

## 3. RAPID ARITHMETIC.

Rapid calculation in the simple rules of arithmetic is systematically practised by all pupils. This work is not confined to one year or one grade, but is taken progressively throughout the school course. An exercise of this kind is taken once a week. Ten minutes will suffice for such a lesson. In Montreal we use a series of thirty-six graded exercises for rapid work. Each set is printed on a separate slip of paper, room being left for writing the answers. These papers, as they cost only a few cents per hundred, may be thrown away after they have been used. A stock is kept in each school, and teachers select such exercises as best suit their purpose. In this way skill and facility in rapid computation are secured and maintained.

## 4. ELEMENTARY ARITHMETIC SHOULD BE PRACTICAL.

Care must be taken to give problems that are likely to be met with in every-day life. Long examples which discourage and disgust little children are to be avoided.

In fractions the rules for finding L. C. M. and H. C. F. need not be taught, for no examples in which these cannot be found by inspection, should be given.

In decimals practicalness recognizes the necessity of obtaining results accurate to only a limited number of fractional places. Two places give results accurate to the  $\frac{1}{100}$  and three places to the  $\frac{1}{1000}$  part of a unit. Further than this it is not necessary to go in elementary work. For this reason recurring decimals have no place in the elementary course.

In the tables of denominate numbers all obsolete and unusual denominations may be omitted. This part of the course, and indeed the whole subject of business arithmetic is strictly utilitarian. Practical utility should therefore be the controlling element in the exercises employed. The daily necessities of the house, the shop, the office, indicate the general character of the selections to be made, and will furnish as good mental discipline in calculation and analysis as others of a less severely practical character.

I have said that arithmetic in the Public Schools of this city has shown a marked improvement during the past few years. In testing the progress and proficiency of our pupils at the end of each year we now give four tests:—