupils' work outside of the recitation, should always be the preparation of some written matter to be brought to the next recitation for inspection and criticism.—*W. A. Hosmer in Indiana School Journal.*

THE PRIMARY CLASS.

NUMBERS.

Counting.—First let the pupils be taught to count as far as ten, by using the numeral frame, pencils, their fingers, marks on the blackboard and other objects.

Figures.—Teach the pupils to count out groups of objects to represent each number, and teach the figure that represents the group. Let the pupils count *one ball, one finger, one mark*, then learn figure 1. Then count in groups *two balls, two fingers, two pencils, two marks*, etc., and learn figure 2. Now lead the pupils to see that *two* is equal to *one and one*, or *two ones*; that *three* is equal to *one and one and one*, or *three ones*, or *two and one*; that *four* is equal to *four ones*, or *three and one*, *two and two*, or *two twos*. Proceed in a similar manner to teach each number and figure as far as nine.

To give the pupils additional exercises for learning how many objects each figure represents, let them count as many balls or other objects, or hold up as many fingers as the given figure represents. They may be allowed, also, to clap their hands three times for figure 3, four times for figure 4, and so on, as another mode of showing that they understand the value of the numbers.

Figures in Groups.—Figures should be taught as symbols of numbers counted, and in groups corresponding to the forms by which the numbers are represented. The first group should contain the figures from 0 to 9; the second group from 10 to 19; the third group, 20 to 29, and so on to 100. Counting objects should precede each group, and extend beyond the highest number of the group. No succeeding group should be commenced until the preceding one has been thoroughly learned.

Adding.—The pupils may be taught to *add balls* on the numeral frame by *ones*; then to *add figure 1s* in a column on the blackboard; then to *add a column of 1s* on their slates. Subsequently teach them to *add balls by twos*; then to *add a column of 2s* on the blackboard; then on their slates. Proceed in the same manner with *threes*. Afterwards the pupils may be taught to *add 1s and 2s* in the same column; then *1s, 2s and 3s* in the same column. A variety of exercises should be introduced by which the pupils will be required to *add one* to each number from one to twenty. As far as practicable, objects should be used by the pupils during the first steps of these lessons.

Subtracting.—By means of the numeral frame teach the pupils to count backward from ten, thus: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0. Let them also learn, by the use of the numeral frame and of other objects, to *take one* from each number from one to ten, and to tell how many remain.

Reading and Writing Figures.—Care should be taken in the reading of *Arabic figures* from the blackboard, as far as 100, and the writing them on slates, as far as 20, that the instruction be given in appropriate steps, that the numbers be arranged in such groups as will aid the pupils in learning them; also that each group be

well learned before a new one is presented. More rote exercises should not be allowed, either with or without the numeral frame.—*N. Y. City Manual.*

HOW TO GET AN EDUCATION.

1. *Resolve to have an education.*

"Where there is a will there is a way." Says Burke: "The lovers of wisdom will be wise." Matthews says: "If a person does not obtain an education, it is a proof that he did not intend to have one."

2. *Go to school if you can.*

A person can learn better at school than he can at home. At school, study is business. In study, method is everything. The best teachers can show the best methods.

3. *Use the spare moments of time, when not at school, in gaining information.*

"Elihu Burrit acquired a knowledge of eighteen languages by improving fragments of his time while working as a blacksmith."

"Franklin became one of the wisest men of his age, by studying during the fragments of time, while engaged as a printer."

4. *Give undivided attention when you study.*

"Genius," says Helvetius, "is nothing but continued attention." Dickens says: "The one serviceable, safe, remunerative, attainable quality in every study, is the quality of attention. My own invention, or imagination, would never have served me as it has but for the habit of patient, daily, toiling, drudging attention."

5. *Be thorough.*

Sir Edward Sugden being asked the cause of his rapid rise in his profession, replied that "when he learned a thing once, he learned it forever."

6. *Let no day pass without learning one new truth.*

The largest fortune is made up of cents; the highest mountain is composed of grains; the widest ocean is formed of drops; the greatest store of learning consists in individual truths.

7. *Do not get discouraged.*

"A solid character is not the growth of a day. The mental faculties are not developed without long and laborious culture."

"No one knows how much he can do till he has tried."

It is not talent that men lack, but purpose.

8. *The three steps in gaining an education are intention, attention, retention.*

You must intend to get it; you must attend while getting it; you must retain as you get it.

Dr. Arnold declared that "the difference in boys consists not so much in talent as in energy."

Sir Thomas Fowell Buxton says: "The great difference between men, between the great and the insignificant, is energy, invincible determination, an honest purpose once fixed, and then death or victory."

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ORNAMENTING THE SCHOOL-ROOM.—A few cultured women employed as teachers in our country had, previous to the last year, introduced pictures into their school-rooms. So pleasing was the effect produced upon all parties interested, that I resolved last autumn to devise a plan of placing pictures in all the school houses of the county. As the plan succeeded so well and cost so little, I give it for the benefit of others who may feel an interest in aesthetics. I sent to the city for one hundred neat chromos, 10x12 inches, which cost only a trifle at wholesale prices, and I carried several of these with me wherever I went in my work of visiting schools. I proposed to present one of these pictures upon condition that the teacher and pupils would promise at least one more for their school-room. The proposal accepted, a committee of pupils, ladies and gentlemen appointed by the teacher, would make choice of a picture, which I then presented to the school. The interest in the picture flew in all directions, and in many places they anticipated the Superintendent's coming by performing their part of the contract in advance. The method adopted to accomplish