

The cipher may be introduced by asking—*If I have 4 apples and you take 4 of them away, how many shall I have left? None. How can we write the number I have left?* Tell them we write 0, and call it *naught*.

To teach numbers higher than ten we would proceed in the same way as before:—*Ten, and another one, .... Name? .... Give it. .... Ten and two, .... Name? ....*, and so on. *Ten and another ten—two tens .... Name? .... Three tens, three tens and one, and so on.*

The mode of teaching to write 10 and higher numbers was next shown by MR. CROCKET. The following may serve as an outline.

Take objects of two kinds, as pens and pencils, and show that if Johnnie has 3 pens and 1 pencil, Charley 2 pens and 4 pencils, and Frank 1 pen and 2 pencils, we may write down what they all have in this way:

Pens.	Pencils.
3	1
2	4
1	2

We place all the pens in one column and all the pencils in another. Take other examples, as apples and oranges, boys and girls. Then take an example introducing *tens* and *ones* and draw from them the manner of writing it down in columns. The next step is to remove the dividing lines, then remove the names, then write the figures close together, leading the children, at each step, to see that the meaning is still the same.

Tens.	Ones.	Tens.	Ones.	
2	1	2	1	21
5	3	5	3	53
1	0	1	0	10

Brief explanations were also given of the method of procedure in teaching to add and subtract numbers consisting of two or more figures.

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ILLUSTRATIVE EXERCISES BY THE PRIMARY DEPARTMENT OF THE MODEL SCHOOL.—MISS MINARD, having brought her pupils in and assigned work to the advanced class at their seats, gave a lesson on Addition and Multiplication to the junior class,—very successfully illustrating the method described by MR. CROCKET. The classes were then changed and Class A received a specimen lesson in Multiplication and Division. After a few remarks by the CHIEF SUPERINTENDENT, the children withdrew, exhibiting as they went out their manner of marching with arm-movements and singing.

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VOCAL TRAINING.—MISS CLARK then took up the subject of Articulation, and conducted the Teachers through certain excellent exercises adapted to impart flexibility and accuracy to the movements of the jaw and lips.