

world, but the stream will overflow and undermine their frail barriers, and the temporary restraint will end in an overflowing flood.

To the students who are here to-day, it may appear that the subjects of this lecture belong to those older than themselves; but it is not so. To you I would say, ladies as well as gentlemen, that the burden which we are soon to lay down you must take up; and it is your duty now to nerve and train yourselves in all good habits and learning, that you may do credit to your Alma Mater, may sustain that cause for which so many good men and women in Montreal have made great sacrifices, and may advance the highest interests of your country and of the world. To you belong the present honor and future prosperity of the university. Our hundreds of students in Canadian colleges, as they march out into the battle of life from year to year, if patient, energetic, enthusiastic, godly, leading useful and noble lives, are able to guide Canada and to sway the world. May it be so with our students, and with those of all other schools of sound learning.

WHAT OF ARITHMETIC SHOULD BE TAUGHT IN OUR SCHOOLS.*

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In considering such a topic as this, it is necessary to have before us a general view of the objects sought in conveying the necessary instruction. What, then, are the various ends in view when a child begins to learn, and a teacher to teach the subject—Arithmetic? It seems to me that all instruction has a twofold object, first to fit the child for the active duties of life, that he may profitably to himself and usefully for the commonwealth and community, take up the burdens that devolve upon him in the sphere of life to which he is called, and secondly, to cultivate his intellect, strengthen his memory, draw out his reasoning powers and enlarge them. In the words of Fitch, therefore, there are

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