as in the former case? Why should not mere repetition be employed to secure accuracy in syntax, as well as in orthography? If the same common-sense principles and rational theory, which are employed in teaching Etymology, Syntax, and Prosody, were employed in teaching Orthography, children would be rescued from the aversion to all learning, the loss of time and labour. In the series of the Irish National Readers, provision is made for teaching "how to spell" as well as "how to read," without the aid, (or rather the hindrance), of the common Spelling-Book, and especially in connection with "The Spelling-Book Superseded," by Professor Sullivan, of the Dublin Normal School, in which the rules of orthography are given, as well as a list of the most difficult words in the English language, together with their pronunciation and etymology.

(c) The Various Kinds of Arithmetic Used in our Common Schools.

In regard to Arithmetics, it is not of so much importance, what Arithmetic is used, so that but one is used in a School, at least an elementary one, for small scholars, and a large one for those who are more advanced—as in the Irish National Board of Education in Dublin. The Teacher is the true, and the best, "arithmetic" for the Schools; and, if he cannot teach and illustrate its principles and rules without reference to a particular Text-Book, very little of the science of numbers will be learned in his School. Several Arithmetics are yet used in the Schools instead of one. But I think it very desirable that the examples of an Arithmetic should be chiefly selected from the statistics and commerce of the Country in which it may be used; its operations will thus be invested with additional interest, and divested of that abstract character which is the most serious obstacle to the progress of a beginner. Bishop Strachan has prepared an Arithmetic of this kind.*

(d) English Grammars in use in the Common Schools.

There being no peculiar excellence in the Irish National Grammar over others, the Board of Education for Upper Canada have thought proper to recommend the use of three Grammars in the Schools, namely the Irish National, Lennie's, and Kirkham's, as might be desired by School Trustees,—only one of the three to be used in the same School. The Irish National Grammar is used in 220 Schools reported as in operation in 1847; Lennie's in 717; Kirkham's in 649; Murray's in 321; and various Grammars in 116 Schools.

(e) The Various Kinds of Arithmetic Used in our Common Schools.

Each Country should have a Geography, as well as an Arithmetic, of its own. Every youth should be made intimately acquainted, not only with the Climate and Outlines and general productions of his own country, but with the geographical positions, the extent, the soil, the waters, the population, the peculiarities, the Towns, and the commerce of its various Districts. A pupil in any School in Germany will go to the Blackboard and will draw an accurate outine of Germany, with its Political Divisions, its Mountains, its Rivers, its Cities and Towns, and will then give you the commerce,

*Many of the examples given by the Reverend Doctor Strachan, in his "Concise Introduction to Practical Arithmetic," for the use of Schools, in 1809, is of this character. Thus, a question in addition reads:

From Quebec to Montreal is 180 miles—from thence to Kingston 200—from thence to York 149—from thence to Niagara 78 miles—from thence to Detroit 210. Required, the distance from Quebec to Detroit. Answer—817 miles.

Again a question in Multiplication reads:

The distance from Quebec to Montreal is 180 miles; supposing the road 17 yards broad, how many square yards does it contain? Answer—5,385,600 yards.

Several of Doctor Strachan's examples begin with local references, such as: "A Merchant in Montreal," "A Gentleman in Quebec." Names of other places in Canada are also freely mentioned, such as York, Kingston, Cornwall, etcetera.