

necessary that a tradesman should know how to calculate his pay by the week or year, check a grocer's bill, he should know how many inches there are in a foot, ounces in a pound, how to find the one-half, one-quarter, one-third or one-eighth of any number, how to add and multiply a simple fraction by a whole and a fractional number. This was all that was actually required in the ordinary duties of life. Time was too short and life too valuable to spend the one and confuse the other by learning anything about the scales, French ells, chains, degrees and seconds. As to the use of these in cultivating the reasoning powers, he said the piling up of stones would have the same result, as they were both mechanical. The exercises possible under the four simple rules of arithmetic furnished all the material necessary for the cultivation of the reasoning faculties. All the arithmetic they could profitably teach in the elementary schools might be included in the following summary: The four simple rules, the weights and measures in common use, the simplest forms of vulgar fractions, and so much of decimals as is necessary to reckon easily dollars and cents. They should let copious exercises under these rules, in all possible forms, take the place of the ridiculous, confusing, aggravating exercises given in compound numbers, vulgar and decimal fractions, and they would give a more useful educational and make a hundred-fold better thinker.

The discussion which followed was an interesting one and was of very great benefit to the practical teacher, in as far as it proved that the course marked out for the schools in Quebec represented a satisfactory mean between the practical and the mind developing intention of arithmetic as a school exercise. The discussion was continued for some time by Mr. Arthy, Inspector McLaughlin, Mr. Rexford, Miss Robins, Dr. Harper, Dr. Kelley and a number of the lady teachers.

Dr. Robins then read a paper on "English Grammar." He drew the attention of the teachers to the present unsettled state of terminology of grammar, and proposed that they should adopt a certain set of expressions that teachers could use generally, so that children would not be confused in passing from teacher to teacher and from school to school.

There was a lengthy discussion on the paper, in which Messrs.