

tions will enable him to add or subtract $3\frac{1}{2}$ and $4\frac{1}{2}$ without reducing to improper fractions and finding the common denominator, and there is no chance of his misplacing the decimal point. He can tell you the number of cords in a pile of wood, the number of bushels in a bin of grain, the thousands of shingles or feet of boards necessary to cover a building. He may not know how much above cost to put the price of his father's hay or butter or beef, so that a certain per cent may be dropped, and the old man still make a profit of another certain per cent, but he is able to tell the cost of butter or beef, or hay, and whether ruling prices are giving him a profit or not. He does not grieve if he is ignorant of the metric system, for his father has told him how easily the pupils of a former generation dropped into the use of dollars and cents when this use was made a necessity, although the boys and girls were not educated up to it by years of drill in the arithmetic. He is satisfied that when the government calls upon men to use metre and kilogram, that they will pick them up as easily as their fathers did the dollars and cents, and that necessity after all is the only schoolmaster that educates people up to the point of adopting the new for the old. He is not quite sure about true discount, but he can calculate the interest on a note correctly.

He can keep a correct account of his doings with his neighbors. It may be all done in one book, preferably a cash book, for he has reached that point in ethics which requires him to owe no man anything, but that book shows him his standing, and can yield him just as plain a balance sheet as if he knew all about ledger and day book and all the multifarious rules of journalizing. He can write you a note if necessary without leaving out the essential parts, and can give a receipt.

His knowledge of drawing enables him to draw the plan of the interior of a house and a fair elevation of it. He cannot perhaps, draw a cone in different positions, but he can sketch a maze of country roads to the untravelled stranger. He is not good at ornamental designs, but he can sketch to the carpenter what he wants in door or bookcase, can draw a field or garden plot, perhaps measure its angles and estimate its area.

What little manual training he received has been in connection with this, so that his knife, at the least, can follow his pencil plan, and his designs show in relief as well as on the flat. He can fold and tie a parcel neatly, can give a good point to a lead pencil, and do many a little thing that only a careful teacher sees can be made useful in his training.

His careful attention to form and frequent re-writing of common words enable him to spell the ordinary words in a letter, while his teacher's care in drilling

him in the use of a dictionary keeps him from making a dash at the extraordinary ones. He is still hoping for the spelling reform, but his teacher tells him it seems to be farther away now than a decade of Associations ago.

GRAMMAR.

I am afraid a rigid examiner would find his parsing and analysis a little out, and his definitions not always correct. He has forgotten many of the rules of syntax, and forgotten page after page of etymology, but his faithful instructor has so cultivated his ear that it is pained by bad syntax, and has so carefully watched his playground English that he speaks correctly. We understand his meaning, spoken or written, which is more than we can say about our text books on grammar sometimes, and we thank our school system and take courage, since he has been enabled to steer clear of the Giant Despair of formal grammar, and in spite of him walk erect before his castle, clothed in the armor of honest Anglo-Saxon.

I would like to see the experiment tried of putting the text-book on grammar out of the schools for three or four years, and then a careful examination made to see whether our ideal speaks and writes the English language more or less correctly as the result. Will he be any more apt to say he "laid in bed too long" and to tell his dog "to lay down," than he is now? When he hears they are going to begin the study of grammar again, will he be any the less likely to say "I ain't going to study no grammar?"

COMPOSITION.

As to composition, our Grade VIII describes it well. "Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing for all ordinary purposes," though how they are at this particular stage to do so is not, perhaps, quite so plain. But all along the way advice has been given and principles laid down evolving a boy who can write an interesting letter home about school or scenery—not the ones in the comic papers, they are written by grown up boys who are paid for it—but a description that tells us plainly what the writer wishes us to know. And he has not forgotten his punctuation marks, for he has been taught to get along fairly well with comma and period, and a question mark if he needs one. The capitals are all in their proper places, and if he has been taught to paragraph, the divisions are as patent to the eye as to the mind.

GEOGRAPHY.

He leaves in his text-book, instead of his head, the heights of mountains, lengths of rivers, latitude and longitude, but is able to sketch from memory a fairly