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Reading.—The names of the punctuation-points, and the value of the pauses they indicate, should be taught as soon as the child begins to read. It is a great error to allow a child to read mechanically, and without regard to the sense. This exercise should be made of such a nature as to keep the minds of the scholars actively engaged, so that, while elocution is taught, the lesson may be made the source of actual instruction—a means of increasing the store of their knowledge. A scholar, who has intelligently read through the Second Reader, having learned the orthography and significance of every word, and the sense of every sentence, has learned more than one who has gone through the full series of Readers without any reference to the significance of what he has read. Where the sense is understood, but little difficulty will be experienced in learning to read with proper expression.

Writing.—The admirable series of Copy Books, adopted for our Schools, makes instruction in this accomplishment comparatively easy for the teacher, provided he shows care in superintending the use of the same, and in explaining the principles which are set forth by their authors. Where these Copy Books cannot be procured, the same system must be pursued by Teachers in their instructions. The aim should be to secure *successful* imitation of good copies, rather than rapidity of execution, which will come in due time.

Arithmetic.—Great attention is required to ensure a knowledge of principles—definitions and rules. It is not meant that the exact language of the book should be exacted, but a clear and intelligent apprehension of principles—as shown by the ability of the scholars to express these in their own language—should be the aim of the teacher. At first most of the time spent in this study should be occupied with *concrete* numbers, so that the way may be made open for an intelligent study of principles as applied to *abstract* numbers. Let the operations of Addition, Subtraction, Multiplication, and Division be connected entirely with familiar objects. The *Primary Arithmetic* furnishes abundant materials for this kind of instruction. After a scholar has gone through this book two or three times—particular attention being paid to *Analysis* when the conception of abstract numbers becomes clear to the mind—the *Practical Arithmetic* may be substituted, using along with it, if circumstances will admit, the *Intellectual Arithmetic* for oral recitation and practice in Analysis. In no case should a slate be used with the latter book; it is purely for mental work. The teacher should labor to make the scholar thoroughly understand the principles underlying the science of numbers, while he acquires readiness in the art of calculation.