are reached the greater the pupil's mastery. Speed and accuracy both depend upon ability to work at sight.

2. Written Work.

In written work the following rules are to be recommended:—

(*a*) Only those figures and signs necessary to indicate the process employed should be recorded.

(*b*) Intermediate steps and operations should be worked mentally.

(*c*) Such steps, if they cannot be worked mentally, should be written apart.

Each new principle is first to be taught inductively and objectively. When this has been done, another step is necessary, viz., to fix it in the mind by repetition. Little time is needed for teaching compared with the time that is needed for practice. But at this stage a marked diversity in the capacity of pupils becomes a source of discouragement and embarrassment to teachers. All know the process, but some will work many examples with ease and accuracy, while others laboriously solve a few A skilful teacher ought to provide a sufficient number of graded examples to keep the best pupils fully occupied To secure this end we use in our schools a series of graded exercise books for drill in arithmetic. They have been prepared by the Principal of one of our schools, along the lines of the text-books that we now use, and are intended to supplement, not to supersede the regular text-books.

Each book contains about eighty pages of examples ready for working and two books are sufficient to cover the work assigned in each year. Each new step is illustrated by a multitude of easy examples. In No. 7 for example, more than forty pages are devoted to the addition and subtraction of fractions Each page contains at least twelve examples, and may be worked by a quick pupil in five minutes, or by an average pupil in ten minutes. Ten minutes a day for two months will suffice to work the whole, and give a class a thorough drill in the mechanical process of adding and subtracting fractions; a drill that indelibly stamps the process in the memory and produces results at once speedy and accurate.