never have cause to regret that we made them the basis of our system of instruction.

As an exemplification of the system I have briefly attempted to unfold, I will take up the subject of teaching arithmetic to pupils from 5 to 8 years old. With pupils of this tender age the only true method is to carry on all the operations by visible objects, or in other words, as before stated, begin with the concrete. The absurdity of the old method of introducing a child all at once into the mysteries of abstract numbers is all but universally acknowledged, and the more philosophical way of teaching this subject through the medium of objects is practised in nearly all primary departments. We begin then with this branch of the child's education by giving him an idea of numbers, or teaching him to count, using the ball frame or some small objects such as beans; let the first lesson be from one to rine, teaching him as he counts the objects to put down, the sign or symbol that stands for the number of objects enumerated. Let the next lesson be from 9 to 19, explaining particularly that 11 means 1 and 10, that 19 means 10 and 9, &c. Let the next lesson be from 19 to 29, taking care to inform the pupil that 20 means 2 tens, and 24 means 2 tens and 4, &c. I would continue this exercise until the child could, with the greatest freedom, count up to 100, both forwards and backwards, and readily put down the figures standing for any number of things between I and 100.

Addition.—The teacher must first endeavor to explain what the term means, and the utility of the rule. To explain the meaning of the term, take a pile of books and increase the size of the pile by laying on more. Suppose you had in the first lot  $\theta$ , ask them to ascertain by counting how many, then take 3 more and place them upon the first lot; ask how many in the pile now. The act of bringing these two lots into one, making 9 in all, is called ad-

dition. To explain the utility of the rule, distribute to several members of the class different quantities of small objects, such as beans, and ask them to ascertain how many you gave out to all; this they will do by counting, then show them that by putting the numbers given to each under one another, and adding together, that you can arrive at the same result much more easily and quickly than they did. After some oral lessons of this kind take the ball frame and with its aid construct the first line of the addition table thus, 1 + 1 = 2, 1 + 2 = 31+3=4, 1+4=5, and so on, explaining the meaning of the signs + and =, and before proceeding to the next line, let the class be so exercised that each pupil can readily tell the sum of the constant digit used, and any of the nine digits in any order, and carrying out the principle that as soon as knowledge is acquired it should be immediately applied. Give large numbers of practical problems in which the numbers will be the same as those in the line of the addition table under consideration. William has 7 marbles in one pocket and 1 in another, how many has he altogether? There are 5 boys in a class, if I more be added, how many will there be? Proceed thus through each line of the table.

Subtraction. By an oral lesson explain the meaning of the term, and when the rule is to be applied. To explain the meaning of the term take a pile of 6 books, and remove 4-how many left? Here is a class of 10 scholars; suppose I send the first 3 boys to their seats, how many will be left? You see then that subtraction mcans to take away from, and instead of counting what is left to find the answer, it is much easier and shorter to employ this rule-thus 4 from 6 leaves 2, 3 from 10 leaves 7. You will understand then that we use subtraction when we want to find difference between two numbers or when we want to take. one number away from